

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



Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name Al-Muthanna
Faculty/Institute College of Arts
Scientific Department Sociology
Academic or Professional Program Name Arts
Final Certificate Name Sociology
Academic System Quarterly system
Description Preparation Date 17/9/2023
File Completion Date: 25/2/2024

Signature 

Head of Department Name

Assistant Professor Dr. Saleh

Malidi Jabbar

Date 25/2/2024

Signature 

Scientific Associate Name

Teacher Dr. Maithum Hayawi Abd

Date 25/2/2024

The file is checked by Dr. Dalal Muhammad Ali

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department

Date 27/2/2024

Signature 


Approval of the Dean

3/3/2024

1. Program Vision

The Department of Sociology aims to achieve the goals of university higher education and scientific excellence in line with the orientations of the Iraqi state, as well as studying human societies from a scientific perspective that helps students confirm their identity and understand their society, by taking into account the standards of quality, understanding and mastery in the two bachelor's stages.

2. Program Mission

The mission of the Department of Sociology is to prepare qualified specialists in the field of sociology and provide them with modern knowledge, skills and professional experience represented in information skills, teamwork, scientific research and communication and employing them in the field of sociology, as well as providing the scientific base that achieves a conscious understanding of society's issues and problems through courses or conducting studies. In different areas of social life.

3. Program Objectives

The department aims to provide society with social workers in order to contribute to development processes and advance the reality of society. It also contributes to preparing researchers to work in state institutions, engage in the labor market, and develop their scientific research methods and skills. It also aims to enhance cultural awareness among members of society, through participation. In conferences, scientific symposiums, and seminars held by academic institutions, the department aims to keep pace with the theoretical aspect of the field aspect in specialized studies.

4. Program Accreditation

Accreditation standards have not been released yet

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|--------------------------|
| Institution Requirements | 4 | 8 | 5.4 | English language subject |
| College Requirements | Nothing | | | |
| Department Requirements | 25 | 73 | 90 | |
| Summer Training | Nothing | | | |
| Other | Nothing | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|--------------------|--------------|-----------|
| 2023-2024 | | | theoretical | practical |
| 2023-2024 | | Social Statistics | theoretical | |
| 2023-2024 | | criminology | | practical |
| 2023-2024 | | English | theoretical | |
| 2023-2024 | | Sociology of Women | theoretical | |
| 2023-2024 | | Research design | theoretical | |
| 2023-2024 | | Family sociology | theoretical | |

| | | | | |
|-----------|--|-----------------------------------|-------------|-----------|
| 2023-2024 | | Social thought | theoretical | |
| 2023-2024 | | Cultural Sociology | theoretical | |
| 2023-2024 | | Applied Statistics | theoretical | |
| 2023-2024 | | Reform criminals | | practical |
| 2023-2024 | | Social change | theoretical | |
| 2023-2024 | | Research techniques | theoretical | |
| 2023-2024 | | Social class | theoretical | |
| 2023-2024 | | English | theoretical | |
| 2023-2024 | | Planning and development | theoretical | |
| 2023-2024 | | The entrance to social theories | theoretical | |
| 2023-2024 | | Communication Sociology | theoretical | |
| 2023-2024 | | Political Sociology | theoretical | |
| 2023-2024 | | Religious Sociology | theoretical | |
| 2023-2024 | | Sociology | theoretical | |
| 2023-2024 | | English | theoretical | |
| 2023-2024 | | Graduation research / theoretical | theoretical | |
| 2023-2024 | | Social movements | theoretical | |
| 2023-2024 | | Contemporary social theories | theoretical | |
| 2023-2024 | | Sociology | theoretical | |
| 2023-2024 | | Ethnic sociology | theoretical | |
| 2023-2024 | | Social control | theoretical | |
| 2023-2024 | | Legal sociology | theoretical | |
| 2023-2024 | | English | theoretical | |
| 2023-2024 | | Graduation / applied research | | |

3. Expected learning outcomes of the program

Knowledge:

Learning Outcomes 1

A- Cognitive objectives.

A1- Enabling students to rely on acceptable scientific methods to confront social problems.

A2- Taking advantage of available scientific methods and harmonizing them with the knowledge the student acquires.

A3- Forming an in-depth, applicable scientific awareness.

A4- Adopting self-regulated learning plans that are consistent with self-

| | |
|---------------------|---|
| | <p>efficacy.</p> <p>A5- Being able to know social concepts.</p> <p>A6- Identify social concepts related to the content of the study.</p> |
| Skills | |
| Learning Outcomes 2 | <p>B1 - The student has the ability to think logically.</p> <p>B2 - The student learns the ability to analyze and deduce.</p> |
| Learning Outcomes 3 | <p>B3 - Learn social research skills according to modern learning.</p> <p>B4 - Learn ways to deal with any phenomenon that occurs.</p> |
| Ethics | |
| Learning Outcomes 4 | <p>1- Identify the problem closely and then take appropriate solutions.</p> <p>2- Obtaining the appropriate information for the problem and arranging it according to the scientific context.</p> |
| | |

9. Teaching and Learning Strategies

Scientific lectures

An explanatory presentation of the scientific material

Scientific discussion sessions

Paying attention to secondary sources that are scientifically similar to specialized curricula

10. Evaluation methods

1- Scientific research.

2- Tests - daily - monthly - end of the semester.

3- Discussions

11. Faculty

Faculty Members

| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
|---------------|----------------|---------|---|------------------------------|----------|
| | General | Special | | Staff | Lecturer |
| | | | | | |

| | | | | | | |
|---------------------|---|---|--|--|---|---|
| Assistant Professor | 4 | 1 | | | 5 | 1 |
| Teacher | 1 | 1 | | | 1 | 1 |
| Assistant teacher | 4 | 2 | | | 6 | 1 |

Professional Development

Mentoring new faculty members

Get teaching methods

Keeping pace with the scientific evolutionary era with regard to modern teaching curricula

Participating in new scientific conferences and seminars that help develop individual skills

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty, such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(According to what is approved by the Ministry of Higher Education)

13. The most important sources of information about the program

The Ministry of Higher Education and international programs accredited in international universities

14. Program Development Plan

Raising the complexity involved in preparing descriptions and other things and making it more smooth and acceptable with the actual scientific situation within Iraqi universities.

Accrediting independent units that deal with them electronically, concerned with this aspect, so that their primary concern will be the programs that develop and raise the level of Iraqi universities, and they will be the ones who adopt this work.

Program Skills Outline

| | | | | Required program Learning outcomes | | | | | | | | | | | |
|--|--|--|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| third level | third level | third level | | | | | | | | | | | | | |
| The first course is basic population sociology | The first course is basic population sociology | The first course is basic population sociology | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Social statistics are basic | Social statistics are basic | Social statistics are basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Basic criminology | Basic criminology | Basic criminology | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| English language is basic | English language is basic | English language is basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Basic sociology of women | Basic sociology of women | Basic sociology of women | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Basic research design | Basic research design | Basic research design | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Basic family sociology | Basic family sociology | Basic family sociology | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Social thought is basic | Social thought is basic | Social thought is basic | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Total 23 | Total 23 | Total 23 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| third level | third level | third level | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| The second course is basic cultural sociology | The second course is basic cultural sociology | The second course is basic cultural sociology | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Basic applied statistics | Basic applied statistics | Basic applied statistics | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Basic criminal reform | Basic criminal reform | Basic criminal reform | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

| | | | | | | | | | | | | | | | |
|---------------------------|---------------------------|---------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Fundamental social change | Fundamental social change | Fundamental social change | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| Basic research techniques | Basic research techniques | Basic research techniques | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| 1. Course name: | | | | | |
|--|-------|---------------------------------------|--|-----------------|---------------------------------|
| Contemporary social theories | | | | | |
| 2. Course Code | | | | | |
| Contemporary social theories | | | | | |
| 3. Year Second semester | | | | | |
| - 2023/2024 | | | | | |
| 4. The date this description was prepared is: | | | | | |
| 25/2/2024 | | | | | |
| 5. Available forms of attendance: In –person | | | | | |
| | | | | | |
| 6. Number of study hours (3)/number of units (3) | | | | | |
| 60 | | | | | |
| 7. Name of the course administrator (if more than one name is mentioned) | | | | | |
| Name: Kafa ANaem Hantoush- | | | | | |
| 8. Amiel : : kafamily@mu.edu.iq | | | | | |
| Course objectives | | | | | • |
| 9. Studying social theory and learning about modern and contemporary sociological theories . | | | | | |
| Introducing the student to the importance of contemporary theory in explaining emerging social phenomena and keeping up with what is new in society. | | | | | Objectives of the study subject |
| 10. | | | | | |
| the week | hours | Required learning outcomes | Name of the unit or topic | Learning method | Evaluation method |
| the first | | According the above mentioned outputs | introduction Introductory theory Contemporary in science T meeting | My presence | Participation and tests |
| the second | | according Outputs mentioned above | Cultural ga theory | My presence | Participation and tests |
| the third | | according Outputs | Contemporary functional | My | Participation |

| | | | | | |
|------------|--|-----------------------------------|--|-------------|-------------------------|
| | | mentioned above | constructivism | presence | and tests |
| the fourth | | according Outputs mentioned above | Talcott Parsons Social System) Robert Merton | My presence | Participation and tests |
| Fifth | | according Outputs mentioned above | Formal theory George Zimmel | My presence | Participation and tests |
| VI | | according Outputs mentioned above | Modern Marxism - Louis Coseriu, Durkheim | My presence | Participation and tests |
| Seventh | | according Outputs mentioned above | Sociological individualism Raymond Boudon | My presence | Participation and tests |
| VIII | | according Outputs mentioned above | Structural theory | My presence | Participation and tests |
| Ninth | | according Outputs mentioned above | Poststructural theory | My presence | Participation and tests |
| The tenth | | according Outputs mentioned above | Phenomenology - Garfinkel | My presence | Participation and tests |
| eleventh | | according Outputs mentioned above | Critical theory Frankfurt School - Habermas | My presence | Participation and tests |
| twelfth | | according Outputs mentioned above | exchange theory Modern | My presence | Participation and tests |

| | | | | | |
|------------|--|---|---|----------------|-----------------------------|
| | | | Blau – Richard Emer | | |
| Thirteenth | | according Outputs mentioned above | Risk Society – Ulrich | My presence | Participation and tests: |
| fourteenth | | according Outputs mentioned above | structuration theory – Anthony Giddens | My presence | Participation and tests: |
| Fifteenth | | According the abo mentioned outputs. | the exam | My presence | |

11.

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

| final exam | Laboratorie s | second month | first month | Semester |
|------------|------------------|-----------------|-------------|----------|
| 60 | - | 20 | 20 | 100 |
| | | | | |

12. Ninth

| | |
|--|--|
| Required textbooks (methodology, if any) | nothing |
| (Main references sources | 1- Contemporary theories in sociology - Dr Social theories - Dr /Qais Al- T Maan, Khalil Omar, Noun Contemporary theory in sociology - Dr Ibrahim Issa Othman. |
| Recommended supporting books and (... references (scientific journals, reports) | Pedagogical Press on the Scale . Zeina Bin Hass Modern Sociological Theories . University of M 8, 5491 AD- Guelma / Faculty of Humanities and Social Sciences Department of Sociology |
| Electronic references, Internet sites | https://www.scribd.com/document/24035716 |

Course Description - Social Class - Third Stage - Second Semester for the year

2023-2024

| | | |
|---|---|--------------|
| 1- Course name | | Social class |
| 2- Course Code | | |
| 3- Semester/Year Second semester - 2023/2024 . | | |
| 4- The date this description was prepared is 2/7/2024 . | | |
| 5- Available forms of attendance : In-person | | |
| 6- (Number of study hours (6) / Number of units (3 | | |
| 7 - Name of the course administrator if more than one name is mentioned | | |
| Name: Sajad Baqer Kazim | Email: sajad.baqer@mu.edu.iq | |
| Course objectives | | |
| Studying social class and its impact on human relationships and dealings and its interaction with others and society | Objectives of the study subject | |
| The student is introduced to the importance of class in society, the most important modern theories, developmental roles, and its cultural and social expression | | |
| Teaching and learning strategies | | |

| | |
|---|----------------------------|
| <p>Familiarity with the field of learning and teaching strategies, - methods of scientific thinking and its applications</p> <p>Review published scientific research and studies on social class - Comparing the course with the courses of scientific - departments in other universities</p> <p>Examining the development of modern educational intellectual - trends and comparing them with classical trends</p> | <p>The strategy</p> |
|---|----------------------------|

Course structure:

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|-------------------------|-----------------|--|---|-------|------------|
| Participation and tests | My presence | What is social class | According to the ends mentioned above | 6 | the first |
| Participation and tests | My presence | The beginnings of class gradation | Participation and tests | 6 | the second |
| Participation and tests | My presence | Class and behavior | Participation and tests | 6 | the third |
| Participation and tests | My presence | Class and culture | Participation and tests | 6 | the fourth |
| Participation and tests | My presence | Class and social mobility | Participation and tests | 6 | Fifth |
| Participation and tests | My presence | Class and social change | Participation and tests | 6 | VI |
| Participation and tests | My presence | Class, family and marriage | Participation and tests | 6 | Seventh |
| Participation and tests | My presence | Theories explaining class Conflict theory | بحسب المخرجات المذكورة According to اعلاء the ends mentioned above | 6 | VIII |

| | | | | | |
|-------------------------|-------------|---|--|----------|------------|
| Participation and tests | My presence | Constructivist functional theory | According to the ends mentioned above | 6 | Ninth |
| Participation and tests | My presence | Elite and class | According to the ends mentioned above | 6 | The tenth |
| Participation and tests | My presence | Types of layers | According to the ends mentioned above | 6 | eleventh |
| Participation and tests | My presence | Classes in Islam | According to the ends mentioned above | 6 | twelveth |
| Participation and tests | My presence | Classes of Iraqi society | According to the ends mentioned above | 6 | Thirteenth |
| Participation and tests | My presence | Class and political system | According to the ends mentioned above | 6 | fourteenth |
| | | | final exam | | Fifteenth |

Course evaluation

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

| final exam | Laboratories | second month | first month | Semester |
|-------------------|---------------------|---------------------|--------------------|-----------------|
| 60 | - | 20 | 20 | 100 |
| | | | | |
| | | | | |

Learning and teaching resources

| | |
|---|---|
| Nothing | (Required textbooks (methodology, if any |
| Social classes in modern society | (Main references (sources |
| Putu More - Translated by Muhammad Al- | |

| | |
|--|--|
| Gohary Social classes - Abdel Basset Abdel Muti | |
| National Social Journal - Cairo Journal of Social Studies and Research - Algeria | Recommended supporting books and (...references (scientific journals, reports |
| https://shorok.com https://ketabmedia.com | Electronic references, Internet sites |

Head of Department

Prof. Dr. Saleh Mahdi Jaber

Subject teacher

m . sijaad baqir kazim

Course Description Form

1. Course Name:

Sociology of Criminology

2. Course Code:

Sociology of Criminology-

3. Semester / Year:

Chapter I 2023

4. Description Preparation Date:

2023

5. Available Attendance Forms:

Collective presence

6. Number of Credit Hours (Total) / Number of Units (Total)

45 hours / 45 units

7. Course administrator's name (mention all, if more than one name)

Name: saif jassp

Email: saifjasep@mu.edu.iq

8. Course Objectives

Course Objectives

- 1- Introducing the criminal phenomenon and the goals of criminology
- 2- The relationship of criminology to other sciences
- 3- Theories explaining criminal behavior

9. Teaching and Learning Strategies

Strategy

- 1 - The student gets to know the concept of criminology
- 2- To be able to use criminology vocabulary
- 3 - To possess social awareness and knowledge of the causes of crimes and ways of their spread

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|--|---------------------|-------------------|
| 1 | 3 | According to the above-mentioned outputs | criminology Historical introduction and concepts | Collective presence | Test and share |
| 2 | 3 | According to the above-mentioned outputs | The development and goals of criminology | Collective presence | Test and share |
| 3 | 3 | According to the above-mentioned outputs | Scientific theories explaining crime | Collective presence | Test and share |
| 4 | 3 | According to the above-mentioned outputs | Psychological theory in criminology | Collective presence | Test and share |
| 5 | 3 | According to the above-mentioned outputs | Social theories explaining crime (School - Geography) | Collective presence | Test and share |
| 6 | 3 | According to the above-mentioned outputs | Social theories explaining crime (Capitalist-economic theory) | Collective presence | Test and share |
| 7 | 3 | According to the above-mentioned outputs | Social theories explaining crime (mixture theory) | Collective presence | Test and share |
| 8 | 3 | According to the above-mentioned outputs | Social theories explaining crime (inter-cultural conflict theory) | Collective presence | Test and share |
| 9 | 3 | According to the above-mentioned outputs | Factors contributing to the emergence of crime and deviance First - internal factors | Collective presence | Test and share |
| 10 | 3 | According to the above-mentioned outputs | Factors contributing to the emergence of crime and deviance Second - external factors | Collective presence | Test and share |
| 11 | 3 | According to the above-mentioned outputs | Criminal liability Definition - Doctrines of Responsibility The traditional doctrine | Collective presence | Test and share |
| 12 | 3 | According to the above-mentioned outputs | Doctrines of liability Realist doctrine - syncretism | Collective presence | Test and share |

| | | | | | |
|----|---|--|--|---------------------|----------------|
| 13 | 3 | According to the above-mentioned outputs | Subject of criminology 1- (Crime) | Collective presence | Test and share |
| 14 | 3 | According to the above-mentioned outputs | Subject of criminology 2- (the criminal) | Collective presence | Test and share |
| 15 | 3 | According to the above-mentioned outputs | Exam | Collective presence | Test and share |

11. Course Evaluation

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

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books if any) | |
| Main references (sources) | <p>1- Dr. Samia Al-Saati, <i>Crime and Society</i>, 1983</p> <p>2- Dr. Ali Sheta Alam, <i>Criminal Meeting</i>, 1987</p> <p>3- Dr. Abdul Rahman Tawfiq Ahmed, <i>Criminology and Punishment</i>, House of Culture, Publishing and Distribution, 2012.</p> <p>4- Dr. Muhammad Shalal Habib, <i>Fundamentals of Criminology</i>, Legal Library, Baghdad, 2014.</p> |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

Subject teacher
Saif Jassb Awaid

Head of the Department
Prof. Dr. Saleh Mahdi Jaber

Concepts and terminology:

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description of the targeted learning outcomes according to specific learning strategies.

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Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| | | | | |
| | | | | |

| 8. Expected learning outcomes of the program | |
|--|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|---|
| Teaching and learning strategies and methods adopted in the implementation of the program in general. |

| 10. Evaluation methods |
|--|
| Implemented at all stages of the program in general. |

| 11 Faculty | | | | | |
|-----------------|----------------|---------|---|------------------------------|----------|
| Faculty Members | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
| | General | Special | | Staff | Lecturer |
| | | | | | |

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline

Required program Learning outcomes

| Year/Level | Course Code | Course Name | Basic or optional | Required program Learning outcomes | | | | | | | | | | | |
|------------|-------------|-------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| | | | | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

• Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Research techniques | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| Second semester/year 2023/2024 | |
| 4. Description Preparation Date: | |
| Y/YE/X/YX | |
| 5. Available Attendance Forms: | |
| Daily attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Number of hours: 3. Number of units: 3 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: thuraya ali jabbar shame Email: thuraya.ali@mu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Enhancing students' understanding of the basic foundations and concepts of scientific research, including its stages and methods • Teach students how to develop and implement effective research strategies, including the use of library and digital sources • Teach students how to write research papers systematically and effectively, starting from developing hypotheses and ending with formulating conclusions • |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> 1- The lecture meeting in an interactive discussion method 2- Use the blackboard 3- Encouraging students to self-educate |
| 10. Course Structure | |

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|--|-----------------|-------------------|
| 1 | | Make the student able to know research techniques and methods | Make the student to know research techniques methods | | |
| 2 | | Make the student able to know research techniques and methods | | | |
| 3 | | Social research sources | | | |
| 4 | | Difficulties in writing social research | | | |
| 5 | | Research Methods | | | |
| 6 | | Interview technique | | | |
| 7 | | Opinion polling technology | | | |
| 8 | | Questionnaire technique | | | |
| 9 | | First month exam | | | |
| 10 | | Sociometric technique | | | |
| 11 | | Data analysis technology | | | |
| 12 | | Content analysis | | | |
| 13 | | Psychological testing technique | | | |
| 14 | | Electronic technologies | | | |
| 15 | | Observation technique | | | |
| 16 | | Second month exam | | | |

11. Course Evaluation

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

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | Social research methods, Muhammad Adel Mahmud |
| Recommended books and references (scientific journals, reports...) | Fahma Bou Awad, scientific research methods |
| Electronic References, Websites | |

Second Semester for - Third Stage - Social Class - Course Description

٢٠٢٤-٢٠٢٣ the year

| | |
|---|---|
| Course name Social clas .١ | |
| Social class | |
| Code Course .٢ | |
| Social class | |
| ٢٠٢٤/٢٠٢٣ -Year Second semester /Semester .٣ | |
| | |
| ٢٠٢٣/١٧ description was prepared is The date this .٤ | |
| | |
| person- In :Available forms of attendance .٥ | |
| | |
| 45 (.٦) number of units/(.٧) Number of study hours .٦ | |
| | |
| (if more than one name is mentioned) Name of the course administrator .٧ | |
| sajad.baqer@mu.edu.iq : Ami- Name: Sajad Baqer Kadhim Al | |
| objectives Course .٨ | |
| <p>Social class and its impact study -١ on human relationships and dealings and its interaction with others and society</p> <p>The student is introduced to the: -٢ importance of class in society, the most important modern theories, the developmental its cultural and roles, and social expression</p> | <p>Objectives of the study subject</p> |
| Teaching and learning strategies .٩ | |
| <p>Familiarity with the field of learning and teaching -١ strategies, methods of scientific thinking and its</p> | <p>The strategy</p> |

| | |
|--|--|
| applications Review published scientific research and studies on social class -1 Comparing the course with the courses of scientific universities departments in other -2 Learn about the development of modern educational intellectual trends and compare them with classical trends -3 | |
|--|--|

Course structure .11

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|--------------------------|------------------------|-----------------------------------|---|--------------|-----------------|
| Participation and tests | My presence | What is social class | According to -the above mentioned outputs | 1 | the first |
| Participation and tests | My presence | The beginnings of class gradation | according to Outputs mentioned above | 1 | the second |
| Participation and tests | My presence | Class and behavior | according to Outputs mentioned above | 1 | the third |
| Participation and tests | My presence | Class and culture | according to Outputs mentioned above | 1 | the fourth |
| Participation and tests | My presence | Class and social mobility | according to Outputs mentioned above | 1 | Fifth |
| Participation and tests | My presence | Class and social change | according to Outputs mentioned | 1 | VI |

| | | | | | |
|-------------------------|-------------|--|--------------------------------------|---|------------|
| | | | above | | |
| Participation and tests | My presence | Class, family and marriage | according to Outputs mentioned above | 1 | Seventh |
| Participation and tests | My presence | Theories explaining class Conflict theory | according to Outputs mentioned above | 1 | VIII |
| Participation and tests | My presence | Constructivist functional theory | according to Outputs mentioned above | 1 | Ninth |
| Participation and tests | My presence | Elite and class | according to Outputs mentioned above | 1 | The tenth |
| Participation and tests | My presence | Types of layers | according to Outputs mentioned above | 1 | eleventh |
| Participation and tests | My presence | Classes in Islam | according to Outputs mentioned above | 1 | twelveth |
| Participation and tests | My presence | Classes of Iraqi society | according to Outputs mentioned above | 1 | Thirteenth |
| Participation and tests | My presence | Class and political system | according to Outputs mentioned above | 1 | fourteenth |
| | | | the exam | | Fifteenth |

Course evaluation. 11

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

.etc

| final exam | Laboratories | second month | month first | Semester |
|--|--------------|--|-------------|----------|
| 50 | - | 20 | 20 | 100 |
| | | | | |
| | | | | |
| Learning and teaching resources. ١٢ | | | | |
| nothing | | (Required textbooks (methodology, if any | | |
| Social classes in modern society Translated by - Putu More Gohary-Muhammad Al Basset Abdel Abdel - Social classes Muti | | (Main references (sources | | |
| Cairo - National Social Journal Journal of Social Studies and Algeria -Research | | Recommended supporting books and (...references (scientific Journals, reports | | |
| https://shorok.com https://ketabpedia.com | | Electronic references; Internet sites | | |

Subject teacher, head of department

M . Sajjad Baqir Kazem, M.D. Saleh Mahdi Jaber

Course description form

| | |
|--|---------------------------------|
| 1-Name of the course | |
| Effects of Iraq's occupation period | |
| 2-Course code | |
| Effects of Iraq's occupation period | |
| 3-Semester/year | |
| Second / 2024 | |
| 4-Date this description was prepared | |
| 2024\1\28 | |
| 5-Available forms of attendance | |
| My presence | |
| 6- Number of study hours (total) / number of units (total) | |
| Hours 45 / 15 units | |
| 7-Name of the course administrator (if more than one name is mentioned) | |
| Name: ANWAR KAREEM NAJEEM Email: anwar.kareem@mu.edu.iq | |
| 8-Course objectives | |
| <ul style="list-style-type: none">• Learn about the concept of Effects of Iraq's occupation period• Its importance and objectives. . Knowledge of types, forms and methods of Effects of Iraq's occupation period | Objectives of the study subject |

| | |
|--|--|
| <ul style="list-style-type: none"> • Knowledge of the theories explaining Effects of Iraq's occupation period | |
|--|--|

9-Teaching and learning strategies

| | |
|---|---------------------|
| <ol style="list-style-type: none"> 1- Culture and . Effects of Iraq's occupation period 2- Dobin ,Frank, Culture Models Effects of Iraq's occupation period 3- Social theory and Effects of Iraq's occupation period 4- Castells, Manuel,The Rise of the Network. 5- Barnett,William, Modeling internal Organizational Change. | The strategy |
|---|---------------------|

10-Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | Hours | the week |
|--------------------------|------------------------|--|-----------------------------------|--------------|-----------------|
| Test and share | My presence | A general overview of the conditions in Iraq at that time and what the prevailing situation was like (general introduction). | | 3 | 1 |
| Test and share | My presence | The Mongols originate from their tribes, their | | 3 | 2 |

| | | | | | |
|----------------|-------------|--|--|---|----|
| | | nature, and their occupation of Iraq | | | |
| Test and share | My presence | Administrative system in the Mongol era | | 3 | 3 |
| Test and share | My presence | Hulagu campaign and occupation of Baghdad | | 3 | 4 |
| Test and share | My presence | Ottoman occupation of Iraq | | 3 | 5 |
| Test and share | My presence | First month exam | | 3 | 6 |
| Test and share | My presence | The conflict between the Ottoman Empire and the Safavid Empire | | 3 | 7 |
| Test and share | My presence | Amasya Peace and the Najaf Conference | | 3 | 8 |
| Test and share | My presence | The effects left by the invasion in Iraq, monuments and walls | | 3 | 9 |
| Test and share | My presence | The khans and their cultural role | | 3 | 10 |
| Test and | My | British occupation of | | 3 | 11 |

| | | | | | |
|----------------|-------------|--|--|---|----|
| share | presence | Iraq | | | |
| Test and share | My presence | The Jalairi state | | 3 | 12 |
| Test and share | My presence | The administrative aspect in the Jalairi state | | 3 | 13 |
| Test and share | My presence | The state of the black sheep and the white sheep | | 3 | 14 |
| Test and share | My presence | Second month exam | | 3 | 15 |

11-Course evaluation

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

12-Learning and teaching resources

| | |
|---|---|
| 1-Required textbooks (methodology, if any | Required textbooks (methodology, if any |
| 2-Social glimpses from Iraq's modern history | (Main references (sources |
| 3-Recommended books and supporting references, scientific journals, reports | Recommended books and supporting references, scientific journals, reports |
| 4-sites, sociology portal, sociology magazine library Iraqi Academy. | Electronic references, Internet |

Head Department

Subject teacher

M.M. ANWAR KAREEM NAJEEM

Dr: saleh Mahdi Jaber

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



Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate

description of the targeted learning outcomes according to specific learning strategies.

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

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

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

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

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

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

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

Academic Program Description Form

University Name:.....

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |
| Other | | | | |

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| | | | | |
| | | | | |

| 8. Expected learning outcomes of the program | |
|--|-------------------------------|
| Knowledge | |
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

| 9. Teaching and Learning Strategies |
|---|
| Teaching and learning strategies and methods adopted in the implementation of the program in general. |

| 10. Evaluation methods |
|--|
| Implemented at all stages of the program in general. |

| 11 Faculty | | | | | |
|-----------------|----------------|---------|---|------------------------------|----------|
| Faculty Members | | | | | |
| Academic Rank | Specialization | | Special Requirements/Skills (if applicable) | Number of the teaching staff | |
| | General | Special | | Staff | Lecturer |
| | | | | | |

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline

| | | | | Required program Learning outcomes | | | | | | | | | | | |
|------------|-------------|-------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Research techniques | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| first semester/year 2023/2024 | |
| 4. Description Preparation Date: | |
| 2024/2/18 | |
| 5. Available Attendance Forms: | |
| Daily attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Number of hours: 3, Number of units: 2 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: thuraya ali jabbar shame Email: thuraya.ali@mu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> • Enhancing students' understanding of the basic foundations and concepts of scientific research, including its stages and methods • Teach students how to develop and implement effective research strategies, including the use of library and digital sources • Teach students how to write research papers systematically and effectively, starting from developing hypotheses and ending with formulating conclusions • |
| 9. Teaching and Learning Strategies | |
| Strategy | 1- The lecture meeting in an interactive discussion method 2- Use the blackboard 3- Encouraging students to self-educate |
| 10. Course Structure | |

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|----------------------|--|-------------------------------------|
| 1 | 3 | Introduction to research design | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 2 | 3 | Introduction to the definition of scientific research | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 3 | 3 | The most famous types of social research design | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 4 | 3 | Research problem | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 5 | 3 | First month exam | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 6 | 3 | Research hypothesis | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 7 | 3 | Research objective + importance of research | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 8 | 3 | Study sources in the footnote and sources | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 9 | 3 | Research Methodology | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 10 | 3 | Research structure | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 11 | 3 | Temporal and spatial limits of research | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 12 | 3 | Second month exam | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 13 | 3 | Previous and similar studies | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 14 | 3 | Conclusions and recommendations | | Giving the lecture in an interactive way | Daily and monthly exams and reports |
| 15 | 3 | The first papers for research and organization | | Giving the lecture in an interactive way | Daily and monthly exams and reports |

11. Course Evaluation

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

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | Social research methods, Muhammad Adel Mahmoud |
| Recommended books and references (scientific journals, reports...) | Fahme Bou Awad, scientific research methods |
| Electronic References, Websites | |

Course description form

| | |
|--|---|
| Social thought : Course name . ١ | |
| | |
| Code Course . ٢ | |
| | |
| ٢٠٢٤-٢٠٢٣ year /Semester . ٣ | |
| | |
| ٢٠٢٣/١١/٩Is description was prepared The date this . ٤ | |
| | |
| person-In : Available forms of attendance . ٥ | |
| | |
| :٥ (٣) number of units/(٣) Number of study hours . ٦ | |
| | |
| (Sajjad Baqir Kazim) Name of the course officer . ٧ | |
| | |
| objectives Course . ٨ | |
| | <p>Introducing the nature of social thought, the historical development of social Mesopotamia, the Nile -thinking in Greece Valley, and the ancient East, social thought Islam, and the relationship of social in thought to other sciences, then identifying modern intellectual trends and their most prominent pioneers</p> |
| Teaching and learning strategies . ٩ | |
| <p>Defining the goals of social thinking - social thought Development of - Modern intellectual trends - Functions of social thinking- social thinking in the field of students Training - In solving social problems Using social thinking - Using social thought to reform society -</p> | The strategy |

Course structure .1 .

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|-----------------------|-----------------|---|---|-------|------------------|
| the test And share | The presence | Thought and thinking | According to -the above mentioned outputs | ٢ | The first week |
| the test And share | The presence | relationship Social thought The With science other | According to the -above mentioned outputs | ٢ | second week |
| the test And share | The presence | Thinking before or after the social problem | According to the -above mentioned outputs | ٢ | the third week |
| the test And share | The presence | Social thought in ancient societies | the According to -above mentioned outputs | ٢ | fourth week |
| the test And share | The presence | Greek and Roman social thought | According to the -above mentioned outputs | ٢ | The fifth week |
| the test And share | The presence | Christian social thought | According to the -above mentioned outputs | ٢ | the sixth week |
| the test And share | The presence | Social thought in Islam | According to the -above mentioned outputs | ٢ | The seventh week |

| | | | | | |
|-----------------------|-----------------|--|--|---|---------------------------|
| the test And share | The presence | European social thought | According to the -above mentioned outputs | ۲ | The eighth week |
| the test And share | The presence | Contemporary intellectual trends and their pioneers | According to the -above mentioned outputs | ۲ | The ninth week |
| the test And share | The presence | The roots of contemporary social thought | According to the -above mentioned outputs | ۲ | The tenth week |
| the test And share | The presence | Conflict thought | According to the -above mentioned outputs | ۲ | The eleventh week |
| the test And share | The presence | Career thought | According to the -above mentioned outputs | ۲ | twelfth week |
| the test And share | The presence | Symbolic interactionist thought | According to the -above mentioned outputs | ۲ | The thirteenth week |
| the test And share | The presence | Social psychological thought | According to the -above mentioned outputs | ۲ | The fourteenth week |
| | | the exam | | | Fifteenth |

Course evaluation . . . 11

according to the tasks assigned to the student. ۱ → Distribution of the grade out of

.etc such as daily preparation, daily, oral, monthly, written exams, reports

| final exam | Laboratories | second month | first month | Semester |
|------------|--------------|--------------|-------------|----------|
| 60 | - | 20 | 20 | 100 |

Learning and teaching resources

| | |
|---|--|
| nothing | (Required textbooks (methodology, if any |
| <p>1990 -History of Social Thought -Dr Maan Khalil Omar 1997 -The Growth of Social Thought -Kaabi -Dr. Hatem Al 2001 -Journey of Social Thought -Nouri -Dr. Qais Al</p> | (Main references (sources |
| <p>Cairo - National Social Journal Algeria -and Research Journal of Social Studies</p> | Recommended supporting books and (...references (scientific journals, reports |
| <p>https://ghorok.com https://ketalpedia.com</p> | Electronic references, Internet sites |

Subject teacher, head of department
 Baqir Kazem, M.D. Saleh Mahdi Jaber M . Sajjad

Course description form

| | |
|---|--|
| Name of the course-1 | |
| Language English | |
| Course code-2 | |
| Language English | |
| Semester/year-3 | |
| Second / 2024 | |
| Date this description was prepared-4 | |
| 28\1\2024 | |
| Available forms of attendance-5 | |
| My presence | |
| (Number of study hours (total) / number of units (total) -6 | |
| Hours 45 / 15 units | |
| (Name of the course administrator (if more than one name is mentioned)-7 | |
| Name: hayde tareq rajab | |
| Email: hayderaltaie@mu.edu.iq | |
| Course objectives-8 | |
| <ul style="list-style-type: none"> ● Learn about the concept of language English ● Its importance and objectives. . Knowledge of types, forms and methods of language English | Objectives of the study subject |

| <ul style="list-style-type: none"> • Knowledge of the theories explaining | | | | | |
|--|-----------------|--|----------------------------|-------|--------------|
| Teaching and learning strategies-9 | | | | | |
| -Determine the goals of language English 1 . Knowledge of the types, forms and methods of language-2 Intellectual development on the part o language English of and its importance for the individual and society The method preserves the means of language English-3 and transmits 4- them from one generation to another Developing the researcher's skills in solving problems that society-5 is exposed to as a result of its weakness Means of language English | | | | | The strategy |
| Course structure-10 | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
| Test and share | My presence | A general introduction to the basics of the English language | | 3 | 1 |
| Test and share | My presence | The most important pioneers of sociology | | 3 | 2 |
| Test and share | My presence | The most important | | 3 | 3 |

| | | | | | |
|----------------|-------------|--|--|---|----|
| | | theories in sociology | | | |
| Test and share | My presence | Excerpts from the book Head Way | | 3 | 4 |
| Test and share | My presence | Revision | | 3 | 5 |
| Test and share | My presence | The main parts of an essay | | 3 | 6 |
| Test and share | My presence | Description signals | | 3 | 7 |
| Test and share | My presence | How to write descriptive paragraph | | 3 | 8 |
| Test and share | My presence | Quiz | | 3 | 9 |
| Test and share | My presence | Giving Reasons | | 3 | 10 |
| Test and share | My presence | Writing practice | | 3 | 11 |
| Test and share | My presence | Idioms and slangs ? | | 3 | 12 |
| Test and share | My presence | Informal means of language english ((tradition | | 3 | 13 |
| Test and share | My presence | The main parts of an essay | | 3 | 14 |

| Test and share | My presence | Descriptive Paragraph | | 3 | 15 |
|---|-------------|-----------------------|---|---|----|
| Course evaluation-11 | | | | | |
| Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily exams Oral, monthly, written, reports, etc | | | | | |
| Learning and teaching resources-12 | | | | | |
| New Headway Beginner students Book-John and Liz soars – fourth-edition- oxford d-with I tutor | | | Required textbooks (methodology, if any | | |
| Maen Khalil: Social Control, Sunrise Wall 2006 for publishing and distribution, Amman, Jordan, 2006 | | | (Main references (sources | | |
| <p>New Headway Beginner students-1 Book-John and Liz soars – fourth-edition- oxford d-with I tutor</p> <p>2- Grammar eBook</p> <p>3-Headway Academic skills.</p> <p>4-Essential Grammar in use .</p> <p>5-cambridge English pronouncing Dictionary.</p> <p>6-English Vocabulary in use .</p> <p>7-oxford picture Dictionary .</p> | | | Recommended books and supporting references, scientific journals, reports | | |
| sites, sociology portal, sociology magazine library Iraqi Academy | | | Electronic references, Internet | | |

Subject teacher

Dr. Saleh Mahdi Jaber

Department Head

M.M. hayde tareq rajab

Course description form

| | |
|--|---------------------------------|
| 1-Name of the course | |
| Family sociology | |
| 2-Course code | |
| | |
| 3-Semester/year | |
| the first/ 2023 | |
| 4-Date this description was prepared | |
| 2023\9\17 | |
| 5-Available forms of attendance | |
| | |
| 6- Number of study hours (total) / number of units (total) | |
| Hours 45 / 15 units | |
| 7-Name of the course administrator (if more than one name is mentioned) | |
| Email : ahmed.lfta@mu.edu.iq | Name: Ahmed Hashem Lafta |
| 8-Course objectives | |
| <ul style="list-style-type: none">-Introducing students to family sociology, its origins, and some concepts related to it- Clarifying the functions of the family and clarifying the theories explaining the family.-Knowing how family problems occur and how to solve them- Learn about the importance of women in society. | Objectives of the study subject |

9-Teaching and learning strategies

1. Illustrate concepts of family sociology

2. Knowing the types and forms of families

Intellectual development through interpreted theories that give the researcher a clear vision and skills that help him solve family

3. problems in society

4. The way preserves the family and its stability

5-Developing the researcher's skills in solving the problems facing the family

**The
strategy**

10-Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|-------------------|-----------------|--|----------------------------|-------|----------------|
| 1- | My presence | The concept of family sociology and its relationship with other sciences | | 3 | First week |
| 2- | My presence | Family and its pictures | | 3 | second week |
| 3- | My presence | Sociological theories explaining the family | | 3 | the third week |
| 4- | My presence | Marriage | | 3 | fourth week |
| 5- | My presence | The family and its functions | | 3 | The fifth week |
| 6- | My presence | Socialization | | 3 | the sixth week |

| | | | | | |
|-----|-------------|---|--|---|---------------------|
| 7- | My presence | Areas of socialization | | 3 | Seventh week |
| 8- | My presence | Islam's interest in socialization | | 3 | The eighth week |
| 9- | My presence | Examples of family problems (disintegration, parent-child (conflict | | 3 | Week nine |
| 10- | My presence | Divorce | | 3 | The tenth week |
| 11- | My presence | The role of the family and the media in socialization | | 3 | Week eleven |
| 12- | My presence | Women and society | | 3 | the week twelveth |
| 13- | My presence | A reading of the history of feminist movements | | 3 | the week Thirteenth |
| 14- | My presence | Informal means of social control | | 3 | the week fourteenth |
| 15- | My presence | feminist movements | | 3 | the week Fifteenth |

11-Course evaluation

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

12-Learning and teaching resources

| | |
|--|---|
| | Required textbooks (methodology, if any) |
| Family Sociology: Maliha Awni Al-Qaseer, Subih Abdel Moneim Ahmed, Baghdad University Press | (Main references (sources |
| 1-Family Sociology: Zainab Ibrahim Al-Azabi 2-Maan Khalil: Family sociology 3-Rabeh Darwish: Family meeting 4-Musleh Al-Saleh: Social Control, Al-Wariq Publishing and Distribution (B, T | Recommended books and supporting references, scientific journals, reports |
| sites, sociology portal, sociology magazine library Iraqi Academy. | Electronic references, Internet |

Head Department

Dr. Saleh Mahdi Jaber

Subject teacher

M.M. Ahmed Hashem Lafta

Course Description Form

| | |
|---|--|
| 1. Course Name: | |
| Applied Statistics | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| 2023/2024 | |
| 4. Description Preparation Date: | |
| 27/2/2024 | |
| 5. Available Attendance Forms: | |
| My presence | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 30 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. Lect. Fatin Hassan Ajeil Email: Fatin.Hassan@mu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>This course aims to:</p> <ol style="list-style-type: none"> 1- spot the light on what is meant by applied statistics and introduce students to the concept The total population and the sample concept 2- Know how to conduct preliminary analyses. Such as descriptive statistics for discrete variables. Connected, use graphs to describe data 3- Learn how to measure the dispersion coefficient 4- Learn how to measure the correlation coefficient between variables |
| 9. Teaching and Learning Strategies | |
| Strategy | <ol style="list-style-type: none"> 1- Lecture method: conveying information to students orally. 2- Questioning method: Asking students questions and hearing the answers so that their performance can be continuously evaluated. 3- Discussion method: Asking the students a question and allowing everyone to consult, discuss, and reach a solution. 4- Investigation method: Urging students to rely on themselves in accessing information and facts. 5- Exploration method: Encouraging students to think about how uncover and collect information on their own. |

| 10. Course Structure | | | | | |
|----------------------|-------|----------------------------|--------------------------------------|-----------------|---------------------------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1- | 3 | - | Median | My presence | Participation + tests + monthly exams |
| 2- | | | Mode | | |
| 3- | | | Measures of dispersion | | |
| 4- | | | Average deviation | | |
| 5- | | | variance | | |
| 6- | | | standard deviation | | |
| 7- | | | Midterm exam I | | |
| 8- | | | Coefficient of variation | | |
| 9- | | | The effect of linear transformations | | |

| | | | | | |
|-----|--|--|---|--|--|
| | | | on dispersion measures | | |
| 10- | | | Correlation Concepts | | |
| 11- | | | Pearson Correlation factor | | |
| 12- | | | Spearman correlation coefficient | | |
| 13- | | | Phi correlation coefficient | | |
| 14- | | | The effect of linear transformations on the correlation coefficient | | |
| 15- | | | Midterm exam 2 | | |

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

1- Al-Najjar, Abdullah et al. 2013, Principles of Statistics for the Human

| | |
|--|---|
| | <p>Sciences with Computer Applications, King Fahd National Library, Riyadh.</p> <p>2- Dr. Muhammad Mahdi Al-Qassas, Principles of Statistics and Social Measurement, 2007</p> |
| <p>Recommended books and references (scientific journals, reports,...)</p> | |
| <p>Electronic References, Websites</p> | <p>1- Central Library in the university 2- Virtual Library 3- internet sites</p> |

Course Description Form

| | |
|---|--|
| 1. Course Name: | |
| Applied Statistics | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| 2023/2024 | |
| 4. Description Preparation Date: | |
| 27/2/2024 | |
| 5. Available Attendance Forms: | |
| My presence | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 30 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. Lect. Fatin Hassan Ajeil Email: Fatin.Hassan@mu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>This course aims to:</p> <ol style="list-style-type: none"> 1- spot the light on what is meant by applied statistics and introduce students to the concept The total population and the sample concept 2- Know how to conduct preliminary analyses. Such as descriptive statistics for discrete variables. Connected, use graphs to describe data 3- Learn how to measure the dispersion coefficient 4- Learn how to measure the correlation coefficient between variables |
| 9. Teaching and Learning Strategies | |
| Strategy | <ol style="list-style-type: none"> 1- Lecture method: conveying information to students orally. 2- Questioning method: Asking students questions and hearing the answers so that their performance can be continuously evaluated. 3- Discussion method: Asking the students a question and allowing everyone to consult, discuss, and reach a solution. 4- Investigation method: Urging students to rely on themselves in accessing information and facts. 5- Exploration method: Encouraging students to think about how uncover and collect information on their own. |

| 10. Course Structure | | | | | |
|----------------------|-------|----------------------------|--------------------------------------|-----------------|---------------------------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1- | 3 | - | Median | My presence | Participation + tests + monthly exams |
| 2- | | | Mode | | |
| 3- | | | Measures of dispersion | | |
| 4- | | | Average deviation | | |
| 5- | | | variance | | |
| 6- | | | standard deviation | | |
| 7- | | | Midterm exam I | | |
| 8- | | | Coefficient of variation | | |
| 9- | | | The effect of linear transformations | | |

| | | | | | |
|-----|--|--|---|--|--|
| | | | on dispersion measures | | |
| 10- | | | Correlation Concepts | | |
| 11- | | | Pearson Correlation factor | | |
| 12- | | | Spearman correlation coefficient | | |
| 13- | | | Phi correlation coefficient | | |
| 14- | | | The effect of linear transformations on the correlation coefficient | | |
| 15- | | | Midterm exam 2 | | |

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

1- Al-Najjar, Abdullah et al. 2013, Principles of Statistics for the Human

| | |
|--|---|
| | <p>Sciences with Computer Applications, King Fahd National Library, Riyadh.</p> <p>2- Dr. Muhammad Mahdi Al-Qassas, Principles of Statistics and Social Measurement, 2007</p> |
| <p>Recommended books and references (scientific journals, reports,...)</p> | |
| <p>Electronic References, Websites</p> | <p>1- Central Library in the university 2- Virtual Library 3- internet sites</p> |

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Social statistics | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| 2023/2024 | |
| 4. Description Preparation Date: | |
| 25/2/2024 | |
| 5. Available Attendance Forms: | |
| My presence | |
| 6. Number of Credit Hours (Total) / Number of Units (Total): | |
| 30 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Asst. Lect. Fatin Hassan Ajeil Email: Fatin.Hassan@mu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>This course aims to:</p> <ol style="list-style-type: none"> 1- spot the light on what is meant by applied statistics and introduce students to the concept The total population and the sample concept 2- Know how to conduct preliminary analyses, Such as descriptive statistics for discrete variables Connected, use graphs to describe data: 3- Identify methods and sources of data collection. 4- Identify methods of displaying classified and non-classified data 4- Identify measures of central tendency, such as the mean and median, for classified and unclassified data. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ol style="list-style-type: none"> 1- Lecture method: conveying information to students orally. 2- Questioning method: Asking students questions and hearing the answers so that their performance can be continuously evaluated. 3- Discussion method: Asking the students a question and allowing everyone to consult, discuss, and reach a solution. 4- Investigation method: Urging students to rely on themselves in accessing information and facts. 5- Exploration method: Encouraging students to think about how uncover and collect information on their own. |

| 10. Course Structure | | | | | |
|----------------------|-------|----------------------------|--|-----------------|---------------------------------------|
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| 1- | 3 | - | The concept of social statistics and its relationship to other science | My presence | Participation + tests + monthly exams |
| 2- | | | Data and variables | | |
| 3- | | | Sources and methods of collecting data | | |
| 4- | | | Data Tabulation (1): Frequency tables for qualitative data | | |
| 5- | | | Data tabulation (2): Frequency tables for quantitative data | | |
| 6- | | | Ascending and descending clustering frequency tables | | |
| 7- | | | Midterm exam I | | |
| 8- | | | Relative and percent frequency table | | |

| | | | | | |
|---|--|--|---|--|--|
| 9- | | | Paired frequency tables | | |
| 10- | | | Display classified and unclassified statistical data | | |
| 11- | | | Measures of central tendency (1): The arithmetic mean of ungrouped data | | |
| 12- | | | The arithmetic mean using the category centers method | | |
| 13- | | | Midterm exam 2 | | |
| 14- | | | Arithmetic mean using deviations method | | |
| 15- | | | The arithmetic mean using the abbreviated deviation method | | |
| 11. Course Evaluation | | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc | | | | | |
| 12. Learning and Teaching Resources | | | | | |
| Required textbooks (curricular books, if any) | | | | | |
| Main references (sources) | | | 1-Al-Najjar, Abdullah et al. 2013, | | |

| | |
|--|---|
| | <p>Principles of Statistics for the Human Sciences with Computer Applications, King Fahd National Library, Riyadh.</p> <p>2-Dr. Muhammad Mahdi Al-Qassas, Principles of Statistics and Social Measurement, 2007</p> |
| <p>Recommended books and references (scientific journals, reports,...)</p> | |
| <p>Electronic References, Websites</p> | <ol style="list-style-type: none"> 1- Central Library in the university 2- Virtual Library 3- internet sites |

Course description

| | |
|---|---------------------------------|
| Course name: Sociology of Women .1 | |
| | |
| Course Code .2 | |
| Course name: Sociol .1 | |
| 2022/2023 -Semester/Year First semester .3 | |
| | |
| 2022/23 The date this description was prepared is .4 | |
| | |
| person-Available forms of attendance: In .5 | |
| | |
| (3)Number of units / (6)Number of study hours .6 | |
| | |
| Name of the course administrator (if more than one name is .7 (mentioned | |
| kafamily@mu.edu.iq : Amiel -Al Naeem Hantoush Name: Kafaa | |
| objectives Course .8 | |
| Introducing the role and status of introducing society women in women's rights in international policies , highlighting feminist theories, feminist movements, contemporary women's problems, and the changing roles of women industrial societies in rural and | the study subject Objectives of |
| Teaching and learning strategies .9 | |

| | |
|--|--------------|
| <p>Familiarity with the field of learning and teaching -1 strategies, methods of scientific thinking and its applications</p> <p>Reviewing published scientific research and studies -2 .women's sociology in the field of</p> <p>Comparing the course with the courses of scientific -3 . departments in other universities</p> | The strategy |
|--|--------------|

Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|-------------------------|-----------------|--|---|-------|------------|
| Participation and tests | My presence | An introductory introduction to the sociology of women | According to -the above mentioned outputs | ٦ | the first |
| Participation and tests | My presence | Women in ancient Iraqi civilization | According to -the above mentioned outputs | ٦ | the second |
| Participation and tests | My presence | Women in Islamic thought | According to -the above mentioned outputs | ٦ | the third |
| Participation and tests | My presence | The feminist movement in Iraq | According to -the above mentioned outputs | ٦ | the fourth |
| Participation and tests | My presence | The stereotypical image of women in traditional | According to -above the mentioned outputs | ٦ | Fifth |

| | | | | | |
|-------------------------|-------------|--|---|---|-----------|
| | | the - culture reality of women in Iraqi society | | | |
| Participation and tests | My presence | Introduction to feminist theory the feminist - movement | According to -the above mentioned outputs | 7 | VI |
| Participation and tests | My presence | Women in the international human rights -system Violence against women | According to -the above mentioned outputs | 7 | Seventh |
| Participation and tests | My presence | Women and family | According to -the above mentioned outputs | 7 | VIII |
| Participation and tests | My presence | Women and work | According to -the above mentioned outputs | 7 | Ninth |
| Participation and tests | My presence | Women and democracy | According to -the above mentioned outputs | 7 | The tenth |
| Participation and tests | My presence | Women and Peacebuilding Women and - Development | According to -the above mentioned outputs | 7 | eleventh |
| Participation and tests | My presence | Women and social -problems | According to -the above mentioned | 7 | twelveth |

| | | | | | |
|-------------------------|-------------|--|---|---|------------|
| | | divorce and family disintegration | outputs | | |
| Participation and tests | My presence | Electronic blackmail of girls | According to -the above mentioned outputs | ٦ | Thirteenth |
| Participation and tests | My presence | The social paradoxes of women's reality in rural and urban areas | According to -the above mentioned outputs | ٦ | fourteenth |
| | My presence | the exam | According to -the above mentioned outputs | ٦ | Fifteenth |

Course evaluation .١١

according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc

| final exam | Laboratories | second month | first month | Semester |
|------------|--------------|--------------|-------------|----------|
| 60 | - | 20 | 20 | 100 |
| | | | | |

Learning and teaching resources .١٢

| | |
|--|--|
| nothing | Required textbooks (methodology, if any) |
| Saati, Sociology of -Women.....Ahmed Salem Al Ahmar: Sociology of -Women.....Ihsan Muhammad Al | (Main references (sources |

| | |
|---|---|
| Hassan, Sociology of Women | |
| ssan: Ha-lhsan Muhammad Al Sociology of the Family Women and Contemporary . Saati-Society: Samia Hassan Al | Recommended supporting books and references (scientific journals, (...reports |
| https://www.noor-book.com/tag/ | Electronic references, Internet sites |

Subject teacher, head of department

Jaber A.M. Dr. Saleh Mahdi A. M. Kafaa Naeem Hantoush

Course Description Form

| | |
|--|--|
| 1. Course Name: | |
| Reform criminals | |
| 2. Course Code: | |
| | |
| 3. Semester / Year: | |
| Second semester/year 2023/2024 | |
| 4. Description Preparation Date: 17/9/2023 | |
| | |
| 5. Available Attendance Forms: | |
| Daily attendance | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Number of hours: 3. Number of units: 2 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Name: Heba Ali Hussein Email: lhuss71599@gmail.com Email: heba.ali @ mu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> 1- Highlighting modern scientific methods in the process of reforming, treating and rehabilitating criminals. 2- Criminals and delinquents 3- Introducing learners to the basic concepts in penology, as well as knowledge of the penal institution and its most important goals, 4- Learn how to reform a criminal 5- Statement of the administrative apparatus in the modern correctional institution 6- Identify the methods used to reform criminals. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> 1- Direct meeting: includes the teacher's direct guidance to students and the transfer of knowledge and concepts. Directly and provide information clearly and digestedly 2- Use the blackboard 3- Encouraging students to self-educate 4- Cooperation and interaction |

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|---|---|
| 1- | 3 | Memory | A general historical overview of the idea of reforming criminals | Giving the lecture in an interactive way | Written and oral tests to evaluate students' understanding by asking questions and encouraging students to participate and express their opinions |
| 2- | 3 | Understanding | Introduction to penology and penal institutions | Use the blackboard to | Daily posts |
| 3- | 3 | Application | The origins of penology and stages of development | Available methods with examples | Reports submitted by students |
| 4- | 3 | Analysis | Penology and systems of penal institutions | Use brainstorming method | Reading in a book |
| 5- | 3 | Calendar | Therapeutic methods and the emergence of modern prisons | To create a state of collective thinking among students | |
| 6- | 3 | | (Classification concept and application) | | |
| 7- | 3 | | The administrative apparatus in correctional institutions | | |
| 8- | 3 | | Problems facing the process of reforming criminals | | |
| 9- | 3 | | Conditional release and its conditions | | |

| | | | | | |
|-----|---|--|---------------------------------|--|--|
| 10- | 3 | | Aftercare and medical treatment | | |
| 11- | 3 | | | | |
| 12- | 3 | | | | |
| 13- | 3 | | | | |
| 14- | 3 | | | | |
| 15- | 3 | | | | |

11. Course Evaluation

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

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular books, if any) | |
| Main references (sources) | Principles of treatment and reform of criminals: Mazen-Beshir |
| Recommended books and references (scientific journals, reports...) | Punishment: Mahmoud Naguib Homi |
| Electronic References, Websites | https://uomisan.edu.iq/law/ar/wp-content/uploads/2021/09/%D8%A7%D9%84%D9%85%DAD%D8%A7%D8%B6%D8%B1%D8%A9-1.pdf |

Course Description Form

| | | | | | |
|--|--------------|---|-----------------------------|------------------------|--------------------------|
| 1. Course Name: Sociology of population | | | | | |
| 2. Course Code: | | | | | |
| 3. Semester / Year: 2023/2024 | | | | | |
| 4. Description Preparation Date: 17/9/2023 | | | | | |
| 5. Available Attendance Forms: My attendance in classrooms | | | | | |
| 6. Number of Credit Hours (Total) / Number of Unifs (Total) | | | | | |
| 45 | | | | | |
| 7. Course administrator's name (mention all, if more than one name) | | | | | |
| Name: shakir awad dhahi Email: shakirawad@mu.edu.iq | | | | | |
| 8. Course Objectives | | | | | |
| Course Objectives | | Introducing students to the origins and concept of population sociology and its relationship to other sciences. Knowing its topics, goals and dimensions. It introduces students to basic terms and concepts in the sociology of population. Students also learn about population theories and who are the pioneers, as well as the role of births and deaths in increasing or decreasing population growth. They are familiar with the scientific material within the specialty. | | | |
| 9. Teaching and Learning Strategies | | | | | |
| Strategy | | strategy Storming Mental strategy the job Cooperative Collective | | | |
| 10. Course Structure | | | | | |
| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
| | | | | | |

| | | | | | |
|------------|---|--|--|-------------|----------------|
| 9/19/202 | 3 | | An introductory introduction to the sociology of population, the relationship of the sociology population to other sciences, the interests of population science and its epistemological limits | My presence | Share And test |
| 9/26/202 | 3 | | Theoretical and methodological conditions for the sociology phenomenological population Population: size Population, density Population formation Population, distribution Population, the change demographic, the shift Demographic growth Population | My presence | Share And test |
| 10/3/202 | 3 | | Data And sources search Demographic | My presence | Share And test |
| 10/10/202 | 3 | | Theories Population and emasculation in population sociology | My presence | Share And test |
| 10/17/202 | 3 | | Curricula search in science meeting Population | My presence | Share And test |
| 10/24/202 | 3 | | Theory Robert Malthus and Khaldun's views on population | My presence | Share And test |
| 10/31/20 | 3 | | Living Population And systems Social | My presence | Share And test |
| 11/7/202 | 3 | | Theories Entrance Governor: Herbert Spencer Kingsley Daves | My presence | Share And test |
| 11/14/202 | 3 | | Theories Entrance Radical: Karl Marx | My presence | Share And test |
| 11/21/202 | 3 | | Fertility Population And construction Social | My presence | Share And test |
| 11/28/20 | 3 | | Poverty And behavior Reproductive | My presence | Share And test |
| 12/5/2023 | 3 | | Births And deaths | My presence | Share And test |
| 12/13/2023 | 3 | | Immigration and unemployment | My presence | Share And test |

| | | | | |
|--|---|---|-------------|-------------------|
| 12/19/20 | 3 | Policies Adjust And guidance phenomena Population | My presence | Share And test |
| | | | | |
| 11. Course Evaluation | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ... etc | | | | |
| 12. Learning and Teaching Resources | | | | |
| Required textbooks (curricular books, if any) | | L. Yunus Hamada Ali, Principles Demography Abdul Razzaq Al-Chalabi, Population Sociology | | |
| Main references (sources) | | Abdul Hamid Lutfi, studies demographics | | |
| Recommended books and references (scientific journals, reports...) | | Mounir Abdullah Karadsheh: Soc Demographics | | |
| Electronic References, Websites | | library science the meeting library The Mustafa e | | |

Course Description Form

1. Course Name:

Sociology of communication

2. Course Code:

Sociology of communication -

3. Semester / Year:

Chapter I 2023

4. Description Preparation Date:

2023

5. Available Attendance Forms:

Collective presence

6. Number of Credit Hours (Total) / Number of Units (Total)

45 hours / 45 units

7. Course administrator's name (mention all, if more than one name)

Name: saif jassp

Email: saif.jasep@mu.edu.iq

8. Course Objectives

Course Objectives

1. Introduction to the sociology of communication and its various fields.
2. Understanding the relationship between means of communication and social developments.
3. Realizing the impact of means of communication on individuals and human societies

9. Teaching and Learning Strategies

Strategy

- 1 - To become familiar with the concept of sociology communication
- 2 - To be able to employ the vocabulary of the sociology communication
- 3 - To have social awareness of the negative and positive phenomena of the sociology of communication.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|--|---------------------|-------------------|
| 1 | 3 | According to the above-mentioned outputs | The concept of sociology of communication | Collective presence | Test and share |
| 2 | 3 | According to the above-mentioned outputs | Interaction through the sociology of communication | Collective presence | Test and share |
| 3 | 3 | According to the above-mentioned outputs | The role of family communication in the socialization process | Collective presence | Test and share |
| 4 | 3 | According to the above-mentioned outputs | Contribution of communication technology in developing the educational process | Collective presence | Test and share |
| 5 | 3 | According to the above-mentioned outputs | Obstacles to organizational communication in business organizations | Collective presence | Test and share |
| 6 | 3 | According to the above-mentioned outputs | The role of social networking sites in developing social awareness | Collective presence | Test and share |
| 7 | 3 | According to the above-mentioned outputs | Crisis communication and its role in crisis management | Collective presence | Test and share |
| 8 | 3 | According to the above-mentioned outputs | Educational communication for visually impaired children | Collective presence | Test and share |
| 9 | 3 | According to the above-mentioned outputs | Practical and legal problems of cybercrime | Collective presence | Test and share |
| 10 | 3 | According to the above-mentioned outputs | Scientific solutions regarding some measures to combat cybercrimes | Collective presence | Test and share |
| 11 | 3 | According to the above-mentioned outputs | The power of television's influence on public opinion | Collective presence | Test and share |
| 12 | 3 | According to the above-mentioned outputs | Talk shows and their importance in shaping public opinion | Collective presence | Test and share |

| | | | | | |
|----|---|--|--|---------------------|----------------|
| 13 | 3 | According to the above-mentioned outputs | The role of group play activities in developing communication among children with autism | Collective presence | Test and share |
| 14 | 3 | According to the above-mentioned outputs | Theories of communication sociology | Collective presence | Test and share |
| 15 | 3 | According to the above-mentioned outputs | Exam | Collective presence | Test and share |

11. Course Evaluation

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

12. Learning and Teaching Resources

| | |
|--|---|
| Required textbooks (curricular book if any) | 1. Ismail Ali Saeed, 2004, Human Communication in Social Thought, University Knowledge House. |
| Main references (sources) | 1. Muhammad Sayed Fahmy, 2006, Communication Technology in Social Service, Modern University Office. 2. Muhammad Mahmoud Mahdall, 1997, Introduction to Social Communication Technology, Modern University Office, Alexandria. 3. Nasr al-Din al-Ayyadi, 2001, Mass Communications and Culture. Department of Culture and Media, Government of Sharjah. 4. Muhammad Sabry Fouad, 1996, Communication Methods |
| Recommended books and references (scientific journals, reports...) | |
| Electronic References, Websites | |

Subject teacher
Saif Jassb Awaid

Head of the Department
Prof. Dr. Saleh Mahdi Jaber

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Sociology of knowledge | |
| 2. Course Code: | |
| Sociology of knowledge | |
| 3. Semester / Year: | |
| Chapter II 2024 | |
| 4. Description Preparation Date: | |
| 25/2/2024 | |
| 5. Available Attendance Forms: | |
| Collective presence | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 45 hours / 15 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: saif jassp Email: saif.jasep@mu.edu.iq | |
| 8. Course Objectives | |
| Course Objectiv | <ol style="list-style-type: none"> 1. To provide students with the study of many phenomena and problems from mental angles, and some of them are taught from sensory or cognitive angles meaning that it produces mental social knowledge and sensory social knowledge, and asking them to prepare research papers and guiding them through 2. The student must be able to work in a team. 3. Knowing the classifications of social knowledge. 4. Reminder of the types of human knowledge. 5. Clarifying society and knowledge. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ol style="list-style-type: none"> 1 - To become familiar with the concept of sociology of knowledge. • 2 - To be able to employ the vocabulary of the sociology of knowledge in the service of the social system. • 3 - To possess social awareness of the phenomena of sociology, both negative and positive knowledge. • 4- That the student will be able to study the types of sociology of knowledge |

and their relationship to the social system.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|--|---|---------------------|-------------------|
| 1 | 3 | According to the above-mentioned outputs | the introduction | Collective presence | Test and share |
| 2 | 3 | According to the above-mentioned outputs | Definition of knowledge and its characteristics | Collective presence | Test and share |
| 4 | 3 | According to the above-mentioned outputs | Forms of knowledge | Collective presence | Test and share |
| 5 | 3 | According to the above-mentioned outputs | Definition of the sociology of knowledge and the stages of development of science | Collective presence | Test and share |
| 6 | 3 | According to the above-mentioned outputs | Opinions of scholars in the sociology of knowledge | Collective presence | Test and share |
| 7 | 3 | According to the above-mentioned outputs | Contributions of scholars and thinkers to the sociology of knowledge (Ibn Khaldun) | Collective presence | Test and share |
| 8 | 3 | According to the above-mentioned outputs | Sociology of knowledge according to Karl Marx | Collective presence | Test and share |
| 9 | 3 | According to the above-mentioned outputs | Sociology of knowledge according to Max Scheler | Collective presence | Test and share |
| 10 | 3 | According to the above-mentioned outputs | Karl Mannheim's sociology of knowledge | Collective presence | Test and share |
| 11 | 3 | According to the above-mentioned outputs | Knowledge and ideology | Collective presence | Test and share |
| 12 | 3 | According to the above-mentioned outputs | the knowledge society | Collective presence | Test and share |
| 13 | 3 | According to the above-mentioned outputs | Knowledge and personality | Collective presence | Test and share |
| 14 | 3 | According to the above-mentioned outputs | The role and ideas of Dr. Ali Al-Wardi in the sociology of knowledge | Collective presence | Test and share |
| 15 | 3 | According to the above-mentioned outputs | Review and introduce students the importance of reading, memorizing, remembering and retrieving information | Collective presence | Test and share |
| | 3 | According to the above-mentioned outputs | the exam | Collective presence | Test and share |

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)
Maan Khalil Omar, *Sociology of Knowledge*, Dar Al-Amal, Jordan, 1993.
Muhammad Yasser Al-Khawaja, *Sociology of Knowledge*, Dar Al-Fikr Al-Arabi, 2014.
Karl Menheim, *Ideology and Utopia - Introduction to the Sociology of Knowledge*, Dr. Ali Al-Wardi Academic Research Center , in the *Sociology of Knowledge*, Dar Al-Mada, Baghdad 2018
Dr. Bassam Muhammad Abu Alian, *Lectures on the Sociology of Knowledge* , University Student Library, Jordan, 2017

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

Electronic References, Websites

<https://books4arab.me/>

Subject teacher

Saif Jassb Awaid

Head of the Department

Prof. Dr. Saleh Mahdi Jaber

Course Description Form

1. Course Name:

Social movements

2. Course Code:

Social movements

3. Semester / Year:

Second / 2024

4. Description Preparation Date: 17/9/2023

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total)

Hours 45 / 15 units

7. Course administrator's name (mention all, if more than one name)

Name: rabab hassan

Email: yrabab.hassan@mu.edu.iq

8. Course Objectives

Course Objectives

- • Learn about the concept of social movements, their importance and goals.
- • Knowing the types and forms of social movements.
- • Knowledge of the theories explaining the emergence of social movements.

9. Teaching and Learning Strategies

Strategy

- 1- Defining the goals of social movements.
- Knowing the types and forms of social movements.
- 3.The importance of social movements for the individual and society.
- 4.Developing the researcher's skills in solving the problems facing society as a result of the weak services provided by institutions to society.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|---|-----------------|-------------------|
| 1- | 3 | Collective presence | Social movements: (Concept, importance and goals) | My presence | Test and share |
| 2- | 3 | Collective presence | Types of social movements | My presence | Test and share |
| 3- | 3 | Collective presence | Social movement theories | My presence | Test and share |
| 4- | 3 | Collective presence | Types of social movements | My presence | Test and share |
| 5- | 3 | | Social movement theories | My presence | Test and share |
| 6- | 3 | Collective presence | The historical development of the emergence of social movements | My presence | Test and share |
| 7- | 3 | Collective presence | Examples of social movements in the Arab world | My presence | Test and share |
| 8- | 3 | Collective presence | Examples of social movements in Iraq | My presence | Test and share |
| 9- | 3 | Collective presence | Social movements and the state | My presence | Test and share |
| 10- | 3 | Collective presence | Problems facing social movements | My presence | Test and share |
| 11- | 3 | Collective presence | Social movements and violence | My presence | Test and share |
| 12- | 3 | Collective presence | Characteristics of social movements, protest and revolution | My presence | Test and share |
| 13- | 3 | Collective presence | New social movements | My presence | Test and share |
| 14- | 3 | Collective presence | Elements of social movements | My presence | Test and share |

| | | | | | |
|-----|---|---------------------|---|-------------|---------------|
| 15- | 3 | Collective presence | Problems that lead to emergence of social movements | My presence | Test as share |
|-----|---|---------------------|---|-------------|---------------|

11. Course Evaluation

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

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books, if any) | Dr. Musleh Al-Saleh, Social Control 2004 |
| Main references (sources) | Maen Khalil: Social Control, Sunrise Wall 2006 for public and distribution, Amman, Jordan, 2006 |
| Recommended books and references (scientific journals, reports...) | <ol style="list-style-type: none"> 1-Hossam El-Din Mahmoud Social Control, publisher, Towards Enlightenment Sociology Library, 2018. 2-Ibrahim Abu Al-Ghar, Legal Sociology and Social Control, Nahdou Al-Shariq Library, Cairo University. 3-Muhammad Abu Al-Hamad Sayed Ahmed, Social Control from a Social Service Perspective, University 4-Musleh Al-Saleh: Social Control, AlWariq For publishing distribution (B, T |
| Electronic References, Websites | <p>sites, sociology portal, sociology magazine library Iraqi Academy</p> <p>Subject teacher: M.M: rabab Hassan</p> <p>Department Head Dr: Saleh Mahdi Jaber</p> |

Course description Contemporary social theories

2023/2024

1. Course name: Contemporary social theories

2. Code Course

3. Year Second semester - 2023/2024

4. The date this description was prepared is 2/7/2023

5. Available forms of attendance: In -person

6. Number of study hours (6)/number of units (3)

7. (if more than one name is mentioned) Name of the course administrator

Name Kafaa ANaeem Hantoush-

Amiel: kafamily@mu.edu.iq

8. objectives Course

Objectives of the study subject

- 1- Studying social theory and learning about modern and contemporary sociological theories.
- 2- Introducing the student to the importance of contemporary theory in explaining emerging social phenomena and keeping up with what is new in society

9. Teaching and learning strategies

The strategy

- 1- Familiarity with the field of learning and teaching strategies, methods of scientific thinking and its applications.

- 2- Reviewing scientific research and studies published in the field of contemporary social theory
- 3- Comparing the course with the courses of scientific departments in other universities
- 4-Learn about the development of modern educational intellectual trends and compare them with classical trends

10. Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|-------------------------|-----------------|---|---|-------|------------|
| Participation and tests | My presence | introduction In theory (Introductory in Contemporary The meeting science | According to: -the above mentioned outputs | 6 | the first |
| Participation and tests | My presence | Cultural gap theory | according to Outputs mentioned above | 6 | the second |
| Participation and tests | My presence | Contemporary functional constructivism | according to Outputs mentioned above | 6 | the third |
| Participation and tests | My presence | Talcott Parsons (Social System)) - Robert Merton | according to Outputs mentioned above | 6 | the fourth |
| Participation and tests | My presence | al theory A George Zimm | according to Outputs mentioned above | 6 | Fifth |
| Participation and tests | My presence | - Modern Marxism - Louis Coser, Darndoff | according to Outputs mentioned above | 6 | VI |

| | | | | | |
|-------------------------|-------------|---|--------------------------------------|---|------------|
| Participation and tests | My presence | Methodological individualism Raymond Boudon | according to Outputs mentioned above | 6 | Seventh |
| Participation and tests | My presence | Structural theory | according to Outputs mentioned above | 6 | VIII |
| Participation and tests | My presence | Poststructural theory | according to Outputs mentioned above | 6 | Ninth |
| Participation and tests | My presence | Habermas - Ethnomethodology | according to Outputs mentioned above | 6 | The tenth |
| Participation and tests | My presence | Critical theory Habermas - Frankfurt School | according to Outputs mentioned above | 6 | eleventh |
| Participation and tests | My presence | Modern theory Social exchange Richard Emerson - Peter Blau | according to Outputs mentioned above | 6 | twelfth |
| Participation and tests | My presence | -Risk Society Tenth | according to Outputs mentioned above | 6 | Thirteenth |
| Participation and tests | My presence | Modernization theory <u>One</u> Anthony Giddens | according to Outputs mentioned above | 6 | fourteenth |
| | My presence | the exam | According to -the above mentioned | 6 | Fifteenth |

| | | | | | |
|--|---------------------|---------------------|--|-----------------|--|
| | | | outputs: | | |
| 11. Course evaluation | | | | | |
| according to the tasks assigned to the student, such as : Distribution of the grade out of preparation, daily, oral, monthly, written exams, reports, etc daily | | | | | |
| final exam | Laboratories | second month | month first | Semester | |
| 60 | - | 20 | 20 | 100 | |
| | | | | | |
| 12. Learning and teaching resources: | | | | | |
| nothing | | | Required textbooks (methodology, if any) | | |
| 1- Dr. -Contemporary theories in sociology -Dr. Qais Al-Social theories -Maart Khalil Omar Noun Dr. Ibrahim -Contemporary theory in sociology -Issa Othman | | | (Main references (sources | | |
| on the Scale Pedagogical Press - Zaina Bin Hassan, University of May - Modern Sociological Theories8, 5491 AD- Faculty of Humanities and / Guelma -Social Sciences Department of Sociology | | | Recommended supporting books and references (scientific journals, ...reports | | |
| https://www.scribd.com/document/240357160 | | | Electronic references, Internet sites: | | |

d of department

Subject teacher

A.M Kafa / ANaeem Hantoush

Dr. Saleh Mahdi Jaber .A.M

Course description form

| 1. Introduction to social theories :Course name | | | | | |
|--|-----------------|---|---|---------------------|----------|
| | | | | | |
| 2. Course Code | | | | | |
| | | | | | |
| 3. ٢٠٢٤/٢٠٢٣ -First semester Semester/year | | | | | |
| | | | | | |
| 4. ٢٠٢٣/١٧/٩is The date this description was prepared | | | | | |
| | | | | | |
| 5. person-Available forms of attendance: In | | | | | |
| | | | | | |
| 6. (٣)Number of units / (٦)hours Number of study | | | | | |
| | | | | | |
| 7. (Name of the course administrator (if more than one name is mentioned | | | | | |
| : Amil -Name: Kafa Naim Hantoush Al kafamily@mu.edu.iq | | | | | |
| 8. objectives Course | | | | | |
| an Studying social theory as introduction and foundation, learning about classical sociological theories, and introducing the student to the importance of theory in studying the social problem | | | | | |
| 9. Teaching and learning strategies | | | | | |
| 1- and teaching Familiarity with the field of learning strategies, methods of scientific thinking and its applications 2- Reviewing published scientific research and studies in the field of classical social theory 3- Learn about the development of modern educational with classical trends intellectual trends and compare them | | | | The strategy | |
| 10. Course structure | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
| Participation and tests | My presence | An introductory introduction to social theory | According to -the above mentioned outputs | ٦ | -١ |

| | | | | | |
|-------------------------|-------------|--|---|---|----|
| Participation and tests | My presence | Characteristics and functions of social theory | According to -the above mentioned outputs | 7 | -2 |
| Participation and tests | My presence | theory-Pre Ibn Khaldun -Social | According to -the above mentioned outputs | 7 | -3 |
| Participation and tests | My presence | Positional orientation Oxt Count-Organic | According to -the above mentioned outputs | 7 | -1 |
| Participation and tests | My presence | Herbert Spencer and organic principles | According to -the above mentioned outputs | 7 | -0 |
| Participation and tests | My presence | -Positivism Durkheim | According to -the above mentioned outputs | 7 | -1 |
| Participation and tests | My presence | Trend late organic status | According to -the above mentioned outputs | 7 | -2 |
| Participation and tests | My presence | Conflict tendency Karl Marx | to According -the above mentioned outputs | 7 | -1 |
| Participation and tests | My presence | Symbolic interactive school | According to -the above mentioned outputs | 7 | -1 |

| | | | | | |
|-------------------------|-------------|----------------------------------|---|---|-----|
| Participation and tests | My presence | Social action theory | According to -the above mentioned outputs | 7 | -10 |
| Participation and tests | My presence | Social contract theory | According to -the above mentioned outputs | 7 | -11 |
| Participation and tests | My presence | Constructivist functional school | According to -the above mentioned outputs | 7 | -12 |
| Participation and tests | My presence | Social Exchange School | According to -the above mentioned outputs | 7 | -13 |
| Participation and tests | My presence | Social system theory | According to -the above mentioned outputs | 7 | -14 |
| | My presence | the exam | According to -the above mentioned outputs | 7 | -15 |

11. Course evaluation

according to the tasks assigned to the student, 10 - Distribution of the grade out of such as daily preparation, daily, oral, monthly, written exams, reports, etc

| final exam | Laboratories | second month | first month | Semester |
|------------|--------------|--------------|-------------|----------|
| 60 | - | 20 | 20 | 100 |
| | | | | |

12. Learning and teaching resources

Required textbooks (methodology, i

| | |
|---|---|
| nothing | (any |
| <p>1- Dr. -Contemporary theory in sociology Ibrahim Issa Othman</p> <p>2- -Contemporary theories in sociology Social Theories -rDamon Khalil Omar Nouri-Dr. Qais Al -Affairs Social theory: Nikolai Timashev -s</p> | (Main references (sources |
| <p>Pedagogical Publication · Zeina Ben Hassan on the Scale: Modern Sociological Theories, University of May8 , 5491 AD- Guelma / ·Faculty of Humanities and Social Sciences Department of Sociology</p> | Recommended supporting books and references (scientific (...journals, reports |
| https://www.scribd.com/document/240357160 | Electronic references, Internet sites |

Subject teacher, head of department
A.M. Kafaa Anaim Hantoush A.M. Dr. Saleh Mahdi Jaber

نموذج وصف المقرر

| 1. اسم المقرر | | | | | |
|---|---------|------------------------------|--|--------------|--------------------|
| الحركات الاجتماعية | | | | | |
| 2. رمز المقرر | | | | | |
| الحركات الاجتماعية | | | | | |
| 3. الفصل / السنة | | | | | |
| الثاني / 2024 | | | | | |
| 4. تاريخ إعداد هذا الوصف 2023/9/17 | | | | | |
| 5. أشكال الحضور المتاحة | | | | | |
| حضور | | | | | |
| 6. عدد الساعات الدراسية (الكلية) / عدد الوحدات (الكلية) | | | | | |
| 15 / 45 وحدة | | | | | |
| 7. اسم مسؤول المقرر الدراسي (إذا اُكثِر من اسم يذكر) | | | | | |
| م. رباب حسن، شاطئ الجبائسي البريد الإلكتروني: yrabab.hassan@mu.edu.iq | | | | | |
| 8. أهداف المقرر | | | | | |
| <ul style="list-style-type: none"> • تعرف على مفهوم الحركات الاجتماعية وأهميتها وأهدافها. • معرفة أنواع وأشكال الحركات الاجتماعية. • معرفة النظريات المفسرة لظهور الحركات الاجتماعية. | | | | | |
| 9. استراتيجيات التعلم والتعليم | | | | | |
| الاستراتيجية | | | | | |
| <p>1- تحديد أهداف الحركات الاجتماعية.</p> <p>2- معرفة أنواع وأشكال الحركات الاجتماعية.</p> <p>3- أهمية الحركات الاجتماعية للفرد والمجتمع.</p> <p>4- تنمية مهارات الباحث في حل المشكلات التي يتعرض لها المجتمع نتيجة ضعف الخدمات التي تقدمها المؤسسات للمجتمع.</p> | | | | | |
| 10. بنية المقرر | | | | | |
| الأسبوع | الساعات | مخرجات التعلم المطلوبة | اسم الوحدة أو الموضوع | طريقة التعلم | طريقة التقييم |
| 1- | 3 | بحسب المخرجات المذكورة أعلاه | الحركات الاجتماعية (مفهوم وأهمية وأهداف) | حضور | الاختبار والمشاركة |

| | | | | | |
|--------------------|-------|--|------------------------------|---|-----|
| الاختبار والمشاركة | حضورى | أنواع الحركات الاجتماعية | بحسب المخرجات المذكورة اعلاه | 3 | -2 |
| الاختبار والمشاركة | حضورى | تطبيقات الحركات الاجتماعية | بحسب المخرجات المذكورة اعلاه | 3 | -3 |
| الاختبار والمشاركة | حضورى | مساهمة علماء الاجتماع في تفسير وتحليل الحركات الاجتماعية | بحسب المخرجات المذكورة اعلاه | 3 | -4 |
| الاختبار والمشاركة | حضورى | شروط الحركات الاجتماعية وأهم وظائفها | بحسب المخرجات المذكورة اعلاه | 3 | -5 |
| الاختبار والمشاركة | حضورى | التطور التاريخي لظهور الحركات الاجتماعية | بحسب المخرجات المذكورة اعلاه | 3 | -6 |
| الاختبار والمشاركة | حضورى | تفادح عن الحركات الاجتماعية في الوطن العربي | بحسب المخرجات المذكورة اعلاه | 3 | -7 |
| الاختبار والمشاركة | حضورى | تفادح عن الحركات الاجتماعية في العراق | بحسب المخرجات المذكورة اعلاه | 3 | -8 |
| الاختبار والمشاركة | حضورى | الحركات الاجتماعية والدولة | بحسب المخرجات المذكورة اعلاه | 3 | -9 |
| الاختبار والمشاركة | حضورى | مشكلات تواجه الحركات الاجتماعية | بحسب المخرجات المذكورة اعلاه | 3 | -10 |
| الاختبار والمشاركة | حضورى | الحركات الاجتماعية والعنف | بحسب المخرجات المذكورة اعلاه | 3 | -11 |
| الاختبار والمشاركة | حضورى | مفاهيم الحركات الاجتماعية والاحتجاجية والثورة | بحسب المخرجات المذكورة اعلاه | 3 | -12 |
| الاختبار والمشاركة | حضورى | الحركات الاجتماعية الجديدة | بحسب المخرجات المذكورة اعلاه | 3 | -13 |
| الاختبار والمشاركة | حضورى | عناصر الحركات الاجتماعية | بحسب المخرجات المذكورة اعلاه | 3 | -14 |
| الاختبار والمشاركة | حضورى | المشكلات التي تؤدي الى نشأة الحركات الاجتماعية | بحسب المخرجات المذكورة اعلاه | 3 | -15 |

11- تقييم المقرر

توزيع الدرجة من 100 على وفق المهام المكلف بها الطالب مثل التخصيص اليومي والامتحانات اليومية والشقوية

12. مصادر التعلم والتدريب

| | |
|---|--|
| لا يوجد | الكتب المقررة المطلوبة (السهجة أن وجدت |
| تلى تشارلز، الحركات الاجتماعية، المجلس الأعلى للثقافة، ط1 مصر، 2005 | المراجع الرئيسية (المصادر) |
| 1- رباح الهيتي ، الحركات الاجتماعية ، ط1 ، دار شقاف للطباعة والنشر ، 2018 | الكتب والمراجع السائدة التي يوصى بها (المجلات العلمية، التقارير) |
| 2- كيفن ماكدونالد، ترجمة جلال الدين عز الدين، الحركات العالمية والعمل والثقافة، ترجمة جلال الدين ، مؤسسة هنداوي ، ص24، 2017 . | |
| 4- قرية زهران، الحركات الاجتماعية الجديدة، مركز القاهرة للدراسات، ط1، القاهرة، مصر، 2007 | |
| فارس الحركات الاجتماعية وممارسة التأمل - مقاربة البروبولوجية - عالم الفكر العدد 170 | المراجع الإلكترونية ، مواقع الانترنت |
| عائيل عبد المولى طشوش، الموسوعة الحديثة للمصطلحات السياسية والاقتصادية، ط1، دار الحميد | |
| الأردن للنشر والتوزيع، 2012 | |

رئيس القسم

أ.م.د صالح مهدي جابر

مدرس المادة

م.م رباب حسن عاظم الجياشي

Course description form

| 1. Introduction to social theories :Course name | | | | | |
|--|-----------------|---|---|---------------------|----------|
| 2. Course Code | | | | | |
| 3. ٢٠٢٤/٢٠٢٣ -First semester Semester/year | | | | | |
| 4. ٢٠٢٣/١٧/٩is The date this description was prepared | | | | | |
| 5. person-Available forms of attendance: In | | | | | |
| 6. (٣)Number of units / (٦)hours Number of study 45 | | | | | |
| 7. (Name of the course administrator (if more than one name is mentioned | | | | | |
| : Amil -Name: Kafa Naim Hantoush Al kafamily@mu.edu.iq | | | | | |
| 8. objectives Course | | | | | |
| an Studying social theory as introduction and foundation, learning about classical sociological theories, and introducing the student to the importance of theory in studying the social problem | | | | | |
| 9. Teaching and learning strategies | | | | | |
| 1- and teaching Familiarity with the field of learning strategies, methods of scientific thinking and its applications 2- Reviewing published scientific research and studies in the field of classical social theory 3- Learn about the development of modern educational with classical trends intellectual trends and compare them | | | | The strategy | |
| 10. Course structure | | | | | |
| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
| Participation and tests | My presence | An introductory introduction to social theory | According to -the above mentioned outputs | ٦ | - ١ |

| | | | | | |
|-------------------------|-------------|--|---|---|----|
| Participation and tests | My presence | Characteristics and functions of social theory | According to -the above mentioned outputs | 7 | -2 |
| Participation and tests | My presence | theory-Pre Ibn Khaldun -Social | According to -the above mentioned outputs | 7 | -3 |
| Participation and tests | My presence | Positional orientation Oxt Count-Organic | According to -the above mentioned outputs | 7 | -4 |
| Participation and tests | My presence | Herbert Spencer and organic principles | According to -the above mentioned outputs | 7 | -5 |
| Participation and tests | My presence | -Positivism Durkheim | According to -the above mentioned outputs | 7 | -6 |
| Participation and tests | My presence | Trend late organic status | According to -the above mentioned outputs | 7 | -7 |
| Participation and tests | My presence | Conflict tendency Karl Marx | to According -the above mentioned outputs | 7 | -8 |
| Participation and tests | My presence | Symbolic interactive school | According to -the above mentioned outputs | 7 | -9 |

| | | | | | |
|-------------------------|-------------|----------------------------------|---|---|-----|
| Participation and tests | My presence | Social action theory | According to -the above mentioned outputs | 7 | -10 |
| Participation and tests | My presence | Social contract theory | According to -the above mentioned outputs | 7 | -11 |
| Participation and tests | My presence | Constructivist functional school | According to -the above mentioned outputs | 7 | -12 |
| Participation and tests | My presence | Social Exchange School | According to -the above mentioned outputs | 7 | -13 |
| Participation and tests | My presence | Social system theory | According to -the above mentioned outputs | 7 | -14 |
| | My presence | the exam | According to -the above mentioned outputs | 7 | -15 |

11. Course evaluation

according to the tasks assigned to the student, 10 - Distribution of the grade out of such as daily preparation, daily, oral, monthly, written exams, reports, etc

| final exam | Laboratories | second month | first month | Semester |
|------------|--------------|--------------|-------------|----------|
| 60 | - | 20 | 20 | 100 |
| | | | | |

12. Learning and teaching resources

Required textbooks (methodology, i

| | |
|---|---|
| nothing | (any |
| <p>1- Dr. -Contemporary theory in sociology Ibrahim Issa Othman</p> <p>2- -Contemporary theories in sociology Social Theories -rDamon Khalil Omar Nouri-Dr. Qais Al -Affairs Social theory: Nikolai Timashev -s</p> | (Main references (sources |
| <p>Pedagogical Publication · Zeina Ben Hassan on the Scale: Modern Sociological Theories, University of May8 , 5491 AD- Guelma / ·Faculty of Humanities and Social Sciences Department of Sociology</p> | Recommended supporting books and references (scientific (...journals, reports |
| https://www.scribd.com/document/240357160 | Electronic references, Internet sites |

Subject teacher, head of department
A.M. Kafaa Anaim Hantoush A.M. Dr. Saleh Mahdi Jaber

Course Description Form

| | |
|--|---|
| 1. Course Name: | |
| Sociology of organization | |
| 2. Course Code: | |
| Sociology of organization | |
| 3. Semester / Year: | |
| the first / 2024 | |
| 4. Description Preparation Date: 17/9/2023 | |
| | |
| 5. Available Attendance Forms: | |
| My presence | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| Hours 45 / 15 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: rabab hassan Email: yrabab.hassan@mu.edu.iq | |
| 8. Course Objectives | |
| Course Objective | <ul style="list-style-type: none"> • 1 – Introducing students to the sociology of organization, the reason for distinguishing it from other sociology topics • 2 – Knowing the importance of organization in organizations, departments and companies as well as at the community and family levels, as it is an important basis in building any society • 3 – Understanding the dimensions and approaches of the organization from a social point of view • 4 – Understand the importance of the institution in society. • 5 – Understanding social and human relations within different institutions • 6 – Understanding social practices within the organization • 7 – Studying the theories explaining the emergence of the organization and then bureaucracy, and giving an understandable picture with multiple aspects and interpretations of the importance of the issue in society. |
| 9. Teaching and Learning Strategies | |
| Strategy | <ul style="list-style-type: none"> - Defining the objectives of organizational sociology. 2- Knowing the relationship of organizational sociology to other sciences. |

- 3- The importance of the organization meeting for the individual and society.
- 4- Developing the researcher's skills in solving the problems facing society as a result of weak services provided by institutions

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|--|-----------------|-------------------|
| 1- | 3 | Collective presence | The nature of organizational sociology and its fields First: The emergence of the sociology of organization and its relationship to industry Second: Introduction to the sociology of organization | My present | Test and show |
| 2- | 3 | Collective presence | Types of organization Formal organization Informal organization | My present | Test and show |
| 3- | 3 | Collective presence | Basic principles of organization 1-Planning -2 Leadership -3Censorship -4 Coordination 5-Communication | My present | Test and show |
| 4- | 3 | Collective presence | Fields of study in the sociology of organization Fifth: Profiling organizations Sixth: Levels of analysis in studying organizations | My present | Test and show |
| 5- | 3 | | Bureaucracy First: the concept of bureaucracy Second: Elements of bureaucracy Third: Weber's bureaucratic | My present | Test and show |

| | | | | | |
|-----|---|---------------------|--|-------------|----------------|
| | | | theory | | |
| 6- | 3 | Collective presence | First month exam | My presence | Test and sheet |
| 7- | 3 | Collective presence | Models of bureaucratic organization 1-Formal and informal bureaucratic organization 2-The ideal model of bureaucratic organization | My presence | Test and sheet |
| 8- | 3 | Collective presence | organizational behavior First: Definition of organizational behavior Second: The structural determinants of the person and their impact on his organizational behavior | My presence | Test and sheet |
| 9- | 3 | Collective presence | Organizational leadership first: definition of leadership and its functions Second: Sources of leadership power | My presence | Test and sheet |
| 10- | 3 | Collective presence | Leadership theories -1 The theory of traits or the great man 2-Situational theory 3-Leader behavior theory -4 Interactive theory | My presence | Test and sheet |
| 11- | 3 | Collective presence | Organizational adaptation First: The nature of organizational adaptation Second: Organizational upbringing Third: Difficulties in organizational adaptation | My presence | Test and sheet |
| 12- | 3 | Collective presence | Self-exclusivity, power and conflict within the organization | My presence | Test and sheet |
| 13- | 3 | Collective presence | Institutional violence | My presence | Test and sheet |
| 14- | 3 | Collective presence | Second month exam | My presence | Test and sheet |

| | | | | | |
|-----|---|--------------------|---|------------|--------------|
| 15- | 3 | Collective present | Organizational effectiveness and quality of performance | My present | T a sh |
|-----|---|--------------------|---|------------|--------------|

11. Course Evaluation

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

12. Learning and Teaching Resources:

Required textbooks (curricular books, if any):

- 1- Qais Al-Nauri, *Social Organization: A Behavioral Theoretical View*, 2009.
- 2- Talaat Ibrahim Lotfy, *Sociology of Organization*, Dar Ghazib for Publishing and Distribution, Cairo ..2008-3, Etemad Muhammad Alam, *Studies in the Sociology of Organization*, Angle-Egyptian Library, Cairo, ..

Main references (sources)

Ali Al-Salami, *Sociology of Organization: Theory and Application*, University Knowledge House, Alexandria, 1998
Nothing

Recommended: books and references (scientific journals, reports...)

Electronic References, Websites

Subject teacher:
M.M. rabab Hassan

Department Head
Dr. Saleh Mahdi Jaber

Course description form

| | |
|---|---------------------------------|
| 1-Name of the course | |
| Sociology of religion | |
| 2-Course code | |
| | |
| 3-Semester/year | |
| the first/ 2023 | |
| 4-Date this description was prepared | |
| 2023\9\17 | |
| 5-Available forms of attendance | |
| | |
| 6- Number of study hours (total) / number of units (total) | |
| Hours 45 / 15 units | |
| 7-Name of the course administrator (if more than one name is mentioned) | |
| Email : ahmed.lfta@mu.edu.iq | Name: Ahmed Hashem Lafta |
| 8-Course objectives | |
| <ul style="list-style-type: none">-Introducing students to the sociology of religion, its origins and some concepts related to it-Clarification of the functions of religion, social foundations, divine and positive religions, and their differences-Knowledge of the theories that explain religion and some religious phenomena or problems in society. | Objectives of the study subject |

9-Teaching and learning strategies

| | |
|--|----------------------------|
| <p>1.Clarification of some concepts related to religion</p> <p>2-Knowing the types of religions and intellectual and scientific trends in religion</p> <p>3-Know the social foundations of religion and some religious practices and beliefs and how they affect individuals and analyze them socially</p> <p>4-The method preserves the means of social control and transmits them from one generation to another</p> <p>5-Developing the researcher's skills in solving the problems facing society as a result of sectarian and religious conflicts and encouraging peaceful coexistence and acceptance of the religion and beliefs of others</p> | <p>The strategy</p> |
|--|----------------------------|

10-Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|-------------------|-----------------|--|----------------------------|-------|----------------|
| 1- | My presence | The nature of religious sociology and its relationship to other sciences | | 3 | First week |
| 2- | My presence | Defining the concept of religion and the concepts associated with it | | 3 | second week |
| 3- | My presence | Intellectual and scientific trends and their differences in defining the | | 3 | the third week |

| | | | | | |
|-----|-------------|--|--|---|---------------------|
| | | concept of religion | | | |
| 4- | My presence | Religion functions | | 3 | fourth week |
| 5- | My presence | The origins and development of religion | | 3 | The fifth week |
| 6- | My presence | Theoretical trends in the study of religion | | 3 | the sixth week |
| 7- | My presence | Social foundations of religion | | 3 | Seventh week |
| 8- | My presence | Anthropological and psychological trend | | 3 | The eighth week |
| 9- | My presence | Religion and culture | | 3 | Week nine |
| 10- | My presence | Religion, culture and the development of religious thought | | 3 | The tenth week |
| 11- | My presence | The diversity and diversity of religions | | 3 | Week eleven |
| 12- | My presence | Forms of human religions | | 3 | the week twelveth |
| 13- | My presence | Positive religions | | 3 | the week Thirteenth |
| 14- | My presence | Religious extremism | | 3 | the week fourteenth |
| 15- | My presence | Rationality and | | 3 | the week |

| | | | | | |
|---|--|--------------------------------|---|--|-----------|
| | | morality in religion movements | | | Fifteenth |
| 11-Course evaluation | | | | | |
| Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily exam's Oral, monthly, written, reports, etc | | | | | |
| 12-Learning and teaching resources | | | | | |
| Nothing | | | Required textbooks (methodology, if any) | | |
| Religious Sociology: Abdullah Al-Khuraiji | | | (Main references (sources | | |
| 1-Religious Sociology: Sloan Fawzi, .Anas Abbas Azwan, 2017 2-Religious Sociology: Dr. Sabino Acquavega, Dr. Enzo Bacchi, translated by Dr. Ezzedine Enaya, Abu Dhabi .Culture Authority, 2011 3-Youssef Shalhat: Towards a new theory in religious sociology, Dar Al-Faribi, 2003. 4- Musleh Al-Saleh: Social .(Control, Al-Wariq Publishing | | | Recommended books and supporting references, scientific journals, reports | | |
| sites, sociology portal, sociology magazine library Iraqi Academy. | | | Electronic references, Internet | | |

Head Department

Dr. Saleh Mahdi Jaber

Subject teacher

M.M. Ahmed Hashem Lafta

Course description form

| | |
|--|---------------------------------|
| 1-Name of the course | |
| Social control | |
| 2-Course code | |
| | |
| 3-Semester/year | |
| Second / 2024 | |
| 4-Date this description was prepared | |
| 2024\1\28 | |
| 5-Available forms of attendance | |
| | |
| 6- Number of study hours (total) / number of units (total) | |
| Hours 45 / 15 units | |
| 7-Name of the course administrator (if more than one name is mentioned) | |
| Email : ahmed.lfta@mu.edu.iq | Name: Ahmed Hashem Lafta |
| 8-Course objectives | |
| <ul style="list-style-type: none">• Learn about the concept of social control<ul style="list-style-type: none">• Its importance and objectives. . Knowledge of types, forms and methods of control Social.• Knowledge of the theories explaining control Social . | Objectives of the study subject |

9-Teaching and learning strategies

- 1.Determine the goals of social control
- 2- Knowledge of the types, forms and methods of social Intellectual development on the part of social control and its - importance for the individual and society
- 3-The method preserves the means of social control and transmits
- 4- them from one generation to another
- 5-Developing the researcher's skills in solving problems that society is exposed to as a result of its weakness Means of social control

The strategy

10-Course structure

| Evaluation method | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |
|-------------------|-----------------|---|----------------------------|-------|----------------|
| 1- | My presence | Social control (Concept,importance) (and goals | | 3 | First week |
| 2- | My presence | Types of social control | | 3 | second week |
| 3- | My presence | Social control theories (Ibn Khaldun and (Durkheim | | 3 | the third week |
| 4- | My presence | Social control theories (Sutherland, (Cressy, Reese | | 3 | fourth week |
| 5- | My presence | and sources of social control | | 3 | The fifth week |

| | | | | | |
|-----|-------------|---|--|---|------------------------|
| 6- | My presence | Means of social control | | 3 | the sixth week |
| 7- | My presence | Social control mechanisms | | 3 | Seventh week |
| 8- | My presence | Functions and obstacles of social control | | 3 | The eighth week |
| 9- | My presence | Obstacles to social control | | 3 | Week nine |
| 10- | My presence | Forms of social control | | 3 | The tenth week |
| 11- | My presence | Social control institutions | | 3 | Week eleven |
| 12- | My presence | Control means Social is informal social customs | | 3 | the week twelveth |
| 13- | My presence | Informal means of social control (tradition) | | 3 | the week Thirteenth |
| 14- | My presence | Informal means of social control (Al-A'raf) | | 3 | the week fourteenth |
| 15- | My presence | Staff of official control | | 3 | the week Fifteenth |

11-Course evaluation

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

| 12-Learning and teaching resources | |
|---|---|
| Dr. Musleh Al-Saleh, Social Control 20040 | Required textbooks (methodology, if any) |
| Maen Khalil: Social Control, Sunrise Wall 2006 for publishing and distribution, Amman, Jordan, 2006 | (Main references (sources |
| <p>1-Hossam El-Din Mahmoud Social Control, publisher, Towards Enlightenment Sociology Library, 2018</p> <p>2-Ibrahim Abu Al-Ghar, Legal Sociology and Social Control, Nahdou Al-Sharq Library, Cairo University</p> <p>3-Muhammad Abu Al-Hamad Sayed Ahmed, Social Control from a Social Service Perspective, University</p> <p>4-Musleh Al-Saleh: Social Control, AlWariq For publishing and (distribution (B, T</p> | Recommended books and supporting references, scientific journals, reports |
| sites, sociology portal, sociology magazine library Iraqi Academy. | Electronic references, Internet |

Head Department

Dr. Saleh Mahdi Jaber

Subject teacher

M.M. Ahmed Hashem Lafta

course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Sociology of ethnicity | |
| 2. Course Code: | |
| - | |
| 3. Semester / Year: | |
| 2023/2024 | |
| 4. Description Preparation Date: | |
| 1/9/2024 | |
| 5. Available Attendance Forms: | |
| My presence | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 30 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Ahmed Hassan Majhool Email: ahmed.alhasnawi@mu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none">• Developing students' abilities absorb the knowledge they have acquired as much as possible that they can apply it on the ground later• Developing students' abilities use their hands, feet, and even their thoughts with high skill, such as using the hand, for example• In clarifying ambiguity marking on the board to clarify symbols and objects or for the purpose of communicating ideas• To the future using body language skill. |
| 9. Teaching and Learning Strategies | |

| | |
|----------|---|
| Strategy | <p>1- Lecture method: conveying information to students orally</p> <p>2- Questioning method: Asking students questions and hearing their answers so that their performance can be continuously evaluated.</p> <p>3- Discussion method: Asking the students a question and giving everyone the opportunity to consult, discuss, and reach a solution.</p> <p>4- Investigation method: Urging students to rely on themselves in accessing information and facts.</p> <p>5- Exploration method: Encouraging students to think about how to uncover and collect information on their own.</p> |
|----------|---|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|---|-------|----------------------------|---|-----------------|-------------------------------------|
| The first week second week the third week fourth week The fifth week the sixth week The seventh week The eighth week | 2 | - | The concept of ethnicity and its origins The difference between ethnicity and race Characteristics of ethnic groups Foundations of classification of ethnic groups Classification of ethnic groups according to | My presentation | Participation + tests monthly exams |

| | | | | | |
|------------------------|--|--|---|--|--|
| The ninth week | | | distinctive features | | |
| The tenth week | | | Classification ethnic groups | | |
| The eleventh week | | | according to the nature of relationships | | |
| The twelfth week | | | Classification ethnic groups | | |
| The thirteenth week | | | according to their goals | | |
| The fourteen week | | | The ethnic composition of the population | | |
| The fifteen week | | | and its impact on the strength of the state | | |
| The sixteenth week | | | Ethnic conflict their concept and causes | | |
| The seventeenth week | | | Trends in analyzing the ethnic phenomenon | | |
| The eighteenth week | | | Demands of ethnic groups | | |
| The nineteenth week | | | Demands of poor groups | | |
| The twentieth week | | | Demands of advanced groups | | |
| The twenty-first week | | | Justifications for the demands of ethnic groups | | |
| The twenty-second week | | | Patterns demands ethnic groups | | |

| 11. Course Evaluation | |
|--|---|
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ... etc | |
| 12. Learning and Teaching Resources | |
| Required textbooks (curricular books, if any) | 1- David McCron, The Sociology of Nationalism, translated by Saad Khashaba, 1st edition, National Center for Translation and Publishing, Cairo, 2007. |
| Main references (sources) | 1- Muhammad Ashour Mahdi, Ethnic Pluralism, Conflict Management and Settlement Strategies, 1st edition, Scientific Center for Political Studies, Cairo, 2001. 2- Siniša Malešević, The Sociology of Ethnicity, first edition, Sage Publications Ltd, London, 2004. |
| Recommended books and references (scientific journals, reports...) | - Muhammad Ashour Mahdi, Ethnic Pluralism, Conflict Management and Settlement Strategies, 1st edition, Scientific Center for Political Studies, Cairo, 2001. |
| Electronic References, Websites | 1- Al-Noor Electronic Library 2- Al-Mustafa Electronic Library 3- Library of the Hussein and Abbasid shrines in Holy Karbala. 4- The Library of the Upper Threshold of the Holy City of Najaf. |

Subject teacher:

Ahmed Hassan Majhool

Head of Department :

Saleh Mahdi Jaber

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



Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: Al-Muthanna Universty.....

Faculty/Institute: ... College of Arts.....

Scientific Department: Sociology.....

Academic or Professional Program Name: Course description.....

Final Certificate Name: Ph.D.....

Academic System: Chorus system.....

Description Preparation Date: 28/1/2024

File Completion Date: 28/1/2024

Signature:

Head of Department Name:

Saleh Mahdi Jaber

Date: 28/1/2024

Signature:

Scientific Associate Name:

Ahmed Hassan Majhool

Date: 28/1/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

| Program Structure | Number of Courses | Credit hours | Percentage | Reviews* |
|--------------------------|-------------------|--------------|------------|----------|
| Institution Requirements | | | | |
| College Requirements | | | | |
| Department Requirements | | | | |
| Summer Training | | | | |

| | | | | |
|-------|--|--|--|--|
| Other | | | | |
|-------|--|--|--|--|

* This can include notes whether the course is basic or optional.

7. Program Description

| Year/Level | Course Code | Course Name | Credit Hours | |
|------------|-------------|-------------|--------------|-----------|
| | | | theoretical | practical |
| | | | | |
| | | | | |

8. Expected learning outcomes of the program

| Knowledge | |
|---------------------|-------------------------------|
| Learning Outcomes 1 | Learning Outcomes Statement 1 |
| Skills | |
| Learning Outcomes 2 | Learning Outcomes Statement 2 |
| Learning Outcomes 3 | Learning Outcomes Statement 3 |
| Ethics | |
| Learning Outcomes 4 | Learning Outcomes Statement 4 |
| Learning Outcomes 5 | Learning Outcomes Statement 5 |

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

| Faculty Members | | | |
|-----------------|----------------|-----------------------------|------------------------------|
| Academic Rank | Specialization | Special Requirements/Skills | Number of the teaching staff |
| | | | |

| | | | (if applicable) | | |
|--|---------|---------|-----------------|-------|----------|
| | General | Special | | Staff | Lecturer |
| | | | | | |

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level:

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline

| | | | | Required program Learning outcomes | | | | | | | | | | | |
|------------|-------------|-------------|-------------------|------------------------------------|----|----|----|--------|----|----|----|--------|----|----|----|
| Year/Level | Course Code | Course Name | Basic or optional | Knowledge | | | | Skills | | | | Ethics | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

| | |
|---|---|
| 1. Course Name: | |
| Political Sociology | |
| 2. Course Code: | |
| - | |
| 3. Semester / Year: | |
| Semester system (courses) | |
| 4. Description Preparation Date: | |
| 17/9/2023 | |
| 5. Available Attendance Forms: | |
| My presence | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | |
| 30 | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Ahmed Hassan Majhool Email: ahmed.alhasnawi@mu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <ul style="list-style-type: none"> Developing students' abilities absorb the knowledge they h acquired as much as possible so t they can apply it on the ground lab Developing students' abilities to their hands, feet, and even th thoughts with high skill, such using the hand, for example. In clarifying ambiguity marking on the board to cla symbols and objects or for purpose of communicating ideas. To the future using b language skill. |
| 9. Teaching and Learning Strategies | |
| Strategy | |

- 1- Lecture method: conveying information to students orally.
- 2- Questioning method: Asking students questions and hearing their answers so that their performance can be continuously evaluated.
- 3- Discussion method: Asking the students a question and giving everyone the opportunity to consult, discuss, and reach a solution.
- 4- Investigation method: Urging students to rely on themselves in accessing information and facts.
- 5- Exploration method: Encouraging students to think about how to uncover and collect information on their own.

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|--|-------|----------------------------|---|-----------------|--|
| The first week The second week The third week The fourth week The fifth week The sixth week The seventh week The eighth week The ninth week The tenth week The | 2 | - | Definition of political sociology, its origins and development Reasons for the emergence of political sociology, its functions and goals Fields and methodology of research in political sociology The relationship of political sociology to other sciences | My presentation | Participation + tests monthly exams |

| | | | | |
|--|--|--|---|--|
| <p>eleventh week The twelfth week The thirteenth week The fourteenth week The fifteenth week</p> | | | <p>Theoretical trends in political sociology Political systems and processes The state: its concept, pillars, and forms Political parties: definition, structure, importance, types Political culture: its concept and patterns Ideology: its concept, origins and characteristics Pressure groups: their concept, types, and mechanism of operation Political systems and processes Political upbringing and the political elite Political development The international</p> | |
|--|--|--|---|--|

| | | | | |
|--|--|---|--|--|
| | | | system a future optic for Americ policy | |
| 11. Course Evaluation | | | | |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ... etc | | | | |
| 12. Learning and Teaching Resources | | | | |
| Required textbooks (curricular books, if any) | | <p>1- Muhammad Hassan Dakhil, Political Sociology, Dar Al-Sanhouri Legal and Political Sciences, Beirut, 2017.</p> <p>2- Al-Sayyid Al-Husseini, Political Sociology, Concepts and Issues, Dar Qatari Al-Fuja'ah for Publishing and Distribution, Doha, 1986.</p> <p>3- Political Sociology, Ibrahim Abra Dar Al-Shorouk for Publishing and Distribution, Amman, 1998.</p> | | |
| Main references (sources) | | <p>1- Ihsan Muhammad Al-Hass Political Sociology, 1st edition, W Printing and Publishing Hou Amman, 2005.</p> <p>2- Mouloud Zayed Al-Tayeb, Political Sociology, 1st edition, April 7 University, Benghazi, 2007.</p> | | |
| Recommended books and references (scientific journals, reports...) | | <p>1 - Philip Brough, Political Sociology, translated by Muhammad Arab Sasil, 1st edition, University Foundation fo Studies, Publishing and Distribution, Beirut, 1998.</p> <p>2- Maurice Duverger, Sociology of Politics, translated by Salim Haddad, 1st edition, University Foundation fo Studies, Publishing and Distribution, Beirut, 1991.</p> <p>3- Tom Boutmore, Political Sociolo translated by Wamid Nazmi, edition, Dar Al-Tali'ah for Publish and Distribution, Beirut, 1986.</p> | | |
| Electronic References, Websites | | <p>1- Al-Noor Electronic Library</p> <p>2- Al-Mustafa Electronic Library</p> <p>3- Library of the Husseini and Abbas</p> | | |

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| | shrines in Holy Karbala. 4- The Library of the Upper Thresh in the Holy City of Najaf. |
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Subject teacher:

Ahmed Hassan Majhool

Head of Department :

Saleh Mahdi Jaber

Course Description Form

| | |
|---|--|
| 1. Course Name: Sociology of law | |
| 2. Course Code: SO1S8SL32 | |
| 3. Semester / Year: 2023/2024 | |
| 4. Description Preparation Date: 28/1/2024 | |
| 5. Available Attendance Forms: My attendance in classrooms | |
| 6. Number of Credit Hours (Total) / Number of Units (Total) 30 | |
| 7. Course administrator's name (mention all, if more than one name) Name: shakir awad dhahi Email: shakinawad@mu.edu.iq | |
| 8. Course Objectives | |
| Course Objectives | <p>Introducing students to the origins a concept of legal sociology, and knowing topics, goals and dimensions.</p> <ul style="list-style-type: none">• Introducing students to basic terms a concepts in science. <p>Legal meeting.</p> <ul style="list-style-type: none">• Also, the definition of legal sociology a social phenomenon. <p>And knowledge of the sociological analy of the phenomenon.</p> <ul style="list-style-type: none">• Introducing the student to the theories legal sociology, and developing the ability <p>The student collects and analyz information.</p> <ul style="list-style-type: none">• Introducing students to the pioneers legal sociology, and improving studer discussion skills. |

• Introducing students to the relationship between legal sociology to general sociology, as well as its relationship to other sciences.

9. Teaching and Learning Strategies

| | |
|----------|--|
| Strategy | Brainstorming strategy Discussion strategy Teamwork strategy |
|----------|--|

10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|-----------|-------|----------------------------|---|-----------------|-------------------|
| 30/1/2024 | 2 | | The concept and origins of legal sociology | My presence | Share and test |
| 6/2/2024 | 2 | | The concept of law and its branches | My presence | Share and test |
| 13/2/2024 | 2 | | Positive law and divine laws | My presence | Share and test |
| 20/2/2024 | 2 | | The role of law in Eastern laws | My presence | Share and test |
| 27/2/2024 | 2 | | The role of law in Western law | My presence | Share and test |
| 5/3/2024 | 2 | | Legislation: concept and features | My presence | Share and test |
| 12/3/2024 | 2 | | Relationship between law and other social rules | My presence | Share and test |
| 19/3/2024 | 2 | | Law and individualism and common | My presence | Share and test |
| 26/3/2024 | 2 | | Individualism | My presence | Share and test |
| 2/4/2024 | 2 | | Social doctrine | My presence | Share and test |
| 9/4/2024 | 2 | | Formal legal doctrine | My presence | Share and test |
| 16/4/2024 | 2 | | (Austin's theory) | My presence | Share and test |

| | | | | | |
|-----------|---|--|--|-------------|-------------|
| 23/4/2024 | 2 | | Formal legal doctrine | My presence | Share and t |
| 30/4/2024 | 2 | | (Explanation on texts) | My presence | Share and t |
| 7/5/2024 | 2 | | Pioneers of legal and criminal studies | My presence | Share and t |

11. Course Evaluation

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

12. Learning and Teaching Resources

| | |
|--|--|
| Required textbooks (curricular books if any) | Amal Abdel Hamid and others, legal sociology and social control Mahmoud Abu Zeid, legal sociology Abdul Majeed Al-Samlali, legal sociology |
| Main references (sources) | Ibrahim Abu Al-Ghar, legal sociology and social control Munther Al-Shawi, Philosophy of Law Mosleh Saleh, Social Control |
| Recommended books and references (scientific journals, reports...) | Hussein Abdel Hamid Ahmed, Law and Society, a study in legal sociology |
| Electronic References, Websites | Sociology Library Al-Mustafa Electronic Library Alexandria Electronic Library |

