



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

# **Program Course Description**

**2024-2025**

## Academic Program Description Form

University Name: Baghdad University.....

Faculty/Institute: college of Literature.....

Scientific Department: Sociology.....

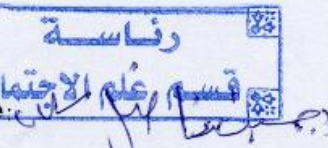
Academic or Professional Program Name: Specialization in Arts/Sociology


Final Certificate Name: Literature.....

Academic System: Semester system

Description Preparation Date: 1/9/2025

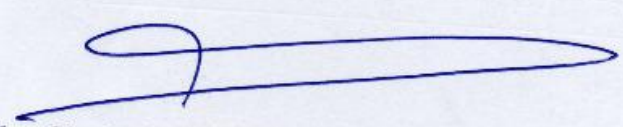
File Completion Date: 1/9/2025

Signature:   
Head of Department Name:

Signature:   
Scientific Associate Name:

Date:

Date:

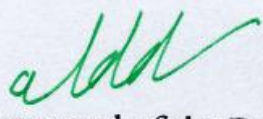
  
The file is checked by:

Department of Quality Assurance and University Performance *Mhamed G. Sabbagh*

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

  
Approval of the Dean

## Course Description Form

1. <i>Course Name:</i> Family and childhood					
2. <i>Course Code:</i>					
3. <i>Semester / Year:</i> 2025- SECOND					
4. <i>Description Preparation Date:</i> 8 - 2025					
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) : D. Zainab Abdullah Muhammad					
8. Course Objectives For students to learn about concepts such as family and childhood					
9. B- That students learn about the importance of the family in society					
10.T- That students learn about the role of social service in the field of family and childhood care					
11.D- That students learn about the role of technological changes on family functions					
<b>Course Objectives</b>					
12. Teaching and Learning Strategies					
<b>Strategy</b>		<i>Presentation, Discussion, Training 1- Presentation of the material in an interactive manner</i> <i>Discussing with students and training on memorizing the material without referring to the course and strategy examples</i> <i>Brainstorming, modeling, group work, idea exchange, hot chain mutual education</i>			
13. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
	ONE HOUR	Cognitive, emotional and value skills	Familyand childhood care	View lecture (Scientific subject Discussion	Teaching creative and critical thinking - Tests at the





## Course Description Form

16. <i>Course Name:</i> Labor social WORK	
17. <i>Course Code:</i>	
18. <i>Semester / Year:</i> 2025- SECOND	
19. <i>Description Preparation Date:</i> 8 - 2025	
20. <i>Available Attendance Forms:</i> My presence	
21. <i>Number of Credit Hours (Total) / Number of Units (Total)</i> 30	
22. Course administrator's name (mention all, if more than one name)	
<i>: D. Zainab Abdullah Muhammad</i>	
23. <i>Course Objectives</i>	
<b>Course Objectives</b> <i>1-Students will learn about the history of labor service.</i> <i>9. Students will learn about workers' right around the world.</i> <i>10. Students will learn about the most important theories of labor organization.</i> <i>Students will learn about the history of lab service.</i> <i>9. Students will learn about workers' right around the world.</i> <i>10. Students will learn about the m important theories of labor organization</i>	
24. <i>Teaching and Learning Strategies</i>	
<b>Strategy</b>	<i>Presentation, Discussion, Training 1- Presentation of the material in an interactive manner</i>

	<p><i>Discussing with students and training on memorizing the material without referring to the course and strategy examples</i></p> <p><i>Brainstorming, modeling, group work, idea exchange, hot chain</i></p> <p><i>mutual education</i></p>
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## 25. Course Structure

[illegible]

## 26.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 The daily grade is 10. The exam grade is 10 for each month, with two subject exams*

## 27. Learning and Teaching Resources

	Required textbooks (curricular books, if any)
	Main references (sources)
	Recommended books and references (scientific journals, reports...)
	Electronic References, Websites


### Course Description Form

28. <i>Course Name:</i> . Sociology of women
29. <i>Course Code:</i> So1S3Sw23
30. <i>Semester / Year:</i> 2025- SECOND
31. <i>Description Preparation Date:</i> 8 - 2025
32. <i>Available Attendance Forms:</i> My presence
33. <i>Number of Credit Hours (Total) / Number of Units (Total)</i> 30
34. Course administrator's name (mention all, if more than one name) : D. Zainab Abdullah Muhammad

[illegible]

	Ihsan Muhammad Al-Hassan Narcissus Road Cru, Feminism: Its Concept, Origins, and Currents

### Course Description Form

39. <i>Course Name:</i> Planning and development	
40. <i>Course Code:</i>	
41. <i>Semester / Year:</i> 2025- SECOND	
42. <i>Description Preparation Date:</i> 8 - 2025	
43. Available Attendance Forms: My presence	
44. Number of Credit Hours (Total) / Number of Units (Total) 30	
45. course administrator's name (mention all, if more than one name) : D. Zainab Abdullah Muhammad	C



46.

<b>Course Objectives</b>	<b>1- Developing academic programs so that they compatible with the labor market</b> <b>2- The programs should serve the community</b> <b>3- Spreading a culture of quality by involving employees</b> <b>4- Develop strategies that achieve satisfaction beneficiaries and contribute to developing educational and research process to serve community</b> <b>5-1 Participation in developing university poli and plans</b>
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## 47. Teaching and Learning Strategies

Strategy	<p><i>Teaching and learning strategies and methods adopted in the implementation of the program in general.</i></p> <p><i>1- Cooperative education strategy</i></p> <p><i>2- Brainstorming strategy</i></p> <p><i>3- Teach real-time feedback</i></p>
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## 48. Course Structure

[illegible]

49.Course Evaluation					
<i>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 The daily grade is. The exam grade is 10 for each month, with two subject exams</i>					
50.Learning and Teaching Resources					
			Faisal Mahmoud Gharabieh, Social Service in Contemporary Arab Society Abdel Basset Muhammad Hassan, social planning		

1- Course Name: the school guidance course

2- Course Code:

3- Semester / Year: 2023/2024

4- Description Preparation Date: 9/1/2023

5- Available Attendance Forms: Mandatory

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

(3 hours per week)/number of units (college) (45) hours

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

Name: A.M. Parwin Hussein ali

Email: alsocial@yahoo.om

8- Course Objectives

The objectives of the study subject are to acquaint students with the importance of school counseling and how researchers exercise their role as educational counselors by introducing students to the nature of the problems they may face and methods for addressing them, whether individually or collectively, as well as introducing them to the social and psychological theories that can be employed in the counseling process, and also introducing students to the most important means by which It helps the counselor obtain information and data about the counselor in order to reach the best solutions to the problems they suffer from and lead them to psychological and social adaptation.

9- Teaching and Learning Strategies

Strategy

- 1 Explain and discuss ideas on the topic
- 2- Linking topics to new educational situations
- 3-Learn to think and read constructively critically

<b>10- Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1-2	6	Memorize and understand the topic	The concept of guidance and its objectives, and the definition of school guidance and its objectives	Lecture and discussion	Oral and written questions
3-5	12	Understand the topic	Directions of the counseling process, and justifications for school counseling	Lecture and discussion	Oral and written questions
6-9	12	Understand the topic	Directions of the counseling process, and justifications for school counseling	Lecture and discussion	Oral and written questions
10-11	3	Understand	The origins and development of school guidance	Lecture and discussion	Oral and written questions
12-15	12	analysis	School guidance curricula and methods	Lecture and discussion	Oral and written questions

<b>11- Course Evaluation</b>					
(10) Attending (10) Preparing and discussing the subject (5) Coz exam (15) Exam (60) End-of-course exam score					
<b>12- Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)			Many books on school counseling and a booklet on psychological counseling and guidance		
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites			Scientific reports and research from the Internet		



## Course Description Form

1- *Course Name:* Planning and Development

2- *Course Code:* -----

3- *Semester / Year:* 2023 - 2024

4- *Description Preparation Date* 22/9/2024

5- Available Attendance Forms: mandatory

Number of Credit Hours (Total) / Number of Units (Total)  
(3 hours per week). Number of units (45) hours

6- Course administrator's name (mention all, if more than one name)

*Name:* Assistant Professor Parwin Hussein.

*Email:* alsoci@yahoo.com

7- Course Objectives

**Course Objectives**

- .....
- .....
- .....

8- Teaching and Learning Strategies

Providing students with basic information about successful development experiences in countries of the world, then using it in the right direction in third world countries and knowing the most important basic obstacles that hinder the

progress of those countries and making them equal or put on an equal footing with the countries of the developed world.

#### 9- Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6	Memorize and understand	Beginning of planning	Lecture and discussion	Oral questions
3-5	12	Understanding and analysis	Types of planning and the difference between types of planning	Lecture and discussion	Tests
6-9	12	Conservation and application	Planning principles	Lecture and discussion	Editorial questions
10-11	3	Understanding and application	Planning forms	Lecture and discussion	Oral questions
12-15	12	Memorize and understand	Capitalist and socialist planning and the disadvantages of national planning	Lecture and discussion	Editorial questions

<b>10- Course Evaluation</b>					
(10) Attendance (10) Preparation and discussion of the material (5) Coz exam (15) Exam score and the exam at the end of the course is (60)					
<b>11- Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)			Social Planning Book by Dr. Abdel Moneim Al-Hasani		
Electronic References, Websites			Scientific reports and research from the Internet		



## Course Description Form

1- <i>Course Name:</i> Educational Sociology
2- <i>Course Code:</i> SEd215
3- <i>Semester / Year:</i> 2024-2025
4- <i>Description Preparation Date:</i> 22/9/2024
5- <i>Available Attendance Forms:</i>
6- Number of Credit Hours (Total) / Number of Units (Total) (3 hours per week) / number of units (45) hours
7- <i>Course administrator's name (mention all, if more than one name)</i>  <i>Name:</i> Assistant Professor parween Hussein Ali.  <i>Email:</i> alsoci@yahoo.com
8- <i>Course Objectives</i>
<p>Students are introduced to the importance of educational sociology as a branch of sociology, its goals, the most important opinions of its pioneers, and making it serve society because it makes the process of interaction the basis for understanding education by using social theories in explaining educational processes and methods.</p>



9- Teaching and Learning Strategies					
Strategy	Asking students to work together to study the most important modern educational problems and how to address them.				
10- Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	6	Memorize and understand the topic	The origins and development of educational sociology	Lecture and discussion	Oral and written questions
3-5	12	Understand the topic	Educational institutions	Lecture and discussion	Oral and written questions
6-9	12	Understand the topic	The most important schools of educational thought	Lecture and discussion	Oral and written questions
10-11	3	Understand	Islamic educational thought, media of education in Islam Education, cultural change	Lecture and discussion	Oral and written questions

12-15	12	analysis	and social change	Lecture and discussion	Oral and written questions
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#### 11- Course Evaluation

A collection of educational sociology books, as well as scientific reports from the Internet

#### 12- Learning and Teaching Resources

Required textbooks (curricular books any)	1- Educational Sociology by Dr. Nabil Abdel Hadi 2- Education throughout history by Abdullah Abdel Dayem 3Sociology of Education by Abdullah Rashdan.
Main references (sources)	I tend to raise a child from cradle to adulthood Recent reports and research from the Internet
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<a href="mailto:mmjaifr@hotmail.com">mmjaifr@hotmail.com</a>

	<a href="http://www.alukah.net/social/0/95197/#ixzz4aGES54bN">http://www.alukah.net/social/0/95197/#ixzz4aGES54bN</a> <a href="http://burathanews.com/arabic/studies/182507">http://burathanews.com/arabic/studies/182507</a>
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## Course Description Form

1. Course Name: Reforming criminals	
2. Course Code: So1s3cy21	
3. Semester / Year: the third Level	
4. Description Preparation Date: 9/2/2024	
5. Available Attendance Forms: Actual attendance. 6. - Virtual attendance 7. - Discussion and question. 8. - Exams. 9. Completing assignments.	
10. Number of Credit Hours (Total) / Number of Units (Total)	
11. Course administrator's name (mention all, if more than one name)	
Name: Dr. Rasool M. M. Email: rasoolmutlaq@coart.uobaghdad.edu.iq	
12. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Keeping pace with development of criminal reform systems</li> <li>Communicating with anything relevant or useful in the field of combating crime, reducing its danger, and adapting it to protect society</li> </ul>
13. Teaching and Learning Strategies	
<b>Strategy</b>	1- Explaining the scientific material to students in detail. 2- Students' participation in scientific discussion and participation

### 3- Discussion and dialogue about vocabulary related to the topic

#### 14. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	- Introduction to the subject and importance	- An introduction to reform science criminology	Scientific explanation and discussions	the exam
2	2	-Learn about the most important methods studying criminology	- Knowledge of criminal theories criminology	Scientific explanation and discussions	the exam
3	2	-How to reduce crime and how law regulates society	-Tools and elements of social law	Scientific explanation and discussions	the exam
4	2	- Knowing motives causes crime	- Social motives crime	Scientific explanation and discussions	the exam
5	2	- Training diagnosing crime understand legal control	-Applied models social laws and effects globalization	Scientific explanation and discussions	the exam
6	2	- Law social policies	-The impact backwardness social laws and spread of crime society	Scientific explanation and discussions	the exam
7	2	-Actual application social laws	- Applied models criminal reform systems in public institutions	Scientific explanation and discussions	the exam

#### 15. 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

#### 16. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Criminology/the reforming criminals
Main references (sources)	Criminal correctional systems/criminological theories
Recommended books and references (scientific journals, reports...)	The beginnings of reform science for criminals
Electronic References, Websites	



## Course Description Form

1. Course Name: <b>Sociology of communication</b>	
2. Course Code: So1s4sl32	
3. Semester / Year: the fourth Level	
4. Description Preparation Date: 2025	
5. Available Attendance Forms: Actual attendance. 6. - Virtual attendance 7. - Discussion and question. 8. - Exams. 9. Completing assignments.	
10. Number of Credit Hours (Total) / Number of Units (Total)	
11. Course administrator's name (mention all, if more than one name)	
Name: Dr. Rasool M. M. Email: rasoolmutlaq@coart.uobaghdad.edu.iq	
12. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>– Keeping pace with the development of communication systems</li> <li>– Keeping up with everything new or useful in the field of communication sociology.</li> <li>– Learning about the types and forms of communication systems</li> <li>– Recognizing the importance of communication and community engagement.</li> </ul>
13. Teaching and Learning Strategies	

<b>Strategy</b>	1- Explaining the scientific material to students in detail. 2- Students' participation in scientific discussion and participation 3- Discussion and dialogue about vocabulary related to the topic
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#### 14. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduction the Sociology of Communication	Introduction to subject and importance	Scientific explanation and discussions	the exam
2	2			Scientific explanation and discussions	the exam
3	2	Understanding theories of sociology communication	Learn the important methods for studying sociology communication	Scientific explanation and discussions	the exam
4	2	Tools elements social communication	How the organization connects social institutions	Scientific explanation and discussions	the exam
5	2	Obstacles applying social laws communication	Understand obstacles to apply social laws regulating communication	Scientific explanation and discussions	the exam
6	2	Applied models of social systems and impact globalization on communication	Training understand controls, conditions and components communication	Scientific explanation and discussions	the exam
7	2	Introduction the Sociology of Communication	Introduction to subject and importance	Scientific explanation and discussions	the exam

#### 15. 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

#### 16. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Sociology of Communication
Main references (sources)	Communication Theories
Recommended books and references (scientific journals, reports...)	Evolution of Communication Systems
Electronic References, Websites	



## Course Description Form

1. Course Name: Legal sociology					
2. Course Code: So1s4s132					
3. Semester / Year: the fourth Level					
4. Description Preparation Date: 9/2/2024					
5. Available Attendance Forms: Actual attendance. 6. - Virtual attendance 7. - Discussion and question. 8. - Exams. 9. Completing assignments.					
10. Number of Credit Hours (Total) / Number of Units (Total)					
11. Course administrator's name (mention all, if more than one name)					
Name: Dr. Rasool M. M.					
Email: rasoolmutlaq@coart.uobaghdad.edu.iq					
12. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> <li>• Keeping pace with the development of criminal reform systems</li> <li>• Communicating with anything or useful in the field of combat crime, reducing its danger, and adapting it to protect society</li> </ul>		
13. Teaching and Learning Strategies					
Strategy	1- Explaining the scientific material to students in detail. 2- Students' participation in scientific discussion and participation 3- Discussion and dialogue about vocabulary related to the topic				
14. Course Structure					
Week	Hours	Required	Unit or subject	Learning	Evaluation

		Learning Outcomes	name	method	method
1	2	- Introduction to the subject and importance	- An introduction to reform science criminology	Scientific explanation and discussions	the exam
2	2	-Learn about the important methods studying criminology	- Knowledge of criminal theories criminology	Scientific explanation and discussions	the exam
3	2	-How to reduce crime and how law regulates society	-Tools and elements of social law	Scientific explanation and discussions	the exam
4	2	- Knowing motives causes crime	- Social motives crime	Scientific explanation and discussions	the exam
5	2	- Training diagnosing crime understand legal control	-Applied models social laws and effects globalization	Scientific explanation and discussions	the exam
6	2	- Law social policies	-The impact backwardness social laws and spread of crime society	Scientific explanation and discussions	the exam
7	2	-Actual application social laws	- Applied models criminal reform systems in public institutions	Scientific explanation and discussions	the exam

### 15. 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

### 16. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Criminology/the science of reforming criminals
Main references (sources)	Criminal correctional systems/criminological theories
Recommended books and references (scientific journals, reports...)	The beginnings of reform science for criminals
Electronic References, Websites	

## Course Description Form

1. Course Name: Criminology	
2. Course Code: So1s3cy21	
3. Semester / Year: the third Level	
4. Description Preparation Date: 9/2/2024	
5. Available Attendance Forms: Actual attendance. 6. - Virtual attendance 7. - Discussion and question. 8. - Exams. 9. Completing assignments.	
10. Number of Credit Hours (Total) / Number of Units (Total)	
11. Course administrator's name (mention all, if more than one name)	
Name: Dr. Rasool M. M. Email: rasoolmutlaq@coart.uobaghdad.edu.iq	
12. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Keeping pace with development of criminal reference systems</li> <li>Communicating with anything relevant or useful in the field of combat crime, reducing its danger, and adapting it to protect society</li> </ul>
13. Teaching and Learning Strategies	
<b>Strategy</b>	1- Explaining the scientific material to students in detail. 2- Students' participation in scientific discussion and participation

### 3- Discussion and dialogue about vocabulary related to the topic

#### 14. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	- Introduction to the subject and importance	- An introduction to reform science criminology	Scientific explanation and discussions	the exam
2	2	-Learn about the most important methods studying criminology	- Knowledge of criminal theories criminology	Scientific explanation and discussions	the exam
3	2	-How to reduce crime and how law regulates society	-Tools and elements of social law	Scientific explanation and discussions	the exam
4	2	- Knowing motives causes crime	- Social motives crime	Scientific explanation and discussions	the exam
5	2	- Training diagnosing crime understand legal control	-Applied models social laws and effects globalization	Scientific explanation and discussions	the exam
6	2	- Law social policies	-The impact backwardness social laws and spread of crime society	Scientific explanation and discussions	the exam
7	2	-Actual application social laws	- Applied models criminal reform systems in public institutions	Scientific explanation and discussions	the exam

#### 15. 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

#### 16. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Criminology/the reforming criminals
Main references (sources)	Criminal correctional systems/criminological theories
Recommended books and references (scientific journals, reports...)	The beginnings of reform science for criminals
Electronic References, Websites	

## Course Description Form

1. Course Name: Sociology					
2. Course Code:					
3. Semester / Year: first stage of study					
4. Description Preparation Date: 2025\9\1					
5. Available Attendance Forms:					
for social science					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 week / Number of Units (45) hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Maida shaker Mahdi Email: majidashaker2014@gmail.com					
8. Course Objectives					
Course Objectives		<b>Show the role of the graduate and employ the theoretical aspects that was students by the university in the applied after employing it in the appropriate place.</b>			
9. Teaching and Learning Strategies					
Strategy	This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding Interpretation and descriptive	1 Introduction to Sociology  One\ Sociology\ Definition of Sociology\ Functions and		
2	3		Sociology\ its Pioneers	lecture	Exam and discussion
3	3		Theories of Sociology\	lecture	Exam and discussion



4	3		Social organization	lecture	Exam a discussion
5	3		Social Relation Ship	lecture	Exam a discussion
6	3		Social interaction	lecture	Exam a discussion
7	3			lecture	Exam a discussion
8	3		Globalization	lecture	Exam a discussion

#### 11.Course Evaluation

Distribution of the grade out of 100 according the tasks assigned to the students.

#### 12.Learning and Teaching Resources

	Dr .lahay Abad Introduction of Sociology
.	
	1- Recommended books and references (scientific journals Dr. Sari, Salem, Sociology an Arab Social Problems, 1989.

## Course Description Form

<b>1. Course Name:</b>					
Logic					
<b>2. Course Code:</b>					
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<b>3. Semester / Year:</b>					
Second course / 2024-2025					
<b>4. Description Preparation Date:</b>					
21- 8- 2025					
<b>5. Available Attendance Forms:</b>					
My attendance is mandatory					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
24/ (8) for all branches (Sociology: morning, evening, Anthropology: morning, Social Service morning)					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Dr Sabah Muftin Hamidi					
<b>8. Course Objectives</b>					
Course Objectives - Defining logic and the importance of its methods and topics. - Explaining the most important features of logical thinking.			- A statement of the most important discussions and debates related to critical logical thinking.		
<b>9. Teaching and Learning Strategies</b>					
Strategy		Building advanced ideas about mental skills in criticism and rational and logical analysis.			
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	8	To precisely define the meaning of logic for the student, the purpose of its study, and to trace its historical development and the difference between formal and informal logic.	The Concept and History of Logic	Lectures and dialogues	Test, Discussion and Assignment
2	8	To teach the student the meaning of the linguistic and technical derivation of the word logic, and to analyze the relationship between (pronunciation and speech) and (the basic laws of	Derivation and Nomenclature of Logic	Lectures and dialogues	Test, Discussion and Assignment

		thought.			
3	8	To know the difference between sound logical thinking and illogical thinking, and to apply the steps of logical reasoning from premises to conclusions, and to develop the student's skills in critical and analytical thinking.	Logical Reasoning	Lectures dialogues	Test, Discussion and Assignment
4	8	To distinguish between logic as a scientific term and logic as a normal linguistic usage, and how a technical word derives its meaning from its linguistic root.	The Linguistic Definition of Logic	Lectures dialogues	Test, Discussion and Assignment
5	8	To protect the mind from error and contradiction, to regulate and organize the reasoning process in other sciences, and to defend the necessity of studying logic despite the development of computer science and artificial intelligence.	The Meaning of Logic	Lectures dialogues	Test, Discussion and Assignment
6	8	To understand the meaning of perception (simple knowledge) and belief (complex knowledge), and the relationship between them. This must also be applied with examples.	Conceptualization and Assumption	Lectures dialogues	Test, Discussion and Assignment

7	8	Distinguish between the types of semantics (congruent, denoting the entire essence; implicit, denoting part of the essence; and obligatory, denoting what is necessary outside the essence). Apply this to various examples.	Logical Semantics	Lectures and dialogues	Test, Discussion and Assignment
8	8	Distinguish between a concept (the mental meaning of a word, such as "human") and a simile (the external individuals to which the concept applies, such as "Khaled	Concept and Verification	Lectures and dialogues	Test, Discussion and Assignment
9	8	Define the ten logical categories (essence, quantity, quality, etc.) and the five logical universals (genus, species, etc.) and apply universals in defining concepts.	Categories and Universals	Lectures and dialogues	Test, Discussion and Assignment
10	8	Understand the classification of logical propositions (universal, partial, negative, affirmative, etc.), transform a proposition from one form to another (universal to partial, etc.), and judge the validity of propositions in terms of (quantity, quality, proportion).	Logical Propositions	Lectures and dialogues	Test, Discussion and Assignment
11	8	Understand direct inference as a		Lectures and dialogues	Test, Discussion and Assignment

		mental process by which we derive a conclusion from a single premise. Apply this to the laws of opposition (contradiction, opposition, subordination, interference.	Direct Inference		
12	8	Understand indirect inference as a mental process by which we derive a conclusion from more than one premise. Applying this to Aristotle's syllogism in analysis and synthesis, formulating sound syllogisms, and discovering fallacies in incorrect syllogisms.	Indirect Inference	Lectures dialogues	Test, Discussion and Assignment

#### 11. Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

#### 12. Learning and Teaching Resources

Required textbooks (methodology if any)	Lectures prepared by the instructor
Main references (sources)	Madani Saleh / Articles on Philosophy. Tawfiq Al-Tawil / Foundations of Philosophy
Recommended supporting books and references (scientific journals, reports, etc.)	Central Libraries and Magazines
Electronic references, websites	Academic journal websites

## Course Description Form

<b>1. Course Name:</b>					
Philosophy					
<b>2. Course Code:</b>					
PH					
<b>3. Semester / Year:</b>					
The first chorus 2024- 2025					
<b>4. Description Preparation Date:</b>					
21- 8- 2025					
<b>5. Available Attendance Forms:</b>					
My attendance is mandatory					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
24/ (8) for all branches (Sociology: morning, evening, Anthropology: morning, Social Service morning)					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Dr Sabah Muftin Hamidi					
<b>8. Course Objectives</b>					
Course Objectives Describe the most important debates and dialogues related to philosophical thinking and criticism.			- Definition of Philosophy and Philosophical Activity - Outlining the main features of philosophical thinking		
<b>9. Teaching and Learning Strategies</b>					
Strategy		Build advanced ideas about mental skills in critiquing and analysing.			
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	8	Teach the student basics of philosophical methods, free philosophical thinking and importance in dialogues and criticism, accuracy and clarity in scientific and rational thinking	Philosophical Study	Lectures and dialogues	Test, Discussion and Assignment
2	8	Knowing the dates of the main philosophical eras and their most prominent philosophers.	Histories of Philosophy	Lectures and dialogues	Test, Discussion and Assignment
3	8	Practice the activity of philosophising in reflection and communication that constantly raises questions. It	Emergence of Philosophy	Lectures and dialogues	Test, Discussion and Assignment

		teaches us Test, Discussion, and Assignments the art of speech.			
4	8	Practice the activity of philosophising in reflection and communication that constantly raises questions. It teaches us the art of speech.	Emergence of Philosophy	Lectures dialogues	a Test, Discussion and Assignments
5	8	Freeing the mind from rigidity and dependency, formulating and defending ideas with reason and valid arguments, and building rational points of view	Purpose of Studying Philosophy	Lectures dialogues	a Test, Discussion and Assignments
6	8	Understanding the universe and our relationship to the natural world (natural sciences) and the supernatural (the divine, the soul, the reincarnation),	Philosophy Metaphysics	Lectures dialogues	a Test, Discussion and Assignments
7	8	Distinguish between the physical world and the spiritual (mental) world to reach a vision and interpretation of existence...	Philosophies of Existence	Lectures dialogues	a Test, Discussion and Assignments
8	8	Distinguish between the physical world and the spiritual (mental) world to reach a vision and interpretation of existence...	Philosophies of	Lectures dialogues	a Test, Discussion and Assignments
9	8	Recognise the sources of knowledge (reason,	Sources of Knowledge	Lectures dialogues	a Test, Discussion and Assignments

		experience, intuition) to understand the limits of knowledge in dealing with fundamental issues (life, science, religion).			
10	8	Recognise the sources of knowledge (reason, experience, intuition) to understand the limits of knowledge in dealing with fundamental issues (life, science, religion).	Sources of Knowledge	Lectures dialogues	Test, Discussion and Assignment
11	8	Be scientifically honest and know how to make value judgements based on ethical rather than subjective criteria, taking into account the beliefs of others.	Philosophy of Ethics	Lectures dialogues	Test, Discussion and Assignment
12	8	Learning to evaluate aesthetic works and distinguish beautiful work from ugly work. Form a creative artistic taste.	Philosophy of beauty	Lectures dialogues	Test, Discussion and Assignment

#### 11. Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

#### 12. Learning and Teaching Resources

Required textbooks (methodology if any)	Lectures prepared by the instructor
Main references (sources)	Madani Saleh / Articles on Philosophy. Tawfiq Al-Tawil / Foundations of Philosophy
Recommended supporting books and references (scientific journals, reports, etc.)	Central Libraries and Magazines
Electronic references, websites	Academic journal websites





## Course Description Form

<b>1. Course Name</b>	
Economic anthropology	
<b>2. Course Code</b>	
<b>3. Semester / Year</b>	
First Course\ Year 2025-2024	
<b>4. The history of preparation of this description</b>	
27/9/2024	
<b>5. Available Attendance Forms</b>	
<i>Physical – Electronic</i>	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
<i>45 hours/3 hours</i>	
<b>7. Course administrator's name (if more than one name)</b>	
: <b>Name: Dr. Ali Shanan Karim Email</b> <a href="mailto:ali.kareem182b@coart.uobaghdad.edu.iq">ali.kareem182b@coart.uobaghdad.edu.iq</a>	
<b>8. Course Objectives</b>	
<ul style="list-style-type: none"> <li><b>1- The student's knowledge of the concept of economic anthropology and its importance.</b></li> <li><b>2- Know the relationship between economic anthropology and other branches of anthropology.</b></li> <li><b>3- Identify the fields, fields and theories of economic anthropology, and their relationship to other branches and economic sciences.</b></li> <li><b>4- Talk about how to apply economic anthropology in understanding the economic process in Iraq and the role of culture in that.</b></li> </ul>	<b>Course Objectives</b>
<b>9. Teaching and Learning Strategies</b>	
<p><i>It follows with the students to give a simple overview of the previous topic and link it to the topic</i></p> <p><i>New, as for teaching methods, they revolve around dictation and interactivity such as dialogue, and discussing, and students discussing each other's opinions making daily reports.</i></p> <p><i>Presented within the lecture, as well as digital teaching and within the environment</i></p> <p><i>E-learning is asked in explanatory videos and some questions about Today's lecture.</i></p>	<b>Strategy</b>

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## 10. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
Exams Questions And attendance and electronic tests Reports	Debate Storming Mental Dialog Communication Electronic	Economic anthropology	To acquire Student skills of a specialist in economic anthropology And how to apply that in Understand and analyze Operations Economic and the role of culture in it.	45	

## 11. Course Evaluation

*Distributing the score 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 (methodology if any)
	Main references (sources)
1- Chris Hahn and Keith Hart, Economic Anthropology, 2014. 2- Charlotte Seymour Smith, Encyclopedia of Anthropology, 2009. 3- Fawzi Abdel Rahman, Economic Anthropology, 1992.	Recommended books and references (scientific journals, reports...)
	.Electronic references, websites

## Course Description Form

13. Course Name	
Educational anthropology	
14. Course Code	
15. Semester / Year	
First Course\ Year 2025-2024	
16. The history of preparation of this description	
27/9/2024	
17. Available Attendance Forms	
<i>Physical – Electronic</i>	
18. Number of Credit Hours (Total) / Number of Units (Total)	
<i>45 hours/3 hours</i>	
19. Course administrator's name (if more than one name)	
: Name: Dr. Ali Shanan Karim Email <a href="mailto:ali.kareem182b@coart.uobaghdad.edu.iq">ali.kareem182b@coart.uobaghdad.edu.iq</a>	
20. Course Objectives	
<ul style="list-style-type: none"> <li>5- The student's knowledge of the concept of educational anthropology and its importance.</li> <li>6- Know the relationship between educational anthropology and other branches of anthropology.</li> <li>7- Identify the fields, fields and theories of educational anthropology, and their relationship to other branches and educational sciences.</li> <li>8- Talk about how to apply educational anthropology in understanding the educational process in Iraq and the role of culture in that.</li> </ul>	<p>Course Objectives</p>
21. Teaching and Learning Strategies	
<p><i>It follows with the students to give a simple overview of the previous topic and link it to the topic</i></p> <p><i>New, as for teaching methods, they revolve around dictation and interactivity such as dialogue, and discussing, and students discussing each other's opinions making daily reports.</i></p> <p><i>Presented within the lecture, as well as digital teaching and within the environment</i></p> <p><i>E-learning is asked in explanatory videos and some questions about Today's lecture.</i></p>	<p>Strategy</p>

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## 22. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	H o u r s	T h e w e e k
Exams Questions And attendance and electronic tests Reports	Debate Storming Mental Dialog Communication Electronic	Educational anthropology	To acquire Student skills of a specialist in educational anthropologist And how to apply that in Understand and analyze Operations Educational and the role of culture in it.		

## 23. Course Evaluation

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

## 24. Learning and Teaching Resources

	Required textbooks (methodology, any)
	Main references (sources)
4- Majid Hamid Aref, Anthropology of Education, 1994. 5- Charlotte Seymour Smith, Encyclopedia of Anthropology, 2009. 3- Farouk Mohammed Al-Adly, Educational Anthropology, 1981.	Recommended books and references (scientific journals, reports...)
	.Electronic references, websites

## Course Description Form

<b>25.Course Name</b>	
Rural Anthropology	
<b>26.Course Code</b>	
<b>27.Semester / Year</b>	
Second Course\ Year 2025-2024	
<b>28.The history of preparation of this description</b>	
27/9/2024	
<b>29.Available Attendance Forms</b>	
<i>Physical – Electronic</i>	
<b>30.Number of Credit Hours (Total) / Number of Units (Total)</b>	
<i>30 hours/2 hours</i>	
<b>31. Course administrator's name (if more than one name)</b>	
: Name: <b>Dr. Ali Shanan Karim</b> Email <a href="mailto:ali.kareem182b@coart.uobaghdad.edu.iq">ali.kareem182b@coart.uobaghdad.edu.iq</a>	
<b>32.Course Objectives</b>	
<p>9- The student's knowledge of the concept of rural anthropology and its importance.</p> <p>10- Know the relationship between rural anthropology and other branches of anthropology.</p> <p>11- Identify the fields, fields and theories of rural anthropology, and their relationship to other branches and specialized sciences.</p> <p>12- Talk about how to apply rural anthropology in understanding the process of the rural-urban connectivity in Iraq.</p>	<b>Course Objectives</b>
<b>33.Teaching and Learning Strategies</b>	
<p><i>It follows with the students to give a simple overview of the previous topic and link it to the topic</i></p> <p><i>New, as for teaching methods, they revolve around diction and interactivity such as dialogue, and discussing, and students discussing each other's opinions making daily reports.</i></p> <p><i>Presented within the lecture, as well as digital teaching and within the environment</i></p> <p><i>E-learning is asked in explanatory videos and some questions about Today's lecture.</i></p>	<b>Strategy</b>

34. Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Th e w e e k
Exams Questions And attendance and electronic tests Reports	Debate Storming Mental Dialog Communication Electronic	Rural Anthropology	To acquire Student skills of a specialist in rural anthropology And how to apply that in Understand and analyze Operations Caller Rural Urban and the role of culture in it.	30	
35.Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports .... etc					
36.Learning and Teaching Resources					
			Required textbo (methodology, if any)		
			Main references (sources)		
6- Rashid Ghoneim, Studies in Rural Sociology, 2008. 7- Eyad Jamil Ahmed Saleh, Trends of Urban Formation, 2009.			Recommended books and references (scientific journals, reports...)		
			.Electronic references, websit		

## Course Description Form

<b>37.Course Name</b>	
Social ecology	
<b>38.Course Code</b>	
<b>39.Semester / Year</b>	
First Course\ Year 2025-2024	
<b>40.The history of preparation of this description</b>	
27/9/2024	
<b>41.Available Attendance Forms</b>	
<i>Physical – Electronic</i>	
<b>42.Number of Credit Hours (Total) / Number of Units (Total)</b>	
<i>45 hours/3 hours</i>	
<b>43. Course administrator's name (if more than one name)</b>	
: Name: <b>Dr. Ali Shanan Karim</b> Email <a href="mailto:ali.kareem182b@coart.uobaghdad.edu.iq">ali.kareem182b@coart.uobaghdad.edu.iq</a>	
<b>44.Course Objectives</b>	
<p><b>13- The student's knowledge of the concept of social ecology and its importance.</b></p> <p><b>14- Know the relationship between social ecology and other branches of specialization.</b></p> <p><b>15- Identify the fields, fields and theories of social ecology, and their relationship to other branches and environmental sciences.</b></p> <p><b>16- Talk about how to apply social ecology in understanding and maintaining socio-ecological interactions in Iraq.</b></p>	<p><b>Course Objectives</b></p>
<b>45.Teaching and Learning Strategies</b>	
<p><i>It follows with the students to give a simple overview of the previous topic and link it to the topic</i></p> <p><i>New, as for teaching methods, they revolve around dictation and interactivity such as dialogue, and discussing, and students discussing each other's opinions making daily reports.</i></p> <p><i>Presented within the lecture, as well as digital teaching and within the environment</i></p> <p><i>E-learning is asked in explanatory videos and some questions about Today's lecture.</i></p>	<p><b>Strategy</b></p>



#### 46. Course Structure

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week
Exams Questions And attendance and electronic tests Reports	Debate Storming Mental Dialog Communication Electronic	Social ecology	To acquire Student Skills of Ecologist Social And how to apply that in Understand and analyze Operations and interaction Environmental and the role of culture in it.	45	

#### 47. Course Evaluation

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

#### 48. Learning and Teaching Resources

	Required textbo (methodology, if any)
	Main references (sources)
8- Filali Saleh, Sociology of Environment, 2008. 9- Tarif Sharaf, Environmental pollution: present and future, 2007 10- Zakaria Mill, Environmental Ethics, 2002	Recommended books and references (scientific journals, reports...)
	,Electronic referen .websites

## Course Description Form

49. Course Name	
folklore	
50. Course Code	
51. Semester / Year	
Second Course\ Year 2025-2024	
52. The history of preparation of this description	
27/9/2024	
53. Available Attendance Forms	
<i>Physical – Electronic</i>	
54. Number of Credit Hours (Total) / Number of Units (Total)	
<i>45 hours/3 hours</i>	
55. Course administrator's name (if more than one name)	
: Name: Dr. Ali Shanani Karim Email <a href="mailto:ali.kareem182b@coart.uobaghdad.edu.iq">ali.kareem182b@coart.uobaghdad.edu.iq</a>	
56. Course Objectives	
<p>17- The student's knowledge of the concept of folklore and its importance.</p> <p>18- Know the relationship between folklore with other branches of anthropology.</p> <p>19- Identify the fields, fields and theories of folklore and their relationship to branches and other specialized sciences.</p> <p>20- Talk about how to apply folklore in understanding this in human society in general and Iraqi society in particular.</p>	Course Objectives
57. Teaching and Learning Strategies	
<p><i>It follows with the students to give a simple overview of the previous topic and link it to the topic</i></p> <p><i>New, as for teaching methods, they revolve around dictation and interactivity such as dialogue, and discussing, and students discussing each other's opinions making daily reports.</i></p> <p><i>Presented within the lecture, as well as digital teaching and within the environment</i></p> <p><i>E-learning is asked in explanatory videos and some questions about Today's lecture.</i></p>	Strategy

<b>58. Course Structure</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Unit or subject name</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Th e w e e k</b>
<i>Exams Questions And attendance and electronic tests Reports</i>	<i>Debate Storming Mental Dialog Communication Electronic</i>	<i>folklore</i>	<i>To acquire Student Skill of a Specialist in folklore And how to apply that in Understand and analyze Subculture and the role of culture in it.</i>	<i>45</i>	
<b>59.Course Evaluation</b>					
<i>Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports .... etc</i>					
<b>60.Learning and Teaching Resources</b>					
			Required textbo (methodology, if any)		
			Main references (sources)		
<b>11- Clifford Geertz, Interpreting Cultures, 2006.</b>			Recommended books and		
<b>1- Charlotte Seymour Smith, Encyclopedia of Anthropology, 2009.</b>			references (scientific journals, reports...)		
			.Electronic references, websi		

## Course description form

Course Name .1	
Anthropology of crime	
Course Code .2	
Semester/ year .3	
The second course / year 2024–2025	
Date this description was prepared .4	
2024–9–28	
A. Available attendance forms .5	
My presence	
Number of study hours (total)/number of units (total) .6	
hours / 3 hours 45	
Name of the course administrator (if more than one name is mentioned) .7	
mil - Name: M.D. Saadoun Mohsen Damad Al <a href="mailto:Saadoun.M@coart.uobaghdad.edu.iq">Saadoun.M@coart.uobaghdad.edu.iq</a>	
objectives Course .8	
The student's knowledge of the basic concepts of the anthropology of crime and the intellectual and research dimensions of this science -1 Knowing the relationship between the anthropology of crime and other branches of anthropology -2 Explaining the schools, trends and theories of the anthropology of crime, and their relationship to other criminological sciences and the law -3 Deconstructing the relationship between crime and culture, distinguishing between individual and collective crimes, and the reflection of each of them and their impact on individuals and groups -4 Teaching "cultural" methods that can be followed to reduce crimes, such as influencing socialization, upbringing and education -5	<b>Objectives of the study subject</b>
Teaching and learning strategies .9	

<p>the students are followed by giving a simple overview of the previous topic and linking it to the topic</p> <p>The new teaching methods revolve around recitation and .interactivity, such as dialogue discussion, and students discussing each other's opinions by making daily reports</p> <p>is presented within the lecture, as well as digital educational tools within the environment</p> <p>E-learning includes explanatory videos and some questions about . Today's lecture</p>	<p><b>The strategy</b></p>
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#### Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exams questions and tests in person and electronic Reports	Discussion Storming Mental Dialogue communication Electronic	anthropology of crime	The student's knowledge of the basic concepts of the anthropology of crime and the intellectual and research dimensions of this .science	45	15

#### Course evaluation .11

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

#### Learning and teaching resources .12

	Required textbooks (methodology, if any)
	Main references (sources)
<b>The Anthropology of Crime, from the Myth –1 of Cain to the Born Criminal, Boubacar</b>	Recommended supporting books and references (scientific journals, reports....)

<p><b>Boukharisa, Academic Book Center,</b>  <b>. Amman, 2020</b></p> <p><b>The Holy Crime, Issam Sakhnini, Arab –2</b>  <b>Center for Research and Policy Studies,</b>  <b>.Beirut, 2012</b></p> <p><b>Criminology and criminal policy, Dr. –3</b>  <b>Muhammad Al-Razqi, New United Book</b>  <b>.House, Benghazi, Libya, 2004</b></p> <p><b>Criminology, A Very Short Introduction, –4</b>  <b>Tim Newbern, published by: Asmaa Azab,</b>  <b>. Hindawi Foundation, 2017</b></p>	
	.Electronic references, Internet sites

## Course description form

Course Name .1	
Cultural Anthropology	
Course Code .2	
Semester/ year .3	
2024–2025 The first course / year	
Date this description was prepared .4	
28–9–2024	
A. Available attendance forms .5	
My presence	
Number of study hours (total)/number of units (total) .6	
hours / 3 hours 45	
Name of the course administrator (if more than one name is .7 (mentioned	
<b>Name: M. Dr.. Saadoun Mohsen Damad</b> <b><a href="mailto:Saadoun.M@coart.uobaghdad.edu.iq">Saadoun.M@coart.uobaghdad.edu.iq</a> :address email The</b>	
objectives Course .8	
<p>The student's knowledge of the basic concepts of –1 cultural anthropology and its intellectual and research dimensions</p> <p>A deep understanding of culture and the reflection of –2 ,this understanding in the understanding of all official social and popular institutions</p> <p>Explaining the schools, trends, and theories –3 ,concerned with the study of cultural anthropology and their relationship to other anthropological disciplines</p> <p>Teaching methods that can be used to know the –4 nature of culture and its impact on people's behavior and the extent of their response to regulations and instructions, as well as their dealings with each other</p>	<b>Objectives of the study subject</b>
Teaching and learning strategies .9	

<p>the students are followed by giving a simple overview of the previous topic and linking it to the new topic. As for the teaching methods, they revolve around presentation and interactivity, such as dialogue, discussion, and students discussing each other's opinions by making daily reports that are presented within the lecture, as well as digital educational means within the e-learning environment that are presented in Explanatory videos and some questions about today's lecture.</p>	<p><b>The strategy</b></p>
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Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exams questions and tests in person and electronic Reports	Discussion Storming Mental Dialogue communication on Electronic	anthropology of crime	The student's knowledge of the basic concepts of cultural anthropology and the intellectual and research dimensions of this science.	5	

Course evaluation .11

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.



Learning and teaching resources .12	
	quired textbooks (methodology, if (any
<b>Anthropology: One Scientific Field and –1</b> <b>,.Four Schools, Friedrich Barth et al</b> <b>published by: Abu Bakr Ahmed Baqader</b> <b>Arab Center for Research and Policy ,</b> <b>.Studies, 1st edition, 2017</b> <b>Sapiens, A Brief History of the Human –2</b> <b>Species, Yuval Noah Harari, published</b> <b>by Hussein Al–Abri, Manjul Printing</b> <b>.House, 2018</b> <b>The concept of culture in the social –3</b> <b>sciences, Dennis Koch, T: Dr. Mounir</b> <b>Al–Saidani , Arab Organization for</b> <b>.Translation, 1st edition, 2007</b>	Main references (sources)
	Recommended supporting books and references (scientific (...journals, reports
	ectronic references, Internet sites

## Course description form

Course Name .1	
Ethnography	
Course Code .2	
Semester/ year .3	
The second course / year 2025-2024	
Date this description was prepared .4	
2024-9-28	
A. Available attendance forms .5	
My presence	
Number of study hours (total)/number of units (total) .6	
hours / 3 hours 45	
Name of the course administrator (if more than one name is .7 (mentioned	
<b>mil - Name: M.D. Saadoun Mohsen Damad Al</b> <a href="mailto:Saadoun.M@coart.uobaghdad.edu.iq">Saadoun.M@coart.uobaghdad.edu.iq</a>	
objectives Course .8	
<p>Students will be familiar with the basic concepts of -1 ethnography and its intellectual and research dimensions</p> <p>Understand the relationship between the desired -2 changes within societies and the cultural causes and drivers that fall within the scope of anthropology</p> <p>Explain the schools, trends, and theories that have -3 focused on the study of ethnography and their relationship to other anthropological disciplines</p> <p>Teach "cultural" methods that can be used to -4 deconstruct people's cultures and the factors that influence them</p>	<p><b>Objectives of the study subject</b></p>
Teaching and learning strategies .9	

<p>the students are followed by giving a simple overview of the previous topic and linking it to the new topic. As for the teaching methods, they revolve around presentation and interactivity, such as dialogue, discussion, and students discussing each other's opinions by making daily reports that are presented within the lecture, as well as digital educational means within the e-learning environment that are presented in Explanatory videos and some questions about today's lecture.</p>	<p><b>The strategy</b></p>
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#### Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exams questions and tests in person and electronic Reports	Discussion Storming Mental Dialogue communication on Electronic	anthropology of crime	The student's knowledge of the concepts of basic social problems and the intellectual and research dimensions of this science.	5	

#### Course evaluation .11

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.

Learning and teaching resources .12	
	Required textbooks (methodology, if any)
<p><b>Al-Jabaish, Dr. Shaker Mustafa –1 –1</b>  <b>.Salim, 2nd ed., Al-Ani Press, 1970</b></p> <p><b>Introduction to Anthropology, Issa –2 –2</b>  <b>Al-Shammas, Arab Writers Union</b>  <b>.Publications, Damascus, 2004</b></p> <p><b>Producing Popular Heritage, Saeed Al- –3</b>  <b>Asry, Supreme Council of Culture, 1st ed.,</b>  <b>.2012</b></p>	Main references (sources)
	Recommended supporting books and references (scientific (...journals, reports
	Electronic references, Internet sites

## Course description form

Course Name .1	
Medical anthropology	
Course Code .2	
Semester/ year .3	
The first course / year 2024-2025	
Date this description was prepared .4	
28-9-2024	
A. Available attendance forms .5	
My presence	
Number of study hours (total)/number of units (total) .6	
hours / 3 hours 45	
Name of the course administrator (if more than one name is .7 (mentioned	
<b>Name: M. Dr.. Saadoun Mohsen Damad</b> <b><a href="mailto:Saadoun.M@coart.uobaghdad.edu.iq">Saadoun.M@coart.uobaghdad.edu.iq</a> :address email The</b>	
objectives Course .8	
The student's knowledge of the basic concepts of -1 medical anthropology and its intellectual and .research dimensions Knowing the relationship between culture and -2 .medical systems, whether modern or popular Explaining the schools, trends, and theories that -3 concerned the study of medical anthropology, and its .relationship with other anthropological specialties Teaching methods that can be used to understand -4 the relationship between culture and modern medical systems and what cultural vocabulary must be taken .into account by modern medical systems Teaching methods that can be used to understand -5 the relationship between human culture and	<b>Objectives of the study subject</b>

achieving the health goals that health institutions aim to achieve					
Teaching and learning strategies .9					
e students are followed by giving a simple overview of the previous topic and linking it to the new topic. As for the teaching methods, they revolve around presentation and interactivity, such as dialogue, discussion, and students discussing each other’s opinions by making daily reports that are presented within the lecture, as well as digital educational plans within the e-learning environment that are presented in Explanatory videos and some questions about today's lecture.					The strategy
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exams questions and tests in person and electronic Reports	Discussion Storming Mental Dialogue Communication on Electronic	thropology of crime	The student’s knowledge of the basic concepts of medical anthropology and the intellectual and research dimensions	5	

			of this .science		
Course evaluation .11					
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					
Learning and teaching resources .12					
			quired textbooks (methodology, if (any		
<b>,Medical Anthropology, Ali Al-Makkawi –1</b> <b>.theoretical studies and field research</b> <b>medical anthropology and the world system, -2</b> <b>ns A. Baer, Merrill Singer, and Ida Susser</b> <b>, Praeger Publishers, 2nd ed , 2003.</b>			Main references (sources)		
			Recommended supporting books and references (scientific (...journals, reports		
			electronic references, Internet sites		

## Course description form

Course Name .1	
Natural anthropology	
Course Code .2	
Semester / year .3	
The first course / year 2024–2025	
Date this description was prepared .4	
2024–9–28	
A. Available attendance forms .5	
My presence	
Number of study hours (total)/number of units (total) .6	
hours / 3 hours 45	
Name of the course administrator (if more than one name is .7 (mentioned	
<b>Name: M. Dr.. Saadoun Mohsen Damad</b> <a href="mailto:Saadoun.M@coart.uobaghdad.edu.iq">Saadoun.M@coart.uobaghdad.edu.iq</a> :address email The	
objectives Course .8	
The student's knowledge of the basic concepts of –1 natural anthropology and its intellectual and research .dimensions Knowing the relationship between humans and the –2 .rest of the living creatures on Earth Explaining the schools, trends, and theories –3 ,concerned with the study of natural anthropology and their relationship to other anthropological .disciplines Teaching methods that can be used to determine the –4 relationship between human behavior and his .evolutionary needs Teaching methods that can be used to understand –5 the relationship between human culture and human .evolutionary tendencies	<b>Objectives of the study subject</b>



Teaching and learning strategies .9					
The students are followed by giving a simple overview of the previous topic and linking it to the new topic. As for the teaching methods, they revolve around presentation and interactivity, such as dialogue, discussion, and students discussing each other's opinions by making daily reports that are presented within the lecture, as well as digital educational plans within the e-learning environment that are presented in Explanatory videos and some questions about today's lecture .					The strategy
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exams questions and tests in person and electronic Reports	Discussion Storming Mental Dialogue communication on Electronic	anthropology of crime	The student's knowledge of the basic concepts of natural anthropology and the intellectual and research dimensions of this .science	5	
Course evaluation .11					

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	
Learning and teaching resources .12	
	quired textbooks (methodology, if (any
<b>Physical Anthropology, Dr. Hinduma –1</b> <b>Muhammad Anwar Hamed, Dar Al–</b> <b>.Ma'rifa University, Egypt, 2011</b> <b>Physical anthropology, Philip L. .1 –2</b> <b>Stein, Bruce M. Rowe. McGraw–Hill,</b> <b>10th ed , 2011.</b> <b>ological Anthropology, Concepts and .2 -3</b> <b>nnectons, Agustín Fuentes, McGraw–Hill,</b> <b>2nd ed , 2012.</b>	Main references (sources)
	Recommended supporting books and references (scientific (...journals, reports
	ectronic references, Internet sites

## Course description form

Course Name .1	
Anthropology of crime	
Course Code .2	
Semester/ year .3	
The second course / year 2025-2024	
Date this description was prepared .4	
2024-9-28	
A. Available attendance forms .5	
My presence	
Number of study hours (total)/number of units (total) .6	
hours / 3 hours 45	
Name of the course administrator (if more than one name is .7 (mentioned	
mil - Name: M.D. Saadoun Mohsen Damad Al <a href="mailto:Saadoun.M@coart.uobaghdad.edu.iq">Saadoun.M@coart.uobaghdad.edu.iq</a>	
objectives Course .8	
<p>The student's knowledge of the basic concepts of -1 the anthropology of folk medicine and the intellectual .and research dimensions of this science</p> <p>Knowing the relationship between the anthropology -2 .of folk medicine and other branches of anthropology</p> <p>Explaining the schools, trends, and theories of the -3 anthropology of folk medicine, and its relationship to .other sciences</p> <p>Dismantling the relationship between medicine and -4 culture and distinguishing between judging the function of folk medicine scientifically and judging it culturally in terms of the function it performs for .members of the culture</p>	<p><b>Objectives of the study subject</b></p>
Teaching and learning strategies .9	

<p>the students are followed by giving a simple overview of the previous topic and linking it to the new topic. As for the teaching methods, they revolve around presentation and interactivity, such as dialogue, discussion, and students discussing each other's opinions by making daily reports that are presented within the lecture, as well as digital educational resources within the e-learning environment that are presented. It contains explanatory videos and some questions about today's lecture.</p>	<p><b>The strategy</b></p>
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Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exams questions and tests in person and electronic Reports	Discussion Storming Mental Dialogue Communication on Electronic	anthropology of crime	The student's knowledge of the basic concepts of the anthropology of folk medicine and the intellectual and research dimensions of this science.	5	

Course evaluation .11	
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	
Learning and teaching resources .12	
	quired textbooks (methodology, if (any
	Main references (sources)
<b>Magic, Science, Religion and Other –1</b> <b>Essays, Bronislaw Malinowski , T. Imran</b> <b>Ahmed, Syrian Working Authority for</b> <b>.Books, 2022</b> <b>The Golden Branch, James Fraser, A –2</b> <b>Study in Magic and Religion, published</b> <b>,by Nayef Al-Khous, Dar Al-Farqad</b> <b>.2014</b> <b>Social Life in Baghdad, Fares Abdul –3</b> <b>.Rahman Karim</b> <b>,Dictionary of food and medication –4</b> <b>Ahmed Qadama</b> <b>The importance of folk medicine and its –5</b> <b>coexistence with modern medicine, Abdel</b> <b>Baqi Ghafour, research published in the</b> <b>,Journal of the Anthropology of Religions</b> <b>.Mouloudi Mammeri University</b> <b>,Popular customs between magic, jinn –6</b> <b>and superstition – Fares Khadr, research</b> <b>published in the Egyptian Radio and</b> <b>.Television Magazine, 2008</b> <b>Anthropology of folk medicine: Definition –7</b> <b>of folk medicine, its types, and a study of</b> <b>.it</b>	Recommended supporting books and references (scientific (...journals, reports
	ectronic references , Internet sites



## Course Description Form

1. Course Name: Computer					
2. Course Code: SOISCP07					
3. Semester / Year: the first course 2024/2025					
4. Description Preparation Date: 23/8/2025					
5. Available Attendance Forms: Mandatory					
6. Number of Credit Hours (Total) / Number of Units (Total) :45					
7. Course administrator's name (mention all, if more than one name) Dr Lemya Taha Abdullah					
8. Course Objectives					
<b>Course Objectives</b>		Training students in the field of practical computer application enhancing the Abilities in using applied programs			
9. Teaching and Learning Strategies					
<b>Strategy</b>		Training students to use computers and preparing students to work in stat institution after graduation and appointment			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-15	45	Memorize and understand the top	Excel program	Computer lecture application practical	Questions and tests editoria


### 11. Course Evaluation

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

### 12. Learning and Teaching Resources

Computer basic / Excel program	



## Course Description Form

<b>1. Course Name:</b>	
<i>Community organizing</i>	
<b>2. Course Code:</b>	
<b>3. Semester / Year:</b>	
2025\2024	
<b>4. Description Preparation Date:</b>	
2024\10\1	
<b>5. Available Attendance Forms:</b>	
<i>In-person/online</i>	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
45hours	
3 hours	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
<i>Phd. Zina Saeed Ahmed</i>	
<b>8. Course Objectives</b>	
<p><b>Course Objectives</b></p> <p><i>1- Introducing the student to community organizing and its goals</i></p> <p><i>2- Introducing the student to the obstacles facing social workers in community organizing</i></p> <p><i>3- Teaching the student the professional role of the social organizer</i></p> <p><i>4- Introducing the student to the roles of the social organizer</i></p> <p><i>5- Identifying the areas of community organizing</i></p>	

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<i>Review the previous lesson and then link it to the current lesson, pose interactive questions and express points of view among the students, present some examples and link them to the reality of society, draw illustrative diagrams for the topics presented</i>
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## 10. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	3	<i>Learn about community organization and its stages of development</i>	<i>The historical development of the way society is organized</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>

2	3	<i>Knowledge of the goals, principles and processes of community organization</i>	<i>Community Organization Goals Principles of Community Organization Methods of Community Organization</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
3	3	<i>Knowledge of areas of community organization</i>	<i>Areas of community organization in the health, agriculture, home economics, and education sectors</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to</i>

					<i>submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
<i>4</i>	<i>3</i>	<i>Learn about community development, its values, methods and goals.</i>	<i>Introduction to Community Development Values of Community Development Methods of Community Development Goals of Community Development</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to</i>

					<i>the report owner for discussion among them.</i>
5	3	<i>Learn about development theories and their problems</i>	<i>Social Development Theories Development Problems</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
6	3	<i>Knowing the theoretical trends that explain social</i>	<i>Explained trends of development</i>	<i>Interactive lecture</i>	<i>Daily participation, asking</i>

		<i>development</i>			<i>questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
<i>7</i>	<i>3</i>	<i>A midterm exam for a student that shows the extent of the student's comprehension and understanding of the material studied.</i>	<i>exam</i>	<i>exam</i>	<i>exam</i>
<i>8</i>	<i>3</i>	<i>To learn about the difficulties facing</i>	<i>Obstacles to community</i>	<i>Interactive lecture</i>	<i>Daily participation,</i>

		<i>the social organizer and raise awareness about them</i>	<i>development</i>		<i>asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
9	3	<i>Learn about social planning and its importance in the process of organizing society.</i>	<i>Definition of planning and objectives of social planning Principles of planning Types of social planning</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each</i>

					<i>student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
<i>10</i>	<i>3</i>	<i>Raising awareness of the specialist's skills in community organization and knowledge of the scientific and ethical methods that he must possess</i>	<i>Professional Preparation Curriculum for Community Organization Specialists</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for</i>



					<i>discussion among them.</i>
11	3	<i>The social organizer has many roles in organizing society. These roles and their methods are identified from the point of view of scientists.</i>	<i>The role of the social organizer in organizing society from the point of view of Edwin Thomas, Newstetter, and Ross</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
12	3	<i>Knowing the value of volunteer work and introducing it</i>	<i>The concept of the voluntary sector and volunteering</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and</i>

					<i>electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
13	3	<i>Promoting volunteer work by highlighting its importance in society and its positive impact on it.</i>	<i>The importance of volunteering in community organization</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and</i>

					<i>directing questions to the report owner for discussion among them.</i>
14	3	<i>Volunteer work has many goals in community cohesion and a sense of responsibility towards others, which it works towards through several types of volunteer work.</i>	<i>Goals of volunteering and types of volunteer work</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
15	3	<i>A final exam to</i>	<i>final exam</i>	<i>final</i>	<i>final</i>

		<i>measure the student's awareness, understanding, and comprehension of the scientific material covered throughout the semester.</i>		<i>exam</i>	<i>exam</i>
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### 11.Course Evaluation

- *Daily student participation in the assigned subject and their interaction in asking and answering questions.*
- 2- *Student interaction in expressing their views and enriching thought by presenting different ideas.*
- 3- *Daily exams at the end of the lesson.*
- 4-*Students submit reports at the end of the lecture. These reports are then presented to the students, and the report is then discussed between the instructor and the students under my supervision.*
- 5- *Weekly questions are posed in the online classroom, and the lectures covered are discussed.*
- 6- *Midterm and final exams are scheduled for student evaluation.*

### 12.Learning and Teaching Resources

<i>Dr. Talat Ibrahim Lutfi, Organizational Sociology, Dar Gharib, 2000.</i>	
<i>Dr. Muhammad Ali Muhammad,</i>	

<i>Organizational Sociology, 2000.</i>	

### Course Description Form

<b>13.Course Name:</b>
<i>International social service</i>
<b>14.Course Code:</b>
<b>15.Semester / Year:</b>
2025\2024
<b>16.Description Preparation Date:</b>
2024\10\1
<b>17.Available Attendance Forms:</b>
<i>In-person/online</i>
<b>18.Number of Credit Hours (Total) / Number of Units (Total)</b>
<i>hours 36</i>

2 hours					
19. Course administrator's name (mention all, if more than one name)					
Phd. Zina Saeed Ahmed					
20.Course Objectives					
Course Objectives					
1- Introduce the student to the concept of international social work					
2- Understand the reasons that led to interest in international social work					
3- Learn the professional skills of the international social worker					
4- Explore the issues of interest to international social work					
5- Understand the difficulties and challenges facing international social work					
21.Teaching and Learning Strategies					
Strategy		Review the previous lesson and then link it to the current lesson, pose interactive questions and express points of view among the students, present some examples and link them to the reality of society, draw illustrative diagrams for the topics presented			
22. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understanding the concept of international social service	In the concept of international social service	Interactive lecture	Daily participation, asking questions in

					<p>person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</p>
2	2	<p>Knowledge of the main areas of professional practice that reflect contemporary trends in social work</p>	<p>The concept of international social service</p>	<p>Interactive lecture</p>	<p>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the</p>

					<i>lecture and directing questions to the report owner for discussion among them.</i>
3	2	<i>Awareness of the importance of international social service and its effective role in addressing global</i>	<i>The need for and importance of international social service</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>



4	2	<i>Knowing the historical stages that international social service has gone through</i>	<i>History of the emergence and development of interest in international social service</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
5	2	<i>Learn the skills of the international practitioner and how to deal with global issues and know the scientific methods in that</i>	<i>International practitioner skills</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to</i>

					<i>submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
6	2	<i>Awareness of the challenges and difficulties facing international social work in different countries</i>	<i>Challenges Facing International Social Work</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to</i>

					<i>the report owner for discussion among them.</i>
7	2	<i>A midterm exam for a student that shows the extent of the student's comprehension and understanding of the material studied.</i>	<i>exam</i>	<i>exam</i>	<i>exam</i>
8	2	<i>Knowing the elements and dimensions of the integrative approach to international social service practice</i>	<i>Integrated Vision Introduction Elements and Dimensions</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing</i>

					<i>questions to the report owner for discussion among them.</i>
9	2	<i>Explore ideas, theories and strategies for international social work.</i>	<i>Basic programs and strategies of international social service</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
10	2	<i>Understanding the term empowerment</i>	<i>Empowerment strategy</i>	<i>Interactive lecture</i>	<i>Daily participation,</i>

		<i>in international social work</i>			<i>asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
11	2	<i>Applying the integrated vision approach in international social work through social workers</i>	<i>Applying the Integrated Vision Approach in International Social Service</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each</i>

					<i>student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
<i>12</i>	<i>2</i>	<i>Learn self-reliance strategies</i>	<i>The main strategy for achieving self-reliance</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for</i>

					<i>discussion among them.</i>
13	2	<i>Learn about the social integration strategy</i>	<i>Social Integration, Cohesion and Social Cohesion Strategy</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
14	2	<i>Learn how to increase income, especially for the poor, through an income-generating</i>	<i>Income increasing strategy</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and</i>

		<i>strategy.</i>			<i>electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
15	2	<i>A final exam to measure the student's awareness, understanding, and comprehension of the scientific material covered throughout the semester.</i>	<i>final exam</i>	<i>final exam</i>	<i>final exam</i>
<b>23.Course Evaluation</b>					
<i>1- Daily student participation in the assigned subject and their interaction in asking and</i>					



*answering questions.*

*2- Student interaction in expressing their views and enriching thought by presenting different ideas.*

*3- Daily exams at the end of the lesson.*

*4-Students submit reports at the end of the lecture. These reports are then presented to the students, and the report is then discussed between the instructor and the students under my supervision.*

*5- Weekly questions are posed in the online classroom, and the lectures covered are discussed.*

*6- Midterm and final exams are scheduled for student evaluation.*

#### 24.Learning and Teaching Resources

*Prof. Dr. Talat Mustafa Al-Sarouji,  
International Social Service, 1st ed., Anglo-  
Egyptian Library, Cairo, 2010*

## Course Description Form

<b>25.Course Name:</b>	
<i>Cultural sociology</i>	
<b>26.Course Code:</b>	
<b>27.Semester / Year:</b>	
2025\2024	
<b>28.Description Preparation Date:</b>	
2025\2\5	
<b>29.Available Attendance Forms:</b>	
<i>In-person/online</i>	
<b>30.Number of Credit Hours (Total) / Number of Units (Total)</b>	
45hours 3 hours	
<b>31. Course administrator's name (mention all, if more than one name)</b>	
<i>Phd. Zina Saeed Ahmed</i>	
<b>32.Course Objectives</b>	
<b>Course Objectives</b>  <i>1. Introduce the student to the concept of cultural sociology.</i>  <i>2. Understand the historical stages of the concept of culture and how it evolved.</i>  <i>3. Understand the difference between civilization and culture from the perspective of scholars.</i>	

<p>4. Introduce the student to the ability of culture to determine educational level.</p> <p>5. Understand social systems and their role in society's culture.</p>	
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### 33. Teaching and Learning Strategies

Strategy	<p><i>Review the previous lesson and then link it to the current lesson, pose interactive questions and express points of view among the students, present some examples and link them to the reality of society, draw illustrative diagrams for the topics presented</i></p>
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### 34. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	<p><i>Learn about the historical stages through which the concept of culture has passed</i></p>	<p><i>Word and concept</i></p>	<p><i>Interactive lecture</i></p>	<p><i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing</i></p>

					<i>questions to the report owner for discussion among them.</i>
2	3	<i>Knowing the difference and contrast between civilization and culture from the point of view of scientists</i>	<i>Duality of civilization and culture</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
3	3	<i>Recognizing the origin of culture as</i>	<i>The origin and development of</i>	<i>Interactive lecture</i>	<i>Daily participation,</i>

		<i>a distinctive characteristic of the human race</i>	<i>culture</i>		<i>asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
4	3	<i>Identifying the characteristics and determinants of general culture</i>	<i>Determinants of culture</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each</i>

					<i>student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
5	3	<i>Understanding the concept of sociological culture</i>	<i>The sociological approach to culture</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for</i>

					<i>discussion among them.</i>
6	3	<i>Awareness of the basic behaviors of the individual's need from the point of view of Linton and Malinowski</i>	<i>The connection between style and system</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
7	3	<i>A midterm exam for a student that shows the extent of the student's comprehension and</i>	<i>exam</i>	<i>exam</i>	<i>exam</i>

		<i>understanding of the material studied.</i>			
8	3	<i>Understanding the role of social systems from the perspective of scholars Herzl and Emile Durkheim</i>	<i>The connection between style and system</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
9	3	<i>The role of social action and knowing how to move from the concept of small</i>	<i>The continuity and interaction of social and cultural systems</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in</i>



		<i>action to the social system</i>			<i>person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
10	3	<i>Determining the role of culture in determining success rates and achieving a high educational level</i>	<i>Sociological culture</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the</i>

					<i>lecture and directing questions to the report owner for discussion among them.</i>
<i>11</i>	<i>3</i>	<i>Learn about Parsons's frame of reference for action.</i>	<i>The continuity and interaction of social and cultural systems</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>

12	3	<i>Identifying the factors that influence cultural differences</i>	<i>The difference between cultures is due to objective factors.</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
13	3	<i>Understanding the concept of field and its metaphor in cultural sociology by Bourdieu</i>	<i>The concept of field and symbolic capital</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to</i>

					<i>submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
<i>14</i>	<i>3</i>	<i>Understanding the concept of the field as an arena for conflict or for maintaining power relations</i>	<i>The concept of field and symbolic capital</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to</i>

					<i>the report owner for discussion among them.</i>
15	3	<i>A final exam to measure the student's awareness, understanding, and comprehension of the scientific material covered throughout the semester.</i>	<i>final exam</i>	<i>final exam</i>	<i>final exam</i>

### 35.Course Evaluation

- 1- Daily student participation in the assigned subject and their interaction in asking and answering questions.
- 2- Student interaction in expressing their views and enriching thought by presenting different ideas.
- 3- Daily exams at the end of the lesson.
- 4-Students submit reports at the end of the lecture. These reports are then presented to the students, and the report is then discussed between the instructor and the students under my supervision.
- 5- Weekly questions are posed in the online classroom, and the lectures covered are discussed.
- 6- Midterm and final exams are scheduled for student evaluation.

<b>36.Learning and Teaching Resources</b>	
<i>Hussein Abdel Hamid, A Study in Cultural Sociology</i>	

### Course Description Form

<b>37.Course Name:</b>
<i>Contemporary society</i>
<b>38.Course Code:</b>
<b>39.Semester / Year:</b>
2024\2025

40. Description Preparation Date:					
2025\2\5					
41. Available Attendance Forms:					
In-person/online					
42. Number of Credit Hours (Total) / Number of Units (Total)					
36 hours 2 hours					
43. Course administrator's name (mention all, if more than one name)					
Phd. Zina Saeed Ahmed					
44. Course Objectives					
<div> <b>Course Objectives</b> </div> <div> 1- Introduce the student to the concept of social problems and sociological thought.  2- Introduce the student to the characteristics of social problems.  3- Identify the causes and factors of social problems.  4- Identify the most prevalent social problems in society.  5- Prevent and guard against problems affecting youth, such as drugs and alcohol. </div>					
45. Teaching and Learning Strategies					
Strategy		Review the previous lesson and then link it to the current lesson, pose interactive questions and express points of view among the students, present some examples and link them to the reality of society, draw illustrative diagrams for the topics presented			
46. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	2	<i>Understanding the concept of the social problem and problems in sociological thought</i>	<i>The concept of the social problem</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
2	2	<i>Knowing the determinants, characteristics and causes of social problems</i>	<i>Characteristics, features and causes of social problems</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to</i>



					<i>submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
<i>3</i>	<i>2</i>	<i>Identify differences in understanding the prevailing social problem in society</i>	<i>Stereotypical perceptions of social problems</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to</i>

					<i>the report owner for discussion among them.</i>
4	2	<i>Identifying the problem of domestic violence and the variables that determine the forms of violence</i>	<i>Domestic violence</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
5	2	<i>Learn about the oppression, injustice and</i>	<i>Violence against women</i>	<i>Interactive lecture</i>	<i>Daily participation, asking</i>

		<p><i>violence that women are exposed to in society.</i></p>			<p><i>questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i></p>
6	2	<p><i>Identify the most prominent global problems, especially violence and injustice against children, and the causes that lead to them.</i></p>	<p><i>Violence against children</i></p>	<p><i>Interactive lecture</i></p>	<p><i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the</i></p>

					<i>end of the lecture and directing questions to the report owner for discussion among them.</i>
7	2	<i>A midterm exam for a student that shows the extent of the student's comprehension and understanding of the material studied.</i>	<i>exam</i>	<i>exam</i>	<i>exam</i>
8	2	<i>Divorce is a widespread problem in society, which prompts us to know its causes and how to confront this problem</i>	<i>Divorce problem</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each</i>

					<i>student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
9	2	<i>Identifying the problem of migration and its motives</i>	<i>Immigration problem</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for</i>

					<i>discussion among them.</i>
<i>10</i>	<i>2</i>	<i>Understanding the opportunities and challenges that migration presents to young people</i>	<i>Iraqi youth migration abroad: opportunities and challenges</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
<i>11</i>	<i>2</i>	<i>Identifying the phenomenon of drug abuse and how it has spread in Iraqi society</i>	<i>Drug abuse in Iraqi society</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and</i>

					<i>electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
12	2	<i>Knowing the high rates of suicide in Iraqi society and identifying its causes</i>	<i>Suicide</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and</i>

					<i>directing questions to the report owner for discussion among them.</i>
13	2	<i>Identifying human trafficking and its prevalence in Iraqi society</i>	<i>human trafficking and begging</i>	<i>Interactive lecture</i>	<i>Daily participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
14	2	<i>Identifying the</i>	<i>Begging and types</i>	<i>Interactive</i>	<i>Daily</i>



		<i>problem of begging and its types, especially since it is one of the most widespread problems in Iraqi society.</i>	<i>of begging</i>	<i>lecture</i>	<i>participation, asking questions in person and electronically, in addition to submitting a report to each student at the end of the lecture and directing questions to the report owner for discussion among them.</i>
15	2	<i>A final exam to measure the student's awareness, understanding, and comprehension of the scientific material covered</i>	<i>final exam</i>	<i>final exam</i>	<i>final exam</i>

		<i>throughout the semester.</i>			
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#### 47.Course Evaluation

- 1- *Daily student participation in the assigned subject and their interaction in asking and answering questions.*
- 2- *Student interaction in expressing their views and enriching thought by presenting different ideas.*
- 3- *Daily exams at the end of the lesson.*
- 4-*Students submit reports at the end of the lecture. These reports are then presented to the students, and the report is then discussed between the instructor and the students under my supervision.*
- 5- *Weekly questions are posed in the online classroom, and the lectures covered are discussed.*
- 6- *Midterm and final exams are scheduled for student evaluation.*

#### 48.Learning and Teaching Resources

<i>Dr. Essam Tawfiq and others, Contemporary Social Problems, 2016</i>	

## Course Description Form

*Course Name: Classical social theories*

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- *Course Code:*

- *Semester / Year: Semester*

- *Description Preparation Date: 26 / 9/ 2024*

*Available Attendance Forms: My presence*

- *Number of Credit Hours (Total) / Number of Units (Total) /*  
*(30) Hours*

- *Course administrator's name (mention all, if more than one name)*

*Prof. Dr. Farida Jassim Dara*

- *Course Objectives*

**Course Objectives**

*1- Identifying the principles of social theory, 2- Identifying the problems that deserve to be cognitive stations, 3- The student's scientific*

sobriety.

# • Teaching and Learning Strategies

## Strategy

*The students are then given a brief overview of the previous topic and linked to the new topic.*

*Teaching methods revolve around lectures and interactivity, such as dialogue, brainstorming, and discussion. Students also discuss each other's opinions through daily reports.*

## • Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms.</i>	<i>Introduction to social theory, its definitions and conditions, the construction of social theory and its elements</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
2	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Classifications of social theory</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
3	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>The relationship between theory and social research</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
4	3	<i>The student must possess knowledge of the importance of</i>	<i>Functions of social</i>	<i>Method of delivery,</i>	<i>Tests, reports,</i>

		<i>sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>theory</i>	<i>interaction, and dialogue</i>	<i>discussions, dialogue, and how to ask questions</i>
5	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Social theory and ideology</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
6	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Criteria for evaluating social theory</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
7	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Basic terms related to social theory</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
8	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Ibn Khaldun and his contributions to social theory</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
9	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Max Weber and his contributions to social theory</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>

10	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>A conceptual introduction to Karl Marx and his contributions to sociology</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
11	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>A conceptual introduction to Emile Durkheim and his contributions</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
12	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Strengths and weaknesses of classical theories</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
13	3	<i>Test of cognitive and scientific abilities and skills</i>	<i>Semester exam</i>	<i>Ability test and knowledge of excellence</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
14	3	<i>The ability to express and present ideas, their logical sequence, and build academic character</i>	<i>Discussing quarterly research</i>	<i>Ability test and knowledge of excellence</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>

15	3	<i>The ability to express and present ideas, their logical sequence, and build academic character</i>	<i>Discussing quarterly research</i>	<i>Ability test and knowledge of excellence</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>

- **Course Evaluation**

*Distributing the grade to the student through daily preparation, oral, monthly, written and reports, etc.*

- **Learning and Teaching Resources**

<i>Required textbooks (methodology if any)</i>	<i>Social Theories / Dr. Talat Ibrahim Lotfy</i>
<i>Main references (sources)</i>	<i>The Social Theory Book, Dr. Karim Hamza</i>
<i>Recommended supporting books and references (scientific journals, reports...)</i>	
<i>Electronic references, websites</i>	





## Course Description Form

Course Name: <i>Contemporary Social Theories</i>	
•	
• Course Code:	
• Semester / Year: <i>Semester</i>	
• Description Preparation Date: <i>6 / 1/ 2025</i>	
Available Attendance Forms: <i>My presence</i>	
• Number of Credit Hours (Total) / Number of Units (Total) / (30) Hours	
• Course administrator's name (mention all, if more than one name)	
<i>Prof. Dr. Farida Jassim Dara</i>	
• Course Objectives	
Course Objectives	<i>1- Identifying the principles of social theory, 2- Identifying the problems that deserve to be cognitive stations, 3- The student's scientific sobriety.</i>
• Teaching and Learning Strategies	
Strategy	<i>The students are then given a brief overview of the previous topic and linked to the new topic. Teaching methods revolve around lectures and interactivity, such as dialogue, brainstorming, and discussion. Students also discuss each other's opinions through daily reports.</i>

● Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms.</i>	<i>A conceptual introduction to the social contract theory (definition, origin, development)</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
2	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>The most important participants in the theory and I see them (Thomas Hobbes, John Locke, and Jean-Jacques Rousseau)</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
3	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>The basis and purpose of the social contract theory</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
4	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Examples of social contract theory</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>

5	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Pros and cons of the theory</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
6	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Positivism (its concept, origins, and methodological foundations on which positivism is based)</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
7	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Auguste Comte's proposals, contributions, writings, and the most prominent criticisms directed at him</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
8	3	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Interactionist theory (its definition, methodological foundations, and founder) George Herbert Mead</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
9	3	<i>The student must possess knowledge of the importance of sociology and its ability</i>	<i>Symbolic interaction</i>	<i>Method of delivery,</i>	<i>Tests, reports,</i>

		<i>to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>theory: its nature, foundations, and pioneers</i>	<i>interaction, and dialogue</i>	<i>discussions, dialogue, and how to ask questions</i>
<b>10</b>	<b>3</b>	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>The phenomenological trend and the theses of Alfred Schutz</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
<b>11</b>	<b>3</b>	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>The ethnomethodological trend and the proposals of Harold Garfinkel</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
<b>12</b>	<b>3</b>	<i>The student must possess knowledge of the importance of sociology and its ability to address, analyze, and address problems in accordance with scientific research mechanisms</i>	<i>Talcott Parsons, structural functionalism, and its influence on contemporary theories</i>	<i>Method of delivery, interaction, and dialogue</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
<b>13</b>	<b>3</b>	<i>Test of cognitive and scientific abilities and skills</i>	<i>Semester exam</i>	<i>Ability test and knowledge of excellence</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>
<b>14</b>	<b>3</b>	<i>The ability to express</i>	<i>Discussing quarterly</i>	<i>Ability test and</i>	<i>Tests, reports,</i>

		<i>and present ideas, their logical sequence, and build academic character</i>	<i>research</i>	<i>knowledge of excellence</i>	<i>discussions, dialogue, and how to ask questions</i>
<b>15</b>	<b>3</b>	<i>The ability to express and present ideas, their logical sequence, and build academic character</i>	<i>Discussing quarterly research</i>	<i>Ability test and knowledge of excellence</i>	<i>Tests, reports, discussions, dialogue, and how to ask questions</i>

- Course Evaluation**

*Distributing the grade to the student through daily preparation, oral, monthly, written and reports, etc.*

- Learning and Teaching Resources**

<i>Required textbooks (methodology if any)</i>	<i>Social Theories / Dr. Rabah Majeed Al-Hiti</i>
<i>Main references (sources)</i>	<i>The Social Theory Book, Dr. Karim Hamza</i>
<i>Recommended supporting books and references (scientific journals, reports...)</i>	<i>Building Social Theory / Dr. Ali Laila</i>
<i>Electronic references, websites</i>	



## Course Description Form

### Review of the performance of higher education institutions (academic (program review)

#### Course Description

This course description provides a concise summary of the main course features and the learning outcomes expected of the student, demonstrating learning whether the student has made the most of the available .description It must be linked to the program . opportunities

University of Baghdad / College of Arts	<b>1. Educational institution</b>
Department of Sociology	<b>2. University Department/Center</b>
social problems	<b>3. Course Name/Code</b>
Bachelor of Sociology	<b>4. Programs that include</b>
mandatory	<b>5. Available attendance forms</b>
Courses	<b>6. semester/year</b>
45	<b>7. Number of study hours (total)</b>
2025/01/09	<b>8. Date this description was prepared</b>
<b>9. Course objectives</b>	
Providing students with basic information about the requirements and causes of the social problem, as well as introducing them to social issues , and enable them Contemporary .examples of problems to analyze these problems by identifying their causes and effects on practical and realistic And .society and then developing solutions	

**.proposals to reduce them**

## **10. teaching and learning methods, and assessment ,Learning outcomes**

### **Knowledge and understanding -A**

- .Defining the characteristics of the social problem -A1
- .Identifying the factors and causes leading to the emergence of social problems -A2
- into the intellectual and cognitive perspectives Providing students with insight -A3
- .used to identify social problems and how to diagnose them
- .Analyzing the effects of social problems on the individual, family, and society -A4
- ls that can help Introducing students to how to find practical means and too -A5
- . society overcome and confront social problems

### **specific skills-Subject -b**

- .Students analyze the nature of the social problem and its types - B1
- Identifying the contemporary social problems and phenomena facing Iraqi -B2
- .society
- anizing the educational curriculum in a way that helps achieve educational Org -B3
- .and teaching goals in the future

### **Teaching and learning methods**

- life examples of the causes of social problems -Brainstorming through real
- learning of the language of dialogue by in Iraqi society, encouraging the
- .diagnosing and analyzing some examples of contemporary social problems

### **Evaluation methods**

- .Written tests, report completion. Via social media

### **Thinking skills -C**

- course to analyze the crises of Employing the content of the social problems -A1
- .contemporary Iraqi society
- Developing practical proposals and solutions to reduce the contemporary -A2
- .problems and crises that society suffers from
- tual Interpreting the social problem based on the theoretical and intellec -A3
- .principles used in the definition and description
- Trying to find appropriate practical solutions to some of the problems facing -A4
- .Iraqi society

### **. Teaching and learning methods**

- necessary Diagnosing social phenomena and problems and trying to find the
- .practical solutions for them



<b>Evaluation methods</b>
.Direct questions and inquiries, reading a book, monthly reports
<b>General and transferable skills (other skills related to employability and -D</b> <b>.(personal development</b> how to conduct interviews with respondents in field Training students on -D1 .studies Training students on how to prepare opinion polls and questionnaires related to -D2 . some contemporary social problems

11. Course structure					
Evaluation method	Teaching method	Name of unit/course or topic	Required learning outcomes	watches	week
Oral questions and tests	Lecture and discussion	<b>The concept of the problem, its nature and dimensions</b>	Memorize and understand the topic	2-1	1
Oral questions and tests	Lecture and discussion	<b>Theoretical in principles interpreting social problems</b>	Understanding and Analysis	2-1	2
Written questions and tests	Lecture and discussion	<b>Types of contemporary social problems</b>	Preservation and analysis	2-1	3
Oral questions and tests	Lecture and discussion	<b>The other side of the social problem</b>	Understanding and Analysis	2-1	4
Oral questions and written tests	Lecture and discussion	<b>Causes of social problems</b>	Memorization, understanding and analysis	2-1	5
Oral questions and tests	Lecture and discussion	<b>Social change and problems its</b>	Understanding and Analysis	2-1	6
Oral questions and written tests	Lecture and discussion	<b>The concept of social and disintegration its problems</b>	Memorization, understanding and analysis	2-1	7
Oral questions and tests	Lecture and discussion	<b>The problem of family disintegration</b>	Memorize and understand the topic	2-1	8
Oral questions and tests	Lecture and discussion	<b>The problem of divorce in Iraqi society</b>	Understanding and Analysis	2-1	9
Written questions and tests	Lecture and discussion	<b>The problem of domestic violence</b>	Preservation and analysis	2-1	10

		<b>in Iraqi society</b>			
Oral questions and tests	Lecture and discussion	<b>The problem of domestic violence in Iraqi society</b>	Understanding and Analysis	2-1	11
Oral questions and tests	Lecture and discussion	<b>The problem of suicide in Iraqi society</b>	,Memorization understanding and analysis	2-1	12
Written questions and tests	Lecture and discussion	<b>The problem of expatriate workers</b>	Understanding and Analysis	2-1	13
Oral questions and tests	Lecture and discussion	<b>The immigration problem</b>	,Memorization understanding and analysis	2-1	14
Oral questions and tests	Lecture and discussion	<b>The problem of begging in Iraqi society</b>	Understanding and Analysis	2-1	15
Written questions and tests	Lecture and discussion	<b>midterm exam</b>	,Memorization understanding and analysis	2-1	16

## 12. infrastructure

<b>The prescribed textbook and resources on social problems, and master's and address examples of doctoral theses that .social problems</b>	:Required readings <ul style="list-style-type: none"> <li>▪ Basic Texts</li> <li>▪ Course books</li> <li>▪ Other</li> </ul>
<b>nothing</b>	Special requirements including, for example, ) workshops, periodicals, (software, and websites
<b>nothing</b>	Social services (including, for example, guest lectures, vocational training, and field (studies

## 13. Acceptance

Preparatory school certificate in both branches (scientific and literary)	Prerequisites
Determined by the deanship of the college and the department	least number of students

college and the department	Determined by the deanship of the	The largest number of students
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## Course Description Form

1. Course Name: Ethnography	
2. Course Code:	
3. Semester / Year: First Course	
4. Description Preparation Date: 2024/2025	
5. Available Attendance Forms:	
Is mandatory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
36 hours / 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof .Majid Ali Mustafa Email: Majed.alanbky@yahoo.com	
8. Course Objectives	
Course Objectives	1. Benefiting from scientific material in understanding course of society's reality 2. Ability to deal with the field's influences on society 3. Refine the student's talent in order to be able to employ the teacher
9. Teaching and Learning Strategies	
Strategy	Books, library and electronic resources. Factual reports. Quizzes the exam

## Course Description Form

<b>1. Course Name:</b>					
Introduction to Social Work					
<b>2. Course Code:</b>					
<b>3. Semester / Year: /</b>					
2025/2024					
<b>4. Description Preparation Date:</b>					
2025/8/23					
<b>5. Available Attendance Forms:</b>					
Classroom Attendance					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
Number of Hours: 90 – Number of Units: 90					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
DR.Shireen Mohmaad					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			<b>Personality Building</b> <b>Skills Development</b> <b>Capacity Development / Capacity Building</b>		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		The teaching strategy focuses on introducing the principles of social work through an examination of its foundations, contributing factors, pioneering figures, and the fundamental theories in this field.			
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	6	Understanding and applying social work theories	Theories of Social Work	Lecturing, participation, questioning, a review	Oral questions – Monthly examinations – Classroom reports – Final examinations
2	6	Defining and clarifying the methods of social work	Methods of Social Work	Lecturing, participation, questioning, a review	Oral questions Monthly examinations - Classroom reports – Final examinations
3	6	Explaining and interpreting casework as one of the methods of social work	Casework Method	Lecturing, participation, questioning, a review	Oral questions Monthly examinations - Classroom reports – Final examinations
4	6	Interpreting and	Approaches to	Lecturing,	Oral questions

		enumerating the approaches of social work and their importance in practical application	Casework	participation, questioning, a review	Monthly examinations - Classroom reports – Final examinations
5	6	Clarifying the tools of social work used to assist the case and the client	Tools of Casework	Lecturing, participation, questioning, a review	Oral questions Monthly examinations - Classroom reports – Final examinations
6	6	Interpreting the role and significance of the social worker in the casework method	The Social Worker in Casework	Lecturing, participation, questioning, a review	Oral questions Monthly examinations - Classroom reports – Final examinations
7	6	Explaining group work as one of the methods of social work	Group Work Method	Lecturing, participation, questioning, a review	Oral questions Monthly examinations - Classroom reports – Final examinations
8	6	Describing and analyzing the approaches of group work and their importance in academic and field practice	Approaches to Group Work	Lecturing, participation, questioning, a review	Oral questions Monthly examinations - Classroom reports – Final examinations
9	6	Enumerating and explaining the tools of group work and their importance in practice	Tools of Group Work	Lecturing, participation, questioning, a review	Oral questions Monthly examinations - Classroom reports – Final examinations
10	6	Identifying the role and functions of the social worker	The Social Worker in Group Work	Lecturing, participation, questioning, a review	Oral questions Monthly examinations - Classroom reports – Final examinations
11	6	Explaining this method and its significance for working with the community, particularly during crises	Community Organization Method	Lecturing, participation, questioning, a review	Oral questions Monthly examinations - Classroom reports – Final examinations
12	6	Explaining and	Approaches to	Lecturing,	Oral questions

		interpreting the approaches of community organization and their role in solving societal problems and in academic practice	Community Organization	participation, questioning, and review	Monthly examinations - Classroom reports – Final examinations
13	6	Explaining the tools of this method and how to utilize them	Tools of Community Organization	Lecturing, participation, questioning, and review	Oral questions - Monthly examinations - Classroom reports – Final examinations
14	6	Interpreting the role of the social worker, including his/her tools and methods of practice	The Social Worker in Community Organization	Lecturing, participation, questioning, and review	Oral questions - Monthly examinations - Classroom reports – Final examinations
15	6	Explaining the evaluation of the client's case in each method of social work and how to deal with it according to the stages of the case	Case Evaluation	Lecturing, participation, questioning, and review	Oral questions - Monthly examinations - Classroom reports – Final examinations

#### 11. Course Evaluation

#### 12. Learning and Teaching Resources

<input type="checkbox"/> <b>Prescribed / Required Textbooks (Course Texts, if available)</b>	<input type="checkbox"/> <b>Foundations of Social Work</b>
<input type="checkbox"/> <b>Main References (Sources)</b>	<input type="checkbox"/> <b>Social Work – Dr. Subaih Shihab</b>
<input type="checkbox"/> <b>Supplementary Books and References (Recommended scientific journals, reports, etc.)</b>	<input type="checkbox"/> <b>Social Work: History and Developments</b>
<input type="checkbox"/> <b>Electronic References and Internet Resources</b>	<input type="checkbox"/> <b>Various Websites</b>





## Course Description Form

1. Course Name: <b>Communication Anthropology</b>	
2. Course Code:	
3. Semester / Year:	
4. Description Preparation Date: 2024/2025	
5. Available Attendance Forms:	
Is mandatory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
36 hours / 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>Prof .Majid Ali Mustafa</b> Email: <b>Majed.alanbky@yahoo.com</b>	
8. Course Objectives	
<b>Course Objectives</b>	1- Teaching the student what communication is, what its types are, and what are the basic elements of the communication process. 2 - Teaching the student to know what negative communication is and what positive communication is.
9. Teaching and Learning Strategies	
<b>Strategy</b>	Books, library and electronic resources. Factual reports. Brainstorming. Quizzes. the exam.

## Course Description Form

1. Course Name: Anthropology of kinship	
2. Course Code:	
3. Semester / Year: First Course	
4. Description Preparation Date: 2024/2025	
5. Available Attendance Forms:	
Is mandatory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
36 hours / 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof .Majid Ali Mustafa	
Email: Majed.alanbky@yahoo.com	
8. Course Objectives	
<b>Course Objectives</b>	<div style="margin-top: 10px;">1. Benefiting from scientific material understanding the course of society's reality</div> <div style="margin-top: 10px;">2. Ability to deal with the field's influences society</div> <div style="margin-top: 10px;">3. Refine the student's talent in order to be able to employ the teacher</div>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<div style="margin-top: 10px;">Books, library and electronic resources.</div> <div style="margin-top: 10px;">Factual reports.</div> <div style="margin-top: 10px;">Quizzes</div> <div style="margin-top: 10px;">the exam</div>

## Course Description Form

1. Course Name: Anthropology of cultural change	
2. Course Code:	
3. Semester / Year: The first course	
4. Description Preparation Date: 2024/202	
5. Available Attendance Forms:	
Is mandatory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
36 hours / 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof .Majid Ali Mustafa Email: Majed.alanbky@yahoo.com	
8. Course Objectives	
Course Objectives	1. Introduction to the field of specialization, anthropology of cultural change  2. Guiding the student on the importance of culture in social life
9. Teaching and Learning Strategies	
Strategy	Books, library and electronic resources. Factual reports. Quizzes

## Course Description Form

1. Course Name:					
Community service					
2. Course Code:					
3. Semester / Year:					
2025-2024					
4. Description Preparation Date:					
2/2/2025					
5. Available Attendance Forms:					
My presence - electronic					
6. Number of Credit Hours (Total) / Number of Units (Total)					
45 hours 3 unit					
7. Course administrator's name (mention all, if more than one name)					
Dr. Samar Saadi Khamis					
8. Course Objectives					
Course Objectives		1- The student's knowledge of the concept of the group's service is its foundations and philosophy. 2- Knowing the characteristics of the group as the basic unit in the study of society. 3- Determine the scientific method in studying the group. 4- Focus on the group's goals. 5- Highlighting how to work in a way of studying the societal case			
9. Teaching and Learning Strategies					
Strategy		Giving a summary of the topic, discussion, the use of concrete examples of the reality of society, brainstorming, teamwork.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	An introductory lecture in concept of the group's ser (its goals - its principles)	Community service (goals and principles- historical development)	Interactive lecture	Discussions, questions during the lecture.
2	3	That the student distinguish between the roles of the social worker in the service of the group and the stages of professional practice	The roles of the social worker in the service of the group	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
3	3	Definition of students with the characteristics of dealing with groups	Community service characteristics	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
4	3	The student can know the basic steps that we adopt in the social status study	Community service steps	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.

5	3	Practical application in writing the social status study reports	Marital Status Study	Marital Stat Study	Providing a group of community cases and analyzing them with the development of a study plan
6	3	Reports prepared by students related to the social status study	A lecture for social status study reports	Reports by students	Discussions and asking questions on reports
7	3	Al -Sharafi exam holds the student's understanding of the first part of the course and his ability to analyze	exam	exam	exam
8	3	To apply the methods of building the group and forming social relations	Skills of the group service specialist	Cooperative learning	Divide students into groups, each group defines a set of methods skills to deal with groups spread awareness of some social problems
9	3	To design a practical program for the group's service that addresses a social and development problem	How to work with groups	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
10	3	Shedding light on the fields in which the group service operates	The fields of social service in the service of the group	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
11	3	To use the group tools in professional intervention operations	Professional intervention tools	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
12	3	The student analyzes how to use collective technical means	Collective technical means	Cooperative learning	Divide students into groups, each group determines the ideal number of work with groups and how to interact between them
13	3	Promote students' awareness of the importance of leadership in the service of the group	Driving in the service of the group	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports
14	3	Students design basic proposals that help to provide school awareness programs	Community service in the school field	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports
15	3	The final exam measures the final learning outcomes and the extent of the student's assimilation of the course content	final exam	final exam	final exam

## 11. Course Evaluation

- The daily participation of students (interaction within the lecture, commitment to attendance, discussions).
  - Duties and reports
  - The half -examination holds the student's understanding of the first part of the course and his ability to analyze.
- Applied Activity (mini search associated with the content content).
- The final exam measures the final learning outcomes and the extent of the student's assimilation of the course content.

## 12. Learning and Teaching Resources

- Sobeh Shehab Hamad Mohamed, Social Work Curricula in the Service of the Group, 2016
- Maher Abu Al –Maati, modern trends in social service, 2010

## Course Description Form

1. Course Name:					
Service individual					
2. Course Code:					
3. Semester / Year:					
2025–2024					
4. Description Preparation Date:					
2024/10/1					
5. Available Attendance Forms:					
My presence - electronic					
6. Number of Credit Hours (Total) / Number of Units (Total)					
45 hours 3 unit					
7. Course administrator's name (mention all, if more than one name)					
Dr. Samar Saadi Khamis					
8. Course Objectives					
Course Objectives	<p>1– The student’s knowledge of the concept of serving the individual is its foundations and principles.</p> <p>2– Identify the fields or methods of social service.</p> <p>3– Introducing the scientific and vocational aspect in the management of an individual service.</p> <p>4– Highlighting the fields of social service in the service of the individual.</p> <p>5– Determine the basic methods used to study the case.</p> <p>6– How to adopt a case study in the service of the individual.</p>				
9. Teaching and Learning Strategies					
Strategy	Giving a summary of the topic, discussion, the use of concrete examples of the reality of society, brainstorming, teamwork.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	An introductory lecture on social work and social service	Definition of social work	Interactive lecture	Discussions, questions during the lecture
2	3	To explain to the student the basic principles of social service methods	Social work methods	Interactive lecture	Discussions, questions during the lecture



3	3	It shows students how to serve the individual (its origins, its goals)	The individual service is its origin and its goals	Interactive lecture and brainstorming	Discussions, questions during the lecture
4	3	The student can know the basic steps that we adopt in the case study	Steps to service individual	Interactive lecture and brainstorming	Discussions, questions during the lecture
5	3	Practical application in writing case study reports	Individual case study	Study cases	Provide a set of cases and analyze it with a study plan
6	3	Reports prepared by students related to the case study	A lecture on case study reports	Reports by students	Discussions and asking questions on reports
7	3	Al -Sharafi exam holds the student's understanding of the first part of the course and his ability to analyze	exam	exam	exam
8	3	The students develop their ability to analyze social problems and link them to the social environment	The scientific and vocational aspect of the individual service management	Cooperative learning	Divide students into groups, each group sets intervention plan for a specific individual problem.
9	3	The student can methods in which the data is collected to study the case	Data collection tools to study the case	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports.
10	3	Skills for students in registering information and developing the values of cooperation and humanitarian work	Registration in the per capita service curriculum	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports.
11	3	Shedding Light on the Fields in Which the Individual Service Works	The fields of social service in the service of the individual	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports.
12	3	Students appreciate the role of individual service in developing the individual and society and how to deal with the problems facing young people in the school	Individual service in the school field and youth care	Cooperative learning	Divide students into groups, each group sets intervention plan for an individual problem related to schools
13	3	Definition of students to the basic roles of the social worker	Social work roles	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports.
14	3	Paradise service in the labor field	Paradise service in the labor field	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports.
15	3	The final exam measures the final learning outcomes and the extent of the student's assimilation of the course content	The final exam	The final exam	The final exam

## 11. Course Evaluation

- The daily participation of students (interaction within the lecture, commitment to attendance, discussions).
  - Duties and reports (individual assignment to develop case study skills for students).
  - The half -examination holds the student's understanding of the first part of the course and his ability to analyze.
- Applied Activity (mini search associated with the content content).
- The final exam measures the final learning outcomes and the extent of the student's assimilation of the course content.

## 12. Learning and Teaching Resources

Sobeh Shehab Hamad Mohamed, Social Work Curricula in the Service of the Paradise, 2013.

Maher Abu Al –Maati, modern trends in social service, 2010

## Course Description Form

1. Course Name: Political anthropology	
2. Course Code:	
3. Semester / Year: First Course	
4. Description Preparation Date: 2024/2025	
5. Available Attendance Forms:	
Is mandatory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
36 hours / 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof .Majid Ali Mustafa Email: Majed.alanbky@yahoo.com	
8. Course Objectives	
Course Objectives	1. Benefiting from scientific material understanding the course of society's reality 2. Ability to deal with the field's influences society 3. Refine the student's talent in order to be able to employ the teacher
9. Teaching and Learning Strategies	
Strategy	Books, library and electronic resources. Factual reports. Quizzes the exam

## Course Description Form

1. Course Name:					
Social policy					
2. Course Code:					
3. Semester / Year:					
2025-2024					
4. Description Preparation Date:					
2024/10/1					
5. Available Attendance Forms:					
My presence - electronic					
6. Number of Credit Hours (Total) / Number of Units (Total)					
45 hours 3 unit					
7. Course administrator's name (mention all, if more than one name)					
Dr. Samar Saadi Khamis					
8. Course Objectives					
Course Objectives	1- The student's knowledge of the concept of social policy, its importance, its functions and its pillars. 2- Learn about the relationship of social policy to social planning and social service. 3- Defining the areas of social policy. 4- Highlighting the reality of social policy in developing countries and Iraq with 5- Determining the most important challenges facing social plans and policies. 6- Highlighting models for successful countries in social policies				
9. Teaching and Learning Strategies					
Strategies	Giving a summary of the topic, discussion, the use of concrete examples of the reality of social policy, brainstorming, teamwork.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	An introductory lecture on social policy its concept and its historical development.	The concept of social policy and its roots	Interactive lecture	Discussions, questions during the lecture,
2	3	Students explain the social policy relationship with other fields	The relationship of social policy and political science. Social policy and social service. Social policy and social planning.	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports
3	3	To know the development of social policy in the local and global community	Social policy and general policy	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports
4	3	The student can know the basic	Social policy and	Interactive lecture and	Discussions, questions during the

		steps that we adopt in the ideology of society	the ideology of society (characteristics and components)	brainstorming	lecture, electronic tests, reports
5	3	Highlighting the basic determinants of social policy planning	Social policy determinants	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports
6	3			Reports by students	Discussions and asking questions on reports
7	3	Al -Sharafi exam holds the student's understanding of the first part of the course and his ability to analyze	exam	exam	exam
8	3	Reports prepared by students related to social policy programs	A lecture on social policy reports	Cooperative learning	The division of students into groups of each group determines how social policy develops society
9	3	Development of a constructive critical direction towards existing systems and policies	Social policy and social development	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports.
10	3	Highlighting the areas of social policy work	The fields of social policies (housing, health, education, social protection, unemployment, poverty and the field of public services	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports.
11	3	Highlighting the conditions of social policies in light of globalization and market economy	Social policy in light of globalization and market economy	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports.
12	3	The student analyzes the reality of social policies in Iraq	The reality of social policy in Iraq	Cooperative learning	The division of students into groups of each group that places the reality of social policies in Iraq
13	3	Promote students' awareness of the importance of social welfare policies	Social care policy trends	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports.
14	3	Students design basic proposals for policies that take into account the needs of society in light of changes	Social policy trends under contemporary society	Interactive lecture and brainstorming	Discussions, questions during the lecture, electronic tests, reports.
15	3	The final exam measures the final learning outcomes and the extent of the student's assimilation of the course content	The final exam	The final exam	The final exam

## 11. Course Evaluation

- The daily participation of students (interaction within the lecture, commitment to attendance, discussions).
  - Duties and reports
  - The half -examination holds the student's understanding of the first part of the course and his ability to analyze.
- Applied Activity (mini search associated with the content content).
- The final exam measures the final learning outcomes and the extent of the student's assimilation of the course content.

## 12. Learning and Teaching Resources

Ahmed Ibrahim Hamza, Social Policy, 2015.

Sami Mustafa Kamel Zayed, the inevitability of social planning, 2014.  
Mona Attia Khuzam, globalization and social policy, 2010.  
Suleiman Ali Al -Dulaimi, Social Welfare, 1998.  
The Economic and Social Committee of Asia Western, Integrated Social Policy: Vision and Strategies in the Eskwa region, the third report 2009.  
Faisal Mahmoud Gharaiba, Social Service in Contemporary Arab Society, 2008.

## Course Description Form

1. Course Name: Political anthropology	
2. Course Code:	
3. Semester / Year: The first course	
4. Description Preparation Date: 2024 / 2025	
5. Available Attendance Forms:	
Is mandatory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
36 hours / 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof .Majid Ali Mustafa Email: Majed.alanbky@yahoo.com	
8. Course Objectives	
Course Objectives	1– Introducing the field of political anthropology 2– Guiding the student on the importance of political culture in social life.
9. Teaching and Learning Strategies	
Strategy	Lectures Books Access global experiences through the Internet Writing about some distinct cases and discussing them with students according to the topics

## Course Description Form

1. Course Name: <b>Anthropological communication theories</b>	
2. Course Code:	
3. Semester / Year: <b>second semester /Third stage</b>	
4. Description Preparation Date: <b>2024/2025</b>	
5. Available Attendance Forms:	
<b>Is mandatory</b>	
6. Number of Credit Hours (Total) / Number of Units (Total)	
<b>36/2</b>	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof .Majid Ali Mustafa Email: Majed.alanbky@yahoo.com	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>1. Benefiting from scientific material in understanding the course of societal reality</li> <li>2. Ability to deal with field's influences society</li> <li>3. Refine the student talent in order to be able to employ the teacher</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	Books, library and electronic resources. Factual reports. Quizzes the exam



## Course Description Form

1. Course Name:					
Administrative systems					
2. Course Code:					
3. Semester / Year:					
2025-2024					
4. Description Preparation Date:					
2025 /2 /2					
5. Available Attendance Forms:					
My presence - electronic					
6. Number of Credit Hours (Total) / Number of Units (Total)					
45 hours 3 unit					
7. Course administrator's name (mention all, if more than one name)					
Dr. Samar Saadi Khamis					
8. Course Objectives					
Course Objectives	1- The student's knowledge of the concept of administrative systems is its beginning, its importance. 2- Learn about the characteristics and functions of administrative systems as an information system that improves and supports the quality of information. 3- Defining the scientific curriculum in studying and knowing administrative information systems. 4- Highlighting how and ways to obtain information. 5- The relationship between social work and information systems. 6- Focusing on the challenges facing administrative information systems in social work.				
9. Teaching and Learning Strategies					
Strateg	Giving a summary of the topic, discussion, the use of concrete examples of the reality of society, brainstorming, teamwork.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	An introductory lecture in the concept of administrative information systems	Administrative systems	Interactive lecture	Discussions, questions during the lecture
2	3	The student distinguishes the basic concepts of administrative information systems and their applications in social service	The importance of administrative information systems (characteristics and jobs)	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
3	3	The student explains the advantages and its importance in supporting social service	Advantages of administrative information systems	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
4	3	The student can know the basic methods of obtaining information	Methods of obtaining administrative	Interactive lecture	Discussions, questions during the lecture, electronic tests , reports.

			<b>information</b>		
<b>5</b>	<b>3</b>	It evaluates a banknote on the effectiveness of information systems in solving social problems	Information systems management in government institutions	Cooperative	Providing a banknote regarding the work of institutions in the technical aspect
<b>6</b>	<b>3</b>	Reports prepared by students related to administrative information systems	A lecture on administrative information systems reports	Reports students	Discussions and asking questions on reports
<b>7</b>	<b>3</b>	Al -Sharafi exam holds the student's understanding of the first part of the course and his ability to analyze	exam	exam	exam
<b>8</b>	<b>3</b>	That the student link the types of information systems and how to achieve them in social service	Types of information systems	Cooperative learning	The division of students into groups of each group participating in a class discussion
<b>9</b>	<b>3</b>	To design a practical program for information systems in the service that addresses a social and development problem	How to benefit from information systems	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
<b>10</b>	<b>3</b>	Shedding light on social work and information systems	Social work and administrative information systems	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
<b>11</b>	<b>3</b>	It uses the goals of administrative information systems in managing cases and follow -up	Information systems goals in social work	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
<b>12</b>	<b>3</b>	The student analyzes the needs of social institutions for administrative systems	Challenges facing administrative information systems in social service	Cooperative learning	Divide students into groups, each group determines the ideal number of work with groups and how to interact between them
<b>13</b>	<b>3</b>	Developing self -learning skills to adapt to technology	Modern trends in managing social institutions	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
<b>14</b>	<b>3</b>	Providing the student the ability to understand the foundations of information systems in support of social work goals	Suggested strategies to overcome these challenges	Interactive lecture	Discussions, questions during the lecture, electronic tests, reports.
<b>15</b>	<b>3</b>	The final exam measures the final learning outcomes and the extent of the student's assimilation of the course content	The final exam	The final exam	The final exam

## 11. Course Evaluation

- The daily participation of students (interaction within the lecture, commitment to attendance, discussions).
- Duties and reports
- The half -examination holds the student's understanding of the first part of the course and his ability to analyze. Applied Activity (mini search associated with the content content).

- The final exam measures the final learning outcomes and the extent of the student's assimilation of the course content.

## 12. Learning and Teaching Resources

- 1- Ahmed Abdel-Rahman, "Administrative Information Systems and its role in improving social services, Dar Al-Kutub Al-Alami, 2020.
- 2- Mona Attia, Management of Social Institutions in a Changing Environment, Modern University Office, Egypt, 2013.
- 3- Abdul Majeed Tash Niazi and Meshaal Saqr Al-Sihani, Social Work, Saudi Arabia, 2011.
- 4- Maher Abu Al-Maati, "Modern trends in the management of social institutions, 2017.
- 5- Muhammad Zahir, the role of information systems in social planning, Journal of Social Studies, 2021.
- 6- Khaled Zahir, Technical Challenges in the application of information systems in social institution the Anglo-Egyptian Library, 2019.

## Course Description Form

1. Course Name: <b>Communication Anthropology</b>	
2. Course Code:	
3. Semester / Year:	
4. Description Preparation Date: 2024/2025	
5. Available Attendance Forms:	
Is mandatory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
36 hours / 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>Prof .Majid Ali Mustafa</b> Email: <b>Majed.alanbky@yahoo.com</b>	
8. Course Objectives	
<b>Course Objectives</b>	1- Teaching the student what communication is, what its types are, and what are the basic elements of the communication process. 2 - Teaching the student to know what negative communication is and what positive communication is.
9. Teaching and Learning Strategies	
<b>Strategy</b>	Books, library and electronic resources. Factual reports. Brainstorming. Quizzes. the exam.

## Course Description Form

1. Course Name:	
<b>Foundations of anthropology</b>	
2. Course Code:	
3. Semester / Year:	
Chapter one /First year	
4. Description Preparation Date:	
<b>15/8/2024</b>	
5. Available Attendance Forms:	
In person/electronic	
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 :Hilal Abdel-Sada Haider Email: <a href="mailto:helal.obaid@coart.uobaghdad.edu.iq">helal.obaid@coart.uobaghdad.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p>The course aims to introduce the student to the concept of anthropology from the perspective of scientific theories, trends, and anthropological schools in general, and to know the importance of science, its origins and development with the development of man and the new additions that have occurred to it, especially anthropological ones in particular.</p> <ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p>- Introducing the field of introduction to anthropology as it is a basic subject.</p> <p>A2- Make the student feel that the subject is related to his specialty and his affiliation to it, and try to teach him how to connect the present to the past through analysis and interpretation.</p> <p>A3- The need for students to engage and turn to the science of anthropology in order to address the problems that accompany practices at the present time and compare them with the past and the changes that occur on an ongoing basis.</p>

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
3-1	hours per week	Reading, understanding and memorizing Preparation + brainstorming Understanding and comparing by expressing opinions	- Definition of anthropology (human science).	course book + lectures	Effective preparation
6-4	hours week		- The importance of anthropology in human life	Lectures	- performing the duty
8-7	hours week		society, and our contemporary society	brainstorming preparation - discussion	Dialogue and discussion
11-9	hours week		- The emergence of anthropology	And analysis Lecture and discussion	interaction within the class
13-12	hours week		- Theories of the origins of anthropology		Classroom interaction - quizzes the test
15-14	hours week	Writing special report on any subject you learn during school year	The role of the anthropologist researcher in field research and folklore.		And summaries the exam
			- How does the anthropology study societies by the anthropologist?		
			-Branches of anthropology and its relationship with the human sciences.		

			<p>- The role of anthropology in social research and studies</p> <p>Cultural anthropology l practices in the field. Field visits multiple regions th show anthropologi l touches a phenomena, including popular, rural Bedouin, a other regions</p>		
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11.

12.

	<p>Introduction to Social Anthropology (Mohamed El-Gohary and others) without a year.</p> <p>2. Research in Arab Anthropology (group authors) 2002</p>
Recommended books and references (scientific journals, reports...)	<p>1.1. Wissam Al-Othman, Introduction to Anthropology</p> <p>2. Fawzi Al-Antil, Between Folklore and Popular Culture, Egyptian General Book Authority, 1987.</p>
Electronic References, Websites	<p>- Everything related to the introduction to anthropology</p> <p>- Research and studies that emphasize the theoretical foundations of anthropology.</p>

## Course Description Form

1. Course Name: Planning and Development of the Local Community					
2. Course Code: SO2W4PD32					
3. Semester / Year: Semester					
4. Description Preparation Date:					
25-02-2024					
5. Available Attendance Forms:					
Mandatory Attendance + Online Class					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 Hours					
7. Course administrator's name (mention all, if more than one name)					
Asst. Prof. Dr. Sahar Kadhum Najm					
8. Course Objectives					
<b>Course Objectives</b> Introduce students to the concepts of planning and development, their types and levels, and their relationship the local community, as well as the role of social work in this process.					
9. Teaching and Learning Strategies					
<b>Strategy</b>		- Preparation and daily interaction - Brainstorming - Preparatory assignments with the online class			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Memorizing definitions of both planning and development	Conceptual Introduction	preparation	Interaction and discussion
2	2	Understanding the correct stages of planning	Stages and Justifications of Planning	Daily preparati	Oral test
3	2	Highlighting the types of	Types of	Daily test	Interaction



		development and planning	Development and Planning		
4	2	Understanding the reasons behind the success or failure of development in the local community	The Relationship between Planning and Development	Brainstorming	Interaction participation
5	2	Differentiating between comprehensive and local plans	Components of the Local Community & Elements of Comprehensive Development	Daily preparation	Online test
6	2	Understanding the importance of social work in the development of the local community	Relationship between Social Work and Local Community Planning	Class interaction case studies	Daily test
7	2	Identifying field-based solutions and interventions	Problems Facing the Local Community – Measuring Local Needs	Brainstorming	Report on a local community
8	2	Exploring the contribution of social researchers in	Mechanisms of Planning for Local Community	Daily interaction	Student discussions
9	2	Explaining the role of social work in planning	Role of Social Work in Local Community Planning	Daily preparation	In-class participation
10	2	Highlighting the role of civil society organizations in local community development	Role of Civil Society Organizations in Local Community Planning and Development	Case studies NGOs	Student interaction
11	2	Understanding the challenges facing civil society participation in development	Obstacles to Civil Society Participation in Local Community Development	Comparative international experiences	Online report prepared by each student
12	2	Emphasizing the role of the social researcher in local community development	Role of the Social Researcher in Local Community Development	Explanations and discussion	Joint interaction
13	2	Evaluating the applicability of successful models to the Iraqi context	Successful International Experiences in Local Community Development	=====	=====
14	2	Reading into Iraq's social and cultural conditions	The Reality of Planning and Development in Iraq	=====	=====

15	2	Exploring recent scientific and practical developments in social development	Planning and Local Community Development from a Renewed Perspective	=====	=====
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### 11. Course Evaluation

- Daily preparation and participation
- Oral and written exams
- Reports and assignments

### 12. Learning and Teaching Resources

- Mohamed Abdel Fattah Mohamed: Community Development from the Perspective of Social Work. University Office – Alexandria, 2008.	- Utilizing updated online resources.
- Ahmed Mostafa Khater et al.: Contemporary Trends in Community Development. Modern University Office, 2010.	
- Dr. Maher Abu Al-Maati: Modern Trends in Comprehensive Development (Local, National, and Global Approaches to Development Issues), 2013.	



## Course Description Form

1. Course Name:	
Political Sociology	
2. Course Code:	
S01S4PS31	
3. Semester / Year:	
Semester-based	
4. Description Preparation Date:	
(2024/2025)	
5. Available Attendance Forms:	
Mandatory Attendance + Online Class	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 Hours	
7. Course administrator's name (mention all, if more than one name)	
Asst. Prof. Dr. Sahar Kadhum Najm	
8. Course Objectives	
<p><b>Course Objectives</b> Introduce students to the social dimensions of political phenomena and their institutions, such as government, parliament, and political parties, in addition to leadership and theories of state-building.</p>	
9. Teaching and Learning Strategies	
<p><b>Strategy</b></p>	<ul style="list-style-type: none"> <li>- Daily preparation</li> <li>- Brainstorming and daily quizzes</li> <li>- Training in analyzing political phenomena and problems objectively</li> <li style="padding-left: 40px;">- Examinations</li> </ul>

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	4	Memorizing specific and general terms related to Political Sociology and its Relationship to other social sciences	Definition of Political Sociology – Origins and Development	Daily preparation	Shared interaction
3-5	6	Understanding the political dimensions of political phenomena	Objectives of Political Sociology – Traditional and Modern Fields	Preparation – Oral exam	Daily test
6-7	4	Identifying major theoretical orientations in the field	Traditional and Modern Approaches	Analysis of theories through global case studies	Objective analysis
8-9	4	Understanding the types of states, their components, and the theories of state-building	Political Systems and Processes	Brainstorming Quizzes	Preparation
10-11	4	Understanding national identity, political culture, ideologies, and federalism – with a focus on the Middle East Project	National Identity and Ideologies – Federalism – Middle East Project	Brainstorming Applying Information to world cases – Online assignments	Daily preparation Brainstorming Online tests
12-15	8	Final comprehensive evaluation	Final Exam	—	End-of-semester exam
11. Course Evaluation					
- Daily participation and preparation - Quizzes and oral/written exams - Online class assignments - Final exam					
12. Learning and Teaching Resources					
- Sadiq Al-Aswad, Political Sociology.					
- Supplementary references such as peer-reviewed scientific journals.			- Online resources and scholarly websites.		


## Course Description Form

<b>1. Course Name:</b>					
Sociology of organization					
<b>2. Course Code:</b>					
Sociology of organization					
<b>3. Semester / Year:</b>					
First semester/fourth stage					
<b>4. Description Preparation Date:</b>					
2025/9/1					
<b>5. Available Attendance Forms:</b>					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
45					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Hamdia hameed hasan					
Email: hamdia.hasan@coart.uobaghdad.edu.iq					
<b>8. Course Objectives</b>					
Course Objectives			<ul style="list-style-type: none"> <li>1- Introducing students to new fields in the field of sociology of organization and management science</li> <li> </li> <li>2- Enhancing students' experiences with multi-field theoretical knowledge</li> <li>3- Identify the nature of bureaucratic organizations and contemporary theoretical approaches</li> </ul>		
<b>9. Teaching and Learning Strategies</b>					
Strategy					
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1- 2	<b>6</b>	Save And understand the topic	<b>The emergence of the sociology of organization</b>	lecture And discuss	questions And tests Oral
3-4	<b>6</b>	Understanding A analysis	<b>Bureaucratic organizations</b>	lecture And discuss	questions And tests Oral
5-7	<b>9</b>	Preservation And analysis	<b>Organizational behavior, organizational leadership, communication processes</b>	lecture And discuss	questions And tests Editorial
8-10	<b>9</b>	Understanding A analysis	<b>Contemporary theoretical approaches to the study of organization</b>	lecture And discuss	questions And tests Oral
11-12	<b>6</b>	Preservation And understanding Ar analysis	<b>Theoretical approaches to studying organization</b>	lecture And discuss	questions Oral And tests Editorial
13 14	<b>6</b>	Understanding A analysis	<b>Applied studies in organizational sociology</b>	lecture And discuss	questions And tests Oral
15	<b>3</b>	Preservation And understanding An analysis	<b>Applied studies in organizational sociology</b>	lecture And discuss	questions Oral And tests Editorial

### 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)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description Form

<b>1. Course Name:</b>					
Social control					
<b>2. Course Code:</b>					
Social control					
<b>3. Semester / Year:</b>					
Second semester/fourth stage					
<b>4. Description Preparation Date:</b>					
2-25- 2024					
<b>5. Available Attendance Forms:</b>					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Hamdia hameed hasan					
Email: hamdia.hasan@coart.uobaghdad.edu.iq					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>					
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1- 2	6	save And understand the topic	Elementary concepts/terminal semantics General trends in investigations of control / the conventional	lecture And discussion	questions And tests Oral

			<b>meaning of contro</b>		
3-4	6	Understanding And analysis	The theoretical basis of social control	lecture And discussion	questions And tests Oral
5-7	9	Preservation An analysis	Means of social control	lecture And discussion	questions And tests Editorial
8-10	9	Understanding And analysis	General introduction and various opinions	lecture And discussion	questions And tests Oral
11-12	6	Preservation An understanding A analysis	The state and administrative oversight bodies	lecture And discussion	questions Oral And tests Editorial
13 14	6	Understanding And analysis	Some manifestations of cultural censorship	lecture And discussion	questions And tests Oral
15	3	Preservation An understanding A analysis	In controlling and developing social values	lecture And discussion	questions Oral And tests Editorial

### 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)	Dr.. Ahmed alhashab - Setting And organization Social
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	