**TEMPLATE FOR COURSE SPECIFICATION**

**COURSE SPECIFICATION MAY HAMMODUY**

**Course Description: This provides a concise Mguetzia of the most important characteristics of planned and**

**expected learning outcomes of student achievement demonstrating what**

**If he had made the most of educational opportunities to benefit must be linkage between them and the**

**program description**

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| 1 |  | Educational institution |
| 2 | Department | Science Section / center |
| 3 | Human Rights and Democracy | Name / Course Code |
| 4 | daily | Attendance forms available |
| 5 | Year | Chapter / year |
| 6 | 30 hours 2 hours per week \* 30 weeks | Number of school hours (total) |
| 7 | 2016 / 2017 | |
| 8 | **Objectives of the course** | |
| **The course aims to introduce students to human rights and the most prominent sources and their characteristics and historical stages through which human rights** | | |
| **Then identify the Universal Declaration of Human Rights and the most prominent material contained in the announcement, and international treaties and conventions and the most prominent organizations** | | |
| **International human rights and the definition of students' human rights in monotheistic religions (and Christian, and Islamic religion**) | | |
| **Hence emphasis on democracy and how to practice democracy in a newly democratic society students to be the nucleus of the future in building the Iraqi state**. | | |

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| **10- Learning and teaching, learning and assessment outputs** |
| **A cognitive goals**  **- student mentions democratic goals in society.1**  **- student knows the term democracy.2**  **- student applies Democratic deal on campus.3**  **-discuss democracy and the democratic system of the student.4**  **- student shows the overlap between the democratic system with other regimes.5**  **6- distinguishes the student between ensuring human rights under democratic regimes for other systems.** |
| **Marathi own decision targets-1**  **- the student understands the importance of democracy to live honorable man.2**  **-azar student adherence to all the principles that achieve democracy3**  **-. Student paints models that reflect the pro-democracy.4**  **- student uses the acquired theoretical concepts in educating the community.5** |
| **Teaching and learning** |
| **lecture**  **discussion**  **Brainstorming** |
| **Assessment methods** |
| * **the exams**   **Note** |
| **( ( The emotional value targets**  **1- student express his desire to see the documentaries that are interested to publish awareness about democracy**  **- student seeks to entrench democratic values in his public life.2**  **- student writes educational lectures on democracy3**  **- determines the student's position on the democratic system.4** |
| **Teaching and learning** |
| **-** **The lecture accompanied by the offer using data show**  **- discussion**  **- Brainstorming .** |
| **Assessment methods** |
| **the exams**  **Note**  **Questionnaire** |
| **- public and movable skills (and other skills related to the viability of employment and personal development).**  **-sources modern and contemporary student uses about democracy.1**  **-forming groups of students to disseminate and promote the concepts of democracy.2**  **3-benefit from the relevant international institutions in the development of democracy and the democratic system.**  **- benefit from Internet sites that contain sources related to democracy.4** |

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| 11 | **Structure scheduled** | | | | | |
| **the week** | | **hours** | **Learning outcomes required** | **Unit name** | **Teaching method** | **Valuation method** |
| **I + II + III** | | **3** | **human rights** | **human rights . Defined. Goals. Human Rights in the heavenly religions** | **theoretical** | **Monthly exam** |
| **IV + V + VI** | | **3** | **Human rights in contemporary history.** | **Human rights in contemporary history. Regional recognition of human rights. NGO** | **theoretical** | **Monthly exam** |
| **VII + VIII + IX** | | **3** | **Human Rights in Iraqi constitutions** | **Human Rights in Iraqi constitutions. The relationship between human rights and public liberties guarantees the respect and protection of human rights at the national level.** | **theoretical** | **Monthly exam** |
| **tenth**  **+**  **eleventh** | | **2** | **Guarantees and respect for and protection of human rights at the international level** | **Guarantees and respect for and protection of human rights at the international level. The general theory of the origin of rights freedoms** | **theoretical** | **Monthly exam** |
| **XII +**  **Thirteenth** | | **2** | **Legal basis for the rule of law** | **Human Rights between Shariah and** | **theoretical** | **Monthly exam** |
| **XIV + XV** | | **2** | **The regulation of public freedoms by the public authorities** | **The regulation of public freedoms by the public authorities. Equality: the historical evolution of the concept of equality** | **theoretical** | **Monthly exam** |
| **Chapter II first week + II** | | **2** | **Democracy** | **Democracy defined and types of democracy. Concepts of democracy** | **theoretical** | **Monthly exam** |
| **III + IV** | | **2** | **Democracy in the Third World** | **Democracy in the Third World** | **theoretical** | **Monthly exam** |
| **V + VI** | | **2** | **Democratic regimes in the world** | **Democratic regimes in the world** | **theoretical** | **Monthly exam** |
| **Seventh** | | **1** | **The concept of public freedoms, freedom rating** | **The concept of public freedoms, freedom rating** | **theoretical** | **Monthly exam** |
| **VIII** | | **1** | **Basic freedoms intellectual freedoms** | **Basic freedoms intellectual freedoms. Freedom security and a feeling of security the freedom to come and go** | **theoretical** | **Monthly exam** |
| **Ninth** | | **1** | **Freedom of education freedom of the press or freedom of assembly consensus** | **Freedom of education freedom of the press or freedom of assembly consensus** | **theoretical** | **Monthly exam** |
| **tenth** | | **1** | **Freedom of association freedom of action** | **Freedom of association freedom of action** | **theoretical** | **Monthly exam** |
| **eleventh** | | **1** | **Freedom to own property** | **Freedom to own property** | **theoretical** | **Monthly exam** |
| **twelveth** | | **1** | **Freedom of trade and industry** | **Freedom of trade and industry** | **theoretical** | **Monthly exam** |
| **Thirteenth** | | **1** | **women freedom** | **women freedom** | **theoretical** | **Monthly exam** |
| **fourteenth** | | **1** | **Political parties and public freedoms** | **Political parties and public freedoms** | **theoretical** | **Monthly exam** |
| **Fifteenth** | | **1** | **Scientific and technical progress and public freedoms** | **Scientific and technical progress and public freedoms. The future of public freedoms** | **theoretical** | **Monthly exam** |

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| 12 | The development of the curriculum plan |
| Reload scheduled periodically through continuous access to the latest scientific sources in the field of jurisdiction and take advantage of them. | |

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| 13 | Infrastructure | |
| **1. textbooks** | | **Mahmoud Abbas Akkad. Man in the Koran. 1996** |
| **Home References )Sources)** | | **Raed Suleiman poor. Date genesis of human rights concepts. 2006 Human rights, democracy and public freedoms d 0 Maher Sabri Kazem** |
| **Books and references that are recommended (Scientific journals, reports, ...)** | | **Abbas Fadhil Dulaimi . \_ human thought and practice in the study of intellectual postural and Muslim. Human Rights (Ttorha- Amadaminha- protection) for Prof. Riyadh Aziz Hadi** |
| **UN &Iraq low government**  **Electronic References, Internet sites ....** | | **Hussein Abdel-Hamid Ahmed Rashwan .aldemqratih, freedom and human rights in 2006** |