



Faculty of Islamic Sciences / University of Warith Al-Anbiya

Course Description Form

The course description provides a summary of the course's key features and the learning outcomes the student is expected to achieve, demonstrating whether the student has made the most of the available learning opportunities. It must be linked to the program description

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|--|----------------------------------|
| 1. College | Islamic sciences |
| 2. Scientific Department | Jurisprudence and its principles |
| 3. Instructor's name | Dr. Ali Rahman Wahid Al-Moussawi |
| 4. stage | First |
| 5. Name / Code | Democracy and human rights |
| 6. semester / year | First/2024-2025 |
| 7. Number of study hours (total) | 30 |
| 8. Date this description was prepared | 2024/26/12 |
| 9. Course objectives | |
| - . Introducing students to human rights and duties towards their society | |
| - Tracing the historical roots of human rights and the stages of their . development throughout the ages | |
| - Consolidating the concepts of rights, freedom and duties of the individual and . society | |

- A statement of the constitutional articles in the Iraqi Constitution that relate to human rights and an explanation of them to students

- Highlighting the importance of knowing one's rights in performing one's duties to the fullest extent possible

10. Course outcomes, teaching, learning and assessment methods

A - Cognitive objectives

- Students benefit from knowing the types of rights and their scope of application.
- Explaining the historical stages of human rights and the extent of their development.
- Knowing the concept of rights and freedoms correctly.
- Providing the student with the moral values that must be adhered to and clarifying the most important rights and duties assigned to the individual.
- Learn about the rights and duties of the Iraqi individual

B - Course specific skill objectives

- Introduction to the history of human rights and the stages of development.
- Spreading culture and nourishing the student from the Islamic side.
- How to preserve society and country by promoting love for country.
- Learn about the most important rights granted to him according to international norms and laws.
- Promoting citizenship among students

Teaching and learning methods

- Lecture method
- Discussion method
- Brainstorming method
- Some active learning methods when needed

Evaluation methods

- evaluation Duties Home
- Test Oral Daily
- Test Editorial Monthly And the final

C- Emotional and value goals

- Teaching students to research real-life problems, link them to the scientific material, and present them in a logical and sequential order.
- Encourage students to be objective in discussions about the challenges facing the country.
- Embodying the concept of freedoms for students and explaining wrong practices, their consequences, and how to avoid them.
- Giving top priority to the expression of rights.
- Emphasizing the importance of human rights.
- .Objectivity in discussions

D - General and transferable skills (other skills related to employability and . (personal development

- Skills in searching for books and research closely related to the history of human rights and the concept of democracy.
- Review international laws and conventions related to human rights.
- Internet usage skills and electronic search mechanism.

11. Course structure

| week | watch es | Required learning outcomes | name Unit / or the topic | Teaching method | Evaluatio n method |
|------|----------|---|--|--|------------------------------|
| 1 | 2 | View the curriculum | An introduction to the study of rights and freedoms, presenting the course content to students, and the study plan for the purpose of ensuring their commitment to .implementing it | Presentation and discussion | Oral questions |
| 2 | 2 | Understanding the concept, types of rights, and areas of application | The concept of human rights | Presentation and discussion | Oral questions and editorial |
| 3 | 2 | Characteristics and types of human rights | The importance and characteristics of human rights | Presentation, discussion and brainstorming | Oral questions |
| 4 | 2 | Tracing the historical | The historical | Presentation | Oral |

| | | | | | |
|----|---|---|---|---|----------------------------|
| | | roots of the concept of human rights | development of human rights. | and discussion | questions |
| 5 | 2 | Human rights in ancient times | The origins and foundations of human rights | Lecture, discussion and electronic presentation | Oral and written questions |
| 6 | 2 | Human rights in ancient times | Human rights in ancient civilizations | Presentation and discussion | Oral questions |
| 7 | 2 | | Human Rights in the Middle Ages | Presentation and discussion | Oral questions |
| 8 | 2 | Human rights and their importance from a religious perspective | Human rights in divine laws and religions | Lecture, discussion, and collaborative learning | Oral questions |
| 9 | 2 | | The most important human rights stipulated by the laws (the Qur'an and Sunnah), governments and organizations | Presentation and discussion | Oral and written questions |
| 10 | 2 | | Human rights in Islam | Presentation, discussion, and the one-minute strategy | Oral questions |
| 11 | 2 | | Human rights in the biography of the Prophet | Presentation and discussion | Oral questions |
| 12 | 2 | | Rights according to the perspective of Imam Ali (peace be upon him) | Presentation and discussion | Oral questions |
| 13 | 2 | | Explanation and clarification of the most important concepts addressed in the Epistle of Rights by Imam Sajjad (peace be upon him) | Delivering, Discussion, and Numbered Heads Strategy | Oral questions |
| 14 | 2 | | Introduction to the | Universal | Presentation |

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|---|---|--|--|-----------------------------|--------------|
| | | Universal Declaration of Human Rights and its importance | Declaration of Human Rights | and discussion | questions |
| 15 | 2 | International institutions and their importance in defending human rights | Governmental and non-governmental human rights organizations and bodies | Presentation and discussion | Written test |
| 12. infrastructure | | | | | |
| 1- Required textbooks | | | A set of lectures prepared by the subject professor | | |
| 2- Main references (sources) | | | Human Rights / Hafez Alwan Hammadi Al- -1 Dulaimi Universal Human Rights between Theory and -2 Practice / Jack Donnelly -3 Human Rights, Children, and Democracy / Maher Saleh Allawi Al-Jubouri and others | | |
| 1) Recommended books and references (scientific (.journals, reports, etc | | | The Life of Imam Zain Al-Abidin (peace be -1 upon him) - A Study and Analysis / Allamah .Sayyid Baqir Sharif Al-Qurashi The Philosophy of Human Rights / Ansam -2 Amer Al-Sudani Human Rights in the Western Religious -3 Heritage and Islam / Muhammad Jalaa Idris And .Amal Mohammed Abdel Rahman Rabie | | |
| 2) references , websites | | | the site - electronic For the organization Nations United: -https://www.un.org/ar/globalrights-issues/human location - office Commissioner The Sublime Commission Nations United Sublime For rights Human: -hr.org/ ar /hrhttps://www.ohc bodies/ hrc /home - location organized pardon International: | | |

[https://www.amnesty.org /](https://www.amnesty.org/)

- location organized UNICEF:

[https://www.unicef.org/ar /](https://www.unicef.org/ar/)

- location Committee International To the cross

Red:

are-we-<https://www.icrc.org/ar/who>

13. Curriculum Development Plan (Suggested Vocabulary)

Striving to make the subject of human rights and freedoms have a tangible practical application by applying theoretical rights and duties to reality and contemporary society

.With our sincere thanks and appreciation for your outstanding work

Department Head Approval

Dean's approval