



Course Description Form

Course Description

This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student to achieve .
Whether the student has made the most of the learning opportunities available. This should be linked to the program description.

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|---|----------------------------------|
| Shatt al-Arab University | .1 Educational institution |
| Department of Computer Science | .2 Scientific Department/Center |
| Democracy and Human Rights\1105MIET | .3 Course Name/Code |
| Farah Alaa Mohammed | .4 Subject teacher |
| In-person/Weekly | .5 Available forms of attendance |
| Chapter One\First Stage | .6 Semester/Year |
| 50 hours | 7. Number of study hours (total) |
| 2025-08-20 | 8. Date of preparation of this |
| <p>description. 9. Course objectives</p> <p>Study the historical development of the understanding of human rights from ancient civilizations to modern times.</p> <p>Focus on human rights in Islam and how they are incorporated into Islamic law. Examine the recognition of human rights in European, African-American, Islamic, and Arab regions. Examine the role of organizations such as the International Committee of the Red Cross and Amnesty International in protecting human rights.</p> <p>Focus on international and regional conventions, such as the Universal Declaration of Human Rights.</p> <p>Study how human rights are translated into national legislation, with a focus on the Iraqi Constitution. Classification of human rights and their guarantees.</p> <p>Understanding the various forms of human rights and the constitutional, judicial and political guarantees for their protection.</p> | |

10. Course outcomes, teaching, learning and assessment methods.

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| <p>The ability to describe and analyze the historical development of human rights from ancient civilizations to modern times.</p> <p>The ability to examine human rights in Mesopotamian and other civilizations to understand the cultural impact on its development.</p> <p>Interpret human rights in Islam and understand how they are included in Islamic law.</p> <p>The ability to analyze the development of human rights during the Middle Ages and modern times.</p> <p>Comprehensive understanding of the recognition of human rights by the European, African American, Islamic, and Arab regions.</p> <p>The ability to evaluate the role of organizations such as the International Committee of the Red Cross and Amnesty International in protecting human rights.</p> <p>The ability to study and analyze international and regional charters, including the Universal Declaration of Human Rights.</p> <p>The ability to examine how human rights have been translated into national legislation, with a focus on the example of human rights.</p> <p>The ability to classify human rights into individual and collective forms, and generations such as civil, political, economic and social rights.</p> <p>The ability to analyze constitutional, judicial, and political guarantees of human rights at the national, international, and regional levels.</p> | |
| <p>B - Course specific skill objectives</p> <ol style="list-style-type: none">1. The ability to analyze humanitarian issues.2. The ability to divide human problems into several steps and find solutions gradually.3. The ability to know the role of each of the human rights organizations during crises.4. Linking different human rights topics | |
| <p>Teaching and learning</p> | |
| <p>methods: 1. Explanation and clarification through periodic lectures.</p> <p>2. Discussions between student groups on selected topics. 3. Using multiple means to increase understanding and clarification through drawing, writing, and using the screen.</p> <p>.4 Classroom homework to increase understanding.</p> | |

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| C- Emotional and value goals | |
| 1. To enhance thinking and instill responsibility in the teaching profession with a professional vision that meets the continuous need for learning. | |
| And development. | |
| 2. Understanding the actual benefit of human rights and linking it to the current reality. | |
| 3. Effective participation in serving his specialized peers and serving the community and the country. | |
| Evaluation methods | |
| - Daily tests of various types. | |
| Activities during the lecture - Homework and - | |
| Discussion between students on topics, with identification of good students. | |
| D - General and transferable skills (other skills related to employability and personal development). | |

| 11. Course structure | | | | | |
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| Evaluation method | Teaching method | Unit name/topic | Required learning outcomes | Week Hours | |
| Attendance assignment + discussion | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | The Historical Development of Human Rights Week One Human Rights in Ancient Civilizations (Mesopotamian Civilization and Other Ancient Civilizations) | The ability to describe and analyze the historical development of human rights from ancient civilizations to modern times. The ability to examine human rights in Mesopotamian and other civilizations to understand the cultural influence on their development. | 4 | 1 |
| Attendance assignment + exam | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Human rights in divine laws, with a focus on human rights in Islam. Human rights in the Middle Ages and the modern era. | Interpret human rights in Islam and understand how they are included in Islamic law. The ability to analyze the development of human rights over Medieval and modern. | 4 | 2 |
| Attendance assignment + discussion | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Regional recognition of human rights at the European, American, African, Asian, and Arab levels. | Comprehensive understanding of regional recognition European, American, African, Islamic, and Arab Human rights. | 4 | 3 |
| Attendance assignment + discussion | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Non-governmental organizations and their role in human rights. The International Committee of the Red Cross, Amnesty International, Human Rights Watch, the Arab Organization for Human Rights. | The ability to evaluate the role of organizations such as the International Committee of the Red Cross and Amnesty International in protecting human rights. | 4 | 4 |

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| | | (Human) ^{The} | | | |
| Attendance assignment + exam | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Human rights International and regional conventions and national legislation. Human rights in the International covenants (Universal Declaration Human Rights The two international covenants on human rights | The ability to study and analyze regional and international charters. including advertising Universal Declaration of Human Rights. | 4 | 5 |
| Attendance assignment + exam | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Human rights International covenants (Universal Declaration Human Rights The two international covenants on human rights | The ability to study and analyze regional and international charters. including advertising Universal Declaration of Human Rights. | 4 | 6 |
| Attendance assignment + exam | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Human rights Regional (Charters) ^{The} European Convention on the Rights of the Child Human Rights American agreement ^{The} Human Rights My Charter Team Human Rights Arab Charter on Human Rights | The ability to study and analyze international and regional conventions, including the Declaration Universal Declaration of Human Rights. | 4 | 7 |
| | | Midterm exam | | | 8 |
| Attendance assignment + discussion | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Human rights National legislation (Iraqi Constitution) if available. | The ability to examine how a human being has been translated into human rights. National legislation, with a focus on the example of the Iraqi | 4 | 9 |
| Attendance assignment + exam | Clarifying basic concepts using the whiteboard and the display screen in addition to showing videos and pictures about individualism, rights | Forms and generations of human rights Forms of human rights about individualism, rights | Constitution. The ability to classify human rights into Individual and collective forms, and generations such as civil rights | 4 | 10 |

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| | The subject, if any | Collective human rights generations For the next generation Civil and Political Rights), (Second Generation: Economic and Social Rights), (Third Generation: Human Rights) Modern, German and homely consciousness | Political, economic, social and | | |
| Attendance assignment + exam | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Classification of public freedoms, political and individual freedoms, from freedom of speech Feeling reassured and free Yab, go and personal freedom | Understanding public freedoms | | 11 |
| Attendance assignment + discussion | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Human rights guarantees and protection At the national level, constitutional, judicial and political guarantees | The ability to analyze the constitutional, judicial and political guarantees of human rights. At the national, international and regional levels. | 4 | 1 2 |
| Attendance assignment + discussion | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Intellectual and cultural freedoms, freedom of opinion, freedom of belief, freedom of education, freedom of the press, freedom of assembly, freedom to form associations | Knowledge of intellectual and cultural freedom and freedom of association | 4 | 13 |
| Attendance assignment + discussion | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Human rights guarantees and protection At the regional and international levels (the role of the United Nations, the role of regional organizations | The ability to analyze the constitutional, judicial and political guarantees of human rights. At the national and international levels | 4 | 14 |

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| | | The crime of genocide | And regional. | | |
| Attendance assignment + discussion | Clarifying basic concepts using the whiteboard and the projector screen, in addition to showing videos and pictures about the topic, if available. | Economic and social freedoms: freedom of work, freedom of ownership, freedom of trade and industry | Knowing the importance of economic freedom and freedom of ownership | | 15 |

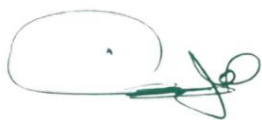
| .12 Infrastructure | |
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| Human Rights in the Arab World: Issues and Challenges, by Ali Hijazi and Gamal Shaat. Edition: Second Edition, 2017. Human Rights Principles: Modern Concepts and Issues, by Ahmed Al-Majali Ghassan Hamdan Edition: First Edition, Year: 2019 | -1 Required textbooks |
| "Human Rights and Democracy", by Mustafa Kamel Mahmoud, First Edition, 2015. "History of Human Rights in Ancient and Medieval Times", by Nabil Rizk. Edition: Third Edition, 2012. Human Rights in Iraq: Reality and Challenges, by Saadallah Abbas. Edition: First Edition, 2014. Human Rights in Iraq: Concept and Development, by Abdul Karim Al-Samarrai. Edition: First Edition, 2018. Human Rights in Iraq: Between Challenges and Prospects, by: Muhammad Al-Samarrai and Liqa Al-Harbi. Edition: First Edition, 2020. | -2 Main references (sources) |
| | A) Recommended books and references (scientific journals, reports, etc.) |
| Shatt al-Arab University College website | b) Electronic references, websites |

13. Curriculum Development Plan

Focus on human rights in Iraq

Focus on human rights organizations in Iraq

Pay special attention to clarifying the rights of women and children.



I will not let you down



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