

وزارة التعليم العالي والبحث العلمي  
جهاز الإشراف والتقويم العلمي  
دائرة ضمان الجودة والاعتماد الأكاديمي

## استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

للعام الدراسي 2025-2026

الجامعة: شط العرب

الكلية / القانون

القسم العلمي / القانون

تاريخ ملء الملف: 1/9/2025



التوقيع

اسم معاوني العلمي : م.د يوسف سامي يوسف

التاريخ : 1/9/2025



التوقيع :

اسم رئيس القسم : أ.م.د ماجد سلمان حسين

التاريخ : 1/9/2025

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي:

التاريخ: 1/9/2025

التوقيع



أ.د. جعفر محمد  
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مصادقة السيد العميد

# Course description form

**:Instructor's name**

**Asst. Lect. Zainab Haider**

## Course description

This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he has made the most of the available learning opportunities . It must be linked to the program .description

[illegible]

## Learning outcomes and methods of teaching, learning and assessment .9

### A- Cognitive goals

A 1- Learn about the development of laws in the past, their paths and their characteristics

Statement of the historical origins of the laws of Mesopotamia -2

A 3- Comparing the ancient legal systems and sources of law with the legal systems and sources of law now applied in Iraq

A4 - Introducing the student to the most important legal terms that form the first building block of knowledge

### B - The soft skills objectives of the course

B1 - Developing the student's ability to understand the ancient legal systems as well as the sources of law

B2 - Developing the student's ability to read the legal text

B3 - Developing the student's ability to analyze the legal text

-B4

### Methods of teaching and learning

Questions and answers in the electronic lecture -1

Discussion questions with the student during the electronic lecture -2

Electronic test -3

Draw the student's attention to some important topics -4

Change pitch -5

Use of electronic means -6

### Evaluation modalities

Student participation in oral, written and electronic exams

### C- Emotional and moral goals

C 1- Dialogue with students

C 2 - Discussing ideas and historical facts

C 3 - the sequence of ideas

A 4- It aims to inculcate in the student moral values and patriotism

### Methods of teaching and learning

Diction and the use of computers in the vocabulary of the article

To achieve the emotional goals, the method of exhortation is followed by citing the Holy Qur'an, Arabic poetry, and the experiences of thinkers

| Evaluation modalities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Observation: We can observe the behavior of the student in the electronic class to know what we have achieved in terms of emotional goals                                                                                                                                                                                                                                                                                                                                                                                                | -1 |
| Interview: You can get to know what we have been able to achieve in terms of emotional goals for the student by asking him some questions                                                                                                                                                                                                                                                                                                                                                                                                | -2 |
| <p>D - Transferred general and qualifying skills (other skills related to .(employability and personal development</p> <p>D1- Teaching students to compare legal systems</p> <p>D2- Introducing students to the historical legal system of Iraq</p> <p>D3 - Create a spirit of honorable competition in the student's quest for knowledge</p> <p>D4- Make him understand that his value is based on what he possesses of knowledge and morals</p> <p>D5- Urging him to peaceful coexistence and to reject sectarianism and ethnicity</p> |    |

| Infrastructure .10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Hammurabi's Code / Shoaib Ahmed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Course books required -1                                                         |
| Dr.. Fawzi Rashid / ancient Iraqi laws -<br>Dr.. Sabih Ecumenical / History of -<br>ancient Iraqi law                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Main references (sources) -2                                                     |
| Dr.. Amer Suleiman / Law in ancient Iraq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Recommended books and -1<br>references<br>Scientific journals, )<br>(...,reports |
| <a href="https://meet.google.com/qfp-vvqj-ppr?authuser=0">https://meet.google.com/qfp-vvqj-ppr?authuser=0</a><br><a href="https://meet.google.com/xty-puvb-pej">https://meet.google.com/xty-puvb-pej</a><br><a href="https://meet.google.com/tiz-tbpp-ijj?authuser=0">https://meet.google.com/tiz-tbpp-ijj?authuser=0</a><br><a href="https://meet.google.com/qng-wxqc-xzz">https://meet.google.com/qng-wxqc-xzz</a><br><a href="https://meet.google.com/tiz-tbpp-ijj?authuser=0">https://meet.google.com/tiz-tbpp-ijj?authuser=0</a><br><a href="https://meet.google.com/xty-puvb-pej">https://meet.google.com/xty-puvb-pej</a><br><a href="https://meet.google.com/qfp-vvqj-ppr?authuser=0">https://meet.google.com/qfp-vvqj-ppr?authuser=0</a> | B _ electronic references, websites                                              |

Divide the scientific material by the number of hours prescribed, noting the official .holidays that may occur at the scheduled hour for the lesson

**The first stage / the second chapter / the Code of Hammurabi**

| <b>learning method</b>                   | <b>Unit or subject .name</b>                                                                     | <b>required learning outcomes</b>                                                                                                                                | <b>hours</b> | <b>the week</b>  |
|------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------|
| <b>Lecture<br/>student participation</b> | <b>The historical framework of the Babylonian state and the sources of the Code of Hammurabi</b> | <b>The Akkadian state, the first Babylonian kingdom, the Assyrian state, the modern Babylonian state<br/>Iraq's geography and its effects<br/>Sources of the</b> | <b>3</b>     | <b>the first</b> |

|                                      |                                                                                                                |                                                                                                          |          |                   |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------|-------------------|
|                                      |                                                                                                                | <b>Code of Hammurabi</b>                                                                                 |          |                   |
| <b>Lecture student participation</b> | <b>Means of knowing the erased or eroded legal materials and the general features of the Code of Hammurabi</b> | <b>Means of identifying erased or corroded legal materials General features of the Code of Hammurabi</b> | <b>3</b> | <b>Second</b>     |
| <b>Lecture student participation</b> | <b>common law systems</b>                                                                                      | <b>Criticisms of the Code of Hammurabi Characteristics of the Code of Hammurabi</b>                      | <b>3</b> | <b>Third</b>      |
| <b>Lecture student participation</b> | <b>common law systems</b>                                                                                      | <b>Governance and administrative system</b>                                                              | <b>3</b> | <b>the fourth</b> |
| <b>Lecture share request</b>         | <b>common law systems</b>                                                                                      | <b>Financial system punitive system</b>                                                                  | <b>3</b> | <b>Fifth</b>      |
| <b>Lecture student participation</b> | <b>common law systems</b>                                                                                      | <b>The judicial system</b>                                                                               | <b>3</b> | <b>VI</b>         |
| <b>Lecture student participation</b> | <b>private law systems</b>                                                                                     | <b>Strata of society</b>                                                                                 | <b>3</b> | <b>VII</b>        |
| <b>Lecture</b>                       | <b>private law</b>                                                                                             | <b>Personal Status</b>                                                                                   | <b>3</b> | <b>VIII</b>       |

|                                      |                            |                                               |          |                   |
|--------------------------------------|----------------------------|-----------------------------------------------|----------|-------------------|
| <b>student participation</b>         | <b>systems</b>             | <b>Law Marriage in the ancient Iraqi laws</b> |          |                   |
| <b>Lecture student participation</b> | <b>private law systems</b> | <b>marriage supplement</b>                    | <b>3</b> | <b>ninth</b>      |
| <b>Lecture student participation</b> | <b>private law systems</b> | <b>adoption inheritance</b>                   | <b>3</b> | <b>The tenth</b>  |
| <b>Lecture student participation</b> | <b>private law systems</b> | <b>Property in the ancient Iraqi laws</b>     | <b>3</b> | <b>eleventh</b>   |
| <b>Lecture student participation</b> | <b>private law systems</b> | <b>Obligations and contracts</b>              | <b>3</b> | <b>twelfth</b>    |
| <b>Lecture share request</b>         | <b>private law systems</b> | <b>Economic laws</b>                          | <b>3</b> | <b>Thirteenth</b> |
| <b>Lecture student participation</b> | <b>private law systems</b> | <b>Complementary economic laws</b>            | <b>3</b> | <b>fourteenth</b> |
| <b>Lecture student participation</b> | <b>General Review</b>      | <b>General Review</b>                         | <b>3</b> | <b>Fifteenth</b>  |