

Ministry of Higher Education and Scientific Research  
Scientific Supervision and Scientific Evaluation Apparatus  
Directorate of Quality Assurance and Academic Accreditation  
Accreditation Department



# Academic Program and Course Description Guide

2024-2025



## Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.



## Concepts and terminology:

**Academic Program Description:** The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

**Course Description:** Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

**Program Mission:** Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

**Program Objectives:** They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

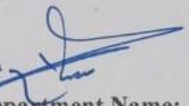
**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

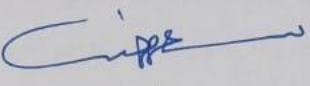
**Teaching and learning strategies:** They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

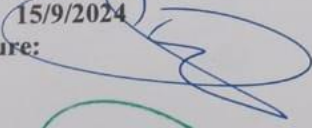


## Academic Program Description Form

University Name: Samarra  
Faculty/Institute: Administration and Economics  
Scientific Department: Economics  
Academic or Professional Program Name: Bachelor's  
Final Certificate Name: Bachelor of Science in Economics  
Academic System: The Course  
Description Preparation Date: 9/9/2024  
File Completion Date: 9/9/2024

Signature:   
Head of Department Name:  
Lecturer Dr. Mustafa Saeed Hassan  
Date: 9/9/2024

Signature:   
Scientific Associate Name:  
Lecturer Dr. Sinan Abdullah Harjan  
Date: 9/9/2024

The file is checked by: Taha Abdurrahman Mahdi  
Department of Quality Assurance and University Performance  
Director of the Quality Assurance and University Performance Department:  
Date: 15/9/2024  
Signature: 

Approval of the Dean  
  
Assistant Professor Dr. Ahmed Abdul Salam Ahmed

2024/9/



### **1. Program Vision**

The Department of Economics at the University of Samarra aspires to be a leader in higher education, scientific research, and serving the Iraqi economy, in addition to actively contributing to the construction of a developed economy based on sound planning in accordance with economic policies suited to reality, and by adopting an advanced scientific approach in economic curricula.

### **2. Program Mission**

The objective need of both the public and private sectors requires formulating economic plans and programs at both the micro and macro levels, and setting policies to achieve a set of economic and social objectives according to priorities shaped by necessities and available capabilities. This, in turn, necessitates preparing specialized personnel to conduct economic research and studies that contribute to deepening economic awareness and maximizing the economic and social benefits of the available resources.

### **3. Program Objectives**

The department strives to achieve a set of objectives that align with the goals and mission of the college, including:

1. Graduating specialized personnel in the field of planning and economic policy-making who are capable of integrating into the labor market and economic life.
2. Developing students' skills to enable them to conduct research in various economic disciplines.
3. Encouraging and supporting the department's faculty to carry out studies and provide consultations to public and private entities in Iraq.
4. Actively contributing to the preparation of training and continuing education programs to develop expertise and skills in public and private sector institutions.

### **4. Program Accreditation**

There is no program accreditation

## 5. Other external influences

**Ministry of Higher Education and Scientific Research.**

## 6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	4	8	7.27%	The translation of all courses is a requirement for obtaining a bachelor's degree in economics.
College Requirements				
Department Requirements	45	110	92.73	
Summer Training				
Other				

\* This can include notes whether the course is basic or optional.

## 7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
<b>Second Stage – First Semester- 2024-2025</b>	EcoUOS001	• Microeconomic Theory 1	3	
	EcoUOS003	• Economics of Money	2	
	EcoUOS004	• History of Economic Events	3	
	EcoUOS050	• Economics of Human Resources	2	
	EcoUOS006	• Mathematics for Economists 1	2	
	EcoUOS002	• National Accounts 1	2	
	EcoUOS005	• Economic Statistics 1	2	
	EcoUOS008	• Computer	1	1
	EcoUOS007	• Crimes of the Ba'ath Party	2	
<b>Second Stage – Second Semester- 2024-2025</b>	EcoUOS025	• Microeconomic Theory 2	3	
	EcoUOS028	• Economic Statistics 2	2	
	EcoUOS031	• National Accounts 2	2	
	EcoUOS026	• History of Economic Thought	3	
	EcoUOS030	• Economics of Banking	2	
	EcoUOS032	• Mathematics for Economists 2	2	
	EcoUOS027	• Computer Programming (SPSS)	1	
	EcoUOS033	• English Language	2	
	EcoUOS029	• Arabic Language	2	
	EcoUOS016	• Macroeconomics 1	3	
	EcoUOS015	• Mathematical Economics 1	3	

<b>Third Stage – First Semester- 2024-2025</b>	EcoUOS014	• Public Finance	3	
	EcoUOS010	• International Economics	2	
	EcoUOS011	• Industrial Economics	2	
	EcoUOS009	• Environmental Economics	2	
	EcoUOS012	• Economic Development	2	
	EcoUOS013	• Agricultural Economics	2	
<b>Third Stage – second Semester- 2024-2025</b>	EcoUOS035	• Macroeconomics 2	3	
	EcoUOS036	• Mathematical Economics 2	3	
	EcoUOS034	• Fiscal Policies	3	
	EcoUOS038	• International Policies	2	
	EcoUOS039	• Industrial Policies	2	
	EcoUOS041	• Agricultural Policies	2	
	EcoUOS040	• Economics of Knowledge	2	
	EcoUOS037	• Development Policies	3	
<b>Fourth Stage – First Semester -2024-2025</b>	EcoUOS024	• Monetary Theory	3	
	EcoUOS019	• Economics of Oil	2	
	EcoUOS023	• Economic Feasibility Studies	3	
	EcoUOS018	• Econometrics 1	3	
	EcoUOS021	• Economic Systems	2	
	EcoUOS022	• Economic Planning	2	
	EcoUOS020	• Operations Research 1	2	
	EcoUOS017	• Research Methods	2	
<b>Fourth Stage – second Semester -2024-2025</b>	EcoUOS047	Monetary Policies	3	
	EcoUOS048	Econometrics 2	3	
	EcoUOS042	Planning Methods	2	
	EcoUOS043	Economics of Energy	2	
	EcoUOS050	Research Project	2	
	EcoUOS046	EV Applications	1	<b>1</b>
	EcoUOS049	Project Evaluation	3	
	EcoUOS045	Financial Institutions	2	
	EcoUOS044	Operations Research 2	2	

## 8. Expected learning outcomes of the program

### Knowledge

Learning Outcomes : First: Knowledge  
A graduate of the Economics program is expected to be able to:

1. Possess a solid understanding of the fundamental principles of microeconomics and macroeconomics, and comprehend the relationship between macroeconomic and microeconomic variables.

Learning Outcomes Statement 1: A graduate of the Economics program is expected to possess comprehensive knowledge of the fundamental economic concepts and theories in the fields of microeconomics and macroeconomics, and to be able to interpret and analyze fiscal and monetary policies and their impact on economic activity. The graduate is also expected to be well-versed

<ol style="list-style-type: none"> <li>2. Be able to interpret various economic theories and apply them in analyzing real-world economic issues and problems.</li> <li>3. Master the analysis of fiscal and monetary policies and evaluate their impact on economic activities in both local and international contexts.</li> <li>4. Be well-acquainted with concepts of international trade, financial markets, and economic development, in addition to being familiar with economic legislation, research methodologies, and data analysis methods relevant to the economic field.</li> </ol>	<p>in concepts of international economics, foreign trade, and economic development, in addition to understanding major contemporary economic issues. Furthermore, the student is expected to master both quantitative and qualitative economic research methodologies, as well as data collection and analysis techniques, in addition to understanding economic legislation related to productive and service activities and markets.</p>
<b>Skills</b>	
<p>Upon completing the program, the student is expected to possess the following skills:</p> <ol style="list-style-type: none"> <li>1. Have the ability to conduct both quantitative and qualitative analysis of economic problems using appropriate theoretical models and statistical data.</li> <li>2. Master sound economic decision-making by analyzing available information, estimating costs and benefits, and formulating economic policies at both the macro and micro levels.</li> <li>3. Be able to carry out applied economic research using modern analytical tools and statistical software such as Excel, SPSS, and Eviews.</li> <li>4. Possess effective communication skills and the ability to work in teams, in addition to employing critical thinking in evaluating economic policies and presenting results systematically, both orally and in writing.</li> </ol>	<p><b>Learning Outcomes Statement 2 :Statement of Skills Outcomes</b></p> <p>A graduate of the Economics program is expected to possess the ability to analyze economic problems using quantitative and theoretical tools, and to make economic decisions based on scientific foundations and accurate data. The graduate is also expected to conduct field and analytical economic research using appropriate statistical software such as Excel, SPSS, and Eviews, and to present the results of their research and economic reports effectively, both orally and in writing. They should demonstrate strong skills in critical thinking and in evaluating various economic policies, as well as the ability to work collaboratively and contribute to the preparation of economic plans and policies in different institutions.</p>
<b>Ethics</b>	
<ol style="list-style-type: none"> <li>1. <b>Academic Commitment:</b> Adhering to scientific and ethical standards in education, research, and community service.</li> <li>2. <b>Objective Analysis:</b> Employing critical thinking and neutrality in interpreting economic issues and making decisions.</li> <li>3. <b>Teamwork and Participation:</b> Promoting a spirit of cooperation and working within multidisciplinary teams to achieve common goals.</li> <li>4. <b>Continuous Development:</b> Striving to continually update knowledge and skills in line with labor market requirements and economic changes.</li> </ol>	<p><b>Learning Outcomes Statement 4: Statement of Values Outcomes</b></p> <p>Faculty members are committed to ethical standards and integrity, adopt critical thinking and neutrality in evaluation, and promote teamwork and collaboration, while maintaining continuous professional development and keeping pace with scientific advancements.</p>

## 9. Teaching and Learning Strategies

The Department of Economics at the College of Administration and Economics – University of Samarra employs a variety of teaching and learning methods, the most important of which are:

1. **Theoretical and practical lectures** aimed at providing students with both basic and advanced economic knowledge.
2. **Classroom discussions and dialogues** to encourage critical thinking and the analysis of various economic phenomena.
3. **Field visits** to governmental and private institutions related to economic affairs, such as banks, financial markets, factories, and statistical offices.
4. **Seminars** on selected economic topics to enhance students' specialized knowledge and awareness.
5. **Student research projects**—both theoretical and applied—that address real economic problems using scientific analytical tools.
6. **Office-based activities** such as preparing economic reports or reviewing real-world case studies.
7. **Practical application of economic issues** through analyzing real data or developing and simulating economic models.

## 10. Evaluation methods

1. Daily Preparation
2. Daily Quiz
3. Reports and Seminars
4. Monthly Exams
5. Practical Exams
6. Final Exam

## 11. Faculty

### Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
Professor	Economics	Foreign Trade and Finance	Global Market Analysis	Staff	

Assistant Professor	Economics	Finance and Banking	Investment Portfolio Management	Staff	
Assistant Professor	Islamic Studies	Islamic Manuscripts	Investigation of Ancient Texts	Staff	
Lecturer	Economics	Macroeconomics	Building Economic Models	Staff	
Lecturer	Accounting	Financial Accounting	Preparing Financial Statements	Staff	
Lecturer	Economics	International Economics	Analysis of Trade Agreements	Staff	
Lecturer	Accounting	Financial Accounting	Auditing Final Accounts	Staff	
Lecturer	History	Abbasid History	Analysis of Historical Documents	Staff	
Assistant Lecturer	Economics	Macroeconomics	Forecasting Economic Indicators	Staff	
Assistant Lecturer	Economics	Fiscal Policy	Evaluation of Fiscal Policy Tools	Staff	
Assistant Lecturer	Accounting	Accounting	Bookkeeping	Staff	
Assistant Lecturer	Business Administration	Marketing	Designing Marketing Campaigns	Staff	
Assistant Lecturer	Economics	Economics	Interpreting Economic Phenomena	Staff	
Assistant Lecturer	Business Administration	Marketing	Analyzing Consumer Behavior	Staff	
Assistant Lecturer	Business Administration	Marketing	Brand Management	Staff	
Assistant Lecturer	Economics	Macroeconomics	Using Macroeconomic Indicators	Staff	
Assistant Lecturer	Geography	Geomorphology	Analyzing Geographical Phenomena	Staff	
Assistant Lecturer	Business Administration	Business Administration	Managerial Decision Making	Staff	
Assistant Lecturer	Statistics	Statistics	Statistical Data Analysis	Staff	
Assistant Lecturer	English	Language	Teaching Language Skills	Staff	

Assistant Lecturer	Law	Public Law	Interpreting Legal Texts	Staff	
Assistant Lecturer	Economics	General Economics	Analyzing Economic Models	Staff	
Assistant Lecturer	Economics	Public Finance	Preparing Public Budgets	Staff	
Assistant Lecturer	History	History of Islamic Civilization	Documenting Cultural Heritage	Staff	
Assistant Lecturer	Arabic Language	Language	Teaching Grammar	Staff	
Assistant Lecturer	Finance and Banking	Finance and Banking	Evaluating Financial Instruments	Staff	
Assistant Lecturer	Agriculture	Agriculture	Managing Agricultural Resources	Staff	

## **Professional Development**

### **Mentoring new faculty members**

Orientation for new faculty members includes introducing them to the college's vision, mission, and objectives, along with a detailed explanation of the organizational structure of the college and department and the role of each entity within them. Academic policies are also clarified, such as the study system, assessment methods, and e-learning requirements.

The new faculty member is informed of their teaching, research, and administrative duties and is provided with copies of the college and department handbooks, along with guidance on how to prepare course syllabi and their academic descriptions.

The orientation also covers explanations of relevant university and ministry regulations and instructions, in addition to familiarizing them with the facilities and services available within the college, such as the library, laboratories, and smart classrooms.

The new faculty member is invited to participate in academic and administrative committees and is guided to benefit from professional development programs and available training courses, while receiving the necessary technical and administrative support to ensure efficient performance of their duties.

### **Professional development of faculty members**

The college is keen to support the continuous professional development of faculty members by organizing specialized workshops and training courses aimed at enhancing teaching, research, and administrative skills. The college also encourages faculty to participate in local and international scientific conferences, publish in reputable journals, and engage in research projects that contribute to improving the quality of education and scientific research.

The college provides opportunities for scholarships upon approval from the university presidency or through study leaves based on merit. It also focuses on updating teaching methods and interacting with students using the latest educational approaches.

This development is considered a fundamental pillar in achieving academic excellence and advancing educational outcomes in line with national and international standards.

## 12. Acceptance Criterion

Students are admitted to the Department of Economics in accordance with the central admission regulations set by the Ministry of Higher Education and Scientific Research, for both the morning and evening study programs.

## 13. The most important sources of information about the program

1. Ministry of Higher Education and Scientific Research
2. Sectoral Committee of Deans of the College of Administration and Economics
3. Arab and international sources
4. The Internet

## 14. Program Development Plan

The development plan for the Economics program aims to enhance the quality of higher education and achieve alignment with labor market requirements and national and international academic standards. The plan includes the following key areas:

1. **Curriculum Update**
  - Periodic review of course syllabi to keep pace with contemporary scientific and economic developments.
  - Incorporation of modern topics such as digital economy, sustainable finance, and e-commerce.
  - Strengthening the practical aspects of courses through case studies and economic simulations.
2. **Improvement of Teaching Methods and Approaches**
  - Encouraging the use of blended learning (traditional and electronic).
  - Employing technology and interactive tools in delivering course material.
  - Focusing on problem-based learning and student research projects.
3. **Development of Faculty Capabilities**
  - Organizing professional development workshops in teaching, scientific research, and evaluation.
  - Supporting participation in scientific conferences and specialized courses.
4. **Enhancement of Scientific Research**
  - Supporting applied research related to local and national economic issues.
  - Encouraging scientific publication in internationally peer-reviewed journals.
  - Forming joint research teams within the department and with other departments.
5. **Strengthening Partnership with the Labor Market**

- Involving experts from the public and private sectors in curriculum development and outcome evaluation.
  - Organizing regular field visits for students to economic and banking institutions.
  - Providing introductory and skill-building workshops in cooperation with the labor market to prepare graduates.
- 6. Improving Quality of Evaluation and Accreditation**
- Reviewing assessment tools to be fairer and better measure competencies.
  - Preparing for national or institutional academic accreditation.
  - Activating feedback mechanisms from students, graduates, and employers.



### Program Skills Outline

				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
<b>2024-2025 Second Stage - First Semester</b>	EcoUOS001	• Microeconomic Theory 1	Basic	✓			✓	✓		✓	✓	✓		✓	✓
	EcoUOS003	• Economics of Money	Basic	✓	✓			✓			✓	✓	✓		
	EcoUOS004	• History of Economic Events	Basic	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
	EcoUOS050	• Economics of Human Resources	Basic		✓	✓		✓		✓		✓	✓	✓	✓
	EcoUOS006	• Mathematics for Economists 1	Basic	✓	✓				✓	✓	✓	✓			
	EcoUOS002	• National Accounts 1	Basic	✓	✓	✓		✓	✓	✓				✓	✓
	EcoUOS005	• Economic Statistics 1	Basic			✓	✓				✓	✓			✓
	EcoUOS008	• Computer	Basic	✓	✓	✓			✓	✓		✓	✓	✓	
	EcoUOS007	• Crimes of the Ba'ath Party	Basic		✓	✓	✓	✓	✓		✓	✓			✓

<b>2024-2025 Second Stage – Second Semester</b>	EcoUOS025	• Microeconomic Theory 2	Basic	✓	✓			✓		✓		✓	✓	✓	
	EcoUOS028	• Economic Statistics 2	Basic	✓			✓	✓		✓	✓	✓		✓	✓
	EcoUOS031	• National Accounts 2	Basic	✓	✓			✓			✓	✓	✓		
	EcoUOS026	• History of Economic Thought	Basic	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
	EcoUOS030	• Economics of Banking	Basic		✓	✓		✓		✓		✓			✓
	EcoUOS032	• Mathematics for Economists 2	Basic	✓	✓				✓		✓	✓			
	EcoUOS027	• Computer Programming (SPSS)	Basic		✓	✓		✓	✓	✓				✓	✓
	EcoUOS033	• English Language	Basic	✓			✓				✓	✓			✓
	EcoUOS029	• Arabic Language	Basic		✓	✓			✓	✓		✓	✓	✓	✓
<b>Third Stage – First Semester- 2024-2025</b>	EcoUOS016	• Macroeconomics 1	Basic	✓		✓	✓	✓			✓				✓
	EcoUOS015	• Mathematical Economics 1	Basic	✓	✓					✓		✓	✓	✓	
	EcoUOS014	• Public Finance	Basic				✓	✓		✓		✓		✓	✓
	EcoUOS010	• International Economics	Basic	✓	✓			✓			✓	✓	✓		

	EcoUOS011	• Industrial Economics	Basic		✓	✓	✓		✓	✓	✓			✓	✓
	EcoUOS009	• Environmental Economics	Basic	✓			✓	✓		✓		✓		✓	✓
	EcoUOS012	• Economic Development	Basic		✓			✓			✓	✓	✓		
	EcoUOS013	• Agricultural Economics	Basic	✓	✓	✓	✓		✓	✓	✓			✓	✓
<b>Third Stage – second Semester-2024-2025</b>	EcoUOS035	• Macroeconomics 2	Basic		✓	✓		✓		✓		✓	✓		✓
	EcoUOS036	• Mathematical Economics 2	Basic	✓	✓				✓	✓	✓	✓			
	EcoUOS034	• Fiscal Policies	Basic		✓	✓		✓	✓	✓				✓	✓
	EcoUOS038	• International Policies	Basic	✓		✓	✓				✓	✓			✓
	EcoUOS039	• Industrial Policies	Basic		✓	✓			✓	✓		✓	✓	✓	
	EcoUOS041	• Agricultural Policies	Basic	✓	✓		✓	✓			✓				✓
	EcoUOS040	• Economics of Knowledge	Basic	✓	✓			✓		✓		✓	✓	✓	
	EcoUOS037	• Development Policies	Basic				✓	✓		✓		✓			✓
	EcoUOS024	• Monetary Theory	Basic	✓	✓			✓			✓	✓	✓		

<b>Fourth Stage – First Semester -2024-2025</b>	EcoUOS019	• Economics of Oil	Basic	✓		✓	✓		✓	✓	✓			✓	✓
	EcoUOS023	• Economic Feasibility Studies	Basic		✓	✓		✓		✓		✓	✓	✓	✓
	EcoUOS018	• Econometrics 1	Basic	✓	✓				✓		✓	✓			
	EcoUOS021	• Economic Systems	Basic	✓	✓	✓		✓	✓	✓				✓	✓
	EcoUOS022	• Economic Planning	Basic			✓	✓				✓	✓			✓
	EcoUOS020	• Operations Research 1	Basic	✓	✓	✓			✓	✓		✓	✓	✓	✓
	EcoUOS017	• Research Methods	Basic	✓	✓	✓	✓	✓		✓	✓				✓
<b>Fourth Stage – second Semester -2024-2025</b>	EcoUOS047	Monetary Policies	Basic		✓			✓		✓		✓	✓	✓	
	EcoUOS048	Econometrics 2	Basic	✓			✓	✓		✓	✓	✓		✓	✓
	EcoUOS042	Planning Methods	Basic	✓			✓	✓		✓	✓	✓		✓	✓
	EcoUOS043	Economics of Energy	Basic		✓			✓				✓	✓		
	EcoUOS050	Research Project	Basic	✓		✓		✓	✓	✓	✓			✓	✓
	EcoUOS046	EV Applications	Basic		✓	✓		✓		✓		✓	✓	✓	✓

EcoUOS049	Project Evaluation	Basic	✓	✓				✓	✓	✓	✓			
EcoUOS045	Financial Institutions	Basic	✓	✓	✓		✓	✓	✓				✓	✓
EcoUOS044	Operations Research 2	Basic	✓		✓	✓				✓	✓			✓

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.



## Course Description for Second Stage – First Course

1. Course Name: Microeconomic Theory 1					
2. Course Code: EcoUOS001					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Lecturer Marwa Abd Jawair Email: <a href="mailto:Marwa.abd.jw@uosamarra.edu.iq">Marwa.abd.jw@uosamarra.edu.iq</a>					
8. Course Objectives					
Course Objectives		<ol style="list-style-type: none"> <li>Educational benefit in analyzing microeconomic theory.</li> <li>Understanding the key theories related to consumer behavior, producer behavior, and market equilibria.</li> <li>Recognizing the importance of economic theory in formulating microeconomic policies.</li> <li>Familiarity with the theoretical, mathematical, and graphical applications of the theory.</li> </ol>			
9. Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> <li><b>Interactive Activities:</b> Organizing interactive activities by posing thought-provoking questions to enhance engagement and active participation.</li> <li><b>Creative Use of Educational Tools:</b> Using hypothetical examples of specific economic problems to illustrate concepts, deepen students' understanding, and link the theoretical aspects of the subject to the economic reality.</li> <li><b>Research and Presentation:</b> Assigning students to conduct research and prepare reports on specific topics related to variables in microeconomic theory.</li> </ol>			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	<ul style="list-style-type: none"> <li>Explains the concept of economics and identifies the importance of economic resources.</li> </ul>	<ul style="list-style-type: none"> <li>The Concept and Importance of Economics and Economic Resources</li> </ul>	Lecture and Exercises	Test and Discussion

Second	3	<ul style="list-style-type: none"> <li>Understands and interprets the theory of demand and its determinants.</li> </ul>	<ul style="list-style-type: none"> <li>Theory of Demand</li> </ul>	Lecture and Exercises	Test and Discussion
Third	3	<ul style="list-style-type: none"> <li>Analyzes the different types of demand elasticities and their implications.</li> </ul>	<ul style="list-style-type: none"> <li>Demand Elasticities</li> </ul>	Lecture and Exercises	Test and Discussion
Fourth	3	<ul style="list-style-type: none"> <li>Applies demand concepts through solving practical economic exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Applied Exercises</li> </ul>	Lecture and Exercises	Test and Discussion
Fifth	3	<ul style="list-style-type: none"> <li>Understands the theory of supply and the factors influencing it.</li> </ul>	<ul style="list-style-type: none"> <li>Theory of Supply</li> </ul>	Lecture and Exercises	Test and Discussion
Sixth	3	<ul style="list-style-type: none"> <li>Differentiates between various types of supply in economic analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Types of Supply</li> </ul>	Lecture and Exercises	Test and Discussion
Seventh	3	<ul style="list-style-type: none"> <li>Explains how supply and demand interact to determine market equilibrium.</li> </ul>	<ul style="list-style-type: none"> <li>Supply and Demand Equilibrium (Market Equilibrium)</li> </ul>	Lecture and Exercises	Test and Discussion
Eighth	3	<ul style="list-style-type: none"> <li>Solves applied problems related to market equilibrium.</li> </ul>	<ul style="list-style-type: none"> <li>Applied Exercises</li> </ul>	Lecture and Exercises	Test and Discussion
Ninth	3	<ul style="list-style-type: none"> <li>Assesses understanding of supply and demand through a mid-term exam.</li> </ul>	<ul style="list-style-type: none"> <li>Exam No. 1</li> </ul>	Lecture and Exercises	Test and Discussion
Tenth	3	<ul style="list-style-type: none"> <li>Explains traditional consumer behavior theory based on the concept of utility.</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Theory of Consumer Behavior (Utility Theory)</li> </ul>	Lecture and Exercises	Test and Discussion
Eleventh	3	<ul style="list-style-type: none"> <li>Applies the theory of utility to determine consumer equilibrium.</li> </ul>	<ul style="list-style-type: none"> <li>Consumer Equilibrium According to Utility Theory (Applied Exercises)</li> </ul>	Lecture and Exercises	Test and Discussion
Twelfth	3	<ul style="list-style-type: none"> <li>Calculates and interprets consumer surplus in various market situations.</li> </ul>	<ul style="list-style-type: none"> <li>Consumer Surplus (Applied Exercises)</li> </ul>	Lecture and Exercises	Test and Discussion
Thirteenth	3	<ul style="list-style-type: none"> <li>Understands the modern classical theory of consumer behavior using indifference curves.</li> </ul>	<ul style="list-style-type: none"> <li>Modern Classical Theory (Indifference Curve Theory)</li> </ul>	Lecture and Exercises	Test Discussion
Fourteenth	3	<ul style="list-style-type: none"> <li>Applies the indifference curve approach to find consumer equilibrium.</li> </ul>	<ul style="list-style-type: none"> <li>Consumer Equilibrium According to Modern Theory (Applied Exercises)</li> </ul>	Lecture and Exercises	Test and Discussion
Fifteenth	3	<ul style="list-style-type: none"> <li>Evaluates comprehension of consumer behavior theories through a second exam.</li> </ul>	<ul style="list-style-type: none"> <li>Exam No. 2</li> </ul>	Lecture and Exercises	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ol style="list-style-type: none"> <li>1. Al-Dakamawi, M. A. (2013). Principles of Micro and Macroeconomics. Baghdad: Al-Falah Library for Publishing and Distribution.</li> <li>2. Al-Jumaili, H. J. (2016). Microeconomic Theory. Baghdad: Al-Warraq Foundation for Publishing and Distribution.</li> </ol>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – First Course

1. Course Name: Economics of Money					
2. Course Code: EcoUOS003					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Nazhan Mohammed Sahao					
Email: <a href="mailto:alsahao.n@uosamarra.edu.iq">alsahao.n@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Identifying the historical emergence of money, its types, and the evolution of its forms.</li> <li>2. Understanding the effects of money on economic activity.</li> <li>3. Identifying the functions and characteristics of money.</li> <li>4. Understanding the supply of and demand for money, along with clarification of their components.</li> </ol>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. <b>Interactive Activities:</b> Organizing interactive activities that include analytical questions on monetary concepts and monetary policies to enhance engagement.</li> <li>2. <b>Creative Use of Educational Tools:</b> Utilizing real-world examples from central bank data and monetary policies to clarify course concepts and deepen understanding.</li> <li>3. <b>Research and Presentation:</b> Assigning students to prepare reports on the evolution of the monetary system, monetary policy tools, or comparisons between the monetary policies of different countries.</li> </ol>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>• Explains the general concept of monetary economics and its</li> </ul>	<b>Introduction to Monetary Economics</b>	Lecture	Test and Discussion

		importance in the economic system.			
Second	2	• Describes the evolution of money through the ages and identifies its historical development stages.	Nature of Money and Its Historical Development	Lecture	Test and Discussion
Third	2	• Identifies the components of the monetary system and explains its basic structure.	The Monetary System – Components of the Monetary System	Lecture	Test and Discussion
Fourth	2	• Explains the concept of monetary bases and their importance in monetary stability.	Monetary Base	Lecture	Test and Discussion
Fifth	2	• Differentiates between money and physical wealth and explains the difference between them.	Difference between Money and Wealth (Physical or Real Wealth vs. Financial Wealth)	Lecture	Test and Discussion
Sixth	2	• Defines money and identifies its basic functions in the economy.	Concept of Money and Functions of Money	Lecture	Test and Discussion
Seventh	2	• Lists the characteristics of money explains their impact on its economic efficiency.	Characteristics of Money	Lecture	Test and Discussion
Eighth	2	• Identifies the sources of money supply explains the mechanisms of its formation	Sources of Money Supply	Lecture	Test and Discussion
Ninth	2	• Solves review exercises and prepares tests by applying fundamental concepts.	Review and Exam	Lecture	Test and Discussion
Tenth	2	• Classifies the types of money and explains their various forms.	Types and Forms of Money	Lecture	Test and Discussion
Eleventh	2	• Explains how to measure the money supply through its different sources.	Sources of Money Supply	Lecture	Test and Discussion
Twelfth	2	• Explains the concept of the velocity of money and illustrates its effect on quantity of money supplied.	Velocity of Money and Its Effect on Money Supply	Lecture	Test and Discussion
Thirteenth	2	• Explains the factors influencing demand for money and its theories.	Demand for Money	Lecture	Test Discussion
Fourteenth	2	• Analyzes the concept of the liquidity and its effects on monetary policy macroeconomics.	Liquidity Trap	Lecture	Test and Discussion
Fifteenth	2	• Reviews basic concepts through comprehensive review in preparation exams.	Review and Exam	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ol style="list-style-type: none"> <li>1. Zakaria Abdel-Hamid Basha, <i>Money and Banking</i>, 1989.</li> <li>2. Awad Fadel Al-Dulaimi, <i>Money and Banking</i>, University of Mosul, 1990.</li> <li>3. Der Raj, <i>Monetary Economics</i>, Rajah Publication, New Delhi, 2004.</li> </ol>
Main references (sources)	<ol style="list-style-type: none"> <li>1. <i>Money and Banking</i> by Dr. Mahmoud Hussein Al-Wadi, 2011.</li> <li>2. <i>Money and Banking</i> by Dr. Nadhim Al-Shammari, 1989.</li> <li>3. <i>Money and Banking</i> by Dr. Hadeel Ajami Al-Janabi, 2008.</li> </ol>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – First Course

1. Course Name: History of Economic Events	
2. Course Code: EcoUOS004	
3. Semester / Year: First : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Mohammed Riyadh Hamed	
Email: <a href="mailto:muhammed.reyadh@uosamarra.edu.iq">muhammed.reyadh@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectiv</b>	<ul style="list-style-type: none"> <li>5. The student explains the concept of the history of economic events and describes academic theories related to the stages of economic event development.</li> <li>6. The student analyzes the importance of studying economic history and its relationship to the history of economic thought, as well as the impact of ancient civilizations on the development of economic systems.</li> <li>7. The student describes the features of economic and social development in ancient civilizations such as Babylonian, Egyptian, Greek, and Roman, with a focus on monetary relations and slavery systems.</li> <li>8. The student evaluates major economic changes in the medieval and modern periods, including the emergence of feudalism, the Industrial Revolution, and the rise of industrial capitalism.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>4. <b>Interactive Activities:</b> Organize interactive activities that include analytical questions about the history of economic events and the various stages of economic system development to enhance participation and critical thinking.</li> <li>5. <b>Creative Use of Educational Tools:</b> Utilize real examples from ancient civilizations, the medieval period, and the modern era to illustrate economic developments and connect them to historical events, deepening students' understanding.</li> <li>6. <b>Research and Presentation:</b> Assign students to prepare reports on the history of economic events, analyzing the impact of major economic occurrences such as the Industrial Revolution and the emergence of capitalism.</li> </ul>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	<ul style="list-style-type: none"> <li>Explains the concept of the history of economic events and its analytical dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>The Concept of the History of Economic Events</li> </ul>	Lecture and Exercises	Test and Discussion
Second	3	<ul style="list-style-type: none"> <li>Describes academic theories addressing the stages of economic event development.</li> </ul>	<ul style="list-style-type: none"> <li>Academic Theories on the Stages of Economic Events</li> </ul>	Lecture and Exercises	Test and Discussion
Third	3	<ul style="list-style-type: none"> <li>Illustrates the importance of studying economic history and its connection to the history of economic thought.</li> </ul>	<ul style="list-style-type: none"> <li>The Importance of Studying Economic History and Its Relation to the History of Economic Thought</li> </ul>	Lecture and Exercises	Test and Discussion
Fourth	3	<ul style="list-style-type: none"> <li>Analyzes the nature of economic events in ancient civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>Economic Events in Ancient Civilizations</li> </ul>	Lecture and Exercises	Test and Discussion
Fifth	3	<ul style="list-style-type: none"> <li>Identifies the economic characteristics of the slave system.</li> </ul>	<ul style="list-style-type: none"> <li>Features of Economic Development in the Slave System</li> </ul>	Lecture and Exercises	Test and Discussion
Sixth	3	<ul style="list-style-type: none"> <li>Explains the relationship between money and commodities in the slavery system.</li> </ul>	<ul style="list-style-type: none"> <li>Monetary and Commodity Relations in the Slavery System</li> </ul>	Lecture and Exercises	Test and Discussion
Seventh	3	<ul style="list-style-type: none"> <li>Deduces the features of economic and social development in ancient civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Economic and Social Development in Some Civilizations</li> </ul>	Lecture and Exercises	Test and Discussion
Eighth	3	<ul style="list-style-type: none"> <li>Describes the characteristics of economic development in the Babylonian civilization.</li> </ul>	<ul style="list-style-type: none"> <li>Economic Development Features in the Babylonian Civilization</li> </ul>	Lecture and Exercises	Test and Discussion
Ninth	3	<ul style="list-style-type: none"> <li>Analyzes the features of the economic system in ancient Egyptian civilization.</li> </ul>	<ul style="list-style-type: none"> <li>Economic Development Features in the Egyptian Civilization</li> </ul>	Lecture and Exercises	Test and Discussion
Tenth	3	<ul style="list-style-type: none"> <li>Explains the aspects of economic development in the Greek civilization.</li> </ul>	<ul style="list-style-type: none"> <li>Economic Development Features in the Greek Civilization</li> </ul>	Lecture and Exercises	Test and Discussion
Eleventh	3	<ul style="list-style-type: none"> <li>Reviews the economic life characteristics in the Roman civilization.</li> </ul>	<ul style="list-style-type: none"> <li>Economic Development Features in the Roman Civilization</li> </ul>	Lecture and Exercises	Test and Discussion
Twelfth	3	<ul style="list-style-type: none"> <li>Analyzes economic events in the medieval period and the emergence of the feudal system.</li> </ul>	<ul style="list-style-type: none"> <li>Economic Events of the Middle Ages – Emergence of the Feudal System</li> </ul>	Lecture and Exercises	Test and Discussion
Thirteenth	3	<ul style="list-style-type: none"> <li>Describes economic developments in the Arab world during the medieval ages.</li> </ul>	<ul style="list-style-type: none"> <li>Economic Developments in the Arab World during the Middle Ages</li> </ul>	Lecture and Exercises	Test and Discussion
Fourteenth	3	<ul style="list-style-type: none"> <li>Clarifies economic transformations in the modern era.</li> </ul>	<ul style="list-style-type: none"> <li>Economic Events in the Modern Era</li> </ul>	Lecture and Exercises	Test and Discussion
Fifteenth	3	<ul style="list-style-type: none"> <li>Explains the impact of the Industrial Revolution on the emergence of industrial capitalism.</li> </ul>	<ul style="list-style-type: none"> <li>The Industrial Revolution and the Emergence of Industrial Capitalism</li> </ul>	Lecture and Exercises	Test and Discussion

## 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points

- Final exam: 70 points

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ul style="list-style-type: none"><li>• Studies in the History of Economics and Economic Thought by Ibrahim Kubba</li><li>• History of Economic Thought by Labib Shuqair</li><li>• History of Economic Ideas by Abdul Ali Kazem</li></ul>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – First Course

1. Course Name: Economics of Human Resources					
2. Course Code: EcoUOS005					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: <b>Asst. Lecturer Mustafa Ibrahim Abdullah</b>					
Email: <a href="mailto:mustafa.i.a@uosamarra.edu.iq">mustafa.i.a@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objective</b>	The topic of " <b>Human Resource Planning</b> " extends to multiple and broad dimensions—social, economic, administrative, and technical. However, the aspect emphasized in this course is the economic dimension, although this does not mean neglecting the other aspects; rather, they are incorporated within the economic dimension.				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. In <b>interactive activities</b>, the student discusses labor market indicators such as unemployment rates and participation ratios, analyzes real cases related to workforce distribution and the impact of human capital, and participates in brainstorming sessions about the relationship between education and employment.</li> <li>2. In <b>educational tools</b>, the student uses statistical data from local and international contexts, employs graphs and mind maps to clarify concepts of human resource development, and utilizes selected visual materials to understand the challenges facing the labor market.</li> <li>3. In <b>research and presentations</b>, the student prepares analytical reports on the development of human resources in their country or conducts international comparisons of workforce development policies, and delivers presentations on the impact of education and training on improving productivity and employment.</li> </ol>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>• The student explains the relationship between economic development and employment problems in developing countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Development Employment Problems Developing Countries</li> </ul>	Theoretical Lecture	Test and Discussion

Second	2	<ul style="list-style-type: none"> <li>The student analyzes the role of population and human resources in supporting or hindering economic development.</li> </ul>	<ul style="list-style-type: none"> <li>Population and Human Resources</li> </ul>	Theoretical Lecture	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>The student distinguishes between theories that determine the optimal population size and their impact on the labor market.</li> </ul>	<ul style="list-style-type: none"> <li>Theories Determining the Optimal Population Size</li> </ul>	Theoretical Lecture	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>The student interprets the nature of the economic structure in developing countries and its relation to the spread of unemployment.</li> </ul>	<ul style="list-style-type: none"> <li>Economic Structure and Nature of Unemployment in Developing Countries</li> </ul>	Theoretical Lecture	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>The student identifies the characteristics of the unemployment function in developing economies and how it is affected by economic variables.</li> </ul>	<ul style="list-style-type: none"> <li>Nature of the Unemployment Function in Developing Countries</li> </ul>	Theoretical Lecture	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>The student evaluates the impact of wages and production methods on employment and unemployment levels.</li> </ul>	<ul style="list-style-type: none"> <li>Impact of Wages and Production Methods on Unemployment and Employment in Developing Countries</li> </ul>	Theoretical Lecture	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>The student solves questions from the first monthly exam to analyze the progressive understanding of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>First Monthly Exam</li> </ul>	Theoretical Lecture	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>The student explains the effect of choosing a production method on the levels of unemployment and employment in economic sectors.</li> </ul>	<ul style="list-style-type: none"> <li>Choice of Production Method and Its Effect on Unemployment and Employment Levels</li> </ul>	Theoretical Lecture	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>The student discusses the prospects of workforce planning as a tool to achieve balance in the labor market.</li> </ul>	<ul style="list-style-type: none"> <li>Prospects of Workforce Planning in Developing Countries</li> </ul>	Theoretical Lecture	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>The student forecasts future labor needs based on population and economic planning models.</li> </ul>	<ul style="list-style-type: none"> <li>Forecasting Labor Force Needs</li> </ul>	Theoretical Lecture	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>The student analyzes labor productivity issues and their impact on economic development and employment.</li> </ul>	<ul style="list-style-type: none"> <li>Labor Productivity Issues</li> </ul>	Theoretical Lecture	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>The student lists factors affecting labor productivity in developing countries.</li> </ul>	<ul style="list-style-type: none"> <li>Factors Affecting Labor Productivity</li> </ul>	Theoretical Lecture	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>The student solves questions from the second monthly exam to measure cognitive progress.</li> </ul>	<ul style="list-style-type: none"> <li>Second Monthly Exam</li> </ul>	Theoretical Lecture	Test Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>The student explains different employment policies and identifies their economic and social objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Employment Policies and Objectives</li> </ul>	Theoretical Lecture	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The student defines the concept of full employment, classifies its types, and prepares for a</li> </ul>	<ul style="list-style-type: none"> <li>Full Employment of the Workforce and Its Types — Comprehensive Review of the Subject</li> </ul>	Theoretical Lecture	Test and Discussion

		comprehensive review of the subject.			
<b>11. Course Evaluation</b>					
<ul style="list-style-type: none"> <li>- Daily preparation: 5 points</li> <li>- Daily exam: 5 points</li> <li>- Reports: 5 points</li> <li>- Monthly exams: 15 points</li> <li>- Final exam: 70 points</li> </ul>					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)			<b>Human Resource Economics</b> Professor Dr. Tariq Abdul Hussein Al-Akili		
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					



## Course Description for Second Stage – First Course

1. Course Name: Mathematics for Economists 1					
2. Course Code: EcoUOS006					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Lect. Mustafa Mohammed Hussein					
Email: <a href="mailto:mustafa.moha20@uosamarra.edu.iq">mustafa.moha20@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. a. Educational benefit, through understanding the concept of mathematics for economists and its related concepts.</li> <li>2. b. Methods of mathematical economics, such as differentiation and integration.</li> <li>3. c. Understanding the importance and types of economic applications of mathematical methods.</li> <li>4. d. Studying mathematical methods that minimize costs and maximize profits.</li> </ol>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. <b>Interactive Activities:</b> Organizing interactive activities that include analytical questions and mathematical applications to economic problems in order to enhance quantitative thinking.</li> <li>2. <b>Creative Use of Educational Tools:</b> Utilizing real economic data and problems to clarify mathematical concepts and link them to market behavior and economic models.</li> <li>3. <b>Research and Presentation:</b> Assigning students to prepare reports that apply mathematical tools such as functions, derivatives, and equations to real-world economic problems.</li> </ol>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>• Explains the concept of real numbers and classifies them into numerical sets.</li> </ul>	<ul style="list-style-type: none"> <li>• Real Numbers</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Second	2	<ul style="list-style-type: none"> <li>• Calculates ratios and fractions and applies them to</li> </ul>	<ul style="list-style-type: none"> <li>• Ratios (Fractions)</li> </ul>	Lecture and solving	Test and Discussion

		mathematical and economic problems.		mathematica exercises	
Third	2	<ul style="list-style-type: none"> <li>• Uses the laws of exponents to simplify algebraic expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Exponents</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>• Performs basic algebraic operations on equations and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Algebraic Operations</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>• Differentiates simple functions and analyzes changes using derivatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Derivatives</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>• Solves single-variable equations and applies them in economic contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Single-Variable Equations</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>• Identifies the form of a linear equation and solves it using mathematical methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Linear Equation</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>• Applies linear equations to practical economic problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Applications of the Linear Equation</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>• Solves quadratic equations using various mathematical methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Quadratic Equations</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>• Uses the square root as a method to solve quadratic equations.</li> </ul>	<ul style="list-style-type: none"> <li>• Solving by Square Root Method</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>• Applies the discriminant method to solve quadratic equations and determine the number of roots.</li> </ul>	<ul style="list-style-type: none"> <li>• Solving by Discriminant Method</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>• Solves linear inequalities in one variable and interprets their results graphically.</li> </ul>	<ul style="list-style-type: none"> <li>• Linear Inequality in One Variable</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>• Explains the concept of absolute value and applies it in solving equations and inequalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Absolute Values</li> </ul>	Lecture and solving mathematical exercises	Test Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>• Graphs functions and interprets their properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphing Functions</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>• Distinguishes between types of functions (linear, quadratic, exponential, etc.) and identifies their uses.</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Functions</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points

- Monthly exams: 15 points
- Final exam: 70 points

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<b>Mathematics for Economists, Al-Bayati and Al-Qadhi; Mathematics for Economists by Dr. Adnan Shamkhi</b>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – First Course

1. Course Name: National Accounts 1					
2. Course Code: EcoUOS002					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Abdullah Mohammed Rasheed					
Email <a href="mailto:abdullah.m.r@uosamarra.edu.iq">abdullah.m.r@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>1. Understand the concept of national accounts, including its definition, objectives, and related concepts.</li> <li>2. Learn about economic indicators and methods of measuring them.</li> <li>3. Understand the benefits of national accounts and why countries focus on them.</li> </ol>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Interactive Activities: Organizing interactive activities that include analytical questions on national indicators to enhance participation.</li> <li>2. Creative Use of Educational Tools: Utilizing real-world examples from national economic data to illustrate the concepts of national accounts.</li> <li>3. Research and Presentation: Assigning students to prepare reports on the development of economic indicators or comparing national accounts between countries.</li> </ol>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Explains the general concept of national accounts and their function in the economy.	Conceptual Framework National Accounts Historical Development National Accounts Importance and Benefits	Lecture and solving mathematical exercises	Test and Discussion

			National Accounts Traditional Accounting		
Second	2	Describes the stages of development of national accounts over time.	Some Economic Indicators and Methods of Measuring Them National Income and Concepts Related to Its Measurement	Lecture and solving mathematical exercises	Test and Discussion
Third	2	Differentiates between national accounts and traditional accounting, identifying the benefits of each.	Solving Mathematical Exercises	Lecture and solving mathematical exercises	Test and Discussion
Fourth	2	Identifies economic indicators and explains how to measure them.	Concept of Gross Domestic Product, National Income, Personal Income, Disposable Income, and How to Derive Them	Lecture and solving mathematical exercises	Test and Discussion
Fifth	2	Explains the concepts of national income and compares between them.	Methods of Measuring Gross Domestic Product Index Numbers, Their Types, and Methods of Measurement	Lecture and solving mathematical exercises	Test and Discussion
Sixth	2	Applies national income concepts in computational exercises.	Areas of Use of Index Numbers	Lecture and solving mathematical exercises	Test and Discussion
Seventh	2	Distinguishes between types of economic incomes and extracts them from data.	Disadvantages of Using Index Numbers	Lecture and solving mathematical exercises	Test and Discussion
Eighth	2	Explains methods of calculating Gross Domestic Product (expenditure, production, income).	Types of Index Numbers	Lecture and solving mathematical exercises	Test and Discussion
Ninth	2	Defines index numbers and explains methods of their calculation.	Solving Mathematical Exercises	Lecture and solving mathematical exercises	Test and Discussion
Tenth	2	Identifies uses of index numbers in economic analysis.	Economic Growth Rates	Lecture and solving mathematical exercises	Test and Discussion
Eleventh	2	Highlights main problems and limitations of index numbers.	Solving Mathematical Exercises	Lecture and solving mathematical exercises	Test and Discussion
Twelfth	2	Differentiates between types of index numbers and the use of each type.	Conceptual Framework of National Accounts Historical Development of National Accounts Importance and Benefits of National Accounts and Traditional Accounting	Lecture and solving mathematical exercises	Test and Discussion
Thirteenth	2	Solves practical problems related to index numbers.	Some Economic Indicators and Methods of Measuring Them National Income and Concepts Related to Its Measurement	Lecture and solving mathematical exercises	Test Discussion

Fourteenth	2	Calculates and interprets the economic growth rate.	Solving Mathematical Exercises	Lecture and solving mathematical exercises	Test and Discussion
Fifteenth	2	Applies the growth rate in real number problems.	Concept of Gross Domestic Product, National Income, Personal Income, Disposable Income, and How to Derive Them	Lecture and solving mathematical exercises	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<b>National Accounts</b> Author: Dr. Hatem Al-Quraishi First Edition, 2018.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – First Course

1. Course Name: Economic Statistics 1	
2. Course Code: EcoUOS005	
3. Semester / Year: First : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name) Name: Asst. Lecturer Waleed Naïf Mohamed Email: <a href="mailto:waleed@uosamarra.edu.iq">waleed@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the basic concepts of economic statistics and apply them in analyzing economic phenomena using statistical tools.</li> <li>• Acquire skills in building econometric models such as simple linear regression and analysis of variance, and interpret their results.</li> <li>• Employ quantitative methods like the coefficient of determination and correlation to evaluate relationships between economic variables.</li> <li>• Be able to use actual economic data to conduct practical applications and exercises that support decision-making and economic analysis.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p>Interactive activities: Organize interactive activities that include analytical questions about statistical data and interpretation of results to enhance critical thinking.</p> <p>Creative use of teaching aids: Utilize real economic data and regression and variance models to illustrate concepts and deepen practical understanding.</p> <p>Research and presentation: Assign students to prepare analytical reports using statistical software on economic phenomena or to compare econometric models for different sectors.</p>
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Explain the concept of economic statistics and its role in quantitative analysis.	explains the concept economic statistics and its in quantitative analysis.	Lecture	Test and Discussion
Second	2	Clarify the relationship between statistics and other economic and social sciences.	Clarifies the relationship between statistics and other economic and social sciences	Lecture	Test and Discussion
Third	2	Define the index number and explain its uses in economic analysis.	Defines the index number and explains its uses in economic analysis.	Lecture	Test and Discussion
Fourth	2	Explain the concept of regression analysis and its applications in economics.	Explains the concept of regression analysis and its applications in economics.	Lecture	Test and Discussion
Fifth	2	Interpret simple linear regression and apply its basic equations.	Interprets simple linear regression and applies its basic equations	Lecture	Test and Discussion
Sixth	2	The Random Variable and Reasons for Including It in the Econometric Model	Presents the justifications for introducing the random variable in economic models.	Lecture	Test and Discussion
Seventh	2	8. Assumptions of the Econometric Model	Explains the role of the random variable in improving the accuracy of the econometric model.	Lecture	Test and Discussion
Eighth	2	9. Ordinary Least Squares (OLS) Method	Lists the assumptions of the econometric model and explains their importance.	Lecture	Test and Discussion
Ninth	2	Economic Applications (Exercises)	Applies the Ordinary Least Squares (OLS) method to estimate the coefficients.	Lecture	Test and Discussion
Tenth	2	The Random Variable and Reasons for Including It in the Econometric Model	Solves practical exercises on regression-based economic models.	Lecture	Test and Discussion
Eleventh	2	Coefficient of Determination ( $R^2$ )	Assesses theoretical and practical understanding through the second exam.	Lecture	Test and Discussion
Twelfth	2	13. Economic Applications (Exercises)	Interprets the coefficient of determination ( $R^2$ ) and analyzes its economic meaning.	Lecture	Test and Discussion
Thirteenth	2	14. Simple Correlation Coefficient (Economic Applications – Exercises)	Applies the concept of the coefficient of determination in real-world models using data.	Lecture	Test Discussion
Fourteenth	2	15. ANOVA Table and Testing the Overall Significance of the Econometric Model	Calculates the simple correlation coefficient and interprets it in an economic context.	Lecture	Test and Discussion
Fifteenth	2	16. Economic Applications (Exercises)	Reviews and solves comprehensive problems	Lecture	Test and Discussion

			to assess the final understanding of the course.		
<b>11. Course Evaluation</b>					
<ul style="list-style-type: none"> <li>- Daily preparation: 5 points</li> <li>- Daily exam: 5 points</li> <li>- Reports: 5 points</li> <li>- Monthly exams: 15 points</li> <li>- Final exam: 70 points</li> </ul>					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)			Dr. Mohammad Saleh Al-Kubaisi and Mohammad Hasan Rashm, Introduction to Economic Statistics		
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					



## Course Description for Second Stage – First Course

1. Course Name : Computer					
2. Course Code: <b>EcoUOS008</b>					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: <b>Asst. Lecturer Anmar Hussein Mudhan</b>					
Email: <a href="mailto:anmar.ha.mo@uosamarra.edu.iq">anmar.ha.mo@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To become familiar with the Excel environment and its basic commands, and to use the worksheet effectively for organizing data.</li> <li>2. To apply various formulas and mathematical functions within cells, while distinguishing between the types of operators used.</li> <li>3. To format data and tables using the available tools in Excel to enhance presentation and make them more professional.</li> <li>4. To protect workbooks and secure them from unauthorized editing or access, and to create charts for visual data analysis.</li> </ol>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Interactive Activities: Organizing interactive activities that include hands-on computer applications such as data entry, using Excel, or executing operating system commands to enhance technical skills.</li> <li>2. Creative Use of Educational Tools: Utilizing visual presentations, practical demonstrations, and instructional videos to explain software tools and their practical applications in various fields.</li> <li>3. Research and Presentation: Assigning students to prepare presentations or reports on the practical uses of computer programs in real life, such as data processing, presentation design, or information security.</li> </ol>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>• Identifies the features of Excel and explains its most</li> </ul>	<ul style="list-style-type: none"> <li>• Excel and Excel Program Features and Commands</li> </ul>	Theory + Practical	Test and Discussion

		important basic commands.			
Second	2	<ul style="list-style-type: none"> <li>Understands the concept of a worksheet and uses it to organize data.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet</li> </ul>	Theory + Practical	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>Sets up auto-save for workbooks to prevent data loss.</li> </ul>	<ul style="list-style-type: none"> <li>Setting Up Auto-Save for Workbooks</li> </ul>	Theory + Practical	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>Writes and applies arithmetic formulas in cells.</li> </ul>	<ul style="list-style-type: none"> <li>Arithmetic Formulas</li> </ul>	Theory + Practical	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>Distinguishes between types of operators used within arithmetic formulas.</li> </ul>	<ul style="list-style-type: none"> <li>Types of Operators Used in Arithmetic Formulas</li> </ul>	Theory + Practical	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>Applies key built-in Excel functions such as SUM, AVERAGE, and IF.</li> </ul>	<ul style="list-style-type: none"> <li>Important Functions in Excel</li> </ul>	Theory + Practical	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>Performs basic formatting to improve the appearance of data.</li> </ul>	<ul style="list-style-type: none"> <li>Formatting</li> </ul>	Theory + Practical	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>Formats cells in terms of color, font, alignment, and borders.</li> </ul>	<ul style="list-style-type: none"> <li>Cell Formatting</li> </ul>	Theory + Practical	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>Formats tables to display data in an organized and professional manner.</li> </ul>	<ul style="list-style-type: none"> <li>Table Formatting</li> </ul>	Theory + Practical	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>Handles data by entering, modifying, and sorting it.</li> </ul>	<ul style="list-style-type: none"> <li>Data Handling and Protection</li> </ul>	Theory + Practical	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>Executes different types of sorting (ascending/descending) on data.</li> </ul>	<ul style="list-style-type: none"> <li>Types of Sorting</li> </ul>	Theory + Practical	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>Applies protection options to secure the workbook or parts of it.</li> </ul>	<ul style="list-style-type: none"> <li>Protection</li> </ul>	Theory + Practical	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>Prepares workbook protection against unauthorized editing or opening.</li> </ul>	<ul style="list-style-type: none"> <li>Workbook Protection</li> </ul>	Theory + Practical	Test Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>Formats worksheets within the workbook in terms of naming, ordering, and coloring.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet Formatting</li> </ul>	Theory + Practical	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>Identifies the features of Excel and explains its most important basic commands.</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> </ul>	Theory + Practical	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Practical Exam – 20 Marks
- Final exam: 50 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Fundamentals of Computers and Office Applications, Part Two / 2010

	Microsoft Office Ministry of Higher Education and Scientific Research Asst. Prof. Ziyad Mohammed Abboud, Asst. Ghassan Hameed Abdul Majid, Dr. Mustafa Diyaa Al-Hasani
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – First Course

1. Course Name: Crimes of the Ba'ath Party					
2. Course Code: <b>EcoUOS007</b>					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: <b>Asst. Lecturer Adnan Hameed Hamada</b>					
Email: <a href="mailto:adnan.h.hamda@uosamarra.edu.iq">adnan.h.hamda@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>		<ol style="list-style-type: none"> <li>5. Enable students to understand the concept of crimes and their importance in life, and to make sound decisions.</li> <li>6. Introduce students to the justifications and objectives that the law seeks to understand and apply for a free and dignified life.</li> <li>7. Clarify the importance of laws that criminalize these illegal acts which violate international and domestic regulations.</li> <li>8. Highlight the illegal actions that society condemns and work to prevent their occurrence.</li> </ol>			
9. Teaching and Learning Strategies					
<b>Strategy</b>		<ol style="list-style-type: none"> <li>4. Interactive <b>activities</b>: Organizing interactive activities that include analytical discussions about political, social, and environmental crimes committed by the regime, to enhance students' critical thinking.</li> <li>5. Creative <b>use of educational tools</b>: Presenting documents, photos, and authentic archival footage from Iraqi criminal court sessions or human rights reports to illustrate facts and link concepts to documented history.</li> <li>6. Research <b>and presentation</b>: Assigning students to prepare reports on specific categories of crimes such as mass graves or marsh draining, focusing on documenting and analyzing their social and legal impacts.</li> </ol>			
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>

First	2	<ul style="list-style-type: none"> <li>Explains the concept of crimes and classifies their main types according to the law.</li> </ul>	<b>Concept of Crimes and Their Classifications</b>	Theoretical Lecture	Test and Discussion
Second	2	<ul style="list-style-type: none"> <li>Identifies the crimes stipulated in the Iraqi High Criminal Court Law.</li> </ul>	<b>Crimes of the Regime According to the Documentation of the Iraqi High Criminal Court</b> <i>First: Types of International Crimes</i> <b>Rulings Issued by the Iraqi High Criminal Court</b>	Theoretical Lecture	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>Explains the types of international crimes and the legal basis for their documentation.</li> </ul>	<b>Psychological and Social Crimes, Their Effects, and Major Violations by the Ba'ath Regime in Iraq</b> <b>Levels, Mechanisms, Effects</b> <b>Social Crimes: Militarization of Society, Regime's Stance on Religion</b>	Theoretical Lecture	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>Analyzes the contents of rulings issued by the Iraqi High Criminal Court.</li> </ul>	<b>Psychological and Social Crimes, Their Effects, and Major Violations by the Ba'ath Regime in Iraq: Levels, Mechanisms, and Impacts</b>	Theoretical Lecture	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>Interprets psychological and social crimes and their effects on Iraqi society during the Ba'ath regime era.</li> </ul>	<ul style="list-style-type: none"> <li><b>Social Crimes: Militarization of society, the regime's stance on religion</b></li> </ul>	Theoretical Lecture	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>Analyzes the methods of militarizing society and the regime's stance on religion as forms of social crimes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Violations of Iraqi Laws / Forms of Human Rights Violations</b></li> </ul>	Theoretical Lecture	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>Reviews violations of Iraqi laws and forms of human rights abuses.</li> </ul>	<ul style="list-style-type: none"> <li><b>Exam No. 1</b></li> </ul>	Theoretical Lecture	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>Assesses understanding of concepts through an applied test (Exam 1).</li> </ul>	<ul style="list-style-type: none"> <li><b>Decisions on Political and Military Violations of the Ba'ath Regime; Locations of Prisons and Detention Centers</b></li> </ul>	Theoretical Lecture	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>Tracks decisions related to political and military violations, and locations of prisons and detentions.</li> </ul>	<b>Environmental Crimes of the Ba'ath Regime in Iraq: War Pollution, Radiation, Landmine Explosions, and the Destruction of Cities and Villages</b>	Theoretical Lecture	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>Explains environmental crimes committed by the former regime, such as pollution, radiation, and city destruction.</li> </ul>	<b>Draining of the Marshes / Uprooting of Palm Groves and Trees</b>	Theoretical Lecture	Test and Discussion

			<b>Mass Grave Crimes / Events of 1963</b>		
Eleventh	2	<ul style="list-style-type: none"> <li>Describes crimes of draining the marshes and uprooting orchards and their environmental and economic impacts.</li> </ul>	<b>Mass Grave Crimes / Events 1979 – 2003</b>	Theoretical Lecture	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>Documents mass grave crimes committed during the events of 1963 and from 1979 to 2003.</li> </ul>	<b>Mass Grave Crimes / Events 1979 – 2003</b>	Theoretical Lecture	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>Analyzes the context and locations of mass graves in Iraq during periods of violations.</li> </ul>	• <b>Exam No. 2</b>	Theoretical Lecture	Test Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>Evaluates understanding of violations through an analytical test (Exam 2).</li> </ul>	• <b>Genocide Mass Graves Committed by the Ba'ath Regime during the Period 1979 – 2003</b>	Theoretical Lecture	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>Explains the concept of genocide mass graves committed between 1979 and 2003 and analyzes their dimensions.</li> </ul>	• <b>Genocide Mass Graves of the Barzani Kurds in 1983 and Locations of the Mass Graves</b>	Theoretical Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Crimes of the Ba'ath Regime in Iraq — A Course for All Public and Private Universities
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – Second Course

1. Course Name: Microeconomic Theory 2	
2. Course Code: EcoUOS025	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>Assistant Lecturer Marwa Abd Jawir</b> Email: <a href="mailto:Marwa.abd.jw@uosamarra.edu.iq">Marwa.abd.jw@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Introduce the student to some key aspects of economics.</li> <li>2. Present the analytical tools of economics.</li> <li>3. Teach the student the basics of the production, revenue, and cost functions.</li> <li>4. Introduce the student to the four main types of markets.</li> </ol>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>1. Interactive Activities</b></p> <ul style="list-style-type: none"> <li>• The student discusses the production function and its factors through critical thinking questions.</li> <li>• The student solves exercises on production and costs to reinforce understanding.</li> <li>• The student compares different market types through class discussions.</li> </ul> <p><b>2. Creative Use of Teaching Aids</b></p> <ul style="list-style-type: none"> <li>• The student uses hypothetical examples to illustrate cost and revenue functions.</li> <li>• The student explains market behavior using graphs and simplified problems.</li> <li>• The student connects theories with real economic scenarios.</li> </ul> <p><b>3. Research and Presentation</b></p> <ul style="list-style-type: none"> <li>• The student prepares a report on production or costs in a specific sector.</li> <li>• The student delivers a presentation on a market type (monopoly, competition, etc.).</li> </ul>

- The student completes a group research project on the practical application of microeconomic concepts.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	• The student explains the production function to understand the relationship between inputs and outputs.	• Production Function	Theoretical Lecture	Test and Discussion
Second	3	• The student identifies factors of production such as labor, capital, land, and organization.	• Factors of Production	Theoretical Lecture	Test and Discussion
Third	3	• The student solves production exercises to apply concepts practically.	• Production Exercises	Theoretical Lecture	Test and Discussion
Fourth	3	• The student interprets the cost function to understand cost behavior in the short and long run.	• Cost Function	Theoretical Lecture	Test and Discussion
Fifth	3	• The student calculates cost averages, including variable, fixed, and total costs.	• Cost Averages	Theoretical Lecture	Test and Discussion
Sixth	3	• The student solves cost exercises using equations and practical tables.	• Cost Exercises	Theoretical Lecture	Test and Discussion
Seventh	3	• The student explains types of revenue: total, average, and marginal.	• Revenues	Theoretical Lecture	Test
Eighth	3	• The student evaluates the previous topics through the first monthly exam.	• First Monthly Exam	Theoretical Lecture	Test and Discussion
Ninth	3	• The student explains characteristics of perfect competition markets, such as the number of sellers and prevailing prices.	• Perfect Competition Market	Theoretical Lecture	Test and Discussion
Tenth	3	• The student analyzes equilibrium in perfect competition markets in the short and long run.	• Equilibrium in Perfect Competition Market	Theoretical Lecture	Test and Discussion
Eleventh	3	• The student explains characteristics of monopoly markets and their impact on price and quantity.	• Monopoly Market	Theoretical Lecture	Test and Discussion
Twelfth	3	• The student distinguishes monopolistic competition markets by product diversity and freedom of entry.	• Monopolistic Competition Market	Theoretical Lecture	Test and Discussion
Thirteenth	3	• The student interprets oligopoly markets and understands competitive behavior strategies.	• Oligopoly Market	Theoretical Lecture	Test and Discussion
Fourteenth	3	• The student solves exercises comparing outcomes of different market types.	• Market Exercises	Theoretical Lecture	Test and Discussion
Fifteenth	3	• The student assesses comprehension of the material	• Second Monthly Exam	Theoretical Lecture	Test and Discussion

		through the second monthly exam.			
<b>11. Course Evaluation</b>					
<ul style="list-style-type: none"> <li>- Daily preparation: 5 points</li> <li>- Daily exam: 5 points</li> <li>- Reports: 5 points</li> <li>- Monthly exams: 15 points</li> <li>- Final exam: 70 points</li> </ul>					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)		<ol style="list-style-type: none"> <li>1. Al-Dikmawi, Muhammad Abdul Azim. Principles of Microeconomics and Macroeconomics, (2013), Al-Falah Library for Publishing and Distribution, Baghdad.</li> <li>2. Al-Jumaili, Hamid Jassim. Microeconomic Theory, (2016), Al-Warraaq Publishing and Distribution, Baghdad.</li> </ol>			
Main references (sources)		<ol style="list-style-type: none"> <li>1. Paul A. Samuelson &amp; William D. Nordhaus. Economics, translated by Hisham Abdullah, reviewed by Dr. Osama Al-Dabbagh, 15th edition translation, 2nd edition, Al-Ahliyah Publishing and Distribution, Amman, 2006.</li> </ol>			
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					



## Course Description for Second Stage – Second Course

1. Course Name: Economic Statistics 2	
2. Course Code: EcoUOS028	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Hatem Abdulrahman Barak	
Email: <a href="mailto:hatimabd.barak@uosamarra.edu.iq">hatimabd.barak@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p>This course aims to provide knowledge and understanding of index numbers, time series, types of correlation and regression, and how to apply them in real-world contexts. The objectives can be summarized as follows:</p> <ul style="list-style-type: none"> <li>• Understanding index numbers and how to measure them</li> <li>• Adjusting time series related to index numbers</li> <li>• Standardizing time series related to index numbers</li> <li>• Defining time series and methods for measuring them</li> <li>• Understanding the importance of correlation and methods of measuring it</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>1. Interactive Activities</b></p> <ol style="list-style-type: none"> <li>1. The student discusses the concepts of index numbers and time series through analytical questions.</li> <li>2. The student applies various methods and formulas for calculating index numbers in classroom exercises.</li> <li>3. The student participates in analyzing time series trends and factors affecting them through interactive discussions.</li> </ol> <p><b>2. Creative Use of Educational Tools</b></p> <ol style="list-style-type: none"> <li>1. The student uses hypothetical data to estimate general trends and eliminate their effects from time series.</li> <li>2. The student applies graphs and correlation measures to interpret relationships between variables.</li> </ol>

	<p>3. The student connects the concepts of index numbers and time series with real-world economic changes.</p> <p><b>3. Research and Presentation</b></p> <ul style="list-style-type: none"> <li>• The student prepares a report on the application of index numbers or linear correlation in a specific economic case.</li> <li>• The student presents a visual explanation of how to change the base year or standardize time series.</li> <li>• The student completes a group research project that includes time series analysis using real economic data.</li> </ul>
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	• The student <b>defines the concept of economic statistics</b> and explains its importance and objectives.	• <b>The concept of economic statistics, its importance, and objectives</b>	Lecture and Exercise Solving	Test and Discussion
Second	2	• The student <b>interprets the definition of index numbers</b> and identifies their significance in economic analysis.	• <b>Definition and importance of index numbers</b>	Lecture and Exercise Solving	Test and Discussion
Third	2	• The student <b>distinguishes between different types of index numbers.</b>	• <b>Types of index numbers</b>	Lecture and Exercise Solving	Test and Discussion
Fourth	2	• The student <b>applies methods for calculating index numbers using economic data.</b>	• <b>Methods for calculating index numbers</b>	Lecture and Exercise Solving	Test and Discussion
Fifth	2	• The student <b>calculates index numbers using Laspeyres and Paasche formulas.</b>	• <b>Laspeyres and Paasche formulas</b>	Lecture and Exercise Solving	Test and Discussion
Sixth	2	• The student <b>applies Marshall, Walsh, and Fisher formulas to calculate index numbers.</b>	• <b>Marshall, Walsh, and Fisher formulas</b>	Lecture and Exercise Solving	Test and Discussion
Seventh	2	• The student <b>explains the methods for changing the base year of an index number.</b>	• <b>Methods of changing the base year for index numbers</b>	Lecture and Exercise Solving	Test and Discussion
Eighth	2	• The student <b>standardizes time series for two index numbers using appropriate techniques.</b>	• <b>Methods for standardizing the time series of two index numbers</b>	Lecture and Exercise Solving	Test and Discussion
Ninth	2	• The student <b>defines time series and explains their uses.</b>	• <b>Time series</b>	Lecture and Exercise Solving	Test and Discussion
Tenth	2	• The student <b>differentiates between types of time series and the factors affecting them.</b>	• <b>Types of time series and the factors affecting them</b>	Lecture and Exercise Solving	Test and Discussion
Eleventh	2	• The student <b>applies methods to estimate the general trend in time series.</b>	• <b>Methods for estimating the general trend in time series</b>	Lecture and Exercise Solving	Test and Discussion
Twelfth	2	• The student <b>removes the effect of the general trend to analyze real changes.</b>	• <b>Eliminating the effect of the general trend from time series</b>	Lecture and Exercise Solving	Test and Discussion
Thirteenth	2	• The student <b>defines simple linear correlation and explains its economic importance.</b>	• <b>Definition and importance of simple linear correlation</b>	Lecture and Exercise Solving	Test and Discussion

Fourteen	2	• The student <b>calculates and interprets Pearson's correlation coefficient.</b>	• <b>Pearson correlation</b>	Lecture and Exercise Solving	Test and Discussion
Fifteen	2	• The student <b>applies Spearman's rank correlation in analyzing non-quantitative data.</b>	• <b>Spearman's rank correlation</b>	Lecture and Exercise Solving	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ol style="list-style-type: none"> <li>1. <b>Principles of Economic Statistics</b> – Abdul Hussein Zaini</li> <li>2. <b>Econometrics and Time Series Analysis</b> – Ghazal Abdulaziz Amer</li> <li>3. <b>The Science of Statistics</b> – Walaa Al-Qazzaz &amp; Wafaa Younis Hammoudi</li> </ol>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – Second Course

1. Course Name: National Accounts 2	
2. Course Code: EcoUOS031	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Dr. Abdullah Mohammed Rasheed Email <a href="mailto:abdullah.m.r@uosamarra.edu.iq">abdullah.m.r@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objective</b>	<ol style="list-style-type: none"> <li>4. – To understand the concept of national accounts, including its definition, objectives, and related concepts.</li> <li>5. To become familiar with economic indicators and methods of measuring them.</li> <li>6. To understand the benefits of national accounts and why countries focus on national accounting.</li> </ol>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>Interactive Activities</b></p> <ol style="list-style-type: none"> <li>1. The student discusses the concepts of national accounts and their development through analytical exercises.</li> <li>2. The student applies methods for measuring GDP and national income in classroom activities.</li> <li>3. The student solves mathematical exercises related to economic indicators and index numbers.</li> <li>4. The student analyzes the drawbacks of using index numbers through practical case studies.</li> </ol> <p><b>Creative Use of Educational Tools</b></p> <ol style="list-style-type: none"> <li>1. The student uses charts and models to explain relationships between output and income concepts.</li> </ol>

	<ol style="list-style-type: none"> <li>2. The student employs tables and mind maps to differentiate methods for measuring economic indicators.</li> <li>3. The student links real data with theoretical concepts using digital tools.</li> </ol> <p><b>Research and Presentation</b></p> <ol style="list-style-type: none"> <li>1. The student prepares reports on the development and economic importance of national accounts.</li> <li>2. The student presents on methods for measuring income and GDP.</li> <li>3. The student completes short research projects on index numbers and economic growth.</li> </ol>
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	The student explains the conceptual framework of national accounts in terms of its definition, objectives, and areas of use in macroeconomic analysis.	<b>Conceptual Framework National Accounts</b>	Lecture and solving mathematical exercises	Test and Discussion
Second	2	The student reviews the historical development of national accounts and clarifies the stages it has gone through both globally and in the Arab world.	<b>Historical Development of National Accounts</b>	Lecture and solving mathematical exercises	Test and Discussion
Third	2	The student distinguishes between national accounts and traditional accounting and explains the importance and benefits of each in analyzing economic activity.	<b>Importance and Benefits of National Accounts and Traditional Accounting</b>	Lecture and solving mathematical exercises	Test and Discussion
Fourth	2	The student defines key economic indicators such as inflation, unemployment, and growth rate, and explains their measurement methods.	<b>Some Economic Indicators and Their Measurement Methods</b>	Lecture and solving mathematical exercises	Test and Discussion
Fifth	2	The student explains the concept of national income and compares related concepts such as gross national income, net national income, personal income, and disposable income.	<b>National Income and Related Concepts with Measurement Solutions</b>	Lecture and solving mathematical exercises	Test and Discussion
Sixth	2	The student solves mathematical exercises related to measuring national income using given data.	<b>Mathematical Exercises on Concepts</b>	Lecture and solving mathematical exercises	Test and Discussion
Seventh	2	The student clarifies the difference between GDP, national income, personal income, and disposable national income, and applies the	<b>GDP, National Income, Personal Income, and Disposable Income and Methods of Extraction</b>	Lecture and solving mathematical	Test and Discussion

		steps to extract them from economic data.		cal exercises	
Eighth	2	The student applies methods for measuring GDP: production approach, income approach, and expenditure approach.	<b>Methods for Measuring GDP</b>	Lecture and solving mathematical exercises	Test and Discussion
Ninth	2	The student defines index numbers and classifies their types such as price index and quantity index, and explains their measurement methods including Laspeyres, Paasche, and Fisher formulas.	<b>Index Numbers: Types and Measurement Methods</b>	Lecture and solving mathematical exercises	Test and Discussion
Tenth	2	The student identifies the uses of index numbers in economic analysis, such as measuring inflation and determining purchasing power.	<b>Applications of Index Numbers</b>	Lecture and solving mathematical exercises	Test and Discussion
Eleventh	2	The student analyzes the drawbacks of using index numbers in economic measurement and suggests possible improvements.	<b>Drawbacks of Using Index Numbers</b>	Lecture and solving mathematical exercises	Test and Discussion
Twelfth	2	The student classifies types of index numbers and explains the differences between each type based on the purpose of use.	<b>Types of Index Numbers</b>	Lecture and solving mathematical exercises	Test and Discussion
Thirteenth	2	The student solves practical mathematical exercises on index numbers using different formulas.	<b>Mathematical Exercises</b>	Lecture and solving mathematical exercises	Test Discussion
Fourteenth	2	The student explains the concept of economic growth rate and methods for measuring annual and cumulative growth.	<b>Economic Growth Rates</b>	Lecture and solving mathematical exercises	Test and Discussion
Fifteenth	2	The student solves mathematical exercises to calculate economic growth rates and analyze their results.	<b>Mathematical Exercises</b>	Lecture and solving mathematical exercises	Test and Discussion

## 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<b>A. National Accounts</b> Author: Dr. Hatim Al-Quraishi First Edition, 2018
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – Second Course

1. Course Name: History of Economic Thought	
2. Course Code: EcoUOS026	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: <b>Asst. Lecturer Hatim Kareem Ahmed</b>	
Email: <a href="mailto:hatem.k.ahmed@uosamarra.edu.iq">hatem.k.ahmed@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<p>5. <b>Educational Benefit:</b> Previous scientific theories help us better understand contemporary theories and ideas.</p> <p>6. <b>Linking Economy and Society:</b> It shows how economic theories are influenced by social, political, and cultural factors, broadening our understanding of the interaction between economy and society.</p> <p>7. <b>Teaching Students Solutions:</b> It teaches students previous solutions that can inspire new ideas when present situations resemble those of the past, thus supporting scientific progress</p>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>1. Interactive Activities</b></p> <ul style="list-style-type: none"> <li>• The student discusses the production function and its factors through critical thinking questions.</li> <li>• The student solves exercises on production and costs to reinforce understanding.</li> <li>• The student compares different market types through class discussions.</li> </ul> <p><b>2. Creative Use of Teaching Aids</b></p> <ul style="list-style-type: none"> <li>• The student uses hypothetical examples to illustrate cost and revenue functions.</li> <li>• The student explains market behavior using graphs and simplified problems.</li> <li>• The student connects theories with real economic scenarios.</li> </ul>

### 3. Research and Presentation

- The student prepares a report on production or costs in a specific sector.
- The student delivers a presentation on a type of market (monopoly, competition, etc.).
- The student completes a group research project on the practical application of microeconomic concepts.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	• The student defines the concept of economic thought, its elements, importance, and historical development.	• Concept, Elements, Importance, and Origins of Economic Thought	Theoretical Lecture	Test and Discussion
Second	3	• The student analyzes key features of economic thought in ancient civilizations such as Mesopotamia and Egypt.	• Key Features of Economic Thought in Ancient Civilizations	Theoretical Lecture	Test and Discussion
Third	3	• The student interprets economic thought among the Greeks, especially Plato and Aristotle.	• Economic Thought in Ancient Greece (Plato and Aristotle)	Theoretical Lecture	Test and Discussion
Fourth	3	• The student infers the intellectual economic development in Roman civilization.	• Intellectual Economic Development in Roman Civilization	Theoretical Lecture	Test and Discussion
Fifth	3	• The student explains characteristics of economic thought in the European Middle Ages.	• Economic Thought in the Middle Ages	Theoretical Lecture	Test and Discussion
Sixth	3	• The student analyzes Thomas Aquinas's economic theory and its role in ecclesiastical thought.	• Thomas Aquinas's Economic Theory	Theoretical Lecture	Test and Discussion
Seventh	3	• The student assesses their understanding of the previous topics through an exam.	• Exam	Theoretical Lecture	Test
Eighth	3	• The student reviews Arab economic thought during the Middle Ages.	• Arab Economic Thought in the Middle Ages	Theoretical Lecture	Test and Discussion
Ninth	3	• The student interprets Ibn Khaldun's economic ideas and his contributions to economic thought.	• Economic Thought of Ibn Khaldun	Theoretical Lecture	Test and Discussion
Tenth	3	• The student explains the emergence of commercial capitalism and its economic manifestations.	• Emergence of Commercial Capitalism	Theoretical Lecture	Test and Discussion
Eleventh	3	• The student analyzes the ideas of the Physiocrats and their fundamental concepts.	• The Physiocratic School	Theoretical Lecture	Test and Discussion
Twelfth	3	• The student interprets the principles of the Classical School and its relation to the Industrial Capitalism era.	• The Classical School (Industrial Capitalism Era)	Theoretical Lecture	Test and Discussion
Thirteenth	3	• The student evaluates their comprehension through an exam	• Exam	Theoretical Lecture	Test and

		covering Classical and Physiocratic schools.			
Fourteenth	3	<ul style="list-style-type: none"> <li>The student explains the ideological foundations of Socialist schools and their critique of capitalism.</li> </ul>	<ul style="list-style-type: none"> <li>Socialist Schools</li> </ul>	Theoretical Lecture	Test and Discussion
Fifteenth	3	<ul style="list-style-type: none"> <li>The student analyzes the development of economic thought in post-Keynesian capitalism and contemporary theories.</li> </ul>	<ul style="list-style-type: none"> <li>Post-Keynesian Capitalism and Contemporary Economic Thought</li> </ul>	Theoretical Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ol style="list-style-type: none"> <li><b>Al-Quraishi, Dr. Medhat.</b> <i>Development of Economic Thought</i> (Coursebook).</li> <li><b>Abu Ubaida, Muhammad Omar, Abdul Hamid Muhammad Shaban.</b> <i>History of Economic Thought</i> (Assistant Author)</li> </ol>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – Second Course

1. Course Name: Banking Economics					
2. Course Code: EcoUOS030					
3. Semester / Year: Second : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Nazhan Mohammed Sahao					
Email: <a href="mailto:alsahao.n@uosamarra.edu.iq">alsahao.n@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. The role of banks in the economy.</li> <li>2. Definition of the history of banks, types of banks, banking functions, and characteristics of banks.</li> <li>3. Understanding the importance of banks and their relationship with the economy</li> </ol>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Interactive Activities <ul style="list-style-type: none"> <li>• The student discusses concepts, types, and functions of banks through analytical questions.</li> <li>• The student applies concepts of monetary policy and the central bank's role in classroom exercises.</li> </ul> </li> <li>2. Creative Use of Educational Tools <ul style="list-style-type: none"> <li>• The student uses graphs and simplified models to explain the workings of banks.</li> <li>• The student connects banking theories to real economic contexts.</li> </ul> </li> <li>3. Research and Presentation <ul style="list-style-type: none"> <li>• The student prepares reports on types of banks and their economic role</li> <li>• The student presents on topics such as the central bank or the difference between conventional and Islamic banks.</li> </ul> </li> </ol>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>• The student defines the concept of banks and their importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the nature of banks</li> </ul>	Lecture	Test and Discussion
Second	2	<ul style="list-style-type: none"> <li>• The student explains the emergence and development of banks.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of banks and their emergence</li> </ul>	Lecture and Exercise Solving	Test and Discussion

Third	2	• The student distinguishes between different types of banks.	• Types of banks	Lecture and Exercise Solving	Test and Discussion
Fourth	2	• The student defines the central bank and its functions.	• The central bank	Lecture and Exercise Solving	Test and Discussion
Fifth	2	• The student identifies the characteristics of the central bank.	• Characteristics of the central bank	Lecture and Exercise Solving	Test and Discussion
Sixth	2	• The student interprets the role of the central bank in controlling inflation.	• Role of central banks in controlling inflation	Lecture and Exercise Solving	Test and Discussion
Seventh	2	• The student lists the functions of the central bank.	• Functions of the central bank	Lecture and Exercise Solving	Test and Discussion
Eighth	2	• The student explains the central bank's balance sheet and its components.	• Balance sheet of the central bank	Lecture	Test and Discussion
Ninth	2	• The student analyzes the role of the central bank in monetary policy.	• Role of the central bank in managing monetary policy	Lecture and Exercise Solving	Test and Discussion
Tenth	2	• The student defines commercial banks and their functions.	• Commercial banks	Lecture	Test and Discussion
Eleventh	2	• The student identifies the characteristics of commercial banks.	• Characteristics of commercial banks	Lecture and Exercise Solving	Test and Discussion
Twelfth	2	• The student enumerates the functions of commercial banks.	• Functions of commercial banks	Lecture	Test and Discussion
Thirteenth	2	• The student defines specialized banks and their role in the economy.	• Specialized banks	Lecture and Exercise Solving	Test and Discussion
Fourteenth	2	• The student explains the characteristics of Islamic banks.	• Islamic banks	Lecture and Exercise Solving	Test and Discussion
Fifteenth	2	• The student distinguishes between Islamic banks and conventional banks.	• Differences between conventional banks and Islamic banks	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

- 1- Al-Jarem Ali, and Mustafa Amin, *Al-Balagha Al-Wadihah* (Clear Rhetoric), 5th Edition, Al-Sadiq Printing and Publishing Institute, Tehran, 2008.
- 2- Al-Douri, Muhammad Yas Khidr, *Nuqat Al-Furuq Al-Lughawiya fi Al-Bayan Al-Qur'ani* (Subtle Linguistic Differences in Qur'anic Expression),

	<p>Dar Al-Kutub Al-Ilmiyya, Beirut, 2005.</p> <p>3- Muhanna, Abd Ali, <i>Diwan Hassan ibn Thabit</i>, Dar Al-Kutub Al-Ilmiyya, Beirut, 1994.</p> <p>4- Al-Wazzan, Tahseen Abdul Redha, <i>Al-Aghlat Al-Lughawiya</i> (Linguistic Errors), Center for Development and Continuing Education, University of Baghdad, 2012.</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – Second Course

1. Course Name: Mathematics for Economists 2	
2. Course Code: EcoUOS032	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Sabah Ahmed Ismail	
Email: <a href="mailto:sabah.a.i@uosamarra.edu.iq">sabah.a.i@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>4. Understand the concept of mathematics for economists and its related concepts.</li> <li>5. Learn mathematical economics methods including integration and differentiation.</li> <li>6. Recognize the importance of economic applications of mathematical methods.</li> <li>7. Study mathematical methods that maximize profits and minimize costs.</li> </ol>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>Interactive Activities</b></p> <ul style="list-style-type: none"> <li>• The student discusses differentiation and integration concepts through economic exercises.</li> <li>• The student applies rules of differentiation and derivatives in classroom activities.</li> <li>• The student solves exercises on integration and its applications in income and surplus.</li> <li>• The student works on difference equations and analyzes equilibrium stability.</li> <li>• The student uses mathematical models to solve simplified linear programming problems.</li> </ul> <p><b>Creative Use of Teaching Aids</b></p> <ul style="list-style-type: none"> <li>• The student uses graphs to represent functions and derivatives behavior.</li> <li>• The student employs tables and mind maps to explain integration steps and analyze results.</li> </ul>

- The student links mathematical concepts with economic data using digital tools.

### Research and Presentation

- The student prepares reports on the applications of differentiation and integration in economics.
- The student delivers presentations on difference equations and mathematical models.
- The student completes short research projects on linear programming and its economic applications.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	• The student explains the rules of total differentiation and applies them to multivariable functions in economic contexts.	Differentiation and Its Economic Applications	Lecture	Test and Discussion
Second	2	• The student calculates the derivative of composite functions using the chain rule and applies it to economic examples.	Rules of Total Differentiation	Lecture and Exercise Solving	Test and Discussion
Third	2	• The student distinguishes between total, partial, and second-order partial derivatives and uses them to analyze economic changes.	Derivative of Composite Functions	Lecture and Exercise Solving	Test and Discussion
Fourth	2	• The student describes the properties of functions and differentiates between their types based on economic applications.	Derivatives: Total, Partial, and Second Partial	Lecture and Exercise Solving	Test and Discussion
Fifth	2	• The student applies the laws of indefinite integration to solve mathematical equations as a foundation for economic use.	Functions	Lecture and Exercise Solving	Test and Discussion
Sixth	2	• The student computes definite integrals and interprets their results in surplus or revenue analysis.	Laws of Indefinite Integration	Lecture and Exercise Solving	Test and Discussion
Seventh	2	• The student solves economic problems using definite integrals, such as measuring consumption or cumulative income.	Definite Integration	Lecture and Exercise Solving	Test and Discussion
Eighth	2	• The student analyzes the applications of integration in various economic fields.	Economic Applications of Definite Integration	Lecture	Test and Discussion
Ninth	2	• The student defines difference equations and classifies them according to degree and nature of terms.	Integration and Its Applications	Lecture and Exercise Solving	Test and Discussion
Tenth	2	• The student identifies conditions for economic equilibrium stability using difference models.	Difference Equations	Lecture	Test and Discussion
Eleventh	2	• The student solves first-order difference equations and describes variable behavior over time.	Stability of Equilibrium	Lecture and Exercise Solving	Test and Discussion

Twelfth	2	• The student solves second-order difference equations and interprets solution dynamics.	First-Order Difference Equations	Lecture	Test and Discussion
Thirteenth	2	• The student interprets constant-term difference equations and applies them to recurrent economic models.	Second-Order Difference Equations	Lecture and Exercise Solving	Test Discussion
Fourteenth	2	• The student learns concepts of mathematical models in linear programming and distinguishes their key elements.	Constant-Term Difference Equations	Lecture and Exercise Solving	Test and Discussion
Fifteenth	2	• The student prepares for applying linear programming through understanding the mathematical formulation of economic models.	Basic Concepts in Mathematical Model Formulation	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<b>Adnan Shamkhi.</b> <i>Mathematics for Economists</i> , Mosul: Dar Al-Kutub Printing and Publishing, 1988, 208 pages
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – Second Course

1. Course Name: SPSS	
2. Course Code: EcoUOS028	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Hatem Abdulrahman Barak Email: <a href="mailto:hatimabd.barak@uosamarra.edu.iq">hatimabd.barak@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	The aim of this course is to understand data analysis and how to apply it in practice. It can be summarized in the following points: <ol style="list-style-type: none"> <li>1. Understanding the introduction to data analysis</li> <li>2. Defining variables and how to enter data</li> <li>3. Adding and deleting new variables and cases</li> <li>4. Performing statistical operations on data</li> <li>5. Displaying outputs and how to explain and interpret them</li> </ol>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Interactive Activities The student interacts with the SPSS interface through direct instruction and critical thinking questions. The student conducts practical exercises on entering and organizing variables and data. The student participates in executing commands for searching, filtering, and splitting data during class.</li> <li>2. Creative Use of Educational Tools The student uses simulated data to apply Transform and Analyze commands. The student analyzes variable behavior using graphs and measures of dispersion. The student connects theoretical statistical analysis with practical SPSS application.</li> <li>3. Research and Presentation The student prepares a report containing data analysis using SPSS tools. The student presents a demonstration of the steps taken to analyze a real dataset. The student completes a group project applying statistical analysis to a specific study using the software.</li> </ol>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	The student identifies the introduction to the SPSS program and its main interface.	• Introduction to SPSS Program	Lecture and Exercise Solving	Test and Discussion
Second	2	The student defines variables and enters data correctly.	• Defining Variables and Entering Data	Lecture and Exercise Solving	Test and Discussion
Third	2	The student adds new variables and data within the program.	• Adding New Variables and Data	Lecture and Exercise Solving	Test and Discussion
Fourth	2	The student organizes variables and data using different methods.	• Organizing Variables and Data Using Various Methods	Lecture and Exercise Solving	Test and Discussion
Fifth	2	The student interprets and applies commands from the File and Edit menus.	• Explanation of File & Edit Menu Commands	Lecture and Exercise Solving	Test and Discussion
Sixth	2	The student explains the commands in the View and Data menus.	• Explanation of View & Data Menu Commands	Lecture and Exercise Solving	Test and Discussion
Seventh	2	The student searches for a specific variable or value within the data.	• Searching for Specific Variables or Values	Lecture and Exercise Solving	Test and Discussion
Eighth	2	The student splits the data and extracts differences and results.	• Data Segmentation and Extracting Results and Differences	Lecture and Exercise Solving	Test and Discussion
Ninth	2	The student selects specific cases based on certain conditions.	• Selecting Cases Based on Specific Conditions	Lecture and Exercise Solving	Test and Discussion
Tenth	2	The student identifies time series using date variables.	• Defining Time Series Based on a Specific Date	Lecture and Exercise Solving	Test and Discussion
Eleventh	2	The student applies <i>Transform</i> and <i>Analyze</i> commands to process data.	• Explanation of Transform & Analyze Menu Commands	Lecture and Exercise Solving	Test and Discussion
Twelfth	2	The student calculates new variables using statistical functions and conditions.	• Calculating New Variables Using Statistical Functions and Conditions	Lecture and Exercise Solving	Test and Discussion
Thirteenth	2	The student recodes data based on specific conditions.	• Recoding Data According to Specific Conditions	Lecture and Exercise Solving	Test and Discussion
Fourteenth	2	The student calculates measures of central tendency and dispersion.	• Computing Measures of Central Tendency and Dispersion	Lecture and Exercise Solving	Test and Discussion
Fifteenth	2	The student creates charts to visually display the data.	• Creating Charts and Graphs	Lecture and Exercise Solving	Test and Discussion

## 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Saad Zaghloul, <i>Your Guide to the Statistical Program SPSS</i>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – Second Course

1. Course Name: English language	
2. Course Code: EcoUOS033	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Afraa Shafiq Jasem Email: <a href="mailto:afraa.sh.j@uosamarra.edu.iq">afraa.sh.j@uosamarra.edu.iq</a>	
8. Course Objectives	
Course Objective	<ol style="list-style-type: none"> <li>1. <b>Improving communication skills</b></li> <li>2. <b>Mastering economic terminology</b></li> <li>3. <b>Preparing to work in international environments</b></li> <li>4. <b>Accessing global research resources</b></li> <li>5. <b>Developing academic writing skills</b></li> </ol>
9. Teaching and Learning Strategies	
Strategy	<p><b>Interactive Activities</b></p> <ul style="list-style-type: none"> <li>• Discuss verb tenses with examples.</li> <li>• Apply conditional sentence rules in real situations.</li> <li>• Practice dialogues on pronouns and “To Do” verbs.</li> <li>• Identify active vs. passive voice.</li> <li>• Improve spelling and pronunciation through games.</li> </ul> <p><b>Creative Teaching Aids</b></p> <ul style="list-style-type: none"> <li>• Use flashcards and pictures for tenses and pronouns.</li> <li>• Utilize timelines and charts for tense differentiation.</li> <li>• Link grammar to real life with videos/apps.</li> </ul> <p><b>Research &amp; Presentation</b></p> <ul style="list-style-type: none"> <li>• Write short reports on conditional sentences.</li> <li>• Present on pronouns or irregular verbs.</li> </ul>

- Complete writing tasks on daily routines and past events.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	• The student distinguishes between simple present and simple past tenses and uses them correctly in sentences.	• Simple Present and Simple Past Tenses	Theoretical Lecture	Test and Discussion
Second	2	• The student uses the simple future tense to talk about upcoming events.	• Future Tense	Theoretical Lecture	Test and Discussion
Third	2	• The student uses the passive voice to express actions where the result is more important than the doer.	• Passive Voice	Theoretical Lecture	Test and Discussion
Fourth	2	• The student applies zero conditional sentences to express general truths.	• Zero Conditional	Theoretical Lecture	Test and Discussion
Fifth	2	• The student uses the first conditional to talk about possible future situations.	• First Conditional	Theoretical Lecture	Test and Discussion
Sixth	2	• The student uses the present perfect tense to describe actions that started in the past and continue or affect the present.	• Present Perfect	Theoretical Lecture	Test and Discussion
Seventh	2	• The student prepares for the first test by reviewing tenses and grammar rules.	• First Test	Theoretical Lecture	Test and Discussion
Eighth	2	• The student uses the second conditional to express hypothetical or unreal present/future situations.	• Second Conditional	Theoretical Lecture	Test and Discussion
Ninth	2	• The student writes simple paragraphs using conditional sentences and appropriate tenses.	• Writing (Composition)	Theoretical Lecture	Test and Discussion
Tenth	2	• The student uses the third conditional to describe hypothetical past situations.	• Third Conditional	Theoretical Lecture	Test and Discussion
Eleventh	2	• The student learns basic language functions such as requesting, negating, questioning, and agreeing.	• Language Functions	Theoretical Lecture	Test and Discussion
Twelfth	2	• The student recognizes irregular verbs and uses them correctly in different tenses.	• Irregular Verbs	Theoretical Lecture	Test and Discussion
Thirteenth	2	• The student prepares for the second test with a comprehensive review.	• Second Test	Theoretical Lecture	Test and Discussion
Fourteenth	2	• The student uses "To Do" verbs (do, does, did) in negation and questions.	• To Do Verbs	Theoretical Lecture	Test and Discussion
Fifteenth	2	• The student uses personal pronouns and practices correct spelling in writing and speaking.	• Personal Pronouns and Spelling Review	Theoretical Lecture	Test and Discussion

## 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points

- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Headway to learning the English language Pre-intermediate (John and Liz Soars)
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Second Stage – Second Course

1. Course Name: Arabic language	
2. Course Code: EcoUOS029	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Maowj Nasrat Abdullah Email: <a href="mailto:maooj.n.a@uosamarra.edu.iq">maooj.n.a@uosamarra.edu.iq</a>	
8. Course Objectives	
Course Objective	<p>6. <b>Enhancing Understanding in Arabic Language:</b> Teaching this subject aims to enhance comprehension of Arabic grammar rules.</p> <p>7. <b>Developing Thinking Skills:</b> This helps students understand the rules of the Arabic language and removes fear of writing and speaking, as it is based on solid grammar foundations.</p> <p>8. <b>In General:</b> Teaching Arabic grammar in Iraqi universities aims to prepare students for active participation in the field of Arabic grammar and to help build students who are well-versed in its rules</p>
9. Teaching and Learning Strategies	
Strategy	<p><b>1. Interactive Activities</b></p> <ul style="list-style-type: none"> <li>• The student discusses the impact of the Holy Qur'an on Arabic language and literature in discussion sessions.</li> <li>• The student distinguishes between parts of speech through Qur'anic examples and in-class applications.</li> <li>• The student analyzes linguistic phenomena such as synonymy and polysemy in selected texts.</li> </ul> <p><b>2. Creative Use of Teaching Aids</b></p> <ul style="list-style-type: none"> <li>• The student uses Qur'anic and poetic texts to illustrate rhetorical and semantic concepts.</li> <li>• The student applies language maps and visual diagrams to classify letters and words.</li> <li>• The student connects ancient linguistic phenomena with their contemporary usage.</li> </ul>

### 3. Research and Presentations

- The student delivers a presentation on a rhetorical phenomenon derived from the Qur'an.
- The student completes a group research project on the development of literature and language under the influence of the Qur'an.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	• The student explains the impact of the Holy Qur'an on the development of the Arabic language and literature.	• <b>The Influence of the Holy Qur'an on the Arabic Language and Literature</b>	Theoretical Lecture	Test and Discussion
Second	2	• The student identifies the characteristics and importance of the Arabic language.	• <b>The Arabic Language</b>	Theoretical Lecture	Test and Discussion
Third	2	• The student distinguishes between the parts of speech: noun, verb, and particle.	• <b>Parts of Speech:</b>	Theoretical Lecture	Test and Discussion
Fourth	2	• The student explains the properties and uses of nouns.	<b>Noun</b>	Theoretical Lecture	Test and Discussion
Fifth	2	• The student interprets the types of verbs and their meanings.	<b>Verb</b>	Theoretical Lecture	Test and Discussion
Sixth	2	• The student identifies the functions of particles in the Arabic language.	<b>Particle</b>	Theoretical Lecture	Test and Discussion
Seventh	2	• The student analyzes rhetorical styles in the Arabic language.	• <b>The Rhetoric of the Arabic Language</b>	Theoretical Lecture	Test and Discussion
Eighth	2	• The student interprets the meanings of different particles in context.	• <b>The Meanings of Particles in Arabic</b>	Theoretical Lecture	Test and Discussion
Ninth	2	• The student defines the concept of literature in the Arabic language.	• <b>The Concept of Literature in Arabic</b>	Theoretical Lecture	Test and Discussion
Tenth	2	• The student explains the phenomenon of synonymy in Arabic.	• <b>The Phenomenon of Synonymy in Arabic</b>	Theoretical Lecture	Test and Discussion
Eleventh	2	• The student analyzes the phenomenon of polysemy.	• <b>The Phenomenon of Polysemy in Arabic</b>	Theoretical Lecture	Test and Discussion
Twelfth	2	• The student interprets key concepts of semantics ('Ilm al-Ma'ānī).	• <b>Semantics ('Ilm al-Ma'ānī)</b>	Theoretical Lecture	Test and Discussion
Thirteenth	2	• The student distinguishes between the letters <b>Ḍād (ض)</b> and <b>Ẓā' (ظ)</b> in sound and writing.	• <b>The Difference Between Ḍād (ض) and Ẓā' (ظ)</b>	Theoretical Lecture	Test Discussion
Fourteenth	2	• The student arranges the Arabic letters in the correct order.	• <b>The Arabic Alphabet and Its Order</b>	Theoretical Lecture	Test and Discussion
Fifteenth	2	• The student writes <b>Tā' (ت)</b> and <b>Hā' (هـ)</b> correctly at the ends of words.	• <b>Writing Tā' (ت) and Hā' (هـ) at the End of Words</b>	Theoretical Lecture	Test and Discussion

## 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points

- Monthly exams: 15 points
- Final exam: 70 points

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ol style="list-style-type: none"> <li>1. Al-Jārim, Ali and Amin, Mustafa. Al-Balāghah al-Wāḍiḥah (Clear Rhetoric), 5th Edition, Al-Sadiq Printing and Publishing House, Tehran, 2008.</li> <li>2. Al-Douri, Muhammad Yas Khidr. Subtle Linguistic Differences in Qur'anic Expression, Dar al-Kutub al-'Ilmiyyah, Beirut, 2005.</li> <li>3. Muhanna, Abdul Ali. Diwan of Hassan ibn Thabit, Dar al-Kutub al-'Ilmiyyah, Beirut, 1994.</li> <li>4. Al-Wazzan, Tahseen Abdul Redha. Linguistic Mistakes, Center for Development and Continuing Education, University of Baghdad, 2012.</li> </ol>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – First Course

1. Course Name: Macroeconomics I	
2. Course Code: <b>EcoUOS016</b>	
3. Semester / Year: First : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Kilan Ismail Abdullah Email: <a href="mailto:gailan.ismael@uosamarra.edu.iq">gailan.ismael@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectiv</b>	<ol style="list-style-type: none"> <li>9. Introduce the fundamental concepts of macroeconomics, such as Gross Domestic Product (GDP), inflation, and unemployment.</li> <li>10. Understand how to measure economic activity and analyze economic data.</li> <li>11. Learn about basic macroeconomic models, such as the income-expenditure model.</li> <li>12. Study the role of government in the economy through fiscal and monetary policies.</li> <li>13. Understand how to achieve equilibrium between aggregate supply and demand in the macroeconomic.</li> <li>14. Examine issues like recession and inflation and their impact on the economy.</li> <li>15. Encourage students to evaluate macroeconomic policies and their effects on society.</li> </ol>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Interactive Activities: Organize interactive analytical activities involving mathematical economic data such as market equilibrium or the impact of taxes, using mathematical models to enhance students' critical thinking in analyzing and interpreting economic relationships.</li> <li>2. Creative Use of Educational Tools: Utilize real economic data and apply mathematical tools such as matrices and regression models to explain concepts and demonstrate the relationships between economic variables practically using software like Excel</li> <li>3. Research and Presentation: Assign students to prepare reports or presentations involving the construction of mathematical models or solving systems of equations to analyze phenomena such as income</li> </ol>

equilibrium or sectoral linkages using mathematical and statistical analysis software.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	<ul style="list-style-type: none"> <li>The student understands the difference between general economics and macroeconomics and identifies the scope of each.</li> </ul>	<ul style="list-style-type: none"> <li><b>Economics Macroeconomics</b></li> </ul>	Lecture and Exercises	Test and Discussion
Second	3	<ul style="list-style-type: none"> <li>The student becomes familiar with key issues addressed by macroeconomics, such as inflation, unemployment, and economic growth.</li> </ul>	<ul style="list-style-type: none"> <li><b>Issues and Topics in Macroeconomics</b></li> </ul>	Lecture and Exercises	Test and Discussion
Third	3	<ul style="list-style-type: none"> <li>The student explains the basic concepts of Gross Domestic Product (GDP) and National Income and distinguishes between their types.</li> </ul>	<ul style="list-style-type: none"> <li><b>Basic Concepts of Gross Domestic Product (National Income)</b></li> </ul>	Lecture and Exercises	Test and Discussion
Fourth	3	<ul style="list-style-type: none"> <li>The student masters the methods of calculating GDP according to the production, income, and expenditure approaches.</li> </ul>	<ul style="list-style-type: none"> <li><b>Calculations of Gross Domestic Product</b></li> </ul>	Lecture and Exercises	Test and Discussion
Fifth	3	<ul style="list-style-type: none"> <li>The student applies mathematical skills to calculate GDP from numerical economic data.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mathematical Examples of GDP Calculations</b></li> </ul>	Lecture and Exercises	Test and Discussion
Sixth	3	<ul style="list-style-type: none"> <li>The student interprets the components of consumption and investment expenditure and their impact on aggregate output.</li> </ul>	<ul style="list-style-type: none"> <li><b>Consumer and Investment Expenditure</b></li> </ul>	Lecture and Exercises	Test and Discussion
Seventh	3	<ul style="list-style-type: none"> <li>The student analyzes the role of government spending and net exports in determining the size of GDP.</li> </ul>	<ul style="list-style-type: none"> <li><b>Government Expenditure and Net Foreign Expenditure</b></li> </ul>	Lecture and Exercises	Test and Discussion
Eighth	3	<ul style="list-style-type: none"> <li>The student demonstrates the ability to apply economic concepts and calculations covered during the first half of the course.</li> </ul>	<ul style="list-style-type: none"> <li><b>Monthly Exam</b></li> </ul>	Lecture and Exercises	Test and Discussion
Ninth	3	<ul style="list-style-type: none"> <li>The student uses mathematical methods to formulate and analyze the aggregate demand function.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mathematical Analysis of the Aggregate Demand Function</b></li> </ul>	Lecture and Exercises	Test and Discussion
Tenth	3	<ul style="list-style-type: none"> <li>The student solves applied mathematical problems related to the aggregate demand function and its determinants.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mathematical Examples of Aggregate Demand Calculations</b></li> </ul>	Lecture and Exercises	Test and Discussion
Eleventh	3	<ul style="list-style-type: none"> <li>The student explains the concept of equilibrium income and applies different methods to calculate it in macroeconomics.</li> </ul>	<ul style="list-style-type: none"> <li><b>Equilibrium Income: Concepts and Calculation Methods</b></li> </ul>	Lecture and Exercises	Test and Discussion
Twelfth	3	<ul style="list-style-type: none"> <li>The student analyzes the income equilibrium model in a closed economy without external intervention.</li> </ul>	<ul style="list-style-type: none"> <li><b>Income Equilibrium in a Closed Economy</b></li> </ul>	Lecture and Exercises	Test and Discussion
Thirteenth	3	<ul style="list-style-type: none"> <li>The student calculates the value of the total expenditure multiplier and deduces its effect on output.</li> </ul>	<ul style="list-style-type: none"> <li><b>Total Expenditure Multiplier</b></li> </ul>	Lecture and Exercises	Test Discussion

Fourteenth	3	<ul style="list-style-type: none"> <li>The student evaluates their mastery of macroeconomic analytical tools and mathematical models in the second half of the course.</li> </ul>	<ul style="list-style-type: none"> <li><b>Monthly Exam</b></li> </ul>	Lecture and Exercises	Test and Discussion
Fifteenth	3	<ul style="list-style-type: none"> <li>The student reviews the main economic concepts and models and prepares to apply them in the final exam.</li> </ul>	<ul style="list-style-type: none"> <li><b>Comprehensive Review</b></li> </ul>	Lecture and Exercises	Test and Discussion

### 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	<i>Macroeconomic Theory</i> by Dr. Saqr Ahmed Saqr, Al-Wakala Publishing House.
Main references (sources)	<ul style="list-style-type: none"> <li>Principles of Macroeconomics by Faiz Ibrahim Al-Habib, Obikan Library.</li> <li>Macroeconomic Theory and Economic Policy by Dr. Muhammad Ahmed Al-Afandi (Two Volumes), Academic Book Center.</li> </ul>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – First Course

1. Course Name: Mathematical Economics I	
2. Course Code: <b>EcoUOS015</b>	
3. Semester / Year: First : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Kilan Ismail Abdullah	
Email: <a href="mailto:gailan.ismael@uosamarra.edu.iq">gailan.ismael@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectiv</b>	<ul style="list-style-type: none"> <li>16. Introduce students to the fundamental concepts and mathematical models used in economics.</li> <li>17. Enhance students' ability to use quantitative methods to analyze economic data.</li> <li>18. Enable students to apply mathematical models to real-world economic problems.</li> <li>19. Encourage students to critically evaluate models and results.</li> <li>20. Provide students with strategies for solving complex problems in economic contexts.</li> <li>21. Strengthen the ability to interpret mathematical results and communicate them clearly and effectively.</li> <li>22. Equip students with the concepts and tools necessary for research in the field of mathematical economics.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>4. <b>Interactive Activities:</b> Organize interactive analytical activities involving mathematical economic data, such as market equilibrium or the impact of taxes, using mathematical models to enhance students' critical thinking in analyzing and interpreting economic relationships.</li> <li>5. <b>Creative Use of Educational Tools:</b> Utilize real economic data and apply mathematical tools such as matrices and regression models to explain concepts and demonstrate the relationships between economic variables in a practical manner using software like Excel or GeoGebra.</li> <li>6. <b>Research and Presentation:</b> Assign students to prepare reports or presentations that involve constructing mathematical models or solving systems of equations to analyze phenomena such as income</li> </ul>

equilibrium or inter-sectoral linkages using mathematical and statistical analysis programs.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	<ul style="list-style-type: none"> <li>The student reviews the historical development of mathematical economics and explains its importance in analyzing economic phenomena.</li> </ul>	<ul style="list-style-type: none"> <li><b>Historical Introduction to Mathematical Economics and Its Importance</b></li> </ul>	Lecture and Exercises	Test and Discussion
Second	3	<ul style="list-style-type: none"> <li>The student explains the theoretical foundations of mathematical economics and compares them to econometrics in terms of function and tools.</li> </ul>	<ul style="list-style-type: none"> <li><b>Theoretical Introduction to Mathematical Economics and Its Relation to Econometrics</b></li> </ul>	Lecture and Exercises	Test and Discussion
Third	3	<ul style="list-style-type: none"> <li>The student formulates mathematical models of economic relationships using structural equations and economic functions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Economic Relationships, Mathematical Models, and Structural Equations</b></li> </ul>	Lecture and Exercises	Test and Discussion
Fourth	3	<ul style="list-style-type: none"> <li>The student analyzes the concept of market equilibrium using the linear supply and demand model.</li> </ul>	<ul style="list-style-type: none"> <li><b>Market Equilibrium: Concept and Analysis</b></li> </ul>	Lecture and Exercises	Test and Discussion
Fifth	3	<ul style="list-style-type: none"> <li>The student employs systems of equations to analyze market equilibrium involving two or more goods.</li> </ul>	<ul style="list-style-type: none"> <li><b>Linear Model of Market Equilibrium</b></li> </ul>	Lecture and Exercises	Test and Discussion
Sixth	3	<ul style="list-style-type: none"> <li>The student evaluates the impact of imposing taxes or providing subsidies on market equilibrium.</li> </ul>	<ul style="list-style-type: none"> <li><b>Equilibrium in Markets with Two or More Goods</b></li> </ul>	Lecture and Exercises	Test and Discussion
Seventh	3	<ul style="list-style-type: none"> <li>The student applies the IS-LM model to analyze macroeconomic equilibrium and the interaction between goods and money markets.</li> </ul>	<ul style="list-style-type: none"> <li><b>Impact of Taxes and Subsidies on Market Equilibrium</b></li> </ul>	Lecture and Exercises	Test and Discussion
Eighth	3	<ul style="list-style-type: none"> <li>The student uses matrix techniques to solve general equilibrium models in economics.</li> </ul>	<ul style="list-style-type: none"> <li><b>Income Equilibrium, General Equilibrium Model, and IS-LM Model</b></li> </ul>	Lecture and Exercises	Test and Discussion
Ninth	3	<ul style="list-style-type: none"> <li>The student assesses their understanding of the economic and mathematical concepts acquired in the first part of the course.</li> </ul>	<ul style="list-style-type: none"> <li><b>Using Matrices to Solve General Economic Equilibrium</b></li> </ul>	Lecture and Exercises	Test and Discussion
Tenth	3	<ul style="list-style-type: none"> <li>The student analyzes the input-output model using matrices and deduces interconnections among production sectors.</li> </ul>	<ul style="list-style-type: none"> <li><b>Midterm Exam</b></li> </ul>	Lecture and Exercises	Test and Discussion
Eleventh	3	<ul style="list-style-type: none"> <li>The student interprets economic linkages between sectors using the results of the input-output model.</li> </ul>	<ul style="list-style-type: none"> <li><b>Input–Output Model Using Matrices</b></li> </ul>	Lecture and Exercises	Test and Discussion
Twelfth	3	<ul style="list-style-type: none"> <li>The student calculates slope and elasticity in linear functions and deduces the effect of changes in price or income.</li> </ul>	<ul style="list-style-type: none"> <li><b>Input–Output Model and Measuring Sectoral Interlinkages</b></li> </ul>	Lecture and Exercises	Test and Discussion
Thirteenth	3	<ul style="list-style-type: none"> <li>The student applies point elasticity to analyze responsiveness in nonlinear economic functions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Slope and Elasticity in Linear Economic Functions</b></li> </ul>	Lecture and Exercises	Test Discussion
Fourteenth	3	<ul style="list-style-type: none"> <li>The student evaluates their mastery of the skills acquired in the</li> </ul>	<ul style="list-style-type: none"> <li><b>Point Elasticity</b></li> </ul>	Lecture and Exercises	Test and Discussion

		second part of the course and their application of mathematical models.			
Fifteenth	3	<ul style="list-style-type: none"> <li>The student summarizes mathematical economic concepts and models and prepares to apply them in the final exam.</li> </ul>	<ul style="list-style-type: none"> <li><b>Midterm Exam</b></li> </ul>	Lecture and Exercises	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<b>Textbook:</b> <i>Principles of Mathematical Economics</i> by Dr. Hussein Ali Bakhit, University of Baghdad Press.
Main references (sources)	Fundamental Methods of Mathematical Economics by Alpha C. Chiang (Two Volumes), translated by Dr. Ne'ma Allah Najib Ibrahim, Al-Mareekh Publishing House.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – First Course

1. Course Name: Public Finance	
2. Course Code: EcoUOS014	
3. Semester / Year: First : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Lecturer Sabah Ahmed Al-Jubouri Email: <a href="mailto:sabah.a.i@uosamarra.edu.iq">sabah.a.i@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectiv</b>	<ol style="list-style-type: none"> <li>1. Clarify the fundamental concepts of public finance and distinguish them from private finance.</li> <li>2. Analyze the interrelationships between public finance and other disciplines, especially economics, law, and political science.</li> <li>3. Study the components of public expenditures, their classifications, and their economic effects.</li> <li>4. Understand the structure of public revenues, particularly the tax system, and examine its problems and development in Iraq.</li> </ol>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>• <b>Interactive Activities:</b> Organize interactive analytical activities using financial data such as public expenditures, revenues, or taxes to enhance students' critical thinking in understanding spending and revenue policies and their impact on the macroeconomic.</li> <li>• <b>Creative Use of Educational Tools:</b> Utilize real financial data and apply regression and variance models to clarify concepts such as the relationship between taxation and growth or public spending and inflation, linking them to practical applications in public financial management.</li> <li>• <b>Research and Presentation:</b> Assign students to prepare analytical reports using statistical software such as Excel or SPSS to examine financial phenomena such as the evolution of public revenues, the impact of tax policy on income distribution, or comparisons of public spending systems across countries.</li> </ul> <p style="text-align: center;">7.</p>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	<ul style="list-style-type: none"> <li>The student defines the concept of public finance and distinguishes it from private finance in terms of objectives and scope.</li> </ul>	<b>Definition of Public Finance Its Aspects, Objectives, Differences from Private Finance</b>	Lecture	Test and Discussion
Second	3	<ul style="list-style-type: none"> <li>The student explains the features of public finance and its importance in the state's economic activity.</li> </ul>	<b>The Relationship Between Public Finance and Other Sciences</b>	Lecture	Test and Discussion
Third	3	<ul style="list-style-type: none"> <li>The student analyzes the relationship between public finance and other sciences such as law, economics, and politics.</li> </ul>	<b>The Evolution of the Concept of Public Finance and Its Developmental Stages</b>	Lecture	Test and Discussion
Fourth	3	<ul style="list-style-type: none"> <li>The student explains the development of the concept of public finance through different historical stages.</li> </ul>	<b>Collective vs. Individual Needs</b>	Lecture	Test and Discussion
Fifth	3	<ul style="list-style-type: none"> <li>The student differentiates between individual and collective needs and explains methods of satisfying them.</li> </ul>	<b>Methods of Satisfying Needs</b>	Lecture	Test and Discussion
Sixth	3	<ul style="list-style-type: none"> <li>The student analyzes the role of fiscal policies under various economic systems.</li> </ul>	<b>Fiscal Policy and Various Economic Systems</b>	Lecture	Test and Discussion
Seventh	3	<ul style="list-style-type: none"> <li>The student explains the concept of public expenditures and identifies their components and economic nature.</li> </ul>	<b>Public Expenditures: Definition, Components, and Nature</b>	Lecture	Test and Discussion
Eighth	3	<ul style="list-style-type: none"> <li>The student classifies types of public expenditures by purposes, functions, and different criteria.</li> </ul>	<b>Types and Classifications of Public Expenditures from Economic, Functional, and Purpose-Based Perspectives; Their Role in Market Economies and Non-Economic Criteria</b>	Lecture	Test and Discussion
Ninth	3	<ul style="list-style-type: none"> <li>The student evaluates the size of public expenditures and analyzes causes of their increase and economic effects.</li> </ul>	<b>The Volume of Public Expenditures: Controls and Limits of Government Spending</b>	Lecture	Test and Discussion
Tenth	3	<ul style="list-style-type: none"> <li>The student identifies controls on public spending and discusses limits and regulations regarding government expenditure growth.</li> </ul>	<b>Regulations of Public Expenditures; the Phenomenon of Rising Government Spending – Real and Apparent Causes</b>	Lecture	Test and Discussion
Eleventh	3	<ul style="list-style-type: none"> <li>The student explains the concept of public revenues and distinguishes between their types, especially sovereign revenues.</li> </ul>	<b>Economic Effects of Public Expenditures and the Administrative Structure of Expenditures</b>	Lecture	Test and Discussion
Twelfth	3	<ul style="list-style-type: none"> <li>The student defines taxes and differentiates them from fees based on characteristics and functions.</li> </ul>	<b>Concept of Public Revenues and Sovereign Revenues of the State</b>	Lecture	Test and Discussion
Thirteenth	3	<ul style="list-style-type: none"> <li>The student analyzes the fundamental principles governing the tax system and the influence of political and administrative systems.</li> </ul>	<b>The Concept and Characteristics of Taxes and Their Distinction from Fees</b>	Lecture	Test Discussion

Fourteenth	3	<ul style="list-style-type: none"> <li>The student distinguishes between direct and indirect taxes and explains collection methods and revenue mechanisms.</li> </ul>	<b>Basic Rules Governing Taxation; Administrative and Political Systems and Their Relation to the Tax System</b>	Lecture	Test and Discussion
Fifteenth	3	<ul style="list-style-type: none"> <li>The student evaluates the tax system in Iraq and discusses its compatibility with Islamic law principles.</li> </ul>	<b>Technical Organization of Taxes</b>	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Al-Sayyid, A. M. (1977). <i>Public Finance</i> [Al-Maliyah Al-'Ammah]. Dar Al-Fikr Al-'Arabi.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – First Course

1. Course Name: International Economics					
2. Course Code: EcoUOS010					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Nuzhan Mohammed Saho					
Email: <a href="mailto:alsahao.n@uosamarra.edu.iq">alsahao.n@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Achieve educational benefit by understanding the concept of international economics and related concepts.</li> <li>2. Learn about the reality of international economic relations and the foundations for their emergence.</li> <li>3. Understand the importance of international economics and its role in achieving economic development.</li> <li>4. Study modern methods and understand their impact on developing concepts of international economic relations.</li> <li>5. Explain the nature of the balance of payments and its relationship with international economics, as well as the nature of exchange rates.</li> </ol>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. <b>Interactive Activities:</b> Organizing analytical and interactive activities based on environmental and economic data such as pollution and resource consumption, in order to enhance critical thinking in understanding environmental issues.</li> <li>2. <b>Creative Use of Educational Tools:</b> Utilizing real environmental data and applying regression and variance models to explain concepts and demonstrate the practical relationship between the environment and the economy.</li> <li>3. <b>Research and Presentation:</b> Assigning students to prepare reports using statistical software to analyze environmental phenomena such as climate change or environmental degradation in various sectors.</li> </ol>				
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>

First	2	<ul style="list-style-type: none"> <li>The student explains the nature of international economics and international economic relations, and analyzes their material foundation.</li> </ul>	<ul style="list-style-type: none"> <li><b>The Nature of International Economics and International Economic Relations / The Material Basis of International Economics</b></li> </ul>	Lecture	Test and Discussion
Second	2	<ul style="list-style-type: none"> <li>The student distinguishes between international economic relations and domestic ones, and understands the basis of international trade between countries.</li> </ul>	<ul style="list-style-type: none"> <li><b>Difference Between International and Domestic Economic Relations / The Basis of International Exchange</b></li> </ul>	Lecture	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>The student traces the stages of development in international economics and infers their implications on the global economic reality.</li> </ul>	<ul style="list-style-type: none"> <li><b>Stages of Development in International Economics</b></li> </ul>	Lecture	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>The student analyzes the patterns of capitalist economic development and evaluates their impact on international economic relations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Patterns of Capitalist Economic Development</b></li> </ul>	Lecture	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>The student assesses the importance of foreign trade in achieving economic development and enhancing national growth.</li> </ul>	<ul style="list-style-type: none"> <li><b>The Importance of Foreign Trade in Economic Development</b></li> </ul>	Lecture	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>The student reviews previous topics and demonstrates the ability to revise and analyze in preparation for the midterm exam.</li> </ul>	<ul style="list-style-type: none"> <li><b>Review and Midterm Exam</b></li> </ul>	Lecture	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>The student explains international trade theories and compares their assumptions and outcomes in explaining the movement of goods and services.</li> </ul>	<ul style="list-style-type: none"> <li><b>Theories of International Trade</b></li> </ul>	Lecture	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>The student understands David Hume's automatic balance theory and the theory of absolute advantage, and applies their concepts to trade exchange.</li> </ul>	<ul style="list-style-type: none"> <li><b>Automatic Balance Theory (David Hume) / Theory of Absolute Advantage</b></li> </ul>	Lecture	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>The student explains the theory of comparative advantage and the opportunity cost theory in interpreting the causes of specialization and international trade.</li> </ul>	<ul style="list-style-type: none"> <li><b>Theory of Comparative Advantage and Opportunity Cost Theory</b></li> </ul>	Lecture	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>The student analyzes the theory of international values, reciprocal demand theory, and the Heckscher-Ohlin model in light of factor endowment differences.</li> </ul>	<ul style="list-style-type: none"> <li><b>Theory of International Values – Reciprocal Demand – Heckscher-Ohlin Model</b></li> </ul>	Lecture	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>The student understands modern theories of international trade and evaluates the role of technology and economies of scale in shaping trade patterns.</li> </ul>	<ul style="list-style-type: none"> <li><b>Modern Theories of International Trade</b></li> </ul>	Lecture	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>The student analyzes international labor movements, their economic causes, and their</li> </ul>	<ul style="list-style-type: none"> <li><b>International Labor Movement</b></li> </ul>	Lecture	Test and Discussion

		effects on labor-exporting and labor-importing countries.			
Thirteenth	2	<ul style="list-style-type: none"> <li>The student explains the components of the balance of payments and evaluates the conditions of equilibrium and disequilibrium in current and capital accounts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Balance of Payments – Equilibrium and Disequilibrium</b></li> </ul>	Lecture	Test Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>The student understands the nature of exchange rates, distinguishes between their types and determination mechanisms, and assesses their impact on international trade.</li> </ul>	<ul style="list-style-type: none"> <li><b>The Nature of Exchange Rates</b></li> </ul>	Lecture	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The student reviews the final topics and demonstrates comprehensive understanding of the concepts and theories in preparation for the final exam.</li> </ul>	<ul style="list-style-type: none"> <li><b>Final Review and Exam</b></li> </ul>	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<p>Al-Hasnawi, K. M. (1987). International Economics. University of Baghdad Press.</p> <p>Al-Ta'i, G. S. M. (1990). International Economics. University of Mosul Press.</p>
Main references (sources)	Ali, S. N. (2019). Introduction to International Economics and International Economic Policies (2nd ed.). Al-Dhad Publishing and Distribution.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – First Course

1. Course Name: Industrial Economics					
2. Course Code: <b>EcoUOS011</b>					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Assistant Lecturer Mustafa Ibrahim Abdullah					
Email: <a href="mailto:mustafa.i.a@uosamarra.edu.iq">mustafa.i.a@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>5. Introduce the student to the concept of industrial economics and the role of industry in the national economy</li> <li>6. Enable the student to understand and measure industrial output and costs, and analyze the influencing factors.</li> <li>7. Explain the relationship between production and costs in the short run using economic models.</li> <li>8. Prepare the student to analyze industrial activity comprehensively and relate it to the economic reality.</li> </ol>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. <b>Interactive Activities:</b> Organize interactive analytical activities using industrial and economic data such as industrial output and production costs to encourage critical thinking in understanding industrial issues and analyzing their realities.</li> <li>2. <b>Creative Use of Educational Tools:</b> Utilize real industrial data along with regression and variance models to clarify production and cost concepts, enhancing applied understanding of the relationship between production, costs, and industrial output.</li> <li>3. <b>Research and Presentation:</b> Assign students to prepare analytical reports using statistical software such as Excel or SPSS to analyze industrial phenomena like the development of industrial output or the relationship between production volume and unit cost in the short run.</li> </ol>				
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>

First	2	The student explains the concept of industrial economics and its importance in the economic analysis of production sectors.	Concept of Industrial Economics	Lecture	Test and Discussion
Second	2	The student describes the industrial structure and its types, analyzing their impact on competition and markets.	Industrial Structure	Lecture	Test and Discussion
Third	2	The student evaluates the role of industry in supporting the national economy and achieving economic development.	Industry in the National Economy	Lecture	Test and Discussion
Fourth	2	The student distinguishes between sectoral classifications of industry and explains the characteristics of each sector.	Sectoral Classification of Industry	Lecture	Test and Discussion
Fifth	2	The student understands the concept of industrial output, how to calculate it, and its economic significance.	Concept of Industrial Output	Lecture	Test and Discussion
Sixth	2	The student reviews previous topics and prepares for the first monthly exam.	First Monthly Exam	Lecture	Test and Discussion
Seventh	2	The student explains the stages of the law of diminishing returns and applies it to industrial production processes.	Stages of the Law of Diminishing Returns	Lecture	Test and Discussion
Eighth	2	The student analyzes the characteristics of isoquant curves and deduces their use in industrial production.	Characteristics of Isoquant Curves	Lecture	Test and Discussion
Ninth	2	The student interprets the components of industrial production costs and distinguishes between their types.	Industrial Production Costs	Lecture	Test and Discussion
Tenth	2	The student identifies factors influencing and determining production costs in industrial projects.	Factors Influencing and Determining Costs	Lecture	Test and Discussion
Eleventh	2	The student explains the short-run cost function and evaluates its behavior within industrial activity.	Short-Run Cost Function	Lecture	Test and Discussion
Twelfth	2	The student reviews the material and prepares confidently for the second monthly exam.	Second Monthly Exam	Lecture	Test and Discussion
Thirteenth	2	The student analyzes the relationship between production and cost curves in the short run and deduces their economic implications.	Relationship Between Production and Cost Curves in the Short Run	Lecture	Test Discussion
Fourteenth	2	The student understands the foundations of contemporary analysis of industrial costs and applies them to case studies.	Contemporary Analysis of Industrial Costs	Lecture	Test and Discussion
Fifteenth	2	The student conducts a comprehensive review of the course material and evaluates their understanding of the topics and theoretical models.	Comprehensive Review of the Course	Lecture	Test and Discussion

## 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

## 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Salem, S. A. H., & Murad, M. F. M. (Year). <i>Fundamentals of Industrial Economics.</i>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – First Course

1. Course Name: Environmental Economics					
2. Course Code: EcoUOS009					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Lecturer Nizar Aziz Abbas					
Email: <a href="mailto:nazaraziz@uosamarra.edu.iq">nazaraziz@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Analysis of environmental problems.</li> <li>2. Analysis of the economic impacts of environmental problems.</li> <li>3. Analysis of the economic costs of environmental issues.</li> <li>4. Analysis of the reciprocal relationship between the environment and the economy.</li> <li>5. Analysis of the relationship between the environment and poverty.</li> </ol>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. <b>Interactive Activities:</b> Organizing analytical and interactive activities based on environmental and economic data such as pollution and resource consumption, to enhance critical thinking in understanding environmental issues.</li> <li>2. <b>Creative Use of Educational Tools:</b> Utilizing real environmental data and applying regression and variance models to explain concepts and practically illustrate the relationship between the environment and the economy.</li> <li>3. <b>Research and Presentation:</b> Assigning students to prepare reports using statistical software to analyze environmental phenomena such as climate change or environmental degradation across various sectors.</li> </ol>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>• The student describes prominent global environmental experiences and their objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Prominent global environmental experiences</li> </ul>	Lecture	Test and Discussion

Second	2	<ul style="list-style-type: none"> <li>The student explains different implementation methods in environmental experiments.</li> </ul>	<ul style="list-style-type: none"> <li>Methods of implementing environmental experiments</li> </ul>	Lecture	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>The student discusses the environmental and social impacts of these experiments.</li> </ul>	<ul style="list-style-type: none"> <li>Environmental and social impacts of environmental experiments</li> </ul>	Lecture	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>The student analyzes the results of environmental experiments and evaluates their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of environmental experiment results</li> </ul>	Lecture	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>The student compares environmental experiments in terms of methods and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of environmental experiments and their methods</li> </ul>	Lecture	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>The student interprets the factors leading to the success or failure of environmental experiments.</li> </ul>	<ul style="list-style-type: none"> <li>Factors influencing the success and failure of environmental experiments</li> </ul>	Lecture	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>The student reviews the role of technology in conducting environmental experiments.</li> </ul>	<ul style="list-style-type: none"> <li>Role of technology in environmental experiments</li> </ul>	Lecture	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>The student assesses the role of international cooperation in the success of environmental experiments.</li> </ul>	<ul style="list-style-type: none"> <li>International cooperation in environmental experiments</li> </ul>	Lecture	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>The student discusses the challenges of applying environmental experiments in developing countries.</li> </ul>	<ul style="list-style-type: none"> <li>Challenges of applying environmental experiments in developing countries</li> </ul>	Lecture	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>The student describes environmental policies that have supported global experiments.</li> </ul>	<ul style="list-style-type: none"> <li>Environmental policies supporting global experiments</li> </ul>	Lecture	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>The student analyzes the impact of environmental experiments on sustainable development.</li> </ul>	<ul style="list-style-type: none"> <li>Impact of environmental experiments on sustainable development</li> </ul>	Lecture	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>The student evaluates the contribution of environmental experiments to improving quality of life.</li> </ul>	<ul style="list-style-type: none"> <li>Contribution of environmental experiments to improving quality of life</li> </ul>	Lecture	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>The student discusses how knowledge is transferred from global experiments to the local level.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge transfer from global experiments to local environments</li> </ul>	Lecture	Test Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>The student identifies lessons learned from global environmental experiments.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons learned from global environmental experiments</li> </ul>	Lecture	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The student prepares to apply the acquired concepts in future environmental case studies.</li> </ul>	<ul style="list-style-type: none"> <li>Application of environmental concepts in future case studies</li> </ul>	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

12.Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	Al-Quraishi, M. S. T. (n.d.). Environmental Economics. Baghdad  Al-Quraishi, M. (n.d.). Economic Development. Baghdad Todaro, M. P. (2012). Economic Development (11th ed.). Boston, MA: Pearson Education.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – First Course

1. Course Name: Economic Development	
2. Course Code: <b>EcoUOS012</b>	
3. Semester / Year: First : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Lecturer Muhammad Jasim Muhammad	
Email: <a href="mailto:mohammed.j.moh@uosamarra.edu.iq">mohammed.j.moh@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectiv</b>	<ul style="list-style-type: none"> <li>23. Objective 1: Analyze the manifestations and measures of economic underdevelopment and measure the development gap between countries.</li> <li>24. Objective 2: Study the major economic growth theories and their explanations of the causes of underdevelopment and ways to overcome it.</li> <li>25. Objective 3: Analyze development strategies and their role in overcoming dependency and achieving sustainable growth.</li> <li>26. Objective 4: Evaluate applied growth theories in addressing underdevelopment, with a focus on sectoral growth models.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>8. Interactive Activities: Organize interactive analytical activities focused on developmental and economic data such as growth rates, poverty levels, and income inequality to enhance critical thinking in understanding development issues and analyzing causes of economic underdevelopment.</li> <li>9. Creative Use of Educational Tools: Utilize real developmental data, regression, and variance models to clarify concepts related to economic growth and developmental disparities, linking theory to practice in explaining economic gaps.</li> <li>10. Research and Presentation: Assign students to prepare analytical reports using statistical software like Excel or SPSS to analyze developmental phenomena such as the impact of investment on growth, the relationship between education and income, or measuring the effect of poverty reduction programs.</li> </ul>
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	<ul style="list-style-type: none"> <li>The student explains the concept of the underdevelopment problem and the reasons for its persistence in developing countries. The student analyzes the concept of the development gap and evaluates its impact on technological and knowledge gaps.</li> </ul>	<b>Problem Underdevelopment and Development Gap</b>	Lecture	Test and Discussion
Second	3	<ul style="list-style-type: none"> <li>The student defines poverty measures and distinguishes between absolute and relative poverty. The student identifies economic and social underdevelopment criteria and compares them across countries.</li> </ul>	<b>Poverty Measures and Underdevelopment Criteria</b>	Lecture	Test and Discussion
Third	3	<ul style="list-style-type: none"> <li>The student analyzes the characteristics and manifestations of underdevelopment in the economic realities of developing countries. The student reviews economic growth theories and compares their objectives and assumptions.</li> </ul>	<b>Characteristics (Manifestations) of Underdevelopment</b>	Lecture	Test and Discussion
Fourth	3	<ul style="list-style-type: none"> <li>The student explains the classical growth theory and relates it to the context of traditional economies.</li> </ul>	<b>Economic Growth Theories</b>	Lecture	Test and Discussion
Fifth	3	<ul style="list-style-type: none"> <li>The student clarifies the modern classical theory and compares it with the old classical model.</li> </ul>	<b>Classical Growth Theory</b>	Lecture	Test and Discussion
Sixth	3	<ul style="list-style-type: none"> <li>The student analyzes Schumpeter's growth theory, focusing on the role of innovation and technology.</li> </ul>	<b>Modern Classical Theory</b>	Lecture	Test and Discussion
Seventh	3	<ul style="list-style-type: none"> <li>The student explains the basics of Keynesian growth theory and its role in stimulating aggregate demand. The student understands the Harrod-Domar model and applies it to explain unstable growth.</li> </ul>	<b>Schumpeter's Theory of Economic Growth</b>	Lecture	Test and Discussion
Eighth	3	<ul style="list-style-type: none"> <li>The student analyzes the principles of the new growth theory and the effect of internal factors on long-term growth.</li> </ul>	<b>Keynesian Growth Theory</b>	Lecture	Test and Discussion
Ninth	3	<ul style="list-style-type: none"> <li>The student comprehends ideas of updated growth theories and evaluates the role of human capital. The student explains the Big Push theory and identifies its requirements for achieving development.</li> </ul>	<b>Harrod-Domar Model</b>	Lecture	Test and Discussion
Tenth	3	<ul style="list-style-type: none"> <li>The student analyzes the theory of unbalanced growth and the impact of sectoral concentration on development. The student explains growth pole theories and their role in stimulating regional development.</li> </ul>	<b>New Growth Theory</b>	Lecture	Test and Discussion
Eleventh	3	<ul style="list-style-type: none"> <li>The student understands Hirschman's theory of leading industries and analyzes forward and backward linkages.</li> </ul>	<b>Updated Growth Theories</b>	Lecture	Test and Discussion

Twelfth	3	<ul style="list-style-type: none"> <li>The student interprets the theory of manufactured industries and their importance in driving other economic sectors.</li> </ul>	<b>Big Push Theory</b>	Lecture	Test and Discussion
Thirteenth	3	<ul style="list-style-type: none"> <li>The student reviews Rostow's stages theory and analyzes the transition phases to sustainable growth.</li> </ul>	<b>Theory of Unbalanced Growth</b>	Lecture	Test Discussion
Fourteenth	3	<ul style="list-style-type: none"> <li>The student clarifies the concept of dependency theories and evaluates their impact on Global South economies. The student classifies types of economic dependency and analyzes their negative effects on development.</li> </ul>	<b>Growth Pole Theories</b>	Lecture	Test and Discussion
Fifteenth	3	<ul style="list-style-type: none"> <li>The student explains the concept of the autonomous development strategy and the motivations for adopting it in developing countries.</li> </ul>	<b>Hirschman's Theory of Leading Industries</b>	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Author: Dr. Medhat Kazem Al-Quraishi Publisher: Wael Publishing and Distribution, Amman First Edition, 2007
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – First Course

1. Course Name: Agricultural Economics					
2. Course Code: EcoUOS013					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Assistant Lecturer Maooj Nasrat Abdullah Al-Douri					
Email: <a href="mailto:maooj.n.a@uosamarra.edu.iq">maooj.n.a@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>6. Understand the concept of agricultural economics within different economic systems.</li> <li>7. Learn the concept of agricultural economics and its role in achieving economic development.</li> <li>8. Identify the benefits derived from agricultural economics.</li> <li>9. Study the scientific methods used in crop cultivation.</li> <li>10. Define the most important methods to increase the productivity of each crop.</li> </ul>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<ul style="list-style-type: none"> <li>4. Interactive Activities: Organize interactive analytical activities on agricultural and economic data such as agricultural production, efficiency, unit cost, or land distribution, aimed at enhancing students' critical thinking in analyzing agricultural issues.</li> <li>5. Creative Use of Teaching Tools: Utilize real agricultural data and apply regression and variance models to clarify concepts related to agricultural production, costs, and income, linking them to practical realities.</li> <li>6. Research and Presentation: Assign students to prepare analytical reports analyzing phenomena such as the relationship between land area and production, the impact of agricultural technology on productivity, or estimating agricultural income in different regions.</li> </ul>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>• The student explains the concept of agricultural economics</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Introduction to Agricultural Economics</b></li> </ul>	Lecture	Test and Discussion

		and its role within the general economic system.			
Second	2	<ul style="list-style-type: none"> <li>The student clarifies the importance of agriculture and its characteristics as a strategic production sector.</li> </ul>	<ul style="list-style-type: none"> <li><b>Importance of Agriculture and Its Characteristics</b></li> </ul>	Lecture	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>The student analyzes the economic characteristics of modern agriculture and compares them with traditional agriculture.</li> </ul>	<ul style="list-style-type: none"> <li><b>Economic Characteristics of Modern Agriculture</b></li> </ul>	Lecture	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>The student evaluates the agricultural problem and its impact on achieving food security.</li> </ul>	<ul style="list-style-type: none"> <li><b>The Agricultural Problem and Food Security</b></li> </ul>	Lecture	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>The student defines modern agricultural techniques and technologies and their impact on production.</li> </ul>	<ul style="list-style-type: none"> <li><b>Agricultural Techniques and Modern Technologies</b></li> </ul>	Lecture	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>The student explains the elements of agricultural costs and distinguishes between their types.</li> </ul>	<ul style="list-style-type: none"> <li><b>Agricultural Costs</b></li> </ul>	Lecture	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>The student analyzes the economics of agricultural production in terms of the relationship between inputs and outputs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Economics of Agricultural Production</b></li> </ul>	Lecture	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>The student explains the law of variable proportions and applies it to agricultural operations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Law of Variable Proportions</b></li> </ul>	Lecture	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>The student interprets the economics of agricultural land regarding use, distribution, and efficiency.</li> </ul>	<ul style="list-style-type: none"> <li><b>Land Economics</b></li> </ul>	Lecture	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>The student clarifies agricultural ownership systems and their effect on production and investment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Agricultural Land Ownership</b></li> </ul>	Lecture	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>The student analyzes the role of the labor force in the agricultural sector in terms of efficiency and distribution.</li> </ul>	<ul style="list-style-type: none"> <li><b>Labor Force in the Agricultural Sector</b></li> </ul>	Lecture	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>The student evaluates agricultural labor standards and methods of measuring productivity and efficiency.</li> </ul>	<ul style="list-style-type: none"> <li><b>Agricultural Labor Standards and Evaluation</b></li> </ul>	Lecture	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>The student explains factors influencing agricultural prices and their fluctuations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Agricultural Prices</b></li> </ul>	Lecture	Test Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>The student describes components of agricultural income and factors affecting it.</li> </ul>	<ul style="list-style-type: none"> <li><b>Agricultural Income</b></li> </ul>	Lecture	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The student applies methods for estimating agricultural income and compares different approaches.</li> </ul>	<ul style="list-style-type: none"> <li><b>Methods for Estimating Agricultural Income</b></li> </ul>	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points

- Monthly exams: 15 points
- Final exam: 70 points

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ol style="list-style-type: none"> <li>1. Al-Samarrai, H. A. (1975). Agricultural Economics.</li> <li>2. Jabara, O. K. (2014). Agricultural Economics for Agricultural Preparatory Schools.</li> </ol>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – Second Course

1. Course Name: Macroeconomics 2	
2. Course Code: EcoUOS035	
3. Semester / Year: second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. gailan Ismail Abdullah Email: <a href="mailto:gailan.ismael@uosamarra.edu.iq">gailan.ismael@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objective</b>	27. Understanding models such as IS-LM and the Aggregate Demand and Aggregate Supply (AD-AS) model. 28. Analyzing economic indicators such as growth and unemployment rates. 29. Using economic models to analyze economic crises and policies. 30. Learning how to use data and models to forecast economic trends. 31. Studying the effects of monetary and fiscal policies on inflation and economic growth. 32. Examining the impact of global crises, such as financial crises and recessions, on national economies. 33. Understanding the impact of international trade and global markets on the macroeconomic.
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>Interactive Activities</b></p> <ul style="list-style-type: none"> <li>• The student discusses the concept of macroeconomic equilibrium.</li> <li>• Applies mathematical examples related to national income.</li> <li>• Analyzes the impact of economic policies on equilibrium.</li> </ul> <p><b>Teaching Aids</b></p> <ul style="list-style-type: none"> <li>• Uses graphs to illustrate equilibrium.</li> <li>• Utilizes tables and mind maps to clarify concepts.</li> <li>• Presents macroeconomic data using digital tools.</li> </ul> <p><b>Research and Presentation</b></p> <ul style="list-style-type: none"> <li>• Prepares reports on inflation and economic growth.</li> </ul>

- Delivers presentations on fiscal and monetary policies.
- Conducts short research papers on macroeconomic imbalances.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	• The student explains the concept of desired equilibrium of national income.	• The concept of desired national income equilibrium	Lecture and Exercises	Test and Discussion
Second	3	• The student solves mathematical examples to achieve national income equilibrium.	• Mathematical examples to achieve the desired national income equilibrium	Lecture and Exercises	Test and Discussion
Third	3	• The student identifies the role of fiscal policy as a tool of macroeconomics.	• Fiscal policy as a macroeconomic tool	Lecture and Exercises	Test and Discussion
Fourth	3	• The student analyzes the impact of fiscal policy in addressing macroeconomic imbalances.	• The role of fiscal policy in addressing macroeconomic imbalances	Lecture and Exercises	Test and Discussion
Fifth	3	• The student explains the concept of monetary policy and its importance in managing the economy.	• Monetary policy as a macroeconomic tool	Lecture and Exercises	Test and Discussion
Sixth	3	• The student interprets the factors affecting money demand and the role of banks.	• Money demand and banks	Lecture and Exercises	Test and Discussion
Seventh	3	• The student analyzes the role of monetary policy in correcting economic imbalances.	• The role of monetary policy in addressing macroeconomic imbalances	Lecture and Exercises	Test and Discussion
Eighth	3	• The student takes a monthly exam to assess understanding of economic policies.	• Monthly exam	Lecture and Exercises	Test and Discussion
Ninth	3	• The student explains various theories for analyzing the causes of inflation.	• Theories analyzing the causes of inflation	Lecture and Exercises	Test and Discussion
Tenth	3	• The student evaluates the economic and social effects of inflation.	• Economic and social effects of inflation	Lecture and Exercises	Test and Discussion
Eleventh	3	• The student reviews policies used to combat inflation.	• Inflation control policies	Lecture and Exercises	Test and Discussion
Twelfth	3	• The student analyzes the role of fiscal and monetary policies in addressing inflation.	• The role of fiscal and monetary policies in addressing inflation	Lecture and Exercises	Test and Discussion
Thirteenth	3	• The student explains the concept of economic growth and the factors affecting it.	• Concept and determinants of economic growth	Lecture and Exercises	Test Discussion
Fourteenth	3	• The student takes a monthly exam to review advanced concepts.	• Monthly exam	Lecture and Exercises	Test and Discussion
Fifteenth	3	• The student participates in a comprehensive review of the subject in preparation for the final exam.	• Comprehensive review	Lecture and Exercises	Test and Discussion

## 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points

- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

## 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 for Third Stage – Second Course

1. Course Name: Mathematical Economics II	
2. Course Code: EcoUOS036	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant DR. Huda Raad Hashim	
Email: <a href="mailto:huda.r.h@uosamarra.edu.iq">huda.r.h@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectiv</b>	The course aims to introduce the student to mathematical economics by using mathematical theories and laws from mathematics and their applications in economics. In other words, it is the application of mathematical methods in the practical evaluation of economic relationships. Mathematical economics employs techniques such as differential and integral calculus and approaches from algebraic matrix theory.
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>Interactive Activities:</b></p> <ul style="list-style-type: none"> <li>• The student discusses the concept of general equilibrium using mathematical tools.</li> <li>• The student applies mathematical examples to calculate national income using equations.</li> <li>• The student analyzes the impact of economic policies on equilibrium through mathematical models.</li> </ul> <p><b>Teaching Aids:</b></p> <ul style="list-style-type: none"> <li>• The student uses charts to present cases of economic equilibrium.</li> <li>• Employs tables and mind maps to clarify mathematical relationships between variables.</li> <li>• Presents aggregate data using digital tools to analyze economic indicators.</li> </ul> <p><b>Research and Presentation:</b></p> <ul style="list-style-type: none"> <li>• The student prepares mathematical reports on inflation and growth and analyzes their data.</li> </ul>

- Delivers presentations explaining fiscal and monetary policies from a mathematical perspective.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	The student analyzes the concept of optimality for unconstrained economic functions with one variable. Analyzes multiple variables and applies their conditions.	Optimality of Unconstrained Economic Functions Optimality of Unconstrained Economic Functions with One Variable	Lecture	Test and Discussion
Second	3	• Applies the concepts of price differentiation in analyzing market behavior and determining optimal profits.	• Unconstrained Economic Optimality with Multiple Variables	(Theory) and Exercises	Test and Discussion
Third	3	• Identifies the optimality conditions for constrained economic functions using mathematical tools such as the Lagrange method.	• Applications of Price Differentiation Market	(Theory) and Exercises	Test and Discussion
Fourth	3	• Interprets the behavior of two-variable economic functions through analysis of graphs and derivatives.	• Optimality of Constrained Economic Functions	(Theory) and Exercises	Test and Discussion
Fifth	3	• Analyzes models of economic functions with more than two variables and employs them in decision-making.	• Economic Functions with More than Two Variables	(Theory) and Exercises	Test and Discussion
Sixth	3	• Lists types of production functions and compares their characteristics and uses.	• Types of Production Functions	(Theory) and Exercises	Test and Discussion
Seventh	3	• Explains the properties of the Cobb-Douglas production function and uses it to measure productivity and efficiency.	• Cobb-Douglas Production Function	(Theory) and Exercises	Test and Discussion
Eighth	3	• Deduces the conditions for economically optimal production and applies them to realistic production models.	• Economically Optimal Production (Cobb-Douglas)	(Theory) and Exercises	Test and Discussion
Ninth	3	• Analyzes the production function under cost constraints and derives the appropriate economic conclusions.	• Production Function Constrained by Costs	(Theory) and Exercises	Test and Discussion
Tenth	3	• Interprets the relationship between the cost function and production level under constraints.	• Cost Function Constrained by Production Level	(Theory) and Exercises	Test and Discussion
Eleventh	3	• Applies economic concepts to analyze practical applications such as demand, supply, and national income.	• Economic Applications	(Theory) and Exercises	Test and Discussion
Twelfth	3	• Discusses the relationship between investment and capital accumulation using macroeconomic models.	• Investment and Capital Accumulation	(Theory) and Exercises	Test and Discussion
Thirteenth	3	• Distinguishes between marginal and total functions and applies them in economic decision-making.	• Marginal and Total Functions	(Theory) and Exercises	Test Discussion

Fourteenth	3	• Explains the concepts of consumer and producer surplus, highlighting their advantages and components using graphs.	• Consumer and Producer Surplus: Concept, Advantages, Components, and Graphical Method	(Theory) and Exercises	Test and Discussion
Fifteenth	3	• Applies learned economic concepts and models accurately and efficiently in the second monthly exam.	• Second Exam	(Theory)	Test

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<p><i>Principles of Mathematical Economics – Dr. Hussein Ali Yahya</i></p> <p><i>Basic Mathematics for Economists – J. Black, K. and J. Bradley</i></p> <p><i>Introduction to Economic Mathematics – Dr. Atheel Abdul Jabbar Al-Jomard</i></p> <p><i>Mathematical Economics – Dr. Majid Hussein Ali</i></p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – Second Course

1. Course Name: " <i>Finance policies</i> "	
2. Course Code: EcoUOS034	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Lecturer Sabah Ahmed Al-Jubouri Email: <a href="mailto:sabah.a.i@uosamarra.edu.iq">sabah.a.i@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectiv</b>	The aim of this course is to provide students with in-depth knowledge and understanding of the role of fiscal policy in the economy.It includes:  9. Understanding the theoretical foundations of fiscal policy 10. Analyzing the tools of fiscal policy 11. Evaluating the impact of fiscal policy on the economy
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>1. Interactive Activities:</b></p> <ul style="list-style-type: none"> <li>• The student discusses the concepts and tools of fiscal policy.</li> <li>• Analyzes the impact of taxation and public spending on the economy.</li> <li>• Participates in interpreting the general budget, including cases of deficit and surplus.</li> </ul> <p><b>2. Teaching Aids:</b></p> <ul style="list-style-type: none"> <li>• Uses charts to explain the relationship between revenues and expenditures.</li> <li>• Employs mind maps to clarify the tools of fiscal policy.</li> <li>• Applies digital tools to present financial data.</li> </ul> <p><b>3. Research and Presentation:</b></p> <ul style="list-style-type: none"> <li>• Prepares reports on public finance issues.</li> <li>• Delivers presentations on public debt and tax policies.</li> </ul>

- Conducts brief research projects on fiscal reforms.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	• The student explains the general concept of fiscal policy and highlights its importance in the economic system.	Introduction to Fiscal Policy	Lecture	Test and Discussion
Second	3	• The student distinguishes between fiscal policy and monetary policy in terms of objectives, tools, and effects.	<b>The Difference Between Fiscal Policy and Monetary Policy</b>	Lecture	Test and Discussion
Third	3	• The student identifies the main objectives of fiscal policy, such as economic stability, growth, and income distribution.	<b>Objectives of Fiscal Policy</b>	Lecture	Test and Discussion
Fourth	3	• The student explains the main tools of fiscal policy, such as public spending and taxation.	<b>Fiscal Policy Tools</b>	Lecture	Test and Discussion
Fifth	3	• The student analyzes the components of government expenditure and evaluates its impact on stimulating economic activity.	<b>Government Expenditure</b>	Lecture	Test and Discussion
Sixth	3	• The student explains the types of taxes and their role in budget financing and achieving social justice.	<b>Budget Deficit and Surplus</b>	Lecture	Test and Discussion
Seventh	3	• The student interprets the concept of budget deficit and surplus and evaluates their economic implications.	<b>Types of Fiscal Policy</b>	Lecture	Test and Discussion
Eighth	3	• The student differentiates between types of fiscal policies (expansionary, contractionary) and when they should be applied.	<b>Impact of Fiscal Policy on the Macroeconomic</b>	Lecture	Test and Discussion
Ninth	3	• The student analyzes the impact of fiscal policy on macroeconomic indicators such as output, inflation, and unemployment.	<b>Analysis of the State General Budget</b>	Lecture	Test and Discussion
Tenth	3	• The student interprets the items of the general budget and conducts a critical analysis of revenue and expenditure policies.	<b>Taxes and Their Role in Fiscal Policy Government Spending and Its Impact on Aggregate Demand</b>	Lecture	Test and Discussion
Eleventh	3	• The student evaluates the role of fiscal policy in achieving economic stability and responding to crises.	<b>Public Debt and Its Management</b>	Lecture	Test and Discussion
Twelfth	3	• The student explains the concept of public debt and analyzes its management strategies within the state's financial framework.	<b>Fiscal Policy and Economic Stability</b>	Lecture	Test and Discussion
Thirteenth	3	• The student clarifies the interactive relationship between fiscal and monetary policy.	<b>The Relationship Between Fiscal and Monetary Policy</b>	Lecture	Test Discussion
Fourteenth	3	• The student analyzes the challenges facing fiscal policy in	<b>Fiscal Policy in Developing Countries</b>	Lecture	Test and Discussion

		developing countries and explores possible solutions.			
Fifteenth	3	<ul style="list-style-type: none"> <li>The student explains the general concept of fiscal policy and highlights its importance in the economic system.</li> </ul>	<b>Budget Deficit and Surplus</b>	Lecture	Test and Discussion

### 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	" <i>Fiscal and Monetary Policy</i> " by Dr. Kamal Al-Tabaei
Main references (sources)	" <i>Public Finance and Fiscal Policy</i> " by Dr. Hassan Azzazi
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – Second Course

1. Course Name: international economic policies					
2. Course Code: EcoUOS038					
3. Semester / Year: second : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Dr. Nuzhan Mohammed Saho					
Email: <a href="mailto:alsahao.n@uosamarra.edu.iq">alsahao.n@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	<p>6. - An educational benefit by understanding the concept of international economic policies and related concepts.</p> <p>7. B- Understanding the reality of Iraqi international economic relations and identifying the available foundations for entering the international economy.</p> <p>8. C- Recognizing the importance of international economic policies and their role in achieving economic development.</p> <p>9. D- Studying modern methods and understanding their impact on developing concepts of international economic relations and international economic policies.</p>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<p>A- Educational benefit through understanding the concept of international economic policies and related concepts.</p> <p>B- Learning about the reality of Iraq’s international economic relations and identifying the available foundations for entering the international economy.</p> <p>C- Recognizing the importance of international economic policies and their role in achieving economic development.</p> <p>D- Studying modern methods and understanding their impact on developing concepts related to international economic relations and international economic policies.</p>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>The student explains mechanisms for restoring balance to the balance of payments according to classical and Keynesian economic theories.</li> </ul>	<p>International Economic Policies / Overview</p> <p>Mechanism for restoring balance to the balance of</p>	Lecture	Test and Discussion

			payments Automatic adjustment under classical theory Adjustment mechanism under Keynesian and monetarist theories		
Second	2	<ul style="list-style-type: none"> <li>The student distinguishes between expenditure-changing policies and expenditure-financing policies and their role in correcting imbalances.</li> </ul>	Expenditure-Changing Policies / Expenditure-Financing Policies / Correcting Imbalances through Economic Policies	Lecture	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>The student interprets expenditure adjustment and transfer policies as well as regulatory policies in managing the international economy.</li> </ul>	Expenditure Adjustment Policies / Expenditure Transfer Policies	Lecture	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>The student explains exchange rate determination mechanisms and issues related to trading in global markets.</li> </ul>	International economic policies overview includes balance of payments restoration mechanisms, automatic adjustment in classical theory, and Keynesian and monetarist adjustment methods.	Lecture	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>The student clarifies the international monetary system and the policies followed during the Bretton Woods agreement period and the reasons for its collapse.</li> </ul>	Economic policies to correct imbalances include expenditure-changing and expenditure-financing policies, along with expenditure adjustment, transfer, and regulatory measures.	Lecture	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>The student interprets the role of the gold standard and fiat currencies in the international monetary system and their effects.</li> </ul>	Exchange Rate Determination / Issues in Arbitration and Implementation Mechanisms in Global Stock Markets	Lecture	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>The student analyzes the role of gold and special drawing rights (SDRs) in the liquidity of the international monetary system.</li> </ul>	The international monetary system includes the Bretton Woods policies and its collapse, the gold standard and fiat currency systems, and the roles of gold and special drawing rights in global liquidity.	Lecture	Test and Discussion

Eighth	2	<ul style="list-style-type: none"> <li>The student evaluates the deterioration of international trade exchange rates and its relation to development under WTO policies.</li> </ul>	Deterioration of International Trade Exchange Rates and the Relationship Between Foreign Trade and Development under WTO Policies	Lecture	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>The student explains the concept of trade policy and its types, such as free trade policy and trade protectionism.</li> </ul>	International trade policies cover the concepts and types of trade policy, including free trade and protectionism, along with key tools like customs tariffs and their economic impacts.	Lecture	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>The student distinguishes between trade policy tools and their economic effects, such as customs tariffs.</li> </ul>	Dumping Concept, types, and economic effects	Lecture	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>The student interprets the concept of dumping, its types, and its economic impacts on global markets.</li> </ul>	Subsidies Concept, types, economic effects Quota system Export support system	Lecture	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>The student explains subsidies, their types, and economic impacts, in addition to quota systems and export support.</li> </ul>	Policies of International Economic Organizations within the United Nations Framework	Lecture	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>The student clarifies policies and programs of international economic organizations within the United Nations framework.</li> </ul>	<b>Policies of International Economic Organizations within the United Nations Framework</b>	Lecture	Test Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>The student explains the role of the International Monetary Fund (IMF) and the World Bank in supporting global economic development.</li> </ul>	Policies and Programs of the IMF and the World Bank	Lecture	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The student interprets the role of regional economic blocs and their policies within the global economic system.</li> </ul>	Role of Regional Economic Blocs and Their Economic Policies within the Global Economic System	Lecture	Test and Discussion

### 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<p>1- Dr. Karim Mahdi Al-Hasnawi / Samarra University Press, 1987</p> <p>2- Dr. Ghazi Saleh Mohammed Al-Tai / Mosul University Press, 1990</p> <p>3- Dr. Sabah Ni'ma Ali, Introduction to International Economics and International Economic Policies, 2nd edition, Al-Dhad Library for Publishing and Distribution, 2019</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – Second Course

1. Course Name : Industrial Policies	
2. Course Code: EcoUOS039	
3. Semester / Year: second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Mustafa Ibrahim Abdullah	
Email: <a href="mailto:mustafa.i.a@uosamarra.edu.iq">mustafa.i.a@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	The course studies strategies and the development of the industrial sector in general, along with developmental policies of many developing economies in certain countries. It examines how these countries have shifted from their historical path of dependency, primarily relying on some available resources within their economies, such as raw materials and energy.
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>Interactive Activities:</b></p> <ul style="list-style-type: none"> <li>• The student discusses the concept of macroeconomic equilibrium within the context of industrial policies.</li> <li>• The student applies real-life examples to calculate national income and the impact of industrial activity on it.</li> <li>• The student analyzes the effect of industrial policies on economic equilibrium using advanced analytical tools.</li> </ul> <p><b>Teaching Aids:</b></p> <ul style="list-style-type: none"> <li>• The student uses graphs to illustrate the impact of globalization on the industrial sector.</li> <li>• Employs tables and mind maps to clarify the relationships between industrial policies and production changes.</li> <li>• Presents macro data using digital tools to analyze industrial production and competitiveness indicators.</li> </ul> <p><b>Research and Presentation:</b></p>

	<ul style="list-style-type: none"> <li>• The student prepares analytical reports on inflation and growth under industrial policies.</li> <li>• Delivers presentations on industrial and financial policies and their role in supporting industry.</li> <li>• Conducts short research papers on macroeconomic imbalances and their impact on industrial policy.</li> <li>•</li> </ul>
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>• The student explains the concept of industrial economics and its importance in economic analysis.</li> </ul>	<b>General Concept of Industrial Economics</b>	Lecture	Test and Discussion
Second	2	<ul style="list-style-type: none"> <li>• The student clarifies the components of the industrial structure and analyzes its impact on the market and production.</li> </ul>	<b>Industrial Structure</b>	Lecture	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>• The student interprets the role of industry in the national economy and its contribution to GDP.</li> </ul>	<b>Industry in the National Economy</b>	Lecture	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>• The student classifies industrial activities according to sectoral classification and distinguishes between them.</li> </ul>	<b>Sectoral Classification of Industry</b>	Lecture	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>• The student analyzes the components of industrial output, measures its levels, and assesses its contribution.</li> </ul>	<b>Industrial Output</b>	Lecture	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>• The student explains the stages of the law of diminishing returns and its effects on industrial production.</li> </ul>	<b>Stages of the Law of Diminishing Returns</b>	Lecture	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>• The student applies the studied concepts in the first monthly exam to evaluate theoretical and practical understanding.</li> </ul>	<b>First Monthly Exam</b>	Lecture	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>• The student interprets the characteristics of isoquant curves and identifies their behavior in the production process.</li> </ul>	<b>Characteristics of Isoquant Curves</b>	Lecture	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>• The student explains the components of industrial production costs and distinguishes between their types.</li> </ul>	<b>Industrial Production Costs</b>	Lecture	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>• The student analyzes the cost function in the short run using industrial data.</li> </ul>	<b>Cost Function in the Short Run</b>	Lecture	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>• The student links production and cost curves in the short run and explains the relationship between them.</li> </ul>	<b>Relationship Between Production and Cost Curves in the Short Run</b>	Lecture	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>• The student evaluates their comprehension of the previous</li> </ul>	<b>Second Monthly Exam</b>	Lecture	Test and Discussion

		concepts through the second monthly exam.			
Thirteenth	2	• The student identifies industrial policy tools and their role in supporting the industrial sector.	<b>Industrial Policy Tools</b>	Lecture	Test Discussion
Fourteenth	2	• The student interprets the nature and objectives of industrial policies in economic development.	<b>Nature of Industrial Policies</b>	Lecture	Test and Discussion
Fifteenth	2	• The student analyzes the impact of globalization on industrial policies in developing and developed countries.	<b>Industrial Policies under Economic Globalization</b>	Lecture	Test and Discussion

### 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<p>Fundamentals of Industrial Economics and Industrial Policies          Authors: Asst. Prof. Salem Abdul Hussein Salem / University of Baghdad          - College of Administration and Economics          Dr. Murad Faleh Murad / University of Baghdad - College of Administration and Economics</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – Second Course

1. Course Name : Agricultural Policies	
2. Course Code: EcoUOS041	
3. Semester / Year: second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Omar Jamal Badri	
Email: <a href="mailto:omer.j.b@uosamarra.edu.iq">omer.j.b@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	10. A- Educational benefit through understanding the concept of agricultural policy and related concepts. 11. B- Learning about the reality of Iraq’s agricultural sector and the agricultural policy in place. 12. C- Understanding the importance and types of agricultural policy. 13. D- Studying agricultural policy and its role in developing the agricultural sector and maximizing production and productivity.
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>Interactive Activities:</b></p> <ul style="list-style-type: none"> <li>The student discusses the concept of agricultural policies and their importance in supporting food security and rural development.</li> <li>The student applies real-life examples of how government support improves agricultural production and national income.</li> <li>The student analyzes the impact of agricultural policies on economic equilibrium using modern agricultural analysis tools.</li> </ul> <p><b>Teaching Aids:</b></p> <ul style="list-style-type: none"> <li>The student uses charts to illustrate the effect of agricultural policies on local production and market prices.</li> <li>Employs tables and mind maps to explain the relationship between land ownership, resources, and government support.</li> </ul>

	<ul style="list-style-type: none"> <li>• Presents macro-level agricultural data using digital tools to analyze production, efficiency, and labor in the sector.</li> </ul> <p><b>Research and Presentation:</b></p> <ul style="list-style-type: none"> <li>• The student prepares analytical reports on pricing policies, subsidies, and land reform in developing countries.</li> <li>• Delivers presentations on agricultural policy tools and their role in organizing the sector and achieving sustainability.</li> <li>• Conducts short research papers on the challenges of implementing agricultural policies in Iraq and their impact on productivity.</li> </ul>
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	• The student explains the concept of agricultural costs and their importance in improving production efficiency.	Agricultural Costs	Lecture	Test and Discussion
Second	2	• The student distinguishes between types of agricultural costs and analyzes their components.	Analysis of Agricultural Costs	Lecture	Test and Discussion
Third	2	• The student explains agricultural production economics and the production function.	Economics of Agricultural Production	Lecture	Test and Discussion
Fourth	2	• The student interprets the law of variable proportions in the context of input use.	Production Function	Lecture	Test and Discussion
Fifth	2	• The student applies the concept of isoquant curves in agricultural planning.	Law of Variable Proportions	Lecture	Test and Discussion
Sixth	2	• The student illustrates the idea of substitution between inputs to achieve efficiency.	Law of Isoquant Curves	Lecture	Test and Discussion
Seventh	2	• The student analyzes the relationship between costs and returns in agricultural production.	Substitution Between Agricultural Production Factors	Lecture	Test and Discussion
Eighth	2	• The student explains the concept of land economics and its importance for production.	Costs and Economics of Production	Lecture	Test and Discussion
Ninth	2	• The student classifies types of agricultural land in Iraq.	Land Economics	Lecture	Test and Discussion
Tenth	2	• The student explains the nature of agricultural land ownership and its impact on investment.	Types of Land in Iraq	Lecture	Test and Discussion
Eleventh	2	• The student clarifies the concept of agricultural land rent and its determinants.	Agricultural Ownership	Lecture	Test and Discussion
Twelfth	2	• The student analyzes the size and distribution of the agricultural labor force.	Agricultural Land Rent	Lecture	Test and Discussion
Thirteenth	2	• The student studies the qualitative characteristics of the agricultural workforce in Iraq.	Labor Force in the Agricultural Sector	Lecture	Test Discussion

Fourteenth	2	• The student uses quantitative and qualitative criteria to evaluate agricultural labor.	Qualitative Aspects of Agricultural Labor in Iraq	Lecture	Test and Discussion
Fifteenth	2	• The student assesses understanding through an applied test.	Criteria and Evaluation of Agricultural Work	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	1- Abdul Wahab Matar Al-Daheri, <i>Agricultural Economics</i> , Directorate of Books Printing and Publishing, Iraq, University of Mosul, 2nd Edition, 1987. 2- Mohamed Amin El-Shishtawi, Emad Younes Wadan, and El-Sayed Hassan Mohamed Jadoo, <i>Agricultural Economics</i> , Arab Republic of Egypt, Benha University, Faculty of Agriculture at Moshtohor, Department of Agricultural Economics, 2013.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – Second Course

1. Course Name : Knowledge Economics	
2. Course Code: EcoUOS040	
3. Semester / Year: second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Alyaa Abdul Latif Abdulqader Email: <a href="mailto:alyaa.a.abdelqadeer@uosamarra.edu.iq">alyaa.a.abdelqadeer@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	14. . Understanding the nature of knowledge and knowledge economics. 15. Knowing the fundamental differences between data, information, and knowledge. 16. Recognizing the importance and characteristics of knowledge. 17. Learning about the history and emergence of knowledge economics. 18. Exploring the main dimensions of knowledge economics and their significance in our current era.
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>Interactive Activities:</b></p> <ul style="list-style-type: none"> <li>• The student discusses the concept of knowledge economics and its importance in economic development.</li> <li>• The student applies real-life examples of using knowledge to improve productivity and national income.</li> <li>• The student analyzes the impact of knowledge economics on economic equilibrium using modern analytical tools.</li> </ul> <p><b>Teaching Aids:</b></p> <ul style="list-style-type: none"> <li>• The student uses graphs to illustrate the effect of knowledge economy on economic growth.</li> <li>• Employs tables and mind maps to simplify relationships between knowledge, innovation, and development.</li> <li>• Presents macro-level data using digital tools to analyze indicators of knowledge accumulation and competitiveness.</li> </ul>

**Research and Presentation:**

- The student prepares analytical reports on the contribution of knowledge to economic development.
- Delivers presentations on policies supporting the knowledge economy and their impact on the national economy.
- Conducts short research papers on challenges facing the implementation of knowledge economics and their economic effects.

**10. Course Structure**

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	• The student learns about the nature, characteristics, and importance of knowledge economics in the modern era.	• Understanding the nature, characteristics, and importance of knowledge economics.	Lecture	Test and Discussion
Second	2	• The student explains the fundamental differences and relationships between data, information, and knowledge.	• Clarifying the fundamental differences and relationships between data, information, and knowledge.	Lecture	Test and Discussion
Third	2	• The student describes the origin and definition of knowledge economics as a modern economic concept.	• Learning about knowledge economics.	Lecture	Test and Discussion
Fourth	2	• The student highlights the importance of the knowledge economy and the structural changes it has brought to national economies.	• Origin, definition, importance of the knowledge economy, and the structural changes it caused in national economies.	Lecture	Test and Discussion
Fifth	2	• The student applies the concepts in the first exam to assess understanding.	• First exam.	Lecture	Test and Discussion
Sixth	2	• The student identifies sources of knowledge and how to utilize and benefit from them in the economy.	• Learning about sources of knowledge, their uses, and how to benefit from them in the economy.	Lecture	Test and Discussion
Seventh	2	• The student explains the components of the knowledge economy and their role in enhancing economic growth.	• Understanding the components of the knowledge economy.	Lecture	Test and Discussion
Eighth	2	• The student determines the key influencing dimensions of the knowledge economy.	• Identifying the key dimensions affecting the knowledge economy.	Lecture	Test and Discussion
Ninth	2	• The student clarifies the effects of external and internal incentives on knowledge accumulation.	• Explaining the effects of external and internal incentives on knowledge accumulation.	Lecture	Test and Discussion
Tenth	2	• The student learns the economic analysis of knowledge and its tools.	• Understanding the economic analysis of knowledge.	Lecture	Test and Discussion
Eleventh	2	• The student explains countries' contributions to knowledge accumulation and methods of its protection.	• Learning about countries' contributions to knowledge accumulation and its protection.	Lecture	Test and Discussion

Twelfth	2	<ul style="list-style-type: none"> <li>The student describes the structure of the knowledge economy in Arab countries.</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying the nature of the knowledge economy structure in Arab countries.</li> </ul>	Lecture	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>The student analyzes reasons for the shortage in production and dissemination of knowledge elements in Arab countries.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the causes of the shortage in production and dissemination of knowledge elements in Arab countries.</li> </ul>	Lecture	Test Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>The student proposes a suitable Arab strategy to achieve an integrated knowledge economy.</li> </ul>	<ul style="list-style-type: none"> <li>Learning about the appropriate Arab strategy to achieve the knowledge economy.</li> </ul>	Lecture	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The student applies learned material in the second exam to evaluate academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Second exam.</li> </ul>	Lecture	Test and Discussion

### 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Knowledge Economy, Faleh Hassan Khalaf, 2007, Alam Al-Kutub Al-Hadith (Modern Books World)
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Third Stage – Second Course

1. Course Name: Development Policies	
2. Course Code: EcoUOS037	
3. Semester / Year: second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Obaida Amer Khudair Email: <a href="mailto:obaida.am.kh@uosamarra.edu.iq">obaida.am.kh@uosamarra.edu.iq</a>	
8. Course Objectives	
Course Objective	34. Explaining the financing of economic development 35. Explaining the gap between domestic and external resources 36. Explaining development policies 37. Explaining development experiences and the possibility of applying them in Iraq
9. Teaching and Learning Strategies	
Strategy	<p><b>Interactive Activities</b></p> <ul style="list-style-type: none"> <li>Discusses macroeconomic equilibrium in development policies.</li> <li>Applies real examples to national income in economic development.</li> <li>Analyzes policy impacts on equilibrium with development tools.</li> </ul> <p><b>Teaching Aids</b></p> <ul style="list-style-type: none"> <li>Uses graphs to show development paths.</li> <li>Employs tables and mind maps to explain variable relationships.</li> <li>Presents data digitally to analyze development indicators.</li> </ul> <p><b>Research and Presentation</b></p> <ul style="list-style-type: none"> <li>Prepares reports on inflation and growth in developing countries.</li> <li>Presents on fiscal and monetary policies for development.</li> </ul>

- Conducts short research on macroeconomic imbalances affecting development.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	• The student explains economic development strategies and compares different models.	<b>Economic Development Strategies</b>	Lecture	Test and Discussion
Second	3	• The student clarifies the relationship between agricultural and industrial development and their role in economic growth.	<b>Strategy of Linking Agricultural Development and Industrial Development</b>	Lecture	Test and Discussion
Third	3	• The student identifies internal financing sources for development and analyzes the roles of saving, taxation, and deficit financing.	Development Financing	Lecture	Test and Discussion
Fourth	3	• The student distinguishes between private and official external financing sources and evaluates their effects.	Development Financing	Lecture	Test and Discussion
Fifth	3	• The student interprets monetary, fiscal, and trade policies and their role in supporting economic development.	Includes monetary, fiscal, and trade policies for economic development.	Lecture	Test and Discussion
Sixth	3	• The student analyzes the role of the market and market economy in resource allocation within development experiences.	The role of the market and market economy in scientific experiences of the state's role in development	Lecture	Test and Discussion
Seventh	3	• The student discusses special topics in development such as technology, education, and infrastructure.	Chapter Five: Special Topics in Economic Development	Lecture	Test and Discussion
Eighth	3	• The student traces the evolution of economic theories related to development and compares them.	Chapter Six: Evolution of Economic Development Theory	Lecture	Test and Discussion
Ninth	3	• The student evaluates the effects of globalization on developing countries in terms of opportunities and challenges.	Chapter Seven: Globalization and Its Effects on Developing Countries	Lecture	Test and Discussion
Tenth	3	• The student applies studied concepts in the midterm exam on development policies and strategies.	Exam	Lecture	Test and Discussion
Eleventh	3	• The student explains poverty reduction policies and compares different models.	Policies and Strategies for Poverty Reduction	Lecture	Test and Discussion
Twelfth	3	• The student identifies economic and social obstacles facing development in developing countries.	Chapter Eight: Obstacles to Development	Lecture	Test and Discussion
Thirteenth	3	• The student reviews theories used in formulating development policies.	Chapter Nine: Theories in Development Policies	Lecture	Test Discussion
Fourteenth	3	• The student analyzes multidimensional poverty and income distribution inequality.	Chapter Ten: Poverty, Multidimensional	Lecture	Test and Discussion

			Poverty, and Income Distribution Inequality		
Fifteenth	3	<ul style="list-style-type: none"> <li>The student evaluates successful development experiences and draws lessons from them.</li> </ul>	Chapter Eleven: Development Experiences	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ul style="list-style-type: none"> <li>1- Economic Development, Medhat Al-Quraishi</li> <li>2- Economic Development, Yahya Ghani Al-Najjar, Amal Shalash</li> <li>3- Economic Development, Khamis Khalaf Mousa Al-Fahdawi, Mazen Issa Al-Sheikh Radi</li> </ul>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – First Course

1. Course Name: Critical Theory	
2. Course Code: <b>EcoUOS024</b>	
3. Semester / Year: First : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Kilan Ismail Abdullah	
Email: <a href="mailto:gailan.ismael@uosamarra.edu.iq">gailan.ismael@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectiv</b>	<ul style="list-style-type: none"> <li>38. Introducing the basic concepts of monetary theory, such as money, money supply, inflation, and recession.</li> <li>39. Studying the role of money in the macroeconomy and its impact on various economic variables.</li> <li>40. Introducing different economic models that explain how money supply affects the macroeconomy.</li> <li>41. Analyzing both traditional and modern monetary models, such as the Fisher model and the Keynesian monetary theory.</li> <li>42. Studying the impact of changes in the money supply on price levels and inflation.</li> <li>43. Analyzing the theoretical developments over time by comparing different schools of thought.</li> <li>44. Studying the differences in perspectives and interpretations of the relationship between money and the economy among various economists.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>11. The student discusses real-world issues in monetary theory, such as the impact of changes in money supply on inflation or unemployment, to enhance critical thinking in analyzing monetary policies.</li> <li>12. The student applies monetary models and theories, using quantitative tools such as the equation of exchange, the cash balances formula, and liquidity preference models.</li> <li>13. The student prepares reports or presentations that interpret classical and modern monetary theories and analyze their applications in real economic contexts, adhering to academic writing and scientific documentation standards.</li> </ul>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	• <b>The student explains the introduction to money and the barter system</b> , to understand the evolution of exchange methods.	• <b>Introduction to Money</b>	Lecture	Discussion
Second	3	• <b>The student defines money, its functions, and characteristics</b> , to identify its role in the economy.	• <b>The Barter System</b>	Lecture	Test and Discussion
Third	3	• <b>The student distinguishes between types of money and near money</b> , to understand the evolution of monetary forms.	• <b>Definition of Money, Its Functions, and Characteristics</b>	Lecture	Test and Discussion
Fourth	3	• <b>The student interprets the concepts of money supply</b> , including narrow and broad money.	• <b>Types of Money and Near Money</b>	Lecture	Test and Discussion
Fifth	3	• <b>The student explains the concept of liquidity and its types</b> , along with the factors influencing money supply.	• <b>Concepts of Money Supply</b>	Lecture	Test and Discussion
Sixth	3	• <b>The student analyzes the velocity of money circulation</b> , and the factors affecting its changes.	• <b>Liquidity: Types and Factors Affecting Money Supply</b>	Lecture	Test and Discussion
Seventh	3	• <b>The student explains the monetary system</b> , its components, and types of monetary standards.	• <b>Velocity of Money Circulation and Its Determinants</b>	Lecture	Test and Discussion
Eighth	3	• <b>The student evaluates their understanding of the previous topics</b> , through the first monthly exam.	• <b>The Monetary System: Components and Types of Monetary Standards</b>	Lecture	Test and Discussion
Ninth	3	• <b>The student explains monetary theories and the equation of exchange</b> , as a basis for interpreting monetary changes.	• <b>First Monthly Exam</b>	Lecture	Test
Tenth	3	• <b>The student interprets the traditional quantity theory of money</b> , using the cash balances approach.	• <b>Monetary Theories and the Equation of Exchange</b>	Lecture	Test and Discussion
Eleventh	3	• <b>The student discusses the Keynesian theory</b> , particularly the liquidity preference theory.	• <b>Traditional Quantity Theory: Cash Balances Approach</b>	Lecture	Test and Discussion
Twelfth	3	• <b>The student explains the modern quantity theory of money</b> , in light of contemporary economic changes.	• <b>Keynesian Theory: Liquidity Preference Theory</b>	Lecture	Test and Discussion
Thirteenth	3	• <b>The student interprets the portfolio theory</b> , and its role in explaining the demand for money.	• <b>Modern Quantity Theory of Money</b>	Lecture	Test Discussion
Fourteenth	3	• <b>The student evaluates their understanding of advanced topics</b> , through the second monthly exam.	• <b>Portfolio Theory</b>	Lecture	Test and Discussion
Fifteenth	3	• <b>The student reviews all course topics</b> , in preparation for the final exam.	• <b>Second Monthly Exam</b>	Lecture	Test

## 11. Course Evaluation

- Daily preparation: 5 points

- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Al-Ghalibi, A. J., et al. <i>Monetary theory and policies</i> . University Education House.
Main references (sources)	<ul style="list-style-type: none"> <li>• Abdelqader, A. M. (n.d.). <i>Economics of money and banking</i>. Dar Al-Fikr.</li> <li>• Al-Wadi, M. H., et al. (n.d.). <i>Money and banking</i>. Dar Al-Maseera for Publishing and Distribution</li> </ul>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – First Course

1. Course Name: Oil Economics	
2. Course Code: EcoUOS019	
3. Semester / Year: First : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Alyaa Abdullatif Abdulqader Email: <a href="mailto:alyaa.a.abdelqadeer@uosamarra.edu.iq">alyaa.a.abdelqadeer@uosamarra.edu.iq</a>	
8. Course Objectives	
Course Objectiv	<ul style="list-style-type: none"> <li>12. Understanding the fundamentals of oil economics.</li> <li>13. Learning the main theories of oil formation, stages of the oil industry, as well as the production capacities of Iraqi oil refineries and oil reserves.</li> <li>14. Exploring oil demand, oil investment, and economic analysis of the international crude oil market.</li> <li>15. Examining oil prices, oil storage, and alternative energy sources.</li> <li>16. Identifying Arab and international organizations related to crude oil.</li> </ul>
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> <li>1. <b>Organizing interactive analytical activities</b> through which real-world issues in oil economics are discussed—such as oil price fluctuations, the impact of oil stockpiles, or analyzing OPEC’s role in market equilibrium—in order to enhance students’ critical thinking in interpreting economic factors affecting the oil sector and their consequences at both local and global levels.</li> <li>2. <b>Utilizing real oil-related data</b> such as production figures, prices, reserves, or exports, to explain how to track market developments, analyze the relationships between variables (such as price and production), and build quantitative models to assess the impact of economic and political variables on the oil market.</li> <li>3. <b>Assigning students to prepare reports or presentations</b> on applied projects in oil economics, including analyzing phenomena such as price differentials across markets, studying energy security policies in a specific country, or comparing energy sources—while adhering to scientific writing standards, presenting data clearly, interpreting results accurately, and properly citing references.</li> </ul>
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>Explains the fundamental concepts of oil economics and the nature of the oil industry.</li> </ul>	<ul style="list-style-type: none"> <li><b>Introduction to Economics and the Nature of the Oil Industry</b></li> </ul>	Lecture	Test and Discussion
Second	2	<ul style="list-style-type: none"> <li>Analyzes the dynamics of the global oil market from an economic perspective.</li> </ul>	<ul style="list-style-type: none"> <li><b>Economic Analysis of the Global Oil Market</b></li> </ul>	Lecture	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>Interprets the factors influencing global oil pricing.</li> </ul>	<ul style="list-style-type: none"> <li><b>Oil Prices and the Factors Influencing Pricing</b></li> </ul>	Lecture	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>Evaluates the role of oil reserves in market stability or volatility.</li> </ul>	<ul style="list-style-type: none"> <li><b>Oil Reserves and Their Impact on the Global Oil Market</b></li> </ul>	Lecture	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>Describes the nature of oil investments, their development, and their impact on producing countries.</li> </ul>	<ul style="list-style-type: none"> <li><b>Nature of Oil Investments, Their Development, and Impact on Oil-Producing Countries</b></li> </ul>	Lecture	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>Explains the stages of the oil industry after production and the uses of natural gas.</li> </ul>	<ul style="list-style-type: none"> <li><b>Downstream Oil Industry and the Use of Natural Gas</b></li> </ul>	Lecture	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>Interprets theories related to the exploitation of exhaustible resources, such as Hotelling and Harrod.</li> </ul>	<ul style="list-style-type: none"> <li><b>Analysis of Exhaustible Resources and the Theories of Hotelling and Harrod</b></li> </ul>	Lecture	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>Identifies general concepts of energy economics and its importance in development.</li> </ul>	<ul style="list-style-type: none"> <li><b>Introduction to Energy Economics</b></li> </ul>	Lecture	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>Distinguishes between different energy sources and the evolution of their supply and demand.</li> </ul>	<ul style="list-style-type: none"> <li><b>Different Energy Sources and the Evolution of Supply and Demand</b></li> </ul>	Lecture	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>Links the use of energy sources to the problem of environmental pollution.</li> </ul>	<ul style="list-style-type: none"> <li><b>Energy Sources and the Problem of Environmental Pollution</b></li> </ul>	Lecture	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>Discusses the concept of energy security and policies to achieve it.</li> </ul>	<ul style="list-style-type: none"> <li><b>Energy Security and Energy Policies</b></li> </ul>	Lecture	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>Assesses the potential for substitution between non-renewable and renewable energy sources.</li> </ul>	<ul style="list-style-type: none"> <li><b>Potential Substitution Between Depletable and Renewable Energy Sources</b></li> </ul>	Lecture	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>Anticipates the future of depletable energy in light of global changes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Future Outlook for Depletable Energy Sources</b></li> </ul>	Lecture	Test Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>Explains the role of electric energy within the overall energy system.</li> </ul>	<ul style="list-style-type: none"> <li><b>Electric Power within the Energy System</b></li> </ul>	Lecture	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>Reviews essential concepts and prepares for exams through self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Review and Final Assessment</b></li> </ul>	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

12.Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	Dr. Ahmed Hussein Al-Hayti, Oil Economics Dr. Mahmoud Azhar Al-Sammak, Economics of the Oil Industry
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – First Course

1. Course Name: Economic feasibility	
2. Course Code: <b>EcoUOS023</b>	
3. Semester / Year: First : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lecturer Marwa Abd Jawair	
Email: <a href="mailto:Marwa.abd.jw@uosamarra.edu.iq">Marwa.abd.jw@uosamarra.edu.iq</a>	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>45. Identifying and determining alternative and available investment opportunities.</li> <li>46. <b>Innovating effective methods and models for project evaluation and development.</b></li> <li>47. <b>Studying and deepening specific concepts in all aspects of projects</b>, including technological, technical, financial, and economic dimensions.</li> <li>48. <b>Specifying the types of technologies used in projects.</b></li> <li>49. <b>Assessing the feasibility of providing expansion plans and programs for existing industries.</b></li> <li>50. <b>Understanding the economic impacts of proposed projects</b> and the reciprocal effects between these projects and the overall economy.</li> <li>51. <b>Identifying potential positive and negative outcomes of an idea before committing financial investment.</b></li> <li>52. <b>Providing qualitative information for decision-makers.</b></li> </ul>
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> <li>7. The student discusses real-world problems in economic feasibility, such as evaluating project feasibility in terms of costs and returns, to enhance critical thinking.</li> <li>8. The student applies economic feasibility analysis tools, using real data and models such as Net Present Value (NPV) and profitability criteria.</li> <li>9. The student prepares reports or presentations that include assessments of the economic aspects of projects, adhering to academic methodology and proper scientific documentation.</li> </ul>
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	<ul style="list-style-type: none"> <li>The student defines the concept of feasibility study as a tool for evaluating projects before implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Concept of Feasibility Study</li> </ul>	Lecture and Exercises	Test and Discussion
Second	3	<ul style="list-style-type: none"> <li>The student explains the importance of feasibility studies in minimizing risks and increasing the chances of success.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of Feasibility Study</li> </ul>	Lecture and Exercises	Test and Discussion
Third	3	<ul style="list-style-type: none"> <li>The student clarifies the rationale for conducting feasibility studies, such as supporting investment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Rationale for Conducting a Feasibility Study</li> </ul>	Lecture and Exercises	Test and Discussion
Fourth	3	<ul style="list-style-type: none"> <li>The student identifies the objectives of a feasibility study, such as evaluating viability from various perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives of the Feasibility Study</li> </ul>	Lecture and Exercises	Test and Discussion
Fifth	3	<ul style="list-style-type: none"> <li>The student describes the steps of a feasibility study, from idea generation to decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Standard Steps in Conducting a Feasibility Study</li> </ul>	Lecture and Exercises	Test and Discussion
Sixth	3	<ul style="list-style-type: none"> <li>The student distinguishes environmental feasibility studies by identifying the project's environmental impact.</li> </ul>	<ul style="list-style-type: none"> <li>Environmental Feasibility Study</li> </ul>	Lecture and Exercises	Test and Discussion
Seventh	3	<ul style="list-style-type: none"> <li>The student analyzes marketing feasibility, in terms of demand, competition, and market size.</li> </ul>	<ul style="list-style-type: none"> <li>Marketing Feasibility Study</li> </ul>	Lecture and Exercises	Test and Discussion
Eighth	3	<ul style="list-style-type: none"> <li>The student evaluates the previous topics through a practical first exam.</li> </ul>	<ul style="list-style-type: none"> <li>Exam 1</li> </ul>	Lecture and Exercises	Test and Discussion
Ninth	3	<ul style="list-style-type: none"> <li>The student explains technical feasibility, including location, energy requirements, and technology.</li> </ul>	<ul style="list-style-type: none"> <li>Technical Feasibility Study</li> </ul>	Lecture and Exercises	Test and Discussion
Tenth	3	<ul style="list-style-type: none"> <li>The student applies economic feasibility by comparing project costs with expected returns.</li> </ul>	<ul style="list-style-type: none"> <li>Economic Feasibility Study</li> </ul>	Lecture and Exercises	Test and Discussion
Eleventh	3	<ul style="list-style-type: none"> <li>The student calculates traditional indicators, such as payback period and return on investment.</li> </ul>	<b>Traditional Methods of Economic Feasibility Evaluation</b> <ul style="list-style-type: none"> <li>a. Payback Period</li> <li>b. Return on Investment (ROI)</li> </ul>	Lecture and Exercises	Test and Discussion
Twelfth	3	<ul style="list-style-type: none"> <li>The student applies the Net Present Value (NPV) method to accurately evaluate project feasibility.</li> </ul>	<b>Advanced Methods of Economic Feasibility Evaluation</b> <ul style="list-style-type: none"> <li>Net Present Value (NPV)</li> </ul>	Lecture and Exercises	Test and Discussion

Thirteenth	3	• <b>The student interprets the profitability index</b> to measure returns as a ratio of total costs.	• <b>Profitability Index</b>	Lecture and Exercises	Test Discussion
Fourteenth	3	• <b>The student conducts a SWOT analysis</b> to identify the project's strengths, weaknesses, opportunities, and threats.	• <b>SWOT Analysis</b>	Lecture and Exercises	Test and Discussion
Fifteenth	3	• <b>The student evaluates their overall understanding</b> through a comprehensive second exam.	• <b>Exam 2</b>	Lecture and Exercises	Test and Discussion

### 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ol style="list-style-type: none"> <li>1. Atiya, K. M. K. (2008). <i>Economic Feasibility Studies</i>. Center for Graduate Studies and Research Development, Faculty of Engineering, Cairo University, Egypt.</li> <li>2. El-Saryti, S. A. M. (2021). <i>Economic Feasibility Study</i>. University Education Publishing and Printing House, Egypt.</li> </ol>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – First Course

1. Course Name: Econometrics I					
2. Course Code: <b>EcoUOS018</b>					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Abdullah Mohammed Rasheed					
Email <a href="mailto:abdullah.m.r@uosamarra.edu.iq">abdullah.m.r@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objective</b>	<p>7. To provide students with a theoretical understanding of econometrics by clarifying fundamental concepts, types of economic models, their components, and their role in analyzing economic relationships.</p> <p>8. To enable students to construct and specify economic models, starting from model formulation and theoretical assumptions, through incorporating the stochastic error term and estimating parameters using econometric methods such as OLS.</p> <p>9. To train students in using statistical and mathematical tools to analyze economic data and test model validity through practical applications and exercises involving the coefficient of determination, correlation, and analysis of variance.</p> <p>10. To enhance students' skills in quantitative analysis and economic decision-making by linking theoretical models to real-world economic problems and providing data-driven solutions supported by significance testing.</p>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	4.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	The student explains the conceptual framework of econometrics and illustrates its role in analyzing economic phenomena using data.	<ul style="list-style-type: none"> <li>• Conceptual Framework Econometrics</li> </ul>	Lecture and solving mathematical exercises	Discussion

Second	3	<b>The student distinguishes between types and categories of economic models</b> , identifies their basic components, and describes the stages of preparing or constructing economic models, from problem identification to model testing.	<ul style="list-style-type: none"> <li>Economic Models: Types, Categories, and Components</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Third	3	<b>The student applies econometric tools to analyze real economic phenomena</b> through practical exercises.	<ul style="list-style-type: none"> <li>Stages of Preparing or Constructing Economic Models</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fourth	3	<b>The student assesses their comprehension of basic and theoretical concepts</b> in the first part of the course through the first exam.	<ul style="list-style-type: none"> <li>Economic Applications</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fifth	3	<b>The student formulates a simple linear regression model</b> linking a dependent variable to an independent variable.	<ul style="list-style-type: none"> <li>First Exam</li> </ul>	Lecture and solving mathematical exercises	Test
Sixth	3	<b>The student explains the components of a two-variable econometric model</b> , and recognizes its symbols and functions.	<ul style="list-style-type: none"> <li>Two-Variable Econometric Model (Simple Linear Regression Model)</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Seventh	3	<b>The student clarifies the importance of incorporating the stochastic error term in the econometric model</b> and analyzes the reasons for it.	<ul style="list-style-type: none"> <li>Description of the Two-Variable Econometric Model</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Eighth	3	<b>The student identifies the basic assumptions of the econometric model</b> and explains the role of each assumption in estimation accuracy.	<ul style="list-style-type: none"> <li>The Stochastic Error Term and Reasons for Its Inclusion in the Econometric Model</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Ninth	3	<b>The student estimates the parameters of the simple linear regression model</b> using the Ordinary Least Squares (OLS) method.	<ul style="list-style-type: none"> <li>Assumptions of the Econometric Model</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Tenth	3	<b>The student applies learned concepts to solve real economic exercises</b> using econometric models.	<ul style="list-style-type: none"> <li>Estimation of the Two-Variable Econometric Model (Ordinary Least Squares - OLS Method)</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Eleventh	3	<b>The student evaluates their understanding of the second part of the course and analytical skills</b> through the second exam.	<ul style="list-style-type: none"> <li>Economic Applications (Exercises)</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion

				cal exercises	
Twelfth	3	<b>The student tests the validity of the simple econometric model</b> using model significance tests.	• Second Exam	Lecture and solving mathematical exercises	Test
Thirteenth	3	<b>The student analyzes the explanatory power of the model</b> by calculating and interpreting the coefficient of determination ( $R^2$ ).	• Testing the Simple Econometric Model	Lecture and solving mathematical exercises	Test Discussion
Fourteenth	3	<b>The student interprets the meaning and value of the simple correlation coefficient between variables</b> and uses it in economic analysis.	• Coefficient of Determination ( $R^2$ )	Lecture and solving mathematical exercises	Test and Discussion
Fifteenth	3	<b>The student uses the Analysis of Variance (ANOVA) table</b> to test the overall significance of the econometric model and demonstrates mastery of econometric concepts and models through the final exam and its applications.	• Economic Applications (Exercises)	Lecture and solving mathematical exercises	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Saqr, S. A.. Macroeconomic Theory. Printing Agency
Main references (sources)	Abdel Aal Al-Naimi, M., et al. (Trans.). Econometric Theory (Translation).  Mahboub, A. AAdvanced Econometrics (Theory and Application).  Najm, TEconometrics.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – First Course

1. Course Name: Economic Systems					
2. Course Code: EcoUOS021					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Lecturer Sabah Ahmed Al-Jubouri					
Email: <a href="mailto:sabah.a.i@uosamarra.edu.iq">sabah.a.i@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	<p>17. Studying economic systems helps the researcher understand how the system functions and its impact on economic output.</p> <p>18. Understanding how to distinguish between the public system and the private system.</p> <p>19. Identifying the framework within which comparisons between different systems should be made.</p> <p>20. Understanding that any economic system is subject to the dynamics and evolution of society.</p>				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<p>1. Organizing interactive analytical activities: Discussing real research problems such as identifying the research problem, formulating hypotheses, and selecting the appropriate methodology to enhance students' critical thinking in designing research and interpreting its components.</p> <p>2. Assigning students to prepare reports or presentations: Implementing mini research projects that include selecting the research topic, formulating the problem statement and hypotheses, choosing methodology, data collection tools, and analyzing results, while adhering to academic writing standards and scientific documentation.</p>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>• The student explains the concept of an economic system, its</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction: Concept of Economic System,</li> </ul>	Lecture	Test and Discussion

		importance, components, and influencing forces, and understands how economic systems are formed.	Importance, Components, Influencing Forces, Formation		
Second	2	<ul style="list-style-type: none"> <li>The student interprets the relationship between the economic system and political and economic theory, and lists different types of economic systems.</li> </ul>	<ul style="list-style-type: none"> <li>Relationship Between the Economic System, Economic Theory, and Political System; Types of Economic Systems</li> </ul>	Lecture	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>The student distinguishes between the types, their origins and development, characteristics, institutions, dynamic nature, and evaluates their strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Capitalist System: Types, Origin and Development, Characteristics, Institutions, Dynamic Nature, Strengths, and Weaknesses</li> </ul>	Lecture	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>The Socialist System and Its Concept: The student understands the concept of the socialist system and its primary objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Socialist System and Its Concept</li> </ul>	Lecture	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>Marxist Theory: The student explains the nature of the theory, its historical transition, the concept of value and wages, the theory of surplus value, and evaluates the criticisms directed at it.</li> </ul>	<ul style="list-style-type: none"> <li>Marxist Theory: Nature, Historical Transition, Value and Wages, Surplus Value Theory, and Criticisms</li> </ul>	Lecture	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>Centralized Socialism: The student defines the concept of centralized socialism and lists its fundamental characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Centralized Socialism: Concept, Definition, and Characteristics</li> </ul>	Lecture	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>The Soviet Central Model: The student traces the historical development of the Soviet central model and understands its economic institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Soviet Central Model: Historical Development and Economic Institutions</li> </ul>	Lecture	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>Structural Imbalances in the System and the Collapse of the Soviet Union: The student analyzes structural imbalances and the causes of the Soviet Union's collapse.</li> </ul>	<ul style="list-style-type: none"> <li>Structural Imbalances in the System and Causes of the Soviet Union's Collapse</li> </ul>	Lecture	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>Socialism and International Variables: The student interprets the impact of international variables on socialism and their relationship.</li> </ul>	<ul style="list-style-type: none"> <li>Socialism and International Variables and Their Relationship</li> </ul>	Lecture	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>Socialism in Various Countries: The student identifies the objectives of socialism in different countries and the challenges they face.</li> </ul>	<ul style="list-style-type: none"> <li>Socialism in Different Countries: Objectives and Challenges</li> </ul>	Lecture	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>The Mixed Economic System: The student explains the characteristics of the mixed economic system and its composition between free-market economy and central planning.</li> </ul>	<ul style="list-style-type: none"> <li>Mixed Economic System: Characteristics and Composition</li> </ul>	Lecture	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>Concept of a System, Its Importance, and Characteristics: The student defines the concept of a system and explains its importance and main characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Concept of System, Its Importance, and Main Characteristics</li> </ul>	Lecture	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>The Japanese Economic Model: The student describes the characteristics of the Japanese</li> </ul>	<ul style="list-style-type: none"> <li>Japanese Economic Model</li> </ul>	Lecture	Test Discussion

		economic model, development strategies, and the role of industry and technology in its evolution.			
Fourteenth	2	<ul style="list-style-type: none"> <li>Economic Development in China: The student understands China's economic development, reform and opening-up policies, and the role of public and private sectors in economic growth.</li> </ul>	<ul style="list-style-type: none"> <li>Chinese Economy</li> </ul>	Lecture	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The Indian Economy: The student explains the features of the Indian economy, economic diversity, and the impact of economic reforms on development.</li> </ul>	<ul style="list-style-type: none"> <li>Indian Economy</li> </ul>	Lecture	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<p>Abu Hat, A. K. K. Economic Systems.</p> <p>Namq, S. D. Economic Systems and Their Contemporary Applications.</p> <p>Al-Amin, A. W. Economic Systems.</p> <p>Al-Barawi, R. History of Economic Thought.</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – First Course

<b>1. Course Name: Economic Planning</b>					
<b>2. Course Code: EcoUOS022</b>					
<b>3. Semester / Year: First : 2024-2025</b>					
<b>4. Description Preparation Date: 4/9/2024</b>					
<b>5. Available Attendance Forms: Attendance</b>					
<b>6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit</b>					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Asst. Lecturer Nizar Aziz Abbas Email: <a href="mailto:nazaraziz@uosamarra.edu.iq">nazaraziz@uosamarra.edu.iq</a>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>11. Understanding the concept of economic planning under different economic systems.</li> <li>12. Understanding the concept of economic planning and its role in achieving economic development.</li> <li>13. Identifying the benefits of economic planning and the reasons why the state adopts the planning approach.</li> </ul>				
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>	<ul style="list-style-type: none"> <li>7. Organizing interactive analytical activities: Discussing real-world issues in economic planning, such as identifying the conceptual framework, justifications, and types of planning, to enhance students' critical thinking in understanding and interpreting the components of the planning process.</li> <li>8. Utilizing analytical models and tools: Using real data and models such as input-output tables.</li> <li>9. Assigning students to prepare reports or presentations: Developing small research projects that include analyzing the fundamentals of planning, the stages of the planning process, and applying various technical methods in economic planning, while adhering to academic writing and scientific documentation standards.</li> </ul>				
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>• The student understands the conceptual framework of economic planning and its importance in guiding economic development.</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptual Framework of Economic Planning</li> </ul>	Lecture	Test and Discussion

Second	2	<ul style="list-style-type: none"> <li>The student explains the rationale for economic planning and its role in addressing growth challenges and ensuring equitable resource distribution.</li> </ul>	<ul style="list-style-type: none"> <li>Rationale for Economic Planning</li> </ul>	Lecture	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>The student distinguishes between various types of economic planning and identifies the characteristics of each type.</li> </ul>	<ul style="list-style-type: none"> <li>Types of Economic Planning</li> </ul>	Lecture	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>The student describes the components and principles of economic planning that ensure the effectiveness of the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>Components and Principles of Planning</li> </ul>	Lecture	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>The student identifies the stages of the planning process and how to implement them in a sequential and organized manner.</li> </ul>	<ul style="list-style-type: none"> <li>Stages of the Planning Process</li> </ul>	Lecture	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>The student interprets the general framework of the planning process and its main elements.</li> </ul>	<ul style="list-style-type: none"> <li>General Framework of the Planning Process</li> </ul>	Lecture	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>The student explains the concept of manpower planning and its role in achieving economic development goals.</li> </ul>	<ul style="list-style-type: none"> <li>Manpower Planning</li> </ul>	Lecture	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>The student differentiates between partial and total productivity and their impact on evaluating economic performance.</li> </ul>	<ul style="list-style-type: none"> <li>Partial and Total Productivity</li> </ul>	Lecture	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>The student describes the various technical methods used in the economic planning process.</li> </ul>	<ul style="list-style-type: none"> <li>Technical Methods of Economic Planning</li> </ul>	Lecture	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>The student understands physical commodity balances and their role in measuring economic activities.</li> </ul>	<ul style="list-style-type: none"> <li>Physical Commodity Balances</li> </ul>	Lecture	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>The student explains the concept of aggregated economic balances and their importance in macroeconomic planning.</li> </ul>	<ul style="list-style-type: none"> <li>Aggregated Economic Balances</li> </ul>	Lecture	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>The student identifies the input-output table and its applications in analyzing inter-sectoral economic relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Input-Output Table</li> </ul>	Lecture	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>The student explains the Harrod-Domar models and their theoretical foundations in the study of economic growth.</li> </ul>	<ul style="list-style-type: none"> <li>Harrod-Domar Models</li> </ul>	Lecture	Test Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>The student applies the Harrod-Domar models mathematically to understand and analyze growth dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical Approach to Harrod-Domar Models</li> </ul>	Lecture	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The student interprets the importance of price planning and its effects on economic stability and resource allocation.</li> </ul>	<ul style="list-style-type: none"> <li>Price Planning</li> </ul>	Lecture	Test and Discussion

## 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ol style="list-style-type: none"> <li>1. Salman, J. D., &amp; Hassoun, T. F. (1989). <i>Economic Planning</i>. Bayt Al-Hikma.</li> <li>2. Balloul, M. (2005). <i>Economic Planning</i>. King Saud University, College of Administrative Sciences, Department of Economics.</li> </ol>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – First Course

1. Course Name: Operations Research					
2. Course Code: <b>EcoUOS020</b>					
3. Semester / Year: First : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Lect. Mustafa Mohammed Hussein					
Email: <a href="mailto:mustafa.moha20@uosamarra.edu.iq">mustafa.moha20@uosamarra.edu.iq</a>					
8. Course Objectives					
Course Objective	5. Educational benefit through understanding the concept of Operations Research and its related concepts. 6. Teaching the student a set of quantitative methods that can be relied upon to solve economic problems and guide decision-making.				
9. Teaching and Learning Strategies					
Strategy	1. <b>Organizing interactive analytical activities:</b> Discussing real-world problems in operations research, such as resource allocation, production scheduling, or cost reduction, aimed at enhancing students' critical thinking in constructing mathematical models and interpreting their practical results in various economic sectors. 2. <b>Utilizing real quantitative data,</b> such as production data, costs, or transportation capacity, to explain how problems are represented by mathematical models, analyze relationships between variables, and build quantitative insights to support decision-making. 3. <b>Assigning students to prepare reports or presentations</b> for applied projects in operations research, including solving problems using linear programming or transportation models, or comparing solution methods (e.g., simplex and graphical methods), while adhering to scientific writing standards, analyzing results, visually representing data, and properly documenting references.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>• The student explains the origin, development, and motivations for using Operations Research.</li> </ul>	<ul style="list-style-type: none"> <li>• Origin and Development Operations Research</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion

Second	2	<ul style="list-style-type: none"> <li>The student defines the concept of linear programming and its practical applications.</li> </ul>	<ul style="list-style-type: none"> <li>Linear Programming</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>The student formulates the mathematical model of a linear programming problem with an objective function and constraints.</li> </ul>	<ul style="list-style-type: none"> <li>Formulating Linear Programming Problems</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>The student distinguishes between the general, canonical, and standard forms of the mathematical model.</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical Model</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>The student converts the model into its standard or canonical form as a preparation for solving it.</li> </ul>	<ul style="list-style-type: none"> <li>Main Forms of the Mathematical Model: General Form, Canonical Form, Standard Form</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>The student applies the graphical method to solve problems with two variables.</li> </ul>	<ul style="list-style-type: none"> <li>Linear Programming Using the Graphical Method</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>The student identifies the feasible region and extracts the optimal solution using the graphical method.</li> </ul>	<ul style="list-style-type: none"> <li>Examples and Exercises on the Graphical Method</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>The student solves practical exercises using the graphical method.</li> </ul>	<ul style="list-style-type: none"> <li>Linear Programming and the Simplex Method</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>The student uses the simplex method to solve linear programming problems.</li> </ul>	<ul style="list-style-type: none"> <li>Big M Method</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>The student applies the Big M method to handle constraints of the form <math>\geq</math> or <math>=</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Two-Phase Method</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>The student uses the two-phase method to solve models requiring special initial solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Case Studies Using the Simplex Method</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>The student interprets the results of the simplex method and verifies the optimal solution.</li> </ul>	<ul style="list-style-type: none"> <li>Transportation Models</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>The student formulates the transportation model and identifies the objective function and constraints.</li> </ul>	<ul style="list-style-type: none"> <li>Northwest Corner Method</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fourteenth	2	<ul style="list-style-type: none"> <li>The student applies the northwest corner method to obtain an initial solution for the transportation problem.</li> </ul>	<ul style="list-style-type: none"> <li>Least Cost Method</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The student determines the least costs and uses them to find the initial optimal solution for the transportation problem.</li> </ul>	<ul style="list-style-type: none"> <li>Origin and Development of Operations Research</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points

- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Dhuwaya Salman & Adnan Shumkhi. Introduction to Operations Research (Main Textbook).  Abd Diyab Jazaa. Operations Research (Supplementary Textbook).
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – First Course

<b>1. Course Name: Scientific Research Methods</b>					
<b>2. Course Code: EcoUOS017</b>					
<b>3. Semester / Year: First : 2024-2025</b>					
<b>4. Description Preparation Date: 4/9/2024</b>					
<b>5. Available Attendance Forms: Attendance</b>					
<b>6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit</b>					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
Name: Asst. Lecturer Mustafa Hader Hussein					
Email: <a href="mailto:mustafa.h.h@uosamarra.edu.iq">mustafa.h.h@uosamarra.edu.iq</a>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>	21. The student studies how to write scientific research according to approved models and the fundamentals of scientific research. 22. The student understands the basics of writing scientific research. 23. The student learns the ethics of scientific research.				
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>	3. Organizing interactive analytical activities to discuss real research problems, such as defining the research problem, formulating hypotheses, and selecting the appropriate methodology, with the aim of enhancing students' critical thinking in research design and interpreting its components. 4. Utilizing previous research models and real data to explain the steps of data collection, organization, and analysis practically, thereby strengthening practical understanding of the scientific research stages. 5. Assigning students to prepare reports or presentations for mini research projects, including defining the research topic, formulating the problem statement and hypotheses, choosing methodology and data collection tools, analyzing results, while adhering to academic writing standards and scientific referencing.				
<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>
First	2	<ul style="list-style-type: none"> <li>• The student understands the concept of scientific research and its importance in problem-solving and knowledge building.</li> </ul>	<b>Fundamentals of Scientific Research</b>	Lecture	Discussion

Second	2	• The student comprehends the steps of preparing scientific research, starting from problem identification to presenting results.	<b>Research Methodology</b>	Lecture	Discussion
Third	2	• The student distinguishes between types of research methodologies and identifies when to use each.	<b>Research Methods</b>	Lecture	Discussion
Fourth	2	• The student learns quantitative and qualitative data collection methods and compares their advantages and disadvantages.	<b>Data Collection Techniques</b>	Lecture	Discussion
Fifth	2	• The student identifies primary and secondary data sources and selects the most appropriate for their research topic.	<b>Sources of Data Collection</b>	Lecture	Discussion
Sixth	2	• The student designs an effective questionnaire following the conditions of good scientific research.	<b>Questionnaire Design</b>	Lecture	Discussion
Seventh	2	• The student evaluates their understanding of the concepts and methodologies related to the first part of the course.	<b>Term Exam 1</b>	Lecture	Test
Eighth	2	• The student classifies collected data and applies suitable analysis methods to extract indicators.	<b>Data Classification and Analysis</b>	Lecture	Discussion
Ninth	2	• The student interprets analysis results and compares them with the research objectives and questions.	<b>Interpretation of Results</b>	Lecture	Discussion
Tenth	2	• The student adheres to proper academic formatting in preparing research papers, including layout, headings, and margins.	<b>Required Formatting in Scientific Research</b>	Lecture	Discussion
Eleventh	2	• The student documents references and sources in Arabic according to approved systems.	<b>How to Cite References in Arabic</b>	Lecture	Discussion
Twelfth	2	• The student accurately documents foreign references using an academic style consistent with the adopted citation system.	<b>How to Cite References in Foreign Languages</b>	Lecture	Discussion
Thirteenth	2	• The student understands the ethical principles governing the research process, such as academic honesty and avoiding plagiarism.	<b>Research Ethics 1</b>	Lecture	Discussion
Fourteenth	2	• The student applies ethical values throughout all stages of research preparation, especially in interactions with participants.	<b>Research Ethics 2</b>	Lecture	Discussion
Fifteenth	2	• The student demonstrates competence in the practical and ethical aspects of scientific research in the second part of the course.	<b>Term Exam 2</b>	Lecture	Test

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	By: Mohamed Sarhan Ali Al-Mahmoudi
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – Second Course

1. Course Name: Monetary Policy	
2. Course Code: EcoUOS047	
3. Semester / Year: second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours / 3 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. gailan Ismail Abdullah	
Email: <a href="mailto:gailan.ismael@uosamarra.edu.iq">gailan.ismael@uosamarra.edu.iq</a>	
8. Course Objectives	
Course Objective	<p><b>Introduction to the basic concepts of monetary policy</b>, such as monetary policy tools, interest rates, and exchange rates.</p> <p><b>Understanding the role of central banks</b> in designing and implementing monetary policies and examining their primary objectives, such as achieving price stability and economic growth.</p> <p><b>Analyzing traditional and non-traditional monetary policy tools</b>, including open market operations, the reserve requirement ratio, and the discount rate, as well as expansionary and contractionary monetary policies.</p> <p><b>Studying the impact of monetary policy on macroeconomic variables</b> such as inflation, unemployment, economic growth, and exchange rates.</p> <p><b>Analyzing different economic models</b> that explain the effectiveness of monetary policy in influencing the economy, such as Keynesian models and modern monetary theories.</p> <p><b>Comparing different schools of thought</b> in interpreting the role and impact of monetary policy, with a focus on the differences between Keynesian, monetarist, and modern schools such as rational expectations.</p> <p><b>Evaluating the experiences of various central banks over time</b> and examining the evolution of monetary policy in response to economic and financial crises.</p> <p><b>Applying critical analysis to assess the effectiveness of monetary policy</b> in both developing and developed economies, while studying the challenges faced by monetary policymakers.</p>
9. Teaching and Learning Strategies	
Strategy	<p><b>In interactive activities</b>, students explore the goals and tools of monetary policy, analyze real cases of central bank interventions (e.g., open market operations, discount rate changes), and evaluate the impact of expansionary and contractionary policies on inflation and output using economic models.</p>

**In learning tools,**  
they use graphs to illustrate the link between money supply, interest rates, and inflation; tables to compare policy tools; and mind maps to connect theories like Keynesian and modern monetary theory with policy goals.

**In research and presentations,**  
students prepare reports on monetary policy during crises, give presentations on central bank roles, and write short papers on international policy experiences and their economic impacts.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	• The student defines <b>monetary policy</b> , its <b>objectives</b> , and its <b>macroeconomic importance</b> .	<b>Monetary Policy: Definition, Objectives, and Macroeconomic Importance</b>	Lecture	Discussion
Second	3	• Explains the <b>evolution of the monetary system</b> and its impact on the formulation and implementation of monetary policy.	Evolution of the monetary system and its impact on monetary policy	Lecture	Discussion
Third	3	• Describes the <b>functions and goals of central banks</b> and their role in the economy.	Functions and objectives of central banks	Lecture	Discussion
Fourth	3	• Interprets <b>open market operations, discount rate, and reserve requirement ratio</b> .	Open market operations, discount rate, and reserve requirements	Lecture	Discussion
Fifth	3	• Distinguishes between different <b>types of monetary policies</b> and their <b>traditional and non-traditional tools</b> .	Types of monetary policy: expansionary vs. contractionary; traditional vs. non-traditional tool	Lecture	Test and Discussion
Sixth	3	• Explains <b>expansionary and contractionary policies</b> , and their specific goals.	Liquidity: definition, influencing factors, and central bank management	Lecture	Discussion
Seventh	3	• Defines <b>liquidity</b> , its influencing factors, and how it is managed by the central bank.	<b>Monthly Exam</b>	Lecture	Test
Eighth	3	• Answers a <b>monthly exam</b> on key concepts and tools of monetary policy.	<b>Theoretical Framework of Monetary Policy</b>	Lecture	Discussion
Ninth	3	• Explains the <b>theoretical framework of monetary policy</b> , including the <b>equation of exchange</b> .	Equation of exchange	Lecture	Test and Discussion
Tenth	3	• Interprets the <b>classical quantity theory</b> and its applications.	Classical quantity theory and its application in monetary policy	Lecture	Test and Discussion
Eleventh	3	• Explains the <b>Keynesian theory</b> of liquidity preference and its policy implications.	Keynesian theory: liquidity preference and its implications	Lecture	Test and Discussion
Twelfth	3	• Describes the <b>modern quantity theory</b> and <b>rational expectations</b> , and their impact on monetary policy.	Modern quantity theory: rational expectations and monetary policy	Lecture	Discussion
Thirteenth	3	• Analyzes the relationship between <b>money supply, output, and prices</b> .	Relationship between money supply, output, and prices	Lecture	Discussion

Fourteenth	3	• Takes a <b>second monthly exam</b> on advanced monetary policy concepts.	<b>Monthly Exam</b>	Lecture	Test
Fifteenth	3		<b>Final Review</b>	Lecture	Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<i>Monetary Theory and Policy</i> , by Abdul-Hussein Jaleel Al-Ghalibi et al., University Education House (Dar Al-Taaleem Al-Jamei).
Main references (sources)	<ul style="list-style-type: none"> <li>• <i>Economics of Money and Banking</i>, by Al-Sayyid Metwally Abdelqader, Dar Al-Fikr.</li> <li>• <i>Money and Banking</i>, by Mahmoud Hussein Al-Wadi et al., Dar Al-Maseera for Publishing and Distribution.</li> </ul>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – Second Course

1. Course Name: Econometrics I					
2. Course Code: EcoUOS018					
3. Semester / Year: second : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Dr. Abdullah Mohammed Rasheed					
Email <a href="mailto:abdullah.m.r@uosamarra.edu.iq">abdullah.m.r@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	The teaching of econometrics aims to enable students to test economic theories using quantitative tools, to determine the strength of relationships between variables and measure the extent of one variable's impact on another, thereby lending scientific credibility to the theory. It also supports economic decision-making through the numerical values it provides, such as elasticities and marginal costs, which assist institutions and governments in formulating policies. Forecasting is a central objective, as econometric models are used to predict changes in economic variables, enhancing the effectiveness of economic planning and guiding future policy directions.				
9. Teaching and Learning Strategies					
<b>Strategy</b>	<p><b>Interactive Activities:</b> The student discusses concepts of monetary policy and analyzes the role of central banks in managing inflation and output through tools such as the discount rate and open market operations.</p> <p><b>Instructional Materials:</b> Graphs, tables, and mind maps are used to illustrate the relationship between money supply, interest rates, and monetary theories.</p> <p><b>Research and Presentations:</b> The student prepares reports and delivers presentations on monetary policy responses to crises and international experiences in achieving economic stability and growth.</p>				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

First	3	The student <b>understands the conceptual framework of econometrics</b> and recognizes its importance in analyzing economic phenomena.	<b>Conceptual Framework Econometrics</b>	Lecture and solving mathematical exercises	Discussion
Second	3	The student <b>distinguishes between different types and categories of economic models</b> , and identifies their fundamental components.	Economic models: types, classifications, and components	Lecture and solving mathematical exercises	Test and Discussion
Third	3	The student <b>describes the stages of preparing or building economic models</b> , starting from identifying the economic problem to testing the model.	Stages of building economic models with applied examples	Lecture and solving mathematical exercises	Test and Discussion
Fourth	3	The student <b>applies econometric tools to analyze real economic cases</b> and is assessed through a comprehensive exam.	<b>First Exam</b>	Lecture and solving mathematical exercises	Test and Discussion
Fifth	3	The student <b>understands the two-variable econometric model</b> and recognizes its structure as a form of simple linear regression.	Two-Variable Econometric Model (Simple Linear Regression Model) Description of the two-variable econometric model	Lecture and solving mathematical exercises	Test
Sixth	3	The student <b>explains the rationale for including the random error term in the model</b> and understands its impact on estimation and analysis.	<ul style="list-style-type: none"> <li>The random error term and reasons for its inclusion</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Seventh	3	The student <b>analyzes the fundamental assumptions underlying the two-variable econometric model</b> and assesses their validity.	<ul style="list-style-type: none"> <li>Assumptions of the econometric model</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Eighth	3	The student <b>estimates the parameters of the simple linear regression model</b> using the Ordinary Least Squares (OLS) method.	<ul style="list-style-type: none"> <li>Estimating the two-variable model using <b>Ordinary Least Squares (OLS)</b></li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Ninth	3	The student <b>applies econometric concepts by solving practical exercises</b> on simple models.	<ul style="list-style-type: none"> <li><b>Applied exercises</b></li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Tenth	3	The student <b>conducts analytical testing of the simple econometric model</b> and assesses its suitability for explanation and prediction	Second Exam	Lecture and solving mathematical	Test and Discussion

				cal exercises	
Eleventh	3	The student <b>interprets the meaning of the coefficient of determination (<math>R^2</math>) and evaluates the model's quality accordingly.</b>	Estimating the two-variable model using Ordinary Least Squares (OLS)	Lecture and solving mathematical exercises	Test and Discussion
Twelfth	3	The student <b>calculates the simple correlation coefficient and explains its relation to the strength and direction of relationships between variables</b> in economic exercises.	<b>Applied exercises</b>	Lecture and solving mathematical exercises	Test
Thirteenth	3	The student <b>prepares the Analysis of Variance (ANOVA) table and uses it to test the overall significance of the econometric model.</b>	<b>Analysis of Variance (ANOVA)</b> and overall significance test of the model	Lecture and solving mathematical exercises	Test Discussion
Fourteenth	3	The student <b>applies their standard skills by solving practical economic exercises</b> on the studied models.	<b>Applied exercises</b>	Lecture and solving mathematical exercises	Test and Discussion
Fifteenth	3	The student reviews the standard concepts and econometric models covered during the course to reinforce their theoretical and practical understanding.	Final Review	Lecture and solving mathematical exercises	Test and Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ul style="list-style-type: none"> <li>• <i>Econometric Theory</i>, translated by Dr. Mohammed Abdel Aal Al-Nuaimi et al.</li> <li>• <i>Advanced Econometrics (Theory and Application)</i>, by Prof. Dr. Adel Abdel Ghani Mahboub.</li> <li>• <i>Econometrics</i>, by Prof. Dr. Talib Najm.</li> </ul>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description for Fourth Stage – Second Course

1. Course Name: Planning Methods					
2. Course Code: EcoUOS042					
3. Semester / Year: second : 2024-2025					
4. Description Preparation Date: 4/9/2024					
5. Available Attendance Forms: Attendance					
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Lecture. Nizar Aziz Abbas					
Email: <a href="mailto:nazaraziz@uosamarra.edu.iq">nazaraziz@uosamarra.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>	The course aims to introduce the student to the future of economic planning as a means to direct production towards satisfying human material needs, in contrast to profit-driven production governed by market mechanisms. There are several forms of economic planning, which can be either centralized and bureaucratic or decentralized and democratic. The level of centralization in decision-making depends on the specific type of planning mechanism adopted.				
9. Teaching and Learning Strategies					
<b>Strategy</b>	The student discusses the conceptual framework of planning methods and their role in achieving economic objectives, applies real cases to compare centralized and decentralized planning, and analyzes the impact of quantitative methods in supporting planning decisions. The student uses graphs, tables, and mind maps to illustrate planning stages and their effectiveness, and presents data using digital tools to analyze productivity and resource allocation. In research and presentations, the student prepares reports on the application of planning methods in Iraq, delivers presentations on strategic and operational planning and their impact on development, and completes short studies on the challenges of applying planning methods in developing countries.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	The student explains the conceptual framework of economic planning and highlights its importance in achieving development goals.	<b>Conceptual Framework Economic Planning</b>	Theoretical Lecture	Discussion
Second	2	The student interprets the rationale for using planning in	<b>Rationale for Economic Planning</b>	Theoretical Lecture	Discussion

		the economy, especially in developing countries.			
Third	2	The student distinguishes between types of economic planning based on time horizon and centralization level.	<b>Types of Economic Planning</b>	Theoretical Lecture	Discussion
Fourth	2	The student reviews key economic theories that form the intellectual basis of planning.	<b>Planning Theories</b>	Theoretical Lecture	Discussion
Fifth	2	The student identifies the components and principles of planning such as realism, consistency, and comprehensiveness.	<b>Components and Principles of Planning</b>	Theoretical Lecture	Discussion
Sixth	2	The student outlines the stages of the planning process from preparation to final evaluation.	<b>Stages of the Planning Process</b>	Theoretical Lecture	Discussion
Seventh	2	The student reviews basic concepts through a midterm test covering initial topics.	<b>First Monthly Exam</b>	Lecture	Test
Eighth	2	The student analyzes the general framework of planning within the country's macroeconomic policies.	<b>General Framework of the Planning Process</b>	Theoretical Lecture	Discussion
Ninth	2	The student explains how to plan the workforce and link it to labor market needs.	<b>Workforce Planning and Partial vs. Total Productivity</b>	Theoretical Lecture	Discussion
Tenth	2	The student differentiates between partial productivity and total productivity and measures their impact.	<b>Technical Methods in the Planning Process</b>	Theoretical Lecture	Discussion
Eleventh	2	The student applies technical methods used in constructing economic plans.	<b>Second Monthly Exam</b>	Lecture	Test
Twelfth	2	The student participates in the second exam measuring understanding of planning tools.	<b>Economic Aggregate Balances</b>	Theoretical Lecture	Discussion
Thirteenth	2	The student uses aggregate balances to understand macroeconomic relationships between sectors.	<b>Input-Output Table</b>	Theoretical Lecture	Discussion
Fourteenth	2	The student interprets input-output tables to analyze economic linkages.	<b>Review and Final Exam</b>	Theoretical Lecture	Discussion
Fifteenth	2	The student reviews the full syllabus and prepares for the final exam through practical applications.	<b>Conceptual Framework of Economic Planning</b>	Theoretical Lecture	Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)	<ul style="list-style-type: none"> <li>• Dr. Jamal Dawood Salman and Dr. Taher Fadhel Hassoun, <b>Bayt Al-Hikma, 1989.</b></li> <li>• Dr. Mukhtar Baloul, <b>King Saud University, College of Administrative Sciences, Department of Economics.</b></li> </ul>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – Second Course

1. Course Name: Energy Economics	
2. Course Code: EcoUOS043	
3. Semester / Year: second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name) Name: Asst. Lecture. Mohammed Amin Haitham Email: <a href="mailto:mohammed.a.h@uosamarra.edu.iq">mohammed.a.h@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	The course aims to introduce students to the future of renewable energies and their role in the stages of development and economic growth. It familiarizes them with the key characteristics of renewable energies and the main factors influencing their consumption, as well as the importance of energy in the process of economic development. The course also seeks to enhance students' knowledge and experience in the field of energy in general, and renewable energy in particular, and to highlight the world's current need for alternative energy sources.
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>Interactive Activities:</b> The student discusses the conceptual framework of energy economics and its importance in maintaining national economic stability. The student applies real-world case studies related to energy pricing, supply, and demand at both local and global levels. The student analyzes the impact of using economic methods to forecast energy prices and plan its consumption.</p> <p><b>Educational Tools:</b> The student uses graphs to illustrate the relationship between energy consumption and economic growth. The student employs tables and mind maps to simplify the concepts of energy security, source diversification, and sustainability. The student presents energy-related data using digital tools to analyze productivity and allocate resources among various sources.</p> <p><b>Research and Presentation:</b> The student prepares analytical reports on the impact of renewable energy on the national economy and labor markets. The student delivers presentations on the role of energy policies in</p>

economic development and achieving energy security.  
The student completes short research papers on the challenges facing the energy sector in Iraq and the potential for diversifying its sources.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>The student identifies the general concept of energy economics and its role in both macroeconomics and microeconomics.</li> </ul>	<ul style="list-style-type: none"> <li>General concept of energy economics</li> </ul>	Theoretical Lecture	Discussion
Second	2	<ul style="list-style-type: none"> <li>The student analyzes the structure of the global energy market and the factors influencing the balance between supply and demand.</li> </ul>	<ul style="list-style-type: none"> <li>Economic analysis of the global energy market</li> </ul>	Theoretical Lecture	Discussion
Third	2	<ul style="list-style-type: none"> <li>The student explains the pricing mechanisms of energy sources and the political and economic factors affecting them.</li> </ul>	<ul style="list-style-type: none"> <li>Energy source prices and the factors affecting their pricing</li> </ul>	Theoretical Lecture	Discussion
Fourth	2	<ul style="list-style-type: none"> <li>The student distinguishes between types of renewable energy sources and explains the characteristics of each type.</li> </ul>	<ul style="list-style-type: none"> <li>Renewable energy sources and their types</li> </ul>	Theoretical Lecture	Discussion
Fifth	2	<ul style="list-style-type: none"> <li>The student clarifies the nature of investments in renewable energy and their economic feasibility.</li> </ul>	<ul style="list-style-type: none"> <li>Nature of investments in renewable energy sources</li> </ul>	Theoretical Lecture	Discussion
Sixth	2	<ul style="list-style-type: none"> <li>The student explains the post-production stages in the oil industry and the role of natural gas in the economy.</li> </ul>	<ul style="list-style-type: none"> <li>Post-production oil industry and the use of natural gas</li> </ul>	Theoretical Lecture	Discussion
Seventh	2	<ul style="list-style-type: none"> <li>The student evaluates their understanding of the basic concepts in the first exam.</li> </ul>	<ul style="list-style-type: none"> <li>First monthly exam</li> </ul>	Lecture	Test
Eighth	2	<ul style="list-style-type: none"> <li>The student discusses theories for analyzing exhaustible resources such as Hotelling and Harrod and their applications.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of exhaustible resources and the theories of Hotelling and Harrod</li> </ul>	Theoretical Lecture	Discussion
Ninth	2	<ul style="list-style-type: none"> <li>The student traces the evolution of supply and demand for various energy sources over time.</li> </ul>	<ul style="list-style-type: none"> <li>Various energy sources and the evolution of their supply and demand</li> </ul>	Theoretical Lecture	Discussion
Tenth	2	<ul style="list-style-type: none"> <li>The student links the use of energy sources to environmental pollution and its consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Energy sources and the issue of environmental pollution</li> </ul>	Theoretical Lecture	Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>The student explains the concept of energy security and the policies that ensure sustainable energy supply.</li> </ul>	<ul style="list-style-type: none"> <li>Energy security</li> </ul>	Lecture	Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>The student evaluates their academic progress in intermediate concepts during the second exam.</li> </ul>	<ul style="list-style-type: none"> <li>Review and exam</li> </ul>	Theoretical Lecture	Test
Thirteenth	2	<ul style="list-style-type: none"> <li>The student explains the possibility of substitution</li> </ul>	<ul style="list-style-type: none"> <li>Substitution potential between alternative,</li> </ul>	Theoretical Lecture	Discussion

		between renewable, exhaustible, and alternative energy sources.	exhaustible, and renewable energy sources		
Fourteenth	2	<ul style="list-style-type: none"> <li>The student explores the future of exhaustible resources in light of technological developments and global policies.</li> </ul>	<ul style="list-style-type: none"> <li>Future outlook of exhaustible resources</li> </ul>	Theoretical Lecture	Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The student reviews the basic concepts and prepares for a comprehensive exam on energy economics.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive review</li> </ul>	Theoretical Lecture	Discussion

### 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<p><b>Book Title:</b> Oil Economics <b>Author:</b> Dr. Ahmed Hussein Al-Hayti</p> <p><b>Book Title:</b> Economics of the Oil Industry <b>Author:</b> Dr. Nabil Jafar Abdul Redha</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – Second Course

1. Course Name: Eviews	
2. Course Code: EcoUOS046	
3. Semester / Year: second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Dr. Abdullah Mohammed Rasheed	
Email <a href="mailto:abdullah.m.r@uosamarra.edu.iq">abdullah.m.r@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Develop the student’s understanding of the theoretical foundations of econometrics and connect them to practical applications for analyzing economic relationships using data.</li> <li>2. Enable the student to use statistical software such as EViews to build econometric models and analyze economic data scientifically.</li> <li>3. Prepare the student to carry out practical applications and research projects involving the analysis of real economic data using appropriate econometric tools and statistical models.</li> </ol>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>Interactive Activities:</b> The student discusses the conceptual framework of using EViews software for economic data analysis, applies real case studies to build simple and multiple regression models, and analyzes econometric results while testing hypotheses using the program’s tools.</p> <p><b>Instructional Materials:</b> The student uses graphs within EViews to illustrate relationships between economic variables, employs statistical tables to interpret results, and utilizes mind maps to organize econometric analysis steps and explain data input and result interpretation mechanisms.</p> <p><b>Research and Presentations:</b> The student prepares analytical reports based on real economic data entered and analyzed using EViews, delivers presentations on the importance of econometric models in economic decision-making, and</p>

completes short research papers on the application of the software in analyzing fiscal and monetary policies.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>The student <b>explains the concept of econometrics</b> and its role in analyzing economic relationships.</li> </ul>	Introduction	Lecture and solving mathematical exercises	Discussion
Second	2	<ul style="list-style-type: none"> <li>The student <b>becomes familiar with the program interface</b> and learns the basics of launching and closing it.</li> </ul>	How to close the program	Lecture and solving mathematical exercises	Practical Lecture
Third	2	<ul style="list-style-type: none"> <li>The student <b>uses the help window</b> to explore the program's tools and functions.</li> </ul>	Help window	Lecture and solving mathematical exercises	Practical Lecture
Fourth	2	<ul style="list-style-type: none"> <li>The student <b>distinguishes between different object types</b> within the program and understands their basic functions.</li> </ul>	Objects and program basics	Lecture and solving mathematical exercises	Practical Lecture
Fifth	2	Test on Previous Lectures	Exam	Lecture and solving mathematical exercises	Test
Sixth	2	<ul style="list-style-type: none"> <li>The student <b>practically applies the steps to create a work file</b> within the program.</li> </ul>	Creating a work file in the program	Lecture and solving mathematical exercises	Practical Lecture
Seventh	2	<ul style="list-style-type: none"> <li>The student <b>inputs economic data</b> into the program in various formats.</li> </ul>	Data entry in the program	Lecture and solving mathematical exercises	Practical Lecture
Eighth	2	<ul style="list-style-type: none"> <li>The student <b>uses mathematical expressions</b> to build and analyze models within the software.</li> </ul>	Mathematical expressions in the program - method	Lecture and solving mathematical exercises	Practical Lecture
Ninth	2	<ul style="list-style-type: none"> <li>The student <b>discusses the basic statistical principles</b> underlying econometric analysis.</li> </ul>	Statistical principles	Lecture and solving mathematical exercises	Practical Lecture

				cal exercises	
Tenth	2	<ul style="list-style-type: none"> <li>The student <b>applies econometric analysis using the simple linear regression model.</b></li> </ul>	Simple regression	Lecture and solving mathematical exercises	Practical Lecture
Eleventh	2	<ul style="list-style-type: none"> <li>The student <b>applies the multiple linear regression model</b> to estimate complex economic relationships.</li> </ul>	Linear regression	Lecture and solving mathematical exercises	Practical Lecture
Twelfth	2	<ul style="list-style-type: none"> <li>The student <b>inputs economic data into EViews</b> using both manual methods and external files.</li> </ul>	Mathematical expressions in the program	Lecture and solving mathematical exercises	Practical Lecture
Thirteenth	2	<ul style="list-style-type: none"> <li>The student <b>identifies and applies basic statistical concepts</b> such as mean, standard deviation, and correlation within the program environment.</li> </ul>	Statistical principles	Lecture and solving mathematical exercises	Practical Lecture
Fourteenth	2	<ul style="list-style-type: none"> <li>The student <b>answers applied questions in the second monthly exam</b> demonstrating understanding of the statistical and programming skills acquired.</li> </ul>	Exam 2	Lecture and solving mathematical exercises	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The student <b>conducts a comprehensive review of EViews applications</b>, from data entry to statistical result analysis.</li> </ul>	Comprehensive review	Lecture and solving mathematical exercises	Discussion

### 11. Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<p><b>Book Title:</b> Eviews in Econometrics</p> <p><b>Author:</b> Dr. Adnan Al-Sanawi</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description for Fourth Stage – Second Course

1. Course Name: Project Evaluation	
2. Course Code: EcoUOS049	
3. Semester / Year: second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant Lecturer Obaida Amir Khudair	
Email: <a href="mailto:obaida.am.kh@uosamarra.edu.iq">obaida.am.kh@uosamarra.edu.iq</a>	
8. Course Objectives	
Course Objectives	Project evaluation is a systematic method or approach used to determine the extent of benefits that will be achieved from the expected investment decision, i.e., the proposed project. It aims to measure the net benefits of the proposed project according to financial, economic, and social criteria as a basis for its acceptance or rejection. It also aims to prioritize alternative projects and select among them based on the principle of priorities, which means that no investment decision can be accepted without going through the selection process.
9. Teaching and Learning Strategies	
Strategy	<p><b>Interactive Activities:</b> The student discusses project evaluation concepts and analyzes the role of feasibility studies in making successful investment decisions using economic and financial feasibility analysis tools.</p> <p><b>Educational Tools:</b> The student uses graphs, tables, and mind maps to illustrate the steps of preparing a feasibility study, analyzing profitability, and the risks associated with projects.</p> <p><b>Research and Presentation:</b> The student prepares reports and delivers presentations on the evaluation of real projects, focusing on economic feasibility studies, challenges, and international experiences in project management and evaluation.</p>
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	The student explains the concept of a project, its objectives, and its various types.	<ul style="list-style-type: none"> <li>• Concept of Project</li> <li>• Concept of Evaluation</li> </ul>	Lecture and solving mathematical exercises	Discussion
Second	3	The student explains the concept of evaluation and its importance in the investment decision-making process.	<ul style="list-style-type: none"> <li>• Concept of Project and</li> <li>• Concept of Evaluation</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Third	3	The student defines the Cooperation Organization, its objectives, and its role in supporting economic projects.	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Organization</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fourth	3	The student analyzes the impact of the Cooperation Organization on the development and implementation of projects at the local and international levels.	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Organization</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fifth	3	The student explains the concept of preliminary feasibility and its objectives in project evaluation in a simplified manner.	<ul style="list-style-type: none"> <li>• Preliminary and Detailed Feasibility</li> </ul>	Lecture and solving mathematical exercises	Test
Sixth	3	The student distinguishes between preliminary feasibility and detailed feasibility in terms of content, depth, and application.	<ul style="list-style-type: none"> <li>• Preliminary and Detailed Feasibility</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Seventh	3	The student outlines the steps for preparing a detailed feasibility study and its main components.	<ul style="list-style-type: none"> <li>• Preliminary and Detailed Feasibility</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Eighth	3	The student explains the basic commercial profitability criteria used in evaluating economic projects.	<ul style="list-style-type: none"> <li>• Commercial Profitability</li> <li>• Criteria</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Ninth	3	The student identifies project performance evaluation criteria such as efficiency, effectiveness, and sustainability.	<ul style="list-style-type: none"> <li>• Performance Evaluation</li> <li>• Criteria</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Tenth	3	The student analyzes the problems and challenges facing the project evaluation process in Iraq.	<ul style="list-style-type: none"> <li>• Evaluation Problems in Iraq</li> </ul>	Lecture and solving mathematical	Test and Discussion

				cal exercises	
Eleventh	3	The student explains the steps to prepare a feasibility study for an industrial project and highlights its main components.	<ul style="list-style-type: none"> <li>Industrial and Agricultural Project</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Twelfth	3	The student prepares a feasibility study for an agricultural project focusing on economic and environmental aspects.	<ul style="list-style-type: none"> <li>Industrial and Agricultural Project</li> </ul>	Lecture and solving mathematical exercises	Test
Thirteenth	3	The student interprets the concept of a project and the importance of evaluation in investment decision-making.	<ul style="list-style-type: none"> <li>Concept of Project and Concept of Evaluation</li> </ul>	Lecture and solving mathematical exercises	Test Discussion
Fourteenth	3	The student defines the Cooperation Organization and its role in supporting economic projects.	<ul style="list-style-type: none"> <li>Cooperation Organization</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion
Fifteenth	3	The student distinguishes between preliminary and detailed feasibility and their objectives in project evaluation.	<ul style="list-style-type: none"> <li>Preliminary and Detailed Feasibility</li> </ul>	Lecture and solving mathematical exercises	Test and Discussion

### 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<p><i>Economic Feasibility Studies and Project Evaluation: Theoretical and Applied Analysis,</i>  Dr. Kazem Jawad Al-Eisawi,  Dar Al-Manahij for Publishing and Distribution,  2013, First Edition.</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description for Fourth Stage – Second Course

1. Course Name: Financial Institutions	
2. Course Code: EcoUOS045	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name) Name: Assistant Lecturer Mohammed Jasim Mohammed Email: <a href="mailto:mohammed.j.moh@uosamarra.edu.iq">mohammed.j.moh@uosamarra.edu.iq</a>	
8. Course Objectives	
<b>Course Objective</b>	They vary and depend on the type of financial institution and its activities. However, their objectives can generally be summarized in the following points: <ol style="list-style-type: none"> <li>1. Providing financing</li> <li>2. Managing risks</li> <li>3. Facilitating payments</li> <li>4. Offering financial consulting and achieving profit to enhance economic stability and to be utilized for application in Iraq</li> </ol>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p><b>In educational activities</b>, the student discusses the conceptual framework of financial institutions, their types, and their functions in supporting the national economy. The student applies real case studies on the role of banks and insurance companies in mobilizing savings and allocating resources, and analyzes the impact of effective financial management in achieving a balance between liquidity and profitability using financial analysis tools.</p> <p><b>In educational tools</b>, the student uses graphs to illustrate the relationship between financial institution balance sheet components and overall performance, employs tables and mind maps to simplify concepts of financial risk and types of financial institutions, and presents financial data using digital tools to analyze liquidity, profitability, and the structure of assets and liabilities.</p> <p><b>In research and presentations</b>, the student prepares analytical reports on financing policies of commercial and investment banks, delivers presentations on the role of financial institutions in risk management and enhancing financial stability, and completes short research papers on the</p>

challenges facing Islamic and international banks and their contribution to economic development.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	<ul style="list-style-type: none"> <li>The student explains the concept of financial institutions, their types, functions, roles in the economy, and objectives.</li> </ul>	<b>Chapter One:</b> Concept Financial Institutions, Types, Functions, Objectives	Lecture Theory	Test and Discussion
Second	2	<ul style="list-style-type: none"> <li>The student interprets the distinctive activities of financial institutions and the services they provide to society.</li> </ul>	Distinctive Activities of Financial Institutions, Services Provided, and Their Role in the Economy	Lecture Theory	Test and Discussion
Third	2	<ul style="list-style-type: none"> <li>The student analyzes the methods and techniques of managing financial institutions to achieve operational efficiency.</li> </ul>	Management of Financial Institutions	Lecture Theory	Test and Discussion
Fourth	2	<ul style="list-style-type: none"> <li>The student explains the concept of banks and classifies their types according to their functions and economic importance.</li> </ul>	<b>Chapter Two:</b> Concept of Banks, Their Types, Functions, and Importance	Lecture Theory	Test and Discussion
Fifth	2	<ul style="list-style-type: none"> <li>The student distinguishes between commercial and investment banks in terms of their financing and supervisory roles.</li> </ul>	Investment Banks and Their Functions: Financing and Supervisory Functions	Lecture Theory	Test and Discussion
Sixth	2	<ul style="list-style-type: none"> <li>The student interprets the nature of Islamic banks and explains their features that differentiate them from conventional banks.</li> </ul>	<b>Section Two:</b> Islamic Banks: Definition, Importance, and Distinguishing Features	Lecture Theory	Test and Discussion
Seventh	2	<ul style="list-style-type: none"> <li>The student identifies the forms of international regulatory banks and explains their functions in global markets.</li> </ul>	<b>Chapter Three:</b> International Banks and Their Regulatory Forms	Lecture Theory	Test and Discussion
Eighth	2	<ul style="list-style-type: none"> <li>The student becomes familiar with the components of financial institutions' budgets, including assets and liabilities.</li> </ul>	<b>Chapter Four:</b> Financial Institution Budget Management	Lecture Theory	Test and Discussion
Ninth	2	<ul style="list-style-type: none"> <li>The student analyzes the relationship between profitability and liquidity in managing financial institutions' budgets.</li> </ul>	Section One: Fixed Assets and Structure of Liabilities	Lecture Theory	Test and Discussion
Tenth	2	<ul style="list-style-type: none"> <li>The student explains the basic concepts of budget management in financial institutions.</li> </ul>	Section Two: Basic Concepts of Budget Management	Lecture Theory	Test and Discussion
Eleventh	2	<ul style="list-style-type: none"> <li>The student analyzes the relationship between profitability and liquidity and ways to achieve balance between them.</li> </ul>	Balancing Profitability and Liquidity	Lecture Theory	Test and Discussion
Twelfth	2	<ul style="list-style-type: none"> <li>The student interprets liquidity management methods and the role of money markets in supporting financial institutions.</li> </ul>	Liquidity Management and Money Market Operations	Lecture Theory	Test and Discussion
Thirteenth	2	<ul style="list-style-type: none"> <li>The student distinguishes between types of financial and banking risks and how to manage them.</li> </ul>	<b>Chapter Five:</b> Financial and Banking Risks	Lecture Theory	Test Discussion

Fourteenth	2	<ul style="list-style-type: none"> <li>The student learns about insurance institutions and their role in managing economic risks.</li> </ul>	<b>Chapter Six:</b> Insurance Institutions	Lecture Theory	Test and Discussion
Fifteenth	2	<ul style="list-style-type: none"> <li>The student explains the concept of financial institutions, their types, functions, roles in the economy, and objectives.</li> </ul>	<b>Chapter One:</b> Concept of Financial Institutions, Their Types, Functions, and Objectives	Lecture Theory	Test and Discussion

### 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ol style="list-style-type: none"> <li>Alaa Farhan Talib, Haider Younis Al-Moussawi, and Muhammad Faez, <i>Introduction to Financial Institutions Management</i>, Karbala Center for Studies and Research, 1st Edition, 2015.</li> <li><i>Financial Institutions Management from a Risk Management Perspective</i> (book title).</li> <li><i>The Economics of Money, Banking, and Financial Markets</i>.</li> </ol>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description for Fourth Stage – Second Course

1. Course Name: Operations Research 2	
2. Course Code: <b>EcoUOS044</b>	
3. Semester / Year: Second : 2024-2025	
4. Description Preparation Date: 4/9/2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours / 2 unit	
7. Course administrator's name (mention all, if more than one name)	
Name: Lect. Mustafa Mohammed Hussein	
Email: <a href="mailto:mustafa.moha20@uosamarra.edu.iq">mustafa.moha20@uosamarra.edu.iq</a>	
8. Course Objectives	
Course Objective	7. <b>A- Educational Benefit:</b> By understanding the concept of operations research and its related concepts. <b>C- Teaching the student</b> a set of quantitative methods that can be relied upon to solve economic problems and rationalize decision-making.
9. Teaching and Learning Strategies	
Strategy	<p><b>Interactive Activities:</b> The student discusses the conceptual framework of energy economics and its importance in national economic stability. The student applies real case studies on energy pricing, supply, and demand locally and globally, and analyzes the impact of using economic methods to forecast energy prices and plan consumption using quantitative models.</p> <p><b>Educational Tools:</b> The student uses graphs to illustrate the relationship between energy consumption and economic growth, employs tables and mind maps to simplify concepts of energy security, source diversification, and sustainability, and presents energy data using digital tools to analyze productivity and resource allocation among different sources.</p> <p><b>Research and Presentation:</b> The student prepares analytical reports on the impact of renewable energy on the national economy and labor markets, delivers presentations on the role of energy policies in economic development and achieving energy security, and completes short research papers on the challenges facing the energy sector in Iraq and the potential for diversifying its sources.</p>
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	The student understands the concept of transportation problems and explains their importance in improving economic efficiency.	Transportation Problems / L Cost Method	Lecture and solving mathematical exercises	Test and Discussion
Second	2	The student applies the Least Cost method to obtain the initial solution for transportation problems.	Transportation Problems / Least Cost Method	Lecture and solving mathematical exercises	Test and Discussion
Third	2	The student solves transportation problems using Vogel's approximation method and compares its results with other methods.	Transportation Problems / Vogel's Method	Lecture and solving mathematical exercises	Test and Discussion
Fourth	2	The student repeatedly applies Vogel's method to different cases to understand its practical flexibility.	Transportation Problems / Vogel's Method	Lecture and solving mathematical exercises	Test and Discussion
Fifth	2	The student uses the Stepping Stone method to find the optimal solution for transportation problems.	Finding the Optimal Solution	Lecture and solving mathematical exercises	Test and Discussion
Sixth	2	The student practices the steps of the Stepping Stone method in depth and extensively.	Stepping Stone Method / Stepping Stone Method	Lecture and solving mathematical exercises	Test and Discussion
Seventh	2	The student takes a midterm exam to assess their ability to analyze transportation and cost problems.	Exam	Lecture and solving mathematical exercises	Test and Discussion
Eighth	2	The student explains the concept of assignment models and identifies the conditions for their effective use.	Assignment Problems	Lecture and solving mathematical exercises	Test and Discussion
Ninth	2	The student applies the Hungarian method to solve assignment problems at minimum cost.	Direct Method (Hungarian)	Lecture and solving mathematical exercises	Test and Discussion
Tenth	2	The student re-applies the Hungarian method on various problems to consolidate the skill.	Direct Method (Hungarian) – Objective – Exam	Lecture and solving mathematical exercises	Test and Discussion
Eleventh	2	The student learns about the assignment models and distinguishes between assignment and allocation problems.	Assignment and Allocation Models – Concept and Conditions	Lecture and solving mathematical exercises	Test and Discussion
Twelfth	2	The student applies sensitivity analysis to examine the stability of the solution under data changes.	Sensitivity Analysis	Lecture and solving mathematical exercises	Test and Discussion
Thirteenth	2	The student evaluates the impact of changes in the objective function coefficients on the final solution.	Changes in Objective Function Coefficients	Lecture and solving mathematical exercises	Test Discussion
Fourteenth	2	The student links transportation and assignment methods in operational decision-making.	Linking Transportation and Assignment Methods	Lecture and solving mathematical exercises	Test and Discussion

Fifteenth	2	The student completes a comprehensive final exam covering transportation, assignment, sensitivity analysis, and models.	Exam	Lecture and solving mathematical exercises	Test and Discussion
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### 11.Course Evaluation

- Daily preparation: 5 points
- Daily exam: 5 points
- Reports: 5 points
- Monthly exams: 15 points
- Final exam: 70 points

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ol style="list-style-type: none"> <li>1. Introduction to Operations Research, authored by Dr. Duwiya Salman and Adnan Shamkhi (Textbook).</li> <li>2. Operations Research, authored by Abdul Diab Jazzaa (Assistant).</li> </ol>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

