

## **Self-Assessment Report Form for Scientific Departments for the Academic Year 2019-2020**

### **Department of History:**

#### **A Historical Background:**

The Department of History was established in the academic year 1964-1965 in conjunction with the opening of the College of Arts, which was the first college established on 1/4/1964 to be the starting point for the establishment of the University of Basrah, in recognition of the greatness of history among the humanities. The department is specialized in studying history in all its branches (ancient, Islamic, medieval, modern, and contemporary history).

**Vision:** Creating an academic body specialized in supporting educational institutions towards excellence, quality, and competition locally, regionally, and globally.

**Mission:** To establish a governmental body to provide scientific, administrative, and technical support in the field of educational institutions quality within the disciplines of humanities to become more capable of creativity and innovation through efficient preparation fit with the needs of the labor market and harnessing scientific and consultative research to serve the community and its various institutions in accordance with international standards.

- 3- The participation of academic institutions in foreseeing the future through history and supporting developing effective and achievable future strategies and plans.
- 4- Strengthening the role of advisory services in the academic institutions and making them a center for cultural and scientific support for the community.
- 5- Continuous improvement of faculty members and focusing on the need to enrich the English language and computers and activate international standards for the percentage of the numbers of faculty members compared to students.
- 6- Overcoming difficulties for academic institutions to enter international classifications and obtain accreditation from various accreditation bodies.
- 7- Supporting and directing scientific laboratories to obtain ISO / 17025.
- 8- Directing academic institutions to follow health methods.
- 9- Strengthening the management of academic institutions to achieve an academic reputation and raise the spirit of competition in all fields.
10. Supporting academic institutions with international professors through education in all fields.
- 11- Encouraging academic institutions to conclude international cooperative agreements with the corresponding institutions in the world.
- 12- Showing the honorable scientific image of the Iraqi researcher by supporting him/ her in publishing in international fields and participating in international conferences.
- 13- Strengthening the mutual relations between the various academic institutions to create a suitable environment.

14- Directing the academic institutions in preserving the authenticity of the Iraqi society by promoting the spirit of citizenship.

## Status of the Department

**First: The teaching staff:** In terms of

- 1- Modern and precise scientific specialization.
- 2- Certificates holders.
- 3- Structure of the department - the number of faculty members to the number of students ratio. 1/20
- 4- The faculty members' experience in the field of teaching and scientific research: Yes, there are faculty members according to the specializations in the department.
- 5- Ethics of Teaching Staff. Good
- 6- Teaching staff commits to office hours in following up students and scientific research. (2) hours per week.
- 7- The development of scientific research and the writing of books: not only for scientific promotions. Yes, book writing is available.

## SWOT Analysis

<b>Strengths</b>	<b>Weaknesses</b>
<ol style="list-style-type: none"> <li>1-Diverse and multiple.</li> <li>2-A high percentage (80%) of Ph.D. holders.</li> <li>3-It is compatible with students' numbers for the standard ratio of 20/1.</li> <li>4-Long and efficient experience.</li> <li>5-Professional ethics.</li> <li>6-Good commitment and follow-up.</li> <li>7-There is a wide activity in writing books for scientific and specialized purposes.</li> </ol>	<ol style="list-style-type: none"> <li>1- Some specializations need to be developed in line with scientific development.</li> <li>2- The certificate holders do not have any delegation to international universities to learn various experiences.</li> <li>3. The scientific structure is calculated according to an old method that does not fit the academic system.</li> <li>4- Experience should be enhanced by openness to international universities.</li> <li>5- Ethics should address the human side as well as the professional side.</li> <li>6- Unavailability of extra time due to the overcrowding of the schedule.</li> <li>7- Most books are not presented to a scientific assessor.</li> </ol>
<b>Opportunities</b>	<b>Threats</b>
<ol style="list-style-type: none"> <li>1- It is possible to provide more specialized opportunities in opening post-doctoral studies.</li> <li>2- Master's degree holders obtain a Ph.D.</li> <li>3- Addressing any surplus through the noticeable increase in the number of students.</li> <li>4- Holding workshops for teaching staff to increase expertise.</li> </ol>	<ol style="list-style-type: none"> <li>1- Some authorities and professors stop conducting modern and advanced studies.</li> <li>2- The emigration of some professors and the urgent desire by others to emigrate.</li> <li>3- Remaining on the old method in calculating the structure is a negative indicator in its application.</li> <li>4- Failure to give development opportunities to professors in developing their own</li> </ol>

<p>5- It is possible to move towards activating human development and including it in scientific frameworks and curricula.</p> <p>6- Opening online channels to follow up on students by professors.</p> <p>7- Increasing authorship opportunities by establishing a publishing house for the university or higher education in general.</p>	<p>experiences in giving lectures as a result of the imposition of curricula by the Ministry.</p> <p>5- Some professors are exposed to threats as a result of the social reality that is reflected on the university campus in the student-teacher relationship.</p> <p>6- The intensity of the distribution of students sometimes threatens the follow-up on the students by teaching staff.</p> <p>7- The rise in publishing, printing, and translation fees negatively affects authorship.</p>
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## Second: Obtaining Academic Accreditation Certificate

### SWOT Analysis

<p><b>Strengths</b></p> <p>The department has points according to the institutional accreditation standards in terms of the teaching staff, their long experience, and their competence, which depends on self-performance in inventing new teaching methods and creating communication between students, as well as publishing research in reputable journals, in addition to the department's community activities through its professors and students.</p>	<p><b>Weaknesses</b></p> <p>There are no official introductory guides that educational and scientific institutions adopt to present to the community, in addition to the department's lack of modern infrastructure that covers its needs.</p>
<p><b>Opportunities</b></p> <p>The goals and mission are available in creating opportunities that give the department more continuity in providing the scientific reality inside and outside the institution are one of the conditions that fall within the context of the work and the output that the department aspires to make.</p>	<p><b>Threats</b></p> <p>Failure to monitor what supports the department from a financial point of view to hold seminars and conferences related to its field of specialization will lead to a scientific regression, as well as the inactivity of the labor market in the field of the graduates threatens the future of human studies</p>

### SWOT Analysis

<p><b>Strengths</b></p> <p>1- The number of students' admissions increase is an indicator of the diversity of student admissions for many levels and it constituted 200%.</p> <p>2- Medium to good.</p>	<p><b>Weaknesses</b></p> <p>1. The numbers of admissions do not correspond to the number of classrooms.</p> <p>2- Admission rates decreased significantly as a result of the private morning studies channel.</p>
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<p>3- It gives an opportunity not to waste academic years for students in remaining in their stage.</p> <p>4- Giving an opportunity to students in light of an exceptional circumstance.</p> <p>5- A system that stimulates students' desire and motivates their will to take the test.</p>	<p>3- It is often a source of concern for many students because it is related to suspension if the student fails.</p> <p>4- It encourages students to frequently miss exams, especially in the second round.</p> <p>5 - The lack of infrastructure is an obstacle to the proper implementation of this system</p>
<b>Opportunities</b>	<b>Threats</b>
<p>1- Develop a strategy that aims to develop a central admission plan to match the needs of educational institutions and the university institution's ability.</p> <p>2- Commitment to the fixed acceptance rates annually and the creation of other departments suitable for all rates.</p> <p>3- Creating more chances of success for the student.</p> <p>4- Giving opportunities to redo the exam to achieve the highest percentage of success.</p> <p>5- Finding alternatives by the ministry to deal with student cases other than the courses system</p>	<p>1- The inflation of graduates numbers without any well-thought-out plan in the labor market.</p> <p>2- The noticeable decline in acceptance rates through the multiplicity of admission channels, in which the low rates were taken into account.</p> <p>3- Total dependence on taking the subjects to the next year system by students and not studying hard subjects.</p> <p>4- The third-round exams encouraged many students to be absent in the first and second rounds.</p> <p>5- Failure of the infrastructure to comprehend the numbers of registered students according to the announced courses</p>

### Postgraduate Studies: in terms of:

#### 1- Teaching staff.

- The teaching staff experience in the field of teaching and scientific research.
- Reliance on modern and advanced scientific sources.
- The certificate - the scientific title.

#### 2- Postgraduate students:

- The competition rate for admission is 65%.
- Channels of admission: public channel, private channel, martyrs' families channel, and higher education channel.
- The number of accepted students to the number of the teaching staff ratio in terms of experience, certificate, and scientific title.
- Building an independent library for postgraduate studies equipped with modern scientific resources and an internet network.

### SWOT Analysis

<b>Strengths</b>	<b>Weaknesses</b>
<p>1. Teaching staff:</p> <ul style="list-style-type: none"> <li>- Long professional experience with high efficiency.</li> <li>-Relying on a huge number of solid and diverse sources.</li> </ul>	<p>1- Teaching staff:</p> <ul style="list-style-type: none"> <li>- The lack of knowledge of international university experiences.</li> <li>-Relying on specific scientific resources because they are not available for use.</li> </ul>

<p>-Most of them hold Ph.D. certificates with the title of professor and assistant professor.</p> <p>2- Postgraduate students:</p> <ul style="list-style-type: none"> <li>- Based on the highest of 65% of the applicants.</li> <li>-The field of admission to postgraduate studies in Islamic, modern, and contemporary history.</li> <li>- The numbers are somewhat suitable and appropriate in terms of title, certificate, and experience.</li> <li>-Yes, there is such a library in the college, which we hope will expand and be provided with more resources.</li> </ul>	<p>2- Postgraduate students:</p> <ul style="list-style-type: none"> <li>- Not specifying the competition rate as a fixed rate for each year.</li> <li>- Not increasing the study seats for the top students.</li> <li>- Students tend to one field rather than the other.</li> <li>-There is no special library for postgraduate studies available for each department</li> </ul>
<p><b>Opportunities</b></p>	<p><b>Threats</b></p>
<p>1. Teaching staff:</p> <ul style="list-style-type: none"> <li>- Increasing the expertise of the teaching staff through openness to all research fields by holding workshops with international universities.</li> <li>- Increasing the number of translated books.</li> <li>- Opening the way for postgraduate certificates holders to take other certificates in their general and specific specializations from international universities.</li> </ul> <p>2- Postgraduate students:</p> <ul style="list-style-type: none"> <li>- Giving admission opportunities to students applying for Ph.D., who have obtained (Excellent) in a master's degree, outside the scope of the admission plan.</li> <li>-Expanding the fields of admission for employees of other ministries.</li> <li>- Developing an appropriate distribution plan according to the type of study and its field, suitable to the specializations of the professors.</li> <li>- Taking into consideration the establishment of a modern library, along with the college's modernization of its facilities.</li> </ul>	<p>1- Teaching staff:</p> <ul style="list-style-type: none"> <li>- The professors' experience is subject to a kind of monotony unless the ministry updates its educational programs.</li> <li>-The new scientific resources should not be used unless they are reviewed by the scientific assessor.</li> </ul> <p>2- Postgraduate students:</p> <ul style="list-style-type: none"> <li>- Continuous changes in determining the appropriate rates of admission produce a kind of regression in levels. Some admission channels force the colleges to accept students in postgraduate studies.</li> <li>- Sometimes the numbers of accepted students don't fit the rate of the teaching staff numbers due to the decline in advanced levels and their unwillingness to study some difficult specializations.</li> <li>-Lack of serious desire to develop the idea of building an independent library for each department</li> </ul>

**Fourth - curricula:** In terms of:

1 - The extent of modernization in academic subjects in line with scientific development and the labor market. Yes, it keeps pace with modernization and scientific development.

- 2- Adopting the English language in the curricula and for all stages. Yes, in the future it will be adopted for all stages.
- 3- Using modern curricula. Yes, the department uses modern curricula.
- 4- The number of the subjects textbooks available (free of charge) to the number of students ratio. 2%.
- 5- Teaching computers (theoretically and practically) by specialized teaching staff (computer science) and based on modern curriculum to keep pace with scientific development. No.
- 6- Providing computer laboratories with capacity and modern technology, and the number of computers suitable for the number of students. Computer labs with technology are not available.
- 7- Focusing on teaching (practical and theoretical) subjects to benefit the student in the labor market after graduation. Yes.
- 8- Adopting academic courses system instead of the annual system. Yes, only for the first stage.

### SWOT Analysis

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>1- The update rate does not exceed 5% of the academic subjects.</li> <li>2- The English language has been adopted to be taught in four stages in the future.</li> <li>3- Approximately 2% of the curricula.</li> <li>4 - No free books are available.</li> <li>5- Yes, the focus is on some subjects, or most of them to benefit the student in the labor market.</li> <li>6- It was only adopted in the first stage of this year</li> </ul>	<ul style="list-style-type: none"> <li>1- Modernization is completely incompatible with the labor market and development.</li> <li>2- Lack of specialized staff to teach the English subject.</li> <li>3- There are no free books available.</li> <li>4- The computer subject is not taught by a specialist.</li> <li>6- There are no special laboratories in the department.</li> <li>7- Emphasis is placed on theoretical teaching in line with the nature of the type of study and the subject of specialization.</li> <li>8- The lack of suitable infrastructure to implement this system properly.</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>1- By applying the courses system, it is possible to update the study subjects to keep pace with scientific development.</li> <li>2- Adopting the English language allows the student to keep pace with scientific development in the world.</li> <li>3- Chances are few.</li> <li>4- There are no free books.</li> <li>5- If the university hires teaching staff with higher certificates in computers, then it can be taught by specialists.</li> <li>6- It is possible to use some of the classrooms and turn them into laboratories.</li> <li>7- Yes, it can be done.</li> <li>8- An opportunity to provide a diversity of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>1- Modernization in human studies is almost neglected.</li> <li>2- It must be taught by specialized staff, otherwise the desired goal will not be achieved.</li> <li>3- There are no modern curricula available, which has negatively affected the students' information.</li> <li>4- There are no free books.</li> <li>5- It is not taught by a specialist, which affects the recipient, who is the student, because the information is not presented by a specialist.</li> <li>6- There is no laboratory available in this regard.</li> </ul>

	<p>7- The labor market is almost non-existent after graduation, which negatively affects the student and his/her academic study.</p> <p>8- The lack of infrastructure is a threat to the application of the courses system.</p>
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**Fifth - Services Requirements:** in terms of:

- 1 - Classrooms and their suitability for teaching (cleanliness - lighting - study seats - availability of air fans and air conditioners - windows and curtains - classroom doors - etc.).
- 2- Updating and expanding the classrooms according to the latest specifications and providing them with all modern technologies that serve the teaching process.
- 3- The offices of the faculty members in terms of (cleanliness - lighting - air conditioners - modern furniture - computers - Internet).
- 4- Bathrooms in terms of (number - cleanliness - availability of water).
- 5- Availability of potable water coolers.

**SWOT Analysis**

<b>Strengths</b>	<b>Weaknesses</b>
Not all strengths are available in this area.	<ol style="list-style-type: none"> <li>1 - Classrooms are liable to collapse in many departments, threatening the lives of students.</li> <li>2 - Classrooms are weak and completely unsuitable.</li> <li>3- The offices of the faculty members do not have any of the mentioned points.</li> <li>4 - poor situation.</li> <li>5- There is no drinking water.</li> </ol>
<b>Opportunities</b>	<b>Threats</b>
<ol style="list-style-type: none"> <li>1 - The mentioned specifications for the classrooms may be achieved after we complete the new building.</li> <li>2 - Yes, the modernization may occur and be achieved by completing the new College of Arts building.</li> <li>3- These specifications may be available by the reformulation of some devices and places.</li> <li>4 - A central toilet for students is supposed to be built according to modern specifications.</li> <li>5- Providing a desalination plant is much better than providing water coolers.</li> </ol>	<ol style="list-style-type: none"> <li>1- The building that includes the classrooms is dangerous, as it is liable to collapse.</li> <li>2- The classrooms are overcrowded with students, which affected the educational process.</li> <li>3- The lack of comfortable offices for the teaching staff affected their presence at work negatively.</li> <li>4 - Not suitable for human use and may be a cause of disease transmission.</li> <li>5- Not available.</li> </ol>

**Self-Assessment of the Department's General Condition**

**SWOT Analysis**

<b>Strengths</b>	<b>Weaknesses</b>
It is one of the largest departments that supply the labor market (teachers) with students and it is interested in building the student who is the building block of society. Also, most of the teaching staff are Ph.D. holders, highly experienced, and have precise and diverse specializations.	The department's infrastructure is one of the weaknesses that it suffers from, and this matter is not related to its management at all, but the Ministry in particular, and the infrastructure has created many problems that affected the educational process.
<b>Opportunities</b>	<b>Threats</b>
According to plans, opportunities are available that will address many weaknesses. It is also possible to create development opportunities in the fields of scientific research.	Failure to expand the labor market is one of the threats that may be reflected in students' reluctance to study in the department in the future.

### **The Teaching Staff At the Department 2019-2020**

No	name	certificate	date of obtaining	country of the certificate	date of employment	scientific title	date of obtaining	sub-specialization
1	Salma Abdulhameed Hussain	Ph.D.	1989	Iraq	1986	Professor	2003	Research Methods
2	Shakir Majeed Kadhim	Ph.D.	2002	Iraq	1986	Professor	2008	the Arabs Before Islam
3	Jawad Kadhim Munshid	Ph.D.	2003	Iraq	1998	Professor	2011	Islamic Thoughts
4	Anwar Chasib Shanta	Ph.D.	2005	Iraq	2001	Professor	2015	History of International Relations
5	Mishal Dhahir	Ph.D.	2006	Iraq	2002	Professor	2017	Modern European History
6	Tawfiq Dwai Musa	Ph.D.	2005	Iraq	2003	Professor	2016	Historical Manuscripts Verification
7	Adil Ismael khalil	Ph.D.	2009	Iraq	2002	Professor	2016	the First Century AH
8	Hyder AbdulRidha Hassan	Ph.D.	2009	Iraq	2002	Professor	2017	History of International Relations
9	Nizar Abdul Muhsin Jafar	Ph.D.	2005	Iraq	2002	Professor	2015	History of the Islamic Cities
10	Adil Hashim Ali	Ph.D.	2007	Iraq	2002	Professor	2017	Ancient Iraq History
11	Nadhim Risham maatoq	Ph.D.	2007	Iraq	2002	Professor	2018	The Arabian Gulf
12	Alaa Kamil Salih	Ph.D.	2005	Iraq	2002	Professor	2018	History of the Rashidun Era
13	Iman Shamkhi Jabir	Ph.D.	2009	Iraq	1993	Professor	2018	Ancient Egypt History



14	Ansam Ghadban Abboud	Ph.D.	2010	Iraq	2001	Professor	2017	History of Al-Andalus
15	Hisham Jkheur Meri	Ph.D.	1999	Iraq	1990	Assistant Professor	2002	the Arabs Before Islam
16	Najat Abdul Kareem Abdul Sadah	Ph.D.	1999	Iraq	1986	Assistant Professor	2009	Modern Iraq History
17	Khawla Talib Lafta	Ph.D.	2007	Iraq	1999	Assistant Professor	2012	Contemporary History of Asia
18	Haider Lazim Aziz	Ph.D.	2009	Iraq	2003	Assistant Professor	2012	Contemporary History of Europe
19	Zagia Abdul Razzaq Hassan	Ph.D.	2010	Iraq	2002	Assistant Professor	2013	History of the Abbasid Era
20	Hussain Abdul Qadir Muhi	Ph.D.	2007	Iraq	2002	Assistant Professor	2011	Contemporary History of Europe
21	Muaiad Ibrahim Muhammed	Ph.D.	2009	Iraq	2002	Assistant Professor	2013	History of the Abbasid Era
22	Ammar Khalid Ramadan	Ph.D.	2010	Iraq	2002	Assistant Professor	2014	Contemporary History of Europe
23	Sabla Talal Yasin	Ph.D.	2011	Iraq	2002	Assistant Professor	2015	Contemporary History of Asia
24	Hani Obaid Zibari	Ph.D.	2013	Iraq	2003	Assistant Professor	2017	Contemporary History of the Arab World
25	Intisar Adnan Abdulwahid	Ph.D.	2014	Iraq	2002	Assistant Professor	2017	Prophetic Biography
26	Arif Abdul Kareem Matrod	Ph.D.	2015	Iraq	2006	Assistant Professor	2017	Arabic Literature
27	Raghad Faisal Abdulwahab	Ph.D.	2005	Iraq	1992	Assistant Professor	2009	Contemporary History of Europe
28	Nahla Abbar Lazim	Ph.D.	2008	Iraq	2002	Lecturer	2008	History of the Rashidun Era
29	Araa Jasim Muhammed	Ph.D.	2008	Iraq	2002	Lecturer	2008	Contemporary History of the Arab World
30	Fuad Hussain Ali	Ph.D.	2010	Iraq	2002	Lecturer	2010	History of Al-Andalus
31	Zainab Abbas Hassan	Ph.D.	2014	Iraq	2002	Lecturer	2014	International Relations
32	Zainab Jasim Ali	Ph.D.	2015	Iraq	1993	Lecturer	2015	Islamic Thoughts History
33	Muhammed Salman Minur	Ph.D.	2016	Iraq	2006	Lecturer	2016	The History of America
34	Asaad Abdulaziz Ali	Ph.D.	2014	Iraq	2006	Lecturer	2014	the Arabs Before Islam
35	Dunia Abd Ali	Ph.D.	2014	Iraq	2002	Lecturer	2014	Prophetic Biography

36	Sahira Hussain Mahmoud	Ph.D.	2016	Iraq	2003	Lecturer	2016	History of the Ottoman Era
37	Zahraa Hameed Khalil	Ph.D.	2013	Iraq	2003	Lecturer	2013	History of the Ottoman Era
38	Alaa Hassan Alwan	Ph.D.	2017	Iraq	2003	Lecturer	2017	Islamic Civilization
39	Maiada Qais Ramadan	Ph.D.	2016	Iraq	2007	Lecturer	2016	Contemporary History of Iraq
40	Fadhil Abdulraheem Abdulkareem	Ph.D.	2016	Iraq	2005	Lecturer	2016	the Arab World
41	Muhsin Tuma Yusif	Ph.D.	2019	Iraq	2006	Lecturer	2019	Thoughts - Orientalism
42	Mustafa Salim Hazim	Ph.D.	2019	Iraq	2003	Lecturer	2019	History of the Umayyad Era
43	Hala Othman Muhammed	Ph.D.	2020	Iraq	2006	Lecturer	2020	Ancient History
44	Ahmed Abdulsattar Kati'	Ph.D.	2017	Iraq	2008	Lecturer	2020	Homeland
45	Raid Imad ahmed	Master	2005	Iraq	2006	Lecturer	2012	Language
46	Dunia Farooq Salih Al-Omar	Master	2014	Iraq	1993	Assistant Lecturer	2014	History of the Arab World
47	Muhannad Abdulaziz Issa	Master	2015	Iraq	2003	Assistant Lecturer	2016	the History of Iran
48	Hanadi Abdulazeem Sifar	Master	2014	Iraq	2007	Assistant Lecturer	2016	the Medieval Period
49	Aidah Muhammed Sami	Master	2014	Iraq	2007	Assistant Lecturer	2016	the History of Asia
50	Aqeel Jabbar Jasim	Master	2011	Iraq	2003	Assistant Lecturer	2011	History of Morocco
51	Hassan Habeeb Obaid	Master	2019	Iraq	2004	Assistant Lecturer	2019	Ancient History

### Faculty Members for Postgraduate Studies 2019-2020

No.	name	certificate	date of obtaining	country of the certificate	date of employment	scientific title	date of obtaining	Teaching Ph.D. at
1	Salma Abdulhameed Hussain	Ph.D.	1989	Iraq	1986	Professor	2003	Iraq
2	Jawad Kadhim Munshid	Ph.D.	2003	Iraq	1998	Professor	2011	Iraq
3	Shakir Majeed Kadhim	Ph.D.	2002	Iraq	1986	Professor	2008	Iraq

4	Anwar Chasib Shanta	Ph.D.	2005	Iraq	2001	Professor	2015	Iraq
5	Mishal Dhahir	Ph.D.	2006	Iraq	2002	Professor	2017	Iraq
6	Tawfiq Dwai Musa	Ph.D.	2005	Iraq	2003	Professor	2016	Iraq
7	Hyder AbdulRidha Hassan	Ph.D.	2009	Iraq	2002	Professor	2017	Iraq
8	Adil Ismael khalil	Ph.D.	2009	Iraq	2002	Professor	2016	Iraq
9	Yasin Taha Yasin	Ph.D.	2002	Iraq	1992	Professor	2018	Iraq
10	Nizar Abdul Muhsin Jafar	Ph.D.	2005	Iraq	2002	Professor	2015	Iraq
11	Adil Hashim Ali	Ph.D.	2007	Iraq	2002	Professor	2017	Iraq
12	Nadhim Risham maatoq	Ph.D.	2007	Iraq	2002	Professor	2018	Iraq
13	Alaa Kamil Salih	Ph.D.	2005	Iraq	2002	Professor	2018	Iraq
14	Iman Shamkhi Jabir	Ph.D.	2009	Iraq	1993	Professor	2018	Iraq
15	Ansam Ghadhban Abboud	Ph.D.	2010	Iraq	2001	Professor	2017	Iraq
16	Hisham Jkheur Meri	Ph.D.	1999	Iraq	1990	Assistant Professor	2002	Iraq
17	Najat Abdul Kareem Abdul Sadah	Ph.D.	1999	Iraq	1986	Assistant Professor	2009	Iraq
18	Khawla Talib Lafta	Ph.D.	2007	Iraq	1999	Assistant Professor	2012	Iraq
19	Haider Lazim Aziz	Ph.D.	2009	Iraq	2003	Assistant Professor	2012	Iraq

20	Zagia Abdul Razzaq Hassan	Ph.D.	2010	Iraq	2002	Assistant Professor	2013	Iraq
21	Hussain Abdul Qadir Muhi	Ph.D.	2007	Iraq	2002	Assistant Professor	2011	Iraq
22	Muaiad Ibrahim Muhammed	Ph.D.	2009	Iraq	2002	Assistant Professor	2013	Iraq
23	Ammar Khalid Ramadan	Ph.D.	2010	Iraq	2002	Assistant Professor	2014	Iraq
24	Sabla Talal Yasin	Ph.D.	2011	Iraq	2002	Assistant Professor	2015	Iraq
25	Hani Obaid Zibari	Ph.D.	2013	Iraq	2003	Assistant Professor	2017	Iraq
26	Intisar Adnan Abdulwahid	Ph.D.	2014	Iraq	2002	Assistant Professor	2017	Iraq
27	Raghad Faisal Abdulwahab	Ph.D.	2005	Iraq	1992	Assistant Professor	2009	Iraq

## The Scientific Research and Books Written in 2019-2020

### The Published Research

No.	The Faculty Members and Their Scientific Title	The Research Title	The Date of Publishing Approval	The Publisher
1	Prof. Dr. Salma Abdulhameed Hussain	Imam Hassan's (peace be upon him) relationship with his father Imam Ali (peace be upon him)	2019	Alameed Journal
2	Prof. Dr. Shakir Majeed Kadhim	1- The biography of Imam Ali bin Abi Talib, peace be upon him, through the book Mourouj Al-Dhahab by Al-Masoudi.	2020	Alnahj Journal
		2- Financial penalties among Arabs before Islam, a historical study.	2020	Abhath AlBasrah Journal for Humanities/College of Education for Human Sciences/University of Basrah

		3- The accusation of crimes among Arabs before Islam, a historical study.	2020	Adab AlBasrah Journal/College of Arts
3	Prof. Dr. Anwar Chasib Shanta	1- The position of the Vatican on the development of events in Europe.	2020	Research in Human and Educational sciences Journal
		2- The efforts of the Vatican to hold an international conference in May 1939.	2020	Maisan Journal for Academic Studies
4	Prof. Dr. Mishal Mufrih Dhahir	1- The economic reforms of Shaykh Ali Khan Zanganeh in Iran.	2020	Adab AlBasrah Journal/College of Arts
5	Prof. Dr. Alaa Kamil Salih	1- The age criterion is the basis for assuming power, according to the Orientalist Dwight M. Donaldson.	2019	College of Education for Women/ University of Basrah
6	Prof. Dr. Ansam Ghadhban Abboud	1- Ferdinand I and his role in pioneering the Spanish Reconquista movement (427-1035 / 5458-1065 AD)	2020	College of Education for Women
7	Prof. Dr. Iman Shamkhi Jabir	1- The historian Arrian of Nicomedia 86-160 AD	2019	Adab AlBasrah Journal/College of Arts
8	Asst. Prof. Dr. Hisham Jkheur Meri	1- The political impact of displacement and justification practices	2019	Abhath AlBasrah Journal
		2- The relationship between the companions of the Prophet, peace be upon him, and the Qur'an	2020	Abhath AlBasrah Journal
9	Asst. Prof. Dr. Najat Abdul Kareem Abdul Sadah	1- Social and economic problems during the era of Egyptian President Hosni Mubarak and their implications on the labor and professional movement 1981-2011.	2019	Historical Studies Journal
10	Asst. Prof. Dr. Hussain Abdul Qadir Muhi	1- The relationship of the United States of America with the Vatican	2020	Adab AlBasrah Journal/College of Arts
		2- The recognition of the Soviet Union by the United States of America 1934	2020	(ص) Jornal
11	Asst. Prof. Dr. Ammar Khalid Ramadan	1 - Resolutions of the Summits of the Arab Cooperation Council 1989-1994	2020	Adab AlBasrah Journal/College of Arts
		2- The American-Canadian rivalry: the settlement of the Red River during the Mets uprisings of 1869-1870 and 1885	2020	Historical Studies Journal
		3- The Civil War and its impact on Canada	2020	(ص) Journal

12	Asst. Prof. Dr. Zagia Abdul Razzaq Hassan	1- The Basrian House in the Abbasid Era	2019	Basrah Studies Journal
		2- The official states of the Islamic Mashreq in the Abbasid era	2020	Uruk Journal for Human Sciences
13	Asst. Prof. Dr. Hani Obaid Zibari	1- Emile Al-Ghourri and his cultural activity in Palestine 1936-1948	2019	Hawalyat Al-Montada
14	Lect. Dr. Nahla Abbar Lazim	1- Obaidullah bin Al-Hurr Al-Jahfi.	2020	Adab AlBasrah Journal/College of Arts
		2- Jarir bin Abdullah Al-Bajali.	2020	Adab AlBasrah Journal/College of Arts
15	Lect. Dr. Maiada Qais Ramadan	1- Terrorism and extremism: the causes and motives, their role in the genocide, and the most important ways to address them.	2020	Ikleel Journal
		2- Polish economic aid and the position of the United States of America 1945	2020	The National Journal for Historical and Social Studies
16	Lect. Dr. Muhsin Tuma Yusif	1. The decline of the Maliki sect in the East and its spread in the West	2020	Ikleel Journal
17	Lect. Dr. Mustafa Salim Hazim	1- The Umayyad presence in the Levant before Islam	2019	Hawalyat Al-Montada
		2- Placing hadiths and narrations in favor of the Umayyads and strengthening the legitimacy of their rule during the era of Muawiyah bin Abi Sufyan	2019	Adab AlBasrah Journal/College of Arts
18	Asst. Lect. Hala Othman Muhammed	1- Hellenistic religious monuments in the Arabian Gulf 323-3 BC	2020	Adab AlBasrah Journal/College of Arts
		2. Hellenistic expeditions in the Persian Gulf	2020	Adab AlBasrah Journal/College of Arts

### **Electronic Scientific Activities Conducted by the Department (2019-2020).**

- 1- Organizing an electronic symposium entitled (Pandemics .. their emergence and spread and the effects resulting from them through historical ages).
- 2- Organizing Video Ramadan evenings throughout the holy month of Ramadan in cooperation with the Continuing Education Unit at the College of Arts - University of Basrah.
- 3- Video lectures on the death of Imam al-Sadiq (peace be upon him).
- 4 - Video cultural evenings entitled (Inspired by the Eternal Hussaini Revolution) throughout the holy month of Muharram, in cooperation with the Continuing Education Unit, College of Arts - University of Basrah.

### **The Staff in the Department (2019-2020):** in terms of:

- 1- The improvement and development plan needs a programmer.
- 2- The numbers of the actually working employees 4.

No .	the Employee's Name	Job Title	Certificate	Position
1	Nada Hashim Hammadi	Senior Researcher	Bachelor	Secretary at the Department of History
2	Ghaida Hassan Salim	Assistant Secretary	Bachelor	Secretary at the Department of History
3	Muhammed Hassan Alwan	Senior Teacher	High School	Secretary at the Department of History
4	Israa Habeeb Fleih	Assistant Researcher	Bachelor	Secretary at the Department of History

3- Employees needed according to certificate and specialization.

4- The suitability of the employees' offices in terms of (furniture-cooling-heating-computers-lighting-cleanliness).

### **Electronic Classes Presented by the Department's Teaching Staff 2019-2020**

Stage	Number of Classes
First	9
Second	10
Third	9
Fourth	9
Total	37

### **Number of Undergraduate Studies Students 2019-2020**

Stages	Number of Students
First	228
Second	218
Third	162
Fourth	132
Total	740

### **Number of Postgraduate Studies Students 2019-2020**

Type of Study	Courses Stage	Writing Stage	Graduates
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Higher Diploma	None	None	None
Master	19	19	2
Ph.D.	13	13	7

### Services Supplies 2019-2020

Information	Number
Faculty members rooms	14
Faculty members computers	none
Administrative work computers	1
Scientific research	none
Undergraduate classrooms	12
Computer Laboratories	none
Undergraduate studies computers	none
Postgraduate studies classrooms	3
Postgraduate studies computers	none
Bathrooms for faculty members and employees	1
Bathrooms for students	none

Prof.Dr. Hussain Abdul Qadir Muhi  
Head of the Department