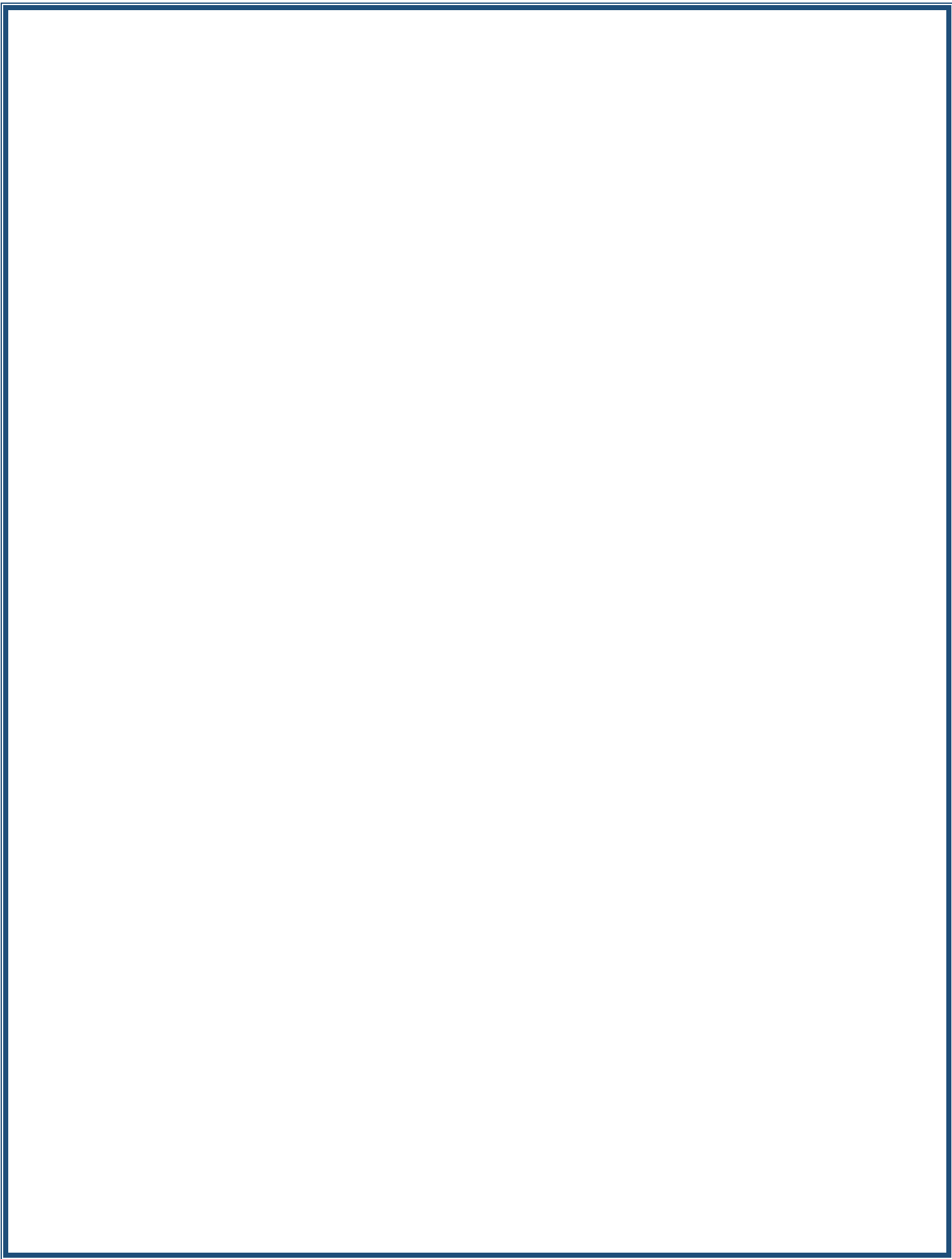


**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2026



:the introduction

The educational program is a coordinated and organized package of courses that includes procedures and experiences organized into course vocabulary. Its main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit .procedures and programs, such as the external examiner program

The academic program description provides a brief summary of the program's main features and courses, indicating the skills that students are working to acquire based on the academic program's objectives. The importance of this description is evident in that it represents the cornerstone for obtaining program accreditation, and it is written by the teaching staff under the supervision of the scientific committees in the .academic departments

This second edition of the guide includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester system), as well as adopting the generalized academic program description according to the Department of Studies' letter T M3/2906 dated 3/5/2023 with regard to .programs that adopt the Bologna Process as the basis for their work

In this regard, we cannot but emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth .running of the educational process

:Concepts and terminology

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

Course description : This provides a concise summary of the course's key features and expected learning outcomes, demonstrating whether the student has made the most of the available learning opportunities. It is derived from the .program description

Program Vision: An ambitious vision for the future of the academic program to be .a sophisticated, inspiring, motivating, realistic and applicable program

Program message: The goals and activities necessary to achieve them are briefly .explained , and the paths and directions of program development are identified

Program objectives: These are statements that describe what the academic program intends to achieve within a specific time period and are measurable and .observable

Curriculum structure: All courses/study materials included in the academic program according to the approved learning system (semester, annual, Bologna track), whether required (Ministry, University, College and Scientific Department), .with the number of study units acquired by **Learning outcomes:** A consistent set of knowledge, skills, and values the student after the successful completion of the academic program. The learning outcomes for each course must be defined in a way that achieves the program's .objectives

Teaching and learning strategies are the strategies used by faculty members to . They are plans followed to achieve . and learning enhance student teaching learning objectives. In other words, they describe all classroom and extracurricular .activities aimed at achieving the program's learning outcomes

Academic Program Description Form

University Name: Wasit University
College/Institute: College of Education for Human Sciences
Scientific Department: Department of History
Academic or Professional Program Name: Ph.D. in Hadith Studies.
Final Degree Awarded: Ph.D. in Modern History.

Signature:

Signature:

Head of Department Name: Ahmed. B. Jumaah

Name of the Scientific Assistant: Prof. Dr. Nasser Wali Faryeh

Date: 16/11/2025

Date: 16/11/2025

The file is checked by
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance
Department:
Date:
Signature:

Prof. Dr.
Mahmoud Hammod Arrak Al-Quraishi
Dean of the College of Education
for Humanities

Approval of the Dean

Academic System: annual
Description Preparation Date: 1/9/2025
File Completion Date: 20/10/2024

History curricula are a means of building an open-minded Iraqi personality that does not believe in extremism and intellectual revolution, and it believes in dialogue, openness to others, the human right to live together in peace, and strengthening the value of belonging to the land, inspired by our history. And what its pages contain of human values, ideals, and tolerance towards others in its different eras

Program message ٢.

The mission of the history curricula is to find sound ways and means to study human history in a comprehensive manner that focuses on drawing inspiration from its civilizational, human and moral values and emphasizing the student's role in the educational process as the focus of the educational and pedagogical process at the university level, as well as preparing a cadre of teachers who believe in the educational system in Iraq, which is based on the principles of the new Iraqi constitution, and benefiting from all global experiences in the field of history curricula, especially the curricula of countries that are similar in their social structure to Iraq

Program objectives ٣.

- 1- Graduating and preparing students in the History Department, armed with science and knowledge, to become teachers and instructors in schools specializing in the subject of history
- 2- To benefit from the science of history in developing free thinking skills based on studying, analyzing, and reconstructing historical facts among students in order to reach historical truths, on the basis that history is a science with its own rules

. and principles

Developing the ability to critique ideas, opinions, and historical narratives with –3
the aim of building the student's independent personality capable of analyzing and
understanding historical events, contributing to understanding the present reality,
.and attempting to anticipate the future

To learn about human experiences and the experiences of man throughout – 4
the ages, which gives the student a clear understanding and awareness of the
development and progress of human societies throughout history, embodying the
will of the Creator and His care for that progress, and to promote the values of
coexistence among the student and to benefit from those experiences in building
an Iraqi society that is in harmony with itself and is dominated by the spirit of love
.and tolerance that characterizes the peoples of the civilized world

Enabling the student to recognize himself objectively and impartially and to – 5
be open to others in order to put historical events and issues in their proper
context, which facilitates the resolution of historical problems that are still present
.today and cast their heavy shadow on the political, social and cultural scene

To give the student the ability to perceive and understand the message of – 6
man on earth and the purpose of his existence, which is to worship God, develop
.the earth, and understand the messages of heaven to man throughout the ages

Providing the student with the skills and mechanisms of historical research in –7
a way that makes him proficient in the science in which he specialized, and what
follows from that in terms of the ability to understand and comprehend the present
. and try to anticipate the future

Program accreditation .ε

We are seeking Iraqi national accreditation and work is underway to meet the requirements of Iraqi standards for educational colleges

Other external influences .ο

The government's planning is weak in accommodating the number of graduates from the department

Program structure-6

* comments	Percentage	Study unit	Number of courses	Program structure
		28	13	Institutional requirements
				College requirements
essential		28	13	Department requirements
		/	/	Summer training
		/	/	Other

.The notes may include whether the course is core or elective *

Program Description -7

Fifth: The Modern PhD Program, First Course

Subject code	Name of the subject in English	Hours	Units	Name of the material	T
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UWA26 – CEH – HIS – C601	Cultural life in Iran during the Safavid era		3	Cultural life in Iran during the Safavid era	1
UWA26 – CEH – HIS – C602	Arab thought in the Renaissance era		3	Arab thought in the Renaissance era	2
UWA26 – CEH – HIS – C603	Studies in Modern African History		2	Studies in the History of Modern Africa	3
UWA26 – CEH – HIS – C604	Studies in the History of the Holy Roman Empire		2	Studies in the History of the Holy Roman Empire	4
UWA26 – CEH – HIS – C605	Studies in the History of the Americas		2	Studies in the History of the Americas	5
UWA26 – CEH – HIS – C606	International relationships in the 19th century		2	International relations in the 19th century	6
UWA26 – CEH – HIS – C607	English Language		1	English language	7
Sixth: Modern PhD Program, Second Course					
Subject code	Name of the subject in English	Ho urs	Uni ts	Name of the material	T

UWA26 – CEH – HIS – C608	Issues in the history of Iran during the Qajar era		2	Issues in the history of Iran during the Qajar era	8
UWA26 – CEH – HIS – C609	International Relations during the Twentieth Century		3	International relations in the twentieth century	9
UWA26 – CEH – HIS – C610	Studies in the Modern History of Spain and Portugal		2	Studies in the Modern History of Spain and Portugal	1 0
UWA26 – CEH – HIS – C611	Studies in the History of England during the Medieval Age		2	Studies in the History of Medieval England	1 1
UWA26 – CEH – HIS – C612	United States policy between the two world wars		3	US policy between the two world wars	1 2
UWA26 – CEH – HIS – C613	English Language		1	English language	1 3

Expected learning outcomes of the program--8
of Knowledge Pain

To understand historical facts and have a general understanding of the science of history To describe, explain, and define matters related to the science of history and its auxiliary sciences The student's exposure to history contributes to enhancing the abilities he possesses To distinguish the facts, highlight the differences between them, and arrive at their causes and consequences He understands, studies, deduces, and arrives at important concepts in his studies and life The general public	A1. Providing basic knowledge of history A2. The ability to critically evaluate and apply relevant knowledge to solve problems or address issues within the field A3. Awareness of current trends and developments
Skills	
The student should be able to teach this subject and prepare a report or research paper in this field, thus contributing to learning from the experiences of previous scholars Islamic concepts of many problems may require these individuals to think outside the box The student should learn skills to communicate what he learns, utilize his abilities, and develop them The student is introduced to the new terms and concepts included in the history curriculum, then he discards his existing concepts in order to compare and develop them	Critical thinking Communicating concepts Participation
Learning Outcomes Statement 3	Learning Outcomes 3
Values	
The student should understand his characteristics, –١ ideas, and values The student should be aware of his own abilities and –٢ the abilities of others	Professional responsibility
On request, candidates must demonstrate –٣	Integrity and

honesty, integrity, and professional competence in all aspects of their work, including taking responsibility for their actions, maintaining .confidentiality, and embracing cultural diversity And to help him acquire spiritual, social, economic, and political values, and to develop his human relationships and positive attitudes in light of what he has studied and .learned	professional competence
--	--------------------------------

Teaching and learning strategies –9	
The possibility of teaching and standing in front of students	.١
Formulating thought–provoking questions for students	.٢
Encouraging the memorization of the Book of God Almighty	.٣
Classroom management and discipline practices	.٤
Enhancing the student's culture with Quranic thought	.٥
Practicing communication skills	.٦
Classroom management and discipline practices	.٧

Evaluation methods–10	
oral exams	.١
practical skills tests	.٢
Daily and monthly written tests	.٣
Student class participation and daily attendance	.٤
.Student behavior and discipline within the classroom	.٥

Faculty .11				
in the Department of History – PhD in Modern Faculty members –\ History				
Specialization	General jurisdiction	Scientific title	Certificate	The full name of the instructor
Recent history	date	.Mr	PhD	Prof. Dr. Talib Muhaibis Hassan
Recent history	date	.Mr	PhD	Prof. Dr. Akab Yousef Alawi
Recent history	date	.Mr	PhD	Prof. Dr. Rahim Kadhim Mohammed
Recent history	date	.Mr	PhD	Prof. Dr. Abbas Farhan Daher
Recent history	date	Mr	PhD	Prof. Dr. Hassanein Abdul Kadhim Ajja
Recent history	date	Mr	PhD	Prof. Dr. Jawad Reda Razouqi
Recent history	date	Mr	PhD	Prof. Dr. Ali Khairi Matroud
Recent history	date	.Mr	PhD	Prof. Dr. Fahd Owaid Abdul

Internal lecturers .2

Scientific title	Specialization	Certificate	the name	T
.Mr	English language	PhD	Hashem Alawi Mohammed M	-1
				2

Professional Development .12

Orienting new faculty members

Developing the capabilities of instructors in all fields, whether related to Quranic sciences and studies or other disciplines branching from them such as jurisprudence, principles of jurisprudence, religions, and the Prophet's biography, etc

Developing new teaching staff through courses, workshops, seminars, and discussion panels, and their training is supervised by qualified and experienced professors in the department .

Professional development for faculty members .13

relating to Numerous training courses, workshops, and seminars are held .professional ethics, education, and training

Through local and international seminars and workshops, and by establishing agreements with professors in departments corresponding to the department, by transferring successful experiences and holding scientific and cultural conferences .in a way that serves the department

Admission Criteria .14

**Establishing the regulations related to enrollment in the college or institute,)
(whether central admission or other mentioned**

Adopting admission requirements in accordance with the regulations of the .1
Ministry and the University

Passing the personal interview and demonstrating linguistic and physical fitness .2
.Consider the acceptance rate and competitive test .3
Compliance with the department's capacity .4

Key sources of information about the program .15

Central Admissions Guide

The department's official web pages

Program Development Plan .16

. %20 Curriculum development within the stipulated percentage of

The aim is to qualify the program for national and international academic
.accreditation

Likewise, the material is developed according to the dictates of the country's situation, which helps to stabilize it,
and taking into account modern studies that bring new facts and theories based on changing convictions about
some historical events and facts. This results in adding new vocabulary to the curriculum, according to the
.recommended methods and instructions or suggestions through the channels

Program Skills													
Learning outcomes required from the program													
Values		Skills				Knowledge				Essential or optional	Course Name	Course code	Year
Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
/	/		/	/	/		/	/	/	essential			First
/	/		/	/	/		/	/	/	essential	1 Cultural life in Iran during the Safavid era		Ph
/	/		/	/	/		/	/	/	essential	Arab –2 thought in the Renaissance era		Ph
/	/		/	/	/		/	/	/	essential	Issues –3 in the history of modern Africa		Ph
/	/		/	/	/		/	/	/	essential	–4 Studies in the History of the Holy		Ph

											Roman Empire		
/	/		/	/	/		/	/	/	essential	–5 Studies in the History of the Americas		Ph
/	/		/	/	/		/	/	/	essential	–6 Internatio nal relations in the nineteent h century		Ph
/	/		/	/	/		/	/	/	essential	–7 English language		
/	/		/	/	/		/	/	/	essential			
/	/		/	/	/		/	/	/	essential			
/	/		/	/	/		/	/	/	essential	Issues –1 in the history of Iran during the Qajar		

											era		
/	/		/	/	/		/	/	/	essential	United –2 States policy between the two wars		
/	/		/	/	/		/	/	/	essential	–3 Studies in the Modern History of Spain and Portugal		
/	/		/	/	/		/	/	/	essential	The –4 History of England in the Middle Ages		
/	/		/	/	/		/	/	/	essential	–5 Internatio nal Relations		

.٣ Chapter/Year	
PhD in Modern History / First Semester / 2025–2026	
.٤ Date this description was prepared	
2025/9/1	
.٥ Available attendance formats	
My presence	
.٦ Number of study hours (total) / Number of units (total)	
hour, 60/units/30	
.٧ Name of the course coordinator (if there is more than one name, mention (it along with the personal email address	
: Email	Dr. Rahim Kadhimi Muhammad Al-Hashemi .Prof –1 rkadhumi@uowasit.edu.iq
.٨ Course Objectives	
Informing students of scientific sources related to the history of modern Africa Students should be informed of the vocabulary they are studying in detail and with precision An attempt to document or suggest topics related to the modern history of Africa Students should seek help from their professors on how to extract scientific information from its various sources Students will analyze and deduce the educational program they will study Knowing and demonstrating the student's abilities and academic standing from the beginning Ensuring that the program is linked to other relevant sciences that are closely related to it C. Expanding students' understanding of the implementation of the program and other programs, to work on creating a model of students of the type that will be relied upon in the future to qualify for higher academic degrees, and creating good researchers from among them who achieve the desired goal.	Goals Material Study
.٩ Teaching and learning strategies	

- Developing students' abilities to share ideas
- Disclosing one's thoughts and feelings towards life matters, including scientific material
- Training students on how to prepare research, its mechanisms, writing and research methods, and how to benefit from paper and electronic libraries
- Training on how to convey and analyze information to the reader
- Linking popular critical ideas with students' critical opinions
- Learning about ways to benefit from foreign sources and ways to translate them into Arabic
- Alerting students to the role of artificial intelligence programs, electronic translation, and electronic programs in historical research

Course structure .\.

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	The beginnings of the movement, its development, and the European countries involved	The Age of Geographical Discoveries	3	Week 1 September 11
=	=	Its beginning and its goals	Neo-colonialism in Africa	3	Week 2 September 18

=	=	Beginnings and Results	Portuguese colonialism in Africa	3	Week 3 September 25
=	=	Key stages of Dutch colonialism	Dutch colonialism	3	Week 4 T1 2
=	=	Its beginnings and geographical distribution	British colonialism	3	Week 5 T1 9
=	=	Geography and objectives	French colonialism	3	Week 6 T1 16
=	=	Colonization of the Congo	Belgian colonialism	3	Week 7 T1 23
=	=	Colonialism was concentrated in East Africa	German colonialism	3	Week 8 30T1
=	=	Ethiopia and Somalia	Italian colonialism	3	Week 9 T2 6
=	=	Division of the African continent	Berlin Conference	3	Week 10 T2 13
=	=	Causes and effects	The slave trade in Africa	3	Week 11

					T2 20
=	=	Social and economic issues	Conditions of the African worker and peasant	3	Week 12 T2 27
=	=	The beginnings of education and its outcomes	The state of education in Africa under colonialism	3	Week 13 4k1
=	=	Her struggle role	The situation of African women	3	Week 14 K1 11
=	=	Correcting and worksheets . taking exams	Discussion of student research and taking a written exam	3	Week 15 K1 18

Course evaluation . ١١

The grade out of 100 is distributed as follows

The annual effort grade is out of (30) points and is divided into (20) points for the –1 exam and 10 points for attendance, participation and research activities

The final written exam grade is (70) marks –2

Learning and teaching resources . ١٢

.	Required textbooks (methodology, if applicable)
	Main references (if any)
	Recommended supporting books and references (scientific journals, reports,)
	Electronic references, website

Course description template

1. Course name	
	History of the Holy Roman Empire
2. Course code	
	UWA26 – CEH – HIS – C604
3. Chapter/Year	
	PhD Stage – First Semester / 2025–2026
4. Date this description was prepared	
	2025/9/1
5. Available attendance formats	
	My presence
6. Number of study hours (total) / Number of units (total)	
	hours per week for 15 weeks 2
7. Name of the course coordinator (if there is more than one name, mention it (along with the personal email address	
	Email hajja@uowasit.edu.iq : Prof. Dr. Hassanein Abdul Kadhim Ajja
8. Course Objectives	
1. To familiarize students with scientific sources related to the history of the Holy Roman Empire. 2. Students should be informed of the vocabulary they are studying in detail and with precision. 3. An attempt to write down or suggest topics related to the relationship between the Holy Roman Empire and the Papacy. 4. Students should seek help from their professors on how to extract scientific information from its various sources. 5. Students will analyze and deduce the educational program they will study. 6. Expanding students' understanding of the program and other programs, to work on creating a model of students of the type that will be relied upon in the future to qualify for higher academic degrees, and to create good researchers and teachers from among them. 7. Knowing and demonstrating the student's abilities and academic standing.	Goals Material Study

Ensuring that the program is linked to other relevant sciences that are . ^٨ .from the beginning .closely related to it					
Teaching and learning strategies .٩					
Developing students' abilities to share ideas . ^١ Disclosing one's thoughts and feelings towards life matters, including . ^٢ .scientific material Training students on how to prepare research, its mechanisms, writing . ^٣ and research methods, and how to benefit from paper and electronic .libraries .Training on how to convey and analyze information to the reader . ^٤ .Linking popular critical ideas with students' critical opinions . ^٥ Learning about ways to benefit from foreign sources and ways to . ^٦ .translate them into Arabic Alerting students to the role of artificial intelligence programs, electronic . ^٧ .translation, and electronic programs in historical research					
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	today
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	: Henry the Fisherman The first German king of the Saxon dynasty who laid the foundation . stone of the empire	=	3	Sunday, February 1, 2026
=	=	: The Battle of Lichfield Otto's great victory over the Hungarians that established the foundations of the . German state	=	3	Sunday, February 8, 2026
=	=	: Imperial Regeneration	=	3	Sunday, February 15,

		Otto III's project to revive the glory of ancient Rome in the . heart of Europe			2026
=	=	: The Road to Canosa Emperor Henry IV's Journey to Seek Forgiveness from Pope . Gregory	=	3	Sunday, February 22, 2026
=	=	: Hohenstaufen dynasty A powerful family that ruled the empire and experienced major conflicts with papal . authority	=	3	Sunday, March 1, 2026
=	=	: Imperial Monasteries Religious institutions directly subordinate to the Emperor and enjoying broad financial and judicial . independence	=	3	Sunday, March 8, 2026
=	=	: The Third Crusade Barbarossa's Frederick participation in leading the armies of Europe to . recapture Jerusalem	=	3	Sunday, March 15, 2026

=	=	The Golden Edict of Sicily and the Hanseatic A powerful : League trading alliance that brought together northern imperial cities . to control trade	=	3	Sunday, March 22, 2026
=	=	A : The Age of the Void period of political turmoil in which there was no strong emperor . to rule	=	3	Sunday, March 29, 2026
=	=	: The first Rudolf I Habsburg emperor to end years of chaos and . political turmoil	=	3	Sunday, April 5, 2026
=	=	The Council of Electors The body responsible : for choosing the Roman king to ensure the stability of the transfer . of power	=	3	Sunday, April 12, 2026
=	=	The Battle of Marshfield Habsburg : The decisive victory that enabled them to rule Austria for . centuries	=	3	Sunday, April 19, 2026
=	=	and : Emperor Louis IV	=	3	Sunday, April 26,

		his conflict with the . Popes of France			2026
=	=	Reines Declaration and the Golden Decree	=	3	Sunday, May 2026 ,3
=	=	The Luxembourg dynasty up to the reign of Emperor Sigismund	=	3	Sunday, May 2026 ,10

. ١١ :Course name	
Studies in the History of the Americas	
. ١٢ :Course code	
UWA26 – CEH – HIS – C605	
. ١٣ :Chapter/Year	
PhD in Modern History / First Semester / 2025–2026	
. ١٤ :Date this description was prepared	
2025/9/1	
. ١٥ :Available attendance formats	
My presence	
. ١٦ :Number of study hours (total) / Number of units (total)	
hour, 2/units/30	
. ١٧ Name of the course coordinator (if there is more than one name, mention (it along with the personal email address	
akhayri@uowasit.iq : A. Da’ali Khayri Matroud, Email –1	
. ١٨ Course Objectives	
Informing students about specialized American scientific .sources	Goals
Students should be informed of the vocabulary they are .studying in detail and with precision	Material

ت. An attempt to write down or suggest topics related to the history of the Americas ث. Students should seek help from their professors on how to extract scientific information from its various sources ج. Students will analyze and deduce the educational program they will study ح. Knowing and demonstrating the student's abilities and academic standing from the beginning خ. Ensuring that the program is linked to other relevant sciences that are closely related to it د. C. Expanding students' understanding of the implementation of the program and other programs, to work on creating a model of students of the type that will be relied upon in the future to qualify for higher academic degrees, and creating good researchers from among them who achieve the desired goal						Study
Teaching and learning strategies						١٩.
- Developing students' abilities to share ideas - Disclosing one's thoughts and feelings towards life matters, including scientific material - Training students on how to prepare research, its mechanisms, writing and research methods, and how to benefit from paper and electronic libraries - Training on how to convey and analyze information to the reader - Linking popular critical ideas with students' critical opinions - Learning about ways to benefit from foreign sources and ways to translate them into Arabic - Alerting students to the role of artificial intelligence programs, electronic translation, and electronic programs in historical research						
Course structure						٢٠.
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week	

Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Prehistoric times in the Americas and the anthropological origins of its indigenous populations	Tracing the earliest migrations and anthropological origins of the inhabitants of the Americas	2	1 September 11
=	=	The most important indigenous civilizations and the areas where they were located in the Americas	Review of the most important civilizations that existed before the discovery	2	Week 2 September 18
=	=	The discovery of the Americas and the beginning of European migration to them	Trace the most important stages and circumstances of geographical discoveries	2	Week 3 September 25
=	=	The beginning of settlement formation in the Americas	Studying the conditions of the emergence of settlements	2	Week 4 T1 2

=	=	The spread of Christianity in the .Americas	A study of the ways in which settlements converted to Christianity	2	Week 5 T1 9
=	=	European administrative systems in the New World [the political systems formed by the Spanish, Portuguese, British, and [French	Studying and deconstructing the most important systems that Europeans spread in the New World	2	Week 6 T1 16
=	=	Slavery in the Americas	Explanation and review of the arrival of slaves and their conditions in the New World	2	Week 7 T1 23
=	=	Features of the social system in the Americas	Studying the social structure in the Americas	2	Week 8 30T1
=	=	Features of the economic system in the Americas	Studying the structure of the economic system in the Americas	2	Week 9 T2 6

=	=	Features of cultural life in the Americas	Studying the structure of the cultural system in the Americas	2	Week 10 T2 13
=	=	The influence of religion on public life in the Americas	A study of the impact of religion on general conditions in the Americas	2	Week 11 T2 20
=	=	The philosophy behind the founding of the republic in the United States of America	Studying the foundations upon which the concept of the republic is based	2	Week 12 T2 27
=	=	The philosophy of expansion (the statement of destiny and continentality) in the American mindset	A study of the evolution of expansionist policy in the United States of America	2	Week 13 4k1
=	=	The Age of Enlightenment in the United States of America	A study of the impact of the Enlightenment in the United States of America	2	Week 14 K1 11

=	=	Correcting and worksheets . taking exams	Discussion of student research and taking a written exam	2	Week 15 K1 18
:Course evaluation ٢١.					
:The grade out of 100 is distributed as follows The annual effort grade is out of (30) points and is divided into (20) points for the –1 exam and 10 points for attendance, participation and research activities .The final written exam grade is (70) marks –2					
:Learning and teaching resources ٢٢.					
			Required textbooks (methodology, if (applicable		
Smith, Goldwin The History of the United States of America "from the discovery of the Continent to the organization of Government under the federal constitution 1497-1789", vol. I, Harper and brothers, New York,			Main references (if any)		
			Recommended supporting books and .references (scientific journals, reports,)		
			Electronic references, website		

Course description template

:Course name ٢٣.	
Cultural life in Iran during the Safavid era	
:Course code ٢٤.	
UWA26 - CEH - HIS - C601	
:Chapter/Year ٢٥.	
PhD in Modern History / First Semester / 2025–2026	
:Date this description was prepared ٢٦.	
2025/9/1	
:Available attendance formats ٢٧.	
My presence	
:Number of study hours (total) / Number of units (total) ٢٨.	
hour, 3/units/45	
Name of the course coordinator (if there is more than one name, mention ٢٩.	
(it along with the personal email address	
talwaily@uowasit.edu.iq : Prof. Dr. Talib Muhaibis Hassan Al-Waili Email –1	
Course Objectives ٣٠.	
It aims to understand the nature of cultural life in Iran during the Safavid era, especially since this would provide a clear view of the identity of the Safavid state, which has been unjustly neglected by Arab researchers due to their bias towards their Ottoman enemies and the nature of the sectarian conflict that erupted. This means obtaining more titles and fields of knowledge that serve graduate students and establishing new fields of knowledge, especially since this era included many prominent figures, philosophers, and thinkers, in addition to the emergence of many important cultural landmarks that left their mark on the history of the region, especially in the fields of art,	Course Objectives

architecture, and the movement of writing history. This is in addition to establishing conditions and methods of knowledge related to the origins of the Twelver Shiite doctrine and studying the most important intellectual, scientific, and cultural outputs .that appeared during the era					
Teaching and learning strategies .۳۱					
• Interactive lectures and group discussions • Reports and research papers on cultural life .during the Safavid era • Using contemporary Iranian references and sources from the Safavid era and modern times to .enrich the lecture • Using a detailed explanation style for the lecture .topics • .Using maps • Using a display method for the lecture using a . display screen or data projector • Presenting some slides , videos , and images of manuscripts related to the topic					
Course structure .۳۲					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	The establishment of the Safavid state. The From : Safavids religious guidance to political project 899 until the year .AD 1494 /AH	To familiarize students with the landmarks of Iranian history throughout different eras, up to the Safavid era	3	1 February 6
Classroom performance and oral	Lecture, discussion and , brainstorming	were The Safavids among those who .called for a state	The focus is on the transformation of the Safavid	3	Week 2 February 13

questions For students	ming	.(AD 1514-1494)	dynasty into an organized state under the leadership of Shah .Ismail		
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	and ethnic The identity of cultural aspect the Safavid .political project	Informing students about how the Safavid project's national and sectarian identity was determined	3	Week 3 February 20
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	The Ottoman-Safavid clash at And its Chaldiran impact on the future of the Safavid state .(AD 1524-1514)	To inform students about the importance of studying the military and regional clash between the Safavids and the Ottomans and its impact on fueling sectarian conflict	3	Week 4 February 27
Classroom performance and oral questions For students	Lecture and discussion	Historical writing .in the Safavid era	Understanding the methods and schools of historical writing in the Safavid era	3	Week 5 March 5
Classroom performan	Lecture, discussion	Orientalists and the Safavid	Clarifying the importance of	3	Week 6

ce and oral questions For students	and , brainstorming	State Anne Lambton ,) Walter Hintz , (Roger Seeory	studying the influence of Orientalists on the writing of Safavid history and the perspective on their experience		March 12
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	Ahmad Kasravi's efforts in studying Iranian history during the Safavid . era	An important Iranian model without Safavid history, viewed through a critical and resentful lens	3	Week 7 March 19
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	Mulla Sadr al-Din al-Shirazi and his intellectual influence during the .Safavid era	A philosopher and creative thinker who emerged during the Safavid era	3	Week 8 March 26
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	The Safavid era had an impact on the development of Persian literature and .language	A study of how the Turkmen Safavids influenced the development of the Persian language and literature, and why the era witnessed such	3	Week 9 April 2

			.brilliance		
Classroom performan ce and oral questions For students	Lecture, discussion and , brainstor ming	Wa'iz Kashifi and his cultural role in Iran during the .Safavid era	A Sunni writer and jurist who contributed to bringing the sects closer together towards the veneration of Shiism and its .symbols	3	Week 10 April 9
Classroom performan ce and oral questions For students	Lecture, discussion and , brainstor ming	Muhammad Baqir al-Majlisi and his impact on cultural life in the .Safavid era	al-Majlisi wrote the foundations of modern Shi'a doctrine and the victory of the Shi'a fundamentalist school over the remnants of Sufi .sediment	3	Week 11 April 16
Classroom performan ce and oral questions For students	Lecture, discussion and , brainstor ming	The Shahnameh: Its History and the Role of the in Shahs Safavid .Spreading It	A study of an important cultural influence in Persian history and how the Shahs contributed to introducing and disseminating .it	3	Week 12 April 23
Classroom performan ce and oral	Lecture, discussion and ,	The achievements of Iranian art in light of the contributions of	A study of the causes of the artistic and	3	Week 13 April 30

questions For students	brainstorming	Kamal al-Din Behzad (d. 1535) and Reza Abbasi (d. 1565)	architectural renaissance in Iran during the Safavid era		
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	Reviews	A comprehensive review of the subject's components and a note-taking of the most important topics that emerged during the lectures	3	Week 14 May 7
Classroom performance and paper exam	Lecture, discussion and , brainstorming	Correcting and worksheets . taking exams	Review the worksheets and take a written exam	3	Week 15 May 14
:Course evaluation ۳۳					
:The grade out of 100 is distributed as follows The annual effort grade is out of (30) points and is divided into (20) points for the –1 exam and 10 points for attendance, participation and research activities .The final written exam grade is (70) marks –2					
:Learning and teaching resources ۳۴					
.The Safavids, by Talib Muhaibis Hassan			Required textbooks (methodology, if applicable)		
Jer Sayuri, Iran of the Safavid Era .A .R			Main references (if any)		

. translated by: Kambyz my dear , Rasul Jafarian, Safaviyya dar Arsah Din Safavism in the “) Farhang And policy (” field of religion, culture and politics . Abdolhossein Navaei and Abbas Qoli Ghaffari Fard, A History of Political Transformations social economic Farhanak Iran in . Safavieh circulation	
Hassan Al-Jaf, Life of Farhangi Kurd der Partho Islam, doctoral dissertation , Danishah of Tehran - Danishdeh of theology . and Islamic knowledge	Recommended supporting books and .references (scientific journals, reports,)
https://translate.google.com/?hl= https://sider.ai/lp/translate1 ar Programs: Google Skooler , JAT GPT and others	Electronic references, website

Course Description

:Course name	۳۵
European international relations in the nineteenth century	
:Course code	۳۶

UWA26 – CEH – HIS – C606	
:Chapter/Year ٣٧.	
PhD in Modern History / First Semester / 2025–2026	
:Date this description was prepared ٣٨.	
2025/9/1	
:Available attendance formats ٣٩.	
My presence	
:Number of study hours (total) / Number of units (total) ٤٠.	
hour, 60/units/30	
Name of the course coordinator (if there is more than one name, mention ٤١.	
(it along with the personal email address	
falbuaijy@uowasit.edu.iq : Email Dr. Fahd Owaid Abdul– Baiji –1	
Course Objectives ٤٢.	
It aims to understand the nature of European relations in the nineteenth century, especially since this would provide a clear view of the details of many events that Europe experienced. At that time , the subject went beyond Europe due to the influence .and power of European influence in many parts of the world	Course Objectives
Teaching and learning strategies ٤٣.	
• Interactive lectures and group discussions • Reports and research papers on international relations during the nineteenth century • Using contemporary European references and sources • Using a detailed explanation style for the lecture topics • Using maps • Using a display method for the lecture using a display screen or data projector • Show some slides , videos , and images related to the topic	
Course structure ٤٤.	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	European Relations 1798-1815	Informing students about the nature of European relations	2	1 9/10
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	The European Congress System and its impact on international relations 1815-1822	Focus on the impact of European relations on the international balance of power	2	Week 2 9/17
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	European relations during the wars of the nineteenth century	Informing students about the implications of European relations in the context of European peace	2	Week 3 9/24
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	Italian unity and the European stance towards it	Informing students about examples of European tensions	2	Week 4 10/1

Classroom performance and oral questions For students	Lecture and discussion	Wars of the Eastern Question: The Crimean War as a model and the Russo-Turkish War of 1877	Examining examples of European tensions	2	Week 5 10/8
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	Germany's new assertive policy and its impact on international relations	The rise of new European powers	2	Week 6 10/15
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	European relations within the framework of European alliance policy	Focus on European alliance policy	2	Week 7 10/22
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	International crises of the late nineteenth century and their impact on European relations: The Bosnian and Herzegovinian crisis as a case study	Focusing on international crises as one of the most important outcomes of alliances	2	Week 8 10/29
Classroom performance and oral questions	Lecture, discussion and , brainstorming	The Agadir crisis and its repercussions	Focus on international crises	2	Week 9 11/5

questions For students	ming				
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	The arms race and its impact on international .relations	Focus on international .competition	2	Week 10 11/12
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	The growth of the European economy and its impact on international .relations	Focus on the economy and its impact on the balance of power	2	Week 11 11/19
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	European alliances and their impact on the outbreak of .World War I	A Study of European Diplomacy on the Eve of World War I	2	Week 12 11/26
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	The outbreak of World War I: causes and consequences	Focus on the impact of European alliance policy	2	Week 13 12/3

Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	Reviews	A comprehensive review of the subject's components and a note-taking of the most important topics that emerged during the .lectures	2	Week 14 12/10
Classroom performance and paper exam	Lecture, discussion and , brainstorming	Correcting and worksheets . taking exams	Review the worksheets and take a written exam	2	Week 15 12/17

:Course evaluation . ٤٥

:The grade out of 100 is distributed as follows

The annual effort grade is out of (30) points and is divided into (20) points for the –1 .exam and 10 points for attendance, participation and research activities

.The final written exam grade is (70) marks –2

:Learning and teaching resources . ٤٦

Dr. Jalal Yahya, History of International Relations in Modern Times	Required textbooks (methodology, if (applicable
Pierre Ronovan , History of International Relations, 19th Century Prof. Dr. Omar Abdel Aziz Omar, Prof. Dr. Gamal Mahmoud Hagar, Images from	Main references (if any)

the History of International Relations in the Modern Era	
	Recommended supporting books and .references (scientific journals, reports,)
https://translate.google.com/?hl= https://sider.ai/lp/translate1 ar programs: Google Skooler , JAT GPT and others	Electronic references, website

Second course

Course description template

:Course name .٤٧
Issues in the history of Iran during the Qajar era
:Course code .٤٨
UWA26 - CEH - HIS - C608
:Chapter/Year .٤٩
PhD in Modern History / Second Semester / 2025-2026
:Date this description was prepared .٥٠

2026/1/19					
:Available attendance formats .٥١					
My presence					
:Number of study hours (total) / Number of units (total) .٥٢					
hour, 2/units/30					
Name of the course coordinator (if there is more than one name, mention it .٥٣ (along with the personal email address					
talwaily@uowasit.edu.iq : Prof. Dr. Talib Muhaibis Hassan Al-Waili Email -1					
Course Objectives .٥٤					
This study aims to understand the nature of public life in Iran during the Qajar era , particularly as this sheds light on the identity of the Qajar state . The period between 1722 and 1796 CE is considered one of the most turbulent and bloody in Iranian history, known as the "period of widespread chaos" or the transitional period." It began with the fall of the Safavid dynasty " the Qajar dynasty , during and ended with the establishment of . which three main powers vied for control of the Iranian plateau					Course Objectives
Teaching and learning strategies .٥٥					
• . Interactive lectures and group discussions • Reports and research papers on cultural life during .the Safavid era • Using contemporary Iranian references and sources from the Safavid era and modern times to .enrich the lecture • Using a detailed explanation style for the lecture .topics • .Using maps • Using a display method for the lecture using a . display screen or data projector • Presenting some slides , videos , and images of manuscripts related to the topic					
Course structure .٥٦					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hou rs	Week
Classroom performanc e and oral	Lecture, discussion, and brainstor	The fall of the Safavids and the beginning of chaos, the Afghan invasion regional ,	To familiarize students with the landmarks of Iranian history during the various	2	1 1/25

questions For students	ming	fragmentation, the Afsharid era , the .Zand era	periods of turmoil leading up to the Qajar era		
Classroom performanc e and oral questions For students	Lecture, discussion, and brainstor ming	The rise of the Qajar dynasty and the unification of the country	The focus is on the transformation of the Qajar tribe into an organized state under the leadership of Agha Mohammad .Khan Qajar	2	Week 2 February 1
Classroom performanc e and oral questions For students	Lecture, discussion, and brainstor ming	The political and ideological legitimacy upon which the Qajar dynasty based its .transfer of power	Justifying the .1 rule of a people who still view the Safavids as holy . figures Military and .2 tribal (tribal) .legitimacy Belonging to the .2 . Qizilbash Military .3 .superiority	2	Week 3 February 8
Classroom performanc e and oral questions For students	Lecture, discussion, and brainstor ming	Tehran was chosen .as the capital And the loss of territory in the north in the Caucasus (present- day Azerbaijan and . (Armenia	Informing. ١ students about how the founder of the state, Agha Mohammad Khan Qajar made , Tehran the capital of the country .in 1786 Iran .٢ fought wars against the	2	Week 4 February 15

			Russian Empire that ended with the signing of the Treaties of Gulistan and (1813) Turkmench .ay (1828)		
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	The reform movement (the reign of a great prince) . The introduction of modern arts and the development of literature and . journalism	Informing students of the importance of the studying extensive administrative and military reforms undertaken by Mirza Taqi Khan, nicknamed Amir Kabir, who fought corruption and established the . official press The .ʻ introduction of photography and cinema to Iran during the reign of Nasser al-Din Shah, and the emergence of newspapers and their role in political awareness before the Constitutional	2	Week 5 February 22

			. Revolution		
Classroom performance and oral questions For students	Lecture and discussion	Architectural and archaeological landmarks .1 Gulistan Palace .2 Dar Al-Funun School .3 Dar Al-Funun School .4 Sepahsalar Mosque and School	Qajar architecture was characterized by a blend of traditional Persian art and European influences .1 Golestan Palace, located in Tehran, is a UNESCO World Heritage Site. It is an architectural masterpiece .2 Dar Al-Funun School It was founded by the great reformist minister Amir Kabir in 1851 AD. It is the first modern university in Iran for teaching	2	Week 6 March 1

			science, medicine and engineering, and is considered a symbol of the beginning of modern formal . education Shams .۳ : al-Imara A towering building (by the standards of that time) inside the Golestan Palace, built by Naser al-Din Shah to have a panoramic view of Tehran, and it is influenced by European tower architecture . The .۴ Sepahsalar Mosque and is School one of the largest mosques in Tehran, and is distinguished by its		
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			eight minarets and its design that combines Iranian and Turkish . styles		
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Religious and ideological :movements The Shaykhi .1 school and its impact on Shiite .thought The Babi .2 .movement in Iran The conflict .3 between fundamentalism .and traditionalism The phenomenon .4 of “splendor” and .its transformations The concept of .5 public " prosecution" according to the .jurist	A study of the views of Sheikh Ahmad al-Ahsa'i and Kazim Rashti the doctrinal , roots and political and social repercussions of Babism (1844- and the ,(1852 conflict between Usulism and Akhbarism, and its impact on the authority of the religious establishment in . the Qajar era A study of the schism from Babism and the Qajar stance And . towards it the development of political thought among religious scholars . in the Qajar era	2	Week 7 March 8
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Political and :reformist thought The .1 Enlightenment Movement Enlightened)	A study of the ideas of Mirza Malkam Khan and Fath Ali . Akhundzadeh Amir Kabir And and his impact on the modernization	2	Week 8 March 15

		.Thought) in Iran The reformist .2 thought of a great .prince The impact of .3 translation and scientific missions on intellectual .change Political thought .4 in the Iranian . diaspora press The problematic .5 relationship between religion .and the state	of educational and cultural And . institutions the role of Dar al- Funun in And a . translation study of the newspapers Qanun, Habl al- Mateen, and And the . Thuraya thought of the jurists of the Constitutional Era al-Na'ini as a) . (model		
Classroom performanc e and oral questions For students	Lecture, discussion, and brainstor ming	Intellectual and religious figures Jamal al-Din al- 1 Afghani Mirza 2 Muhammad Hassan Shirazi Abdul Rahim 3 Talibov Tabrizi Mr. Mohammad 4 Tabatabai Sheikh Abdullah 5 Al-Bahbahani Sheikh Fadlallah .6 Nouri	Intellectual and religious figures and their role in awakening reformist consciousness in .Iran	2	Week 9 March 22
Classroom performanc e and oral questions	Lecture, discussion, and brainstor	General social and :intellectual issues The development .1 of education in	The West's influence on Iran: From fascination . to resistance	2	Week 10 March 29

For students	ming	.Iran The image of the .2 West in the Iranian imagination during the nineteenth .century Iranian women .3 and intellectual . awareness The influence of .4 the Isfahani philosophical school on doctrinal thought in the . Qajar era Religious .5 minorities in Qajar . Iran Religious centers .6 (seminaries) and their impact on shaping public opinion	Qom, Mashhad, and Najaf and their intellectual and political . impact		
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Intellectual .1 transformations in Iran from the fall of the Safavids to the end of the Qajar . dynasty Travel literature .2 (travelbooks) as a source of intellectual history . in the Qajar era The intellectual .3 structure of the Constitutional (Constitutional)	Analytical topics in-depth) (messages	2	Week 11 April 5

		Revolution 1906- . 1911 Iranian 4 nationalism and the intellectual roots of the "neo-populist" movement in the . late Qajar era			
Classroom performanc e and oral questions For students	Lecture, discussion, and brainstorming	The .\ Sultunate institution in the Qajar era The .\ Iranian Ministry of Foreign Affairs: its origins and . development The .٣ bureaucratic elite and its impact on the stability and isolation of the Qajar . throne The .٤ relationship between the Shah" and " the "Grand . " Vizier The .٥ institution of the "Grand Vizier" in the Qajar political . system	Qajar institutions and decision-making	2	Week 12 April 12
Classroom performanc e and oral	Lecture, discussion, and brainstorming	The .1 Constitutional Revolution	Popular and constitutional in the movements	2	Week 13 April 19

questions For students	ming	Constitutional) Revolution) 1905-1911 .2 The Iranian Parliament (Majlis) in its early sessions .3 Sociology of political protest in Qajar Iran .4 Secret parties and societies (angmans	Qajar state		
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Reviews	A comprehensive review of the subject's components and a note-taking of the most important topics that emerged during the lectures	2	Week 14 April 26
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Correcting and worksheets . taking exams	Review the worksheets and take a written exam	2	Week 15 May 3
٥٧. :Course evaluation					
:The grade out of 100 is distributed as follows -1 The annual effort grade is out of (30) points and is divided into (20) points for the exam and 10 points for attendance, participation and research activities -2 .The final written exam grade is (70) marks					
٥٨. :Learning and teaching resources					
Hassan Karim Al-Jaf, Encyclopedia of the .Political History of Iran, Vol. 4			quired textbooks (methodology, if applicable)		

Sultan Muhammad Al-Nuaimi, Iranian Political Thought (Its Roots, Sources, and .(Impact	
Muhammad Kamil Muhammad Abdul Rahman Al-Rubaie, The Role of the Parliamentary Council in the Last Stage of . the Qajar Era (1905-1925) Kamal Ahmad Mazhar, Studies in the History of Modern and Contemporary Iran . Ali Al-Wardi, Social Glimpses from the .History of Modern Iraq, Vol. 3 and Vol. 4 Harbi Mohammad, The Development of the National Movement in Iran from 1890 .to 1953	Main references (if any)
Sabah Karim Al-Fatlawi , Iran during the reign of Mohammad Ali Shah (1907-1909 AD): A historical study of internal political . developments . Shaker Kasraei , The Jews in Iran	Recommended supporting books and .references (scientific journals, reports,)
https://translate.google.com/?hl= https://sider.ai/lp/translate1 ar Programs: Google Skooler , JAT GPT and others	Electronic references, website

Course description template

:Course name	٥٩
Medieval History of England	
:Course code	٦٠
UWA26 - CEH - HIS - C611	
:Chapter/Year	٦١
PhD stage / 2025-2026	
:Date this description was prepared	٦٢
2026/1/19	
:Available attendance formats	٦٣
My presence	
:Number of study hours (total) / Number of units (total)	٦٤
hours per week for 15 weeks 2	
Name of the course coordinator (if there is more than one name, mention it	٦٥
(along with the personal email address	
hajja@uowasit.edu.iq : Prof. Dr. Hassanein Abdul Kadhim Ajja	Email
Course Objectives	
To familiarize students with scientific sources on medieval English .٩ history Students should be informed of the vocabulary they are studying in .١٠ detail and with precision An attempt to document or suggest topics related to the history of the .١١ spread of Christianity in England Students should seek help from their professors on how to extract .١٢ scientific information from its various sources Students will analyze and deduce the educational program they will .١٣ study Knowing and demonstrating the student's abilities and academic .١٤ standing from the beginning Ensuring that the program is linked to other relevant sciences that are .١٥ closely related to it Expanding students' understanding of the program and other .١٦ programs, to work on creating a model of students of the type that will be relied upon in the future to qualify for higher academic degrees, and to create good researchers and teachers from among them who achieve the	Goals Material Study

.desired goal					
Teaching and learning strategies .٦٧					
Developing students' abilities to share ideas .٨ Disclosing one's thoughts and feelings towards life matters, including .٩ .scientific material Training students on how to prepare research, its mechanisms, .١٠ writing and research methods, and how to benefit from paper and electronic .libraries .Training on how to convey and analyze information to the reader .١١ .Linking popular critical ideas with students' critical opinions .١٢ Learning about ways to benefit from foreign sources and ways to .١٣ .translate them into Arabic Alerting students to the role of artificial intelligence programs, .١٤ .electronic translation, and electronic programs in historical research					
Course structure .٦٨					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	today
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	The Great :(AD 600–451) Germanic Migrations and the Germanic- Bretean . Conflict	=	3	Sunday, February 1, 2026
=	=	The Age of :(AD 800–600) the Seven Kingdoms and the (Heptarchy Church's Role in Unification	=	3	Sunday, February 8, 2026
=	=	The :(AD 924–800) Viking Challenge and the Rebirth of Wessex: The Age of Alfred the Great	=	3	Sunday, February 15, 2026
=	=	The :(AD 1066–924) Unity of the Kingdom	=	3	Sunday, February 22, 2026

		and Late Turmoil: From Athelstan to Edward the Confessor			
=	=	The :(AD 1100–1066) Norman Revolt and the Tragedy of Feudalism (William the Conqueror)	=	3	Sunday, March 1, 2026
=	=	The :(AD 1154–1100) reign of Henry I and the "The Anarchy " period of	=	3	Sunday, March 8, 2026
=	=	The :(AD 1189–1154) Angevin Empire : Henry II and his reform of the common law and his domestic and foreign .policies	=	3	Sunday, March 15, 2026
=	=	:(AD 1216–1189) Richard the Lionheart and John "without a land": The crisis of absolute power and political developments .in their reign	=	3	Sunday, March 22, 2026
=	=	The :(AD 1272–1216) reign of Henry III and the rise of the "Council "of Nobles	=	3	Sunday, March 29, 2026

=	=	Edward I (Hammer of the Scots and rival of the French) and the true founder of .Parliament :(AD 1307–1272)	=	3	Sunday, April 5, 2026
=	=	Royal weakness and the rise of parliamentary powers :(AD 1327–1307) (Edward II)	=	3	Sunday, April 12, 2026
=	=	Edward III and Richard II: The Hundred Years' War and Social Transformations :(AD 1399–1327)	=	3	Sunday, April 19, 2026
=	=	House of Lancaster (Henry IV and Henry V): Military Expedition :(AD 1422–1399)	=	3	Sunday, April 26, 2026
=	=	Decline and Collapse: Henry VI and the Beginnings of the Wars of the Roses :(AD 1455–1422)	=	3	Sunday, May 2026 ,3
=	=	The Wars of the Roses :(AD 1485–1455)	=	3	Sunday, May 2026 ,10

Description template

:Course name	٦٩
International relations in the twentieth century	

:Course code	.٧٠
UWA26 – CEH – HIS – C609	
:Chapter/Year	.٧١
PhD in Modern History / Second Semester / 2025–2026	
:Date this description was prepared	.٧٢
2026/1/19	
:Available attendance formats	.٧٣
My presence	
:Number of study hours (total) / Number of units (total)	.٧٤
hour, 3/units/45	
Name of the course coordinator (if there is more than one name, mention it along (with the personal email address	.٧٥
afarhan@uowasit.edu.iq : Prof. Dr. Abbas Farhan Thahir, Email –1	
Course Objectives	.٧٦
To familiarize students with scientific sources ذ.ر. related to international relations Students should be informed of the vocabulary ر. they are studying in detail and with precision An attempt to document or suggest topics related ز. to the history of international relations and its parties Students should seek help from their professors س. on how to extract scientific information from its various sources Students will analyze and deduce the ش. educational program they will study Knowing and demonstrating the student's ص. abilities and academic standing from the beginning Ensuring that the program is linked to other ض. relevant sciences that are closely related to it Expanding students' understanding of the ط. implementation of the program and other programs, to work on creating a model of students of the type that will be relied upon in the future to qualify for higher academic degrees, and to create good	Goals Material Study

researchers from among them who achieve the .desired goal					
Teaching and learning strategies .٧٧					
- Developing students' abilities to share ideas - Disclosing one's thoughts and feelings towards life matters, including scientific material - Training students on how to prepare research, its mechanisms, writing and research methods, and how to benefit from paper and electronic libraries - Training on how to convey and analyze information to the reader - Linking popular critical ideas with students' critical opinions - Learning about ways to benefit from foreign sources and ways to translate them into Arabic - Alerting students to the role of artificial intelligence programs, electronic translation, and electronic programs in historical research					
Course structure .٧٨					
Eval uatio n Meth od	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Class room perfo rman ce and oral	Lecture, discussion and , brainstor ming	Alliances, Relations, and Diplomatic Crises 1900-1914	International relations at the beginning of the twentieth century until the outbreak of World War I	3	1 September 11

quest ions					
For stude nts					
=	=	Studying the warring parties and their international relations	International relations during World War I	3	Week 2 September 18
=	=	The end of World War II, the repercussions of the post-war situation, and the settlements at the Versailles .Conference	International organizations after World War I and their impact on consolidating international relations 1920–1919	3	Week 3 September 25
=	=	The Bolshevik Revolution and the International and Civil Wars in Russia	Political developments in Russia and their impact on international relations 1917-1922	3	Week 4 T1 2
=	=	A study of the emergence of communist and fascist regimes and their impact on international .relations	The development of international relations between 1920 and 1929	3	Week 5 T1 9
=	=	Studying the economic crisis and its impact on international relations	International relations during the years of the global economic crisis 1933-1929	3	Week 6 T1 16

=	=	The rise of Nazism and its impact on the nature of international relations up to the eve of World War II	Developments and changes in international relations between 1939 1933	3	Week 7 T1 23
=	=	international warring parties	International relations during World War II	3	Week 8 30T1
=	=	The impact of international alliances on shaping international relations after the war	Military and political treaties and alliances after World War II and their impact on international relations	3	Week 9 T2 6
=	=	The beginning of the Cold War and the emergence of the two global superpowers	International relations during the Cold War and attempts at détente until 1962	3	Week 10 T2 13
=	=	International diplomatic and military crises	International relations .between 1962 and 1970	3	Week 11 T2 20
=	=	New international circumstances in the Middle East	International relations between 1970 and 1979	3	Week 12 T2 27
=	=	International relations until the collapse of the Soviet	International relations between 1980 and	3	Week 13 4k1

		Union	1991		
=	=	Correcting the .worksheets	End-of-course exam	3	Week 14 K1 11
=	=		Student research discussion	3	Week 15 K1 18
:Course evaluation ٧٩.					
:The grade out of 100 is distributed as follows The annual effort grade is out of (30) points and is divided into (20) points for the exam –1 and 10 points for attendance, participation and research activities .The final written exam grade is (70) marks –2					
:Learning and teaching resources ٨٠.					
The book "The Monarch and the Baron" by Talib .Muhaibis Hassan			Required textbooks (methodology, if (applicable		
A- Riyadh Al-Samad: A History of International Relations in the Twentieth Century 1914-1945 Kamal Mazhar Ahmed, Lectures on International -2 .Relations Between the Two Wars Pierre Ronovan , History of International Relations 3 in the Twentieth Century			Main references (if any)		
Foreign research and studies on the subject of international relations			Recommended supporting books and references (scientific journals, (.... ,reports		
			Electronic references, website		

Course description template

:Course name	.٨١
United States policy between the two wars	
:Course code	.٨٢
UWA26 - CEH - HIS - C612	
:Chapter/Year	.٨٣
PhD in Modern History / Second Semester / 2025–2026	
:Date this description was prepared	.٨٤
2026/1/19	
:Available attendance formats	.٨٥
My presence	
:Number of study hours (total) / Number of units (total)	.٨٦
hour, 3/units/30	
Name of the course coordinator (if there is more than one name, mention (it along with the personal email address	.٨٧
<u>ridha@uowasit.edu.iq</u> : Prof. Dr. Jawad Redha Razouqi Email –1	
Course Objectives	
To familiarize students with scientific sources on the history of the United States between the two wars Students should be informed of the vocabulary they are studying in detail and with precision An attempt to write down or suggest topics related to the history and politics of the United States Students should seek help from their professors on how to extract scientific information from its various sources Students will analyze and deduce the educational program they will study Knowing and demonstrating the student's abilities and academic standing from the beginning Ensuring that the program is linked to other relevant sciences that are closely related to it C. Expanding students' understanding of the implementation of the program and other programs, to work on creating a	Goals Material Study

model of students of the type that will be relied upon in the future to qualify for higher academic degrees, and creating good researchers from among them who achieve the desired goal.

Teaching and learning strategies ٨٩.

- **Developing students' abilities to share ideas**
- **Disclosing one's thoughts and feelings towards life matters, including scientific material**
- **Training students on how to prepare research, its mechanisms, writing and research methods, and how to benefit from paper and electronic libraries**
- **Training on how to convey and analyze information to the reader**
- **Linking popular critical ideas with students' critical opinions**
- **Learning about ways to benefit from foreign sources and ways to translate them into Arabic**
- **Alerting students to the role of artificial intelligence programs, electronic translation, and electronic programs in historical research**

Course structure ٩٠.

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	The Road to Neutrality: American Foreign Policy in the Early Years of World War I 1914-1917	Internal economic and political transformations: The impact of World War I on the United States	3	1/19

=	=	The Road to Neutrality: American Foreign Policy in the Early Years of World War I 1914-1917	From Isolation to Intervention: The United States' Entry into World War I Wilson's ,1918–1917 Fourteen Points, and His Pursuit of the League of Nations	3	1/26
=	=	The Roaring Twenties 1920- 1929	Returning to a policy of isolation, rejecting the Treaty of Versailles and the League of Nations, and pursuing a separate peace with .Germany	3	2/2
=	=	The Roaring Twenties 1929-1920	Amendment 18 and the Imposition of Prohibition – Causes and Consequences	3	2/9
=	=	The Roaring Twenties 1929-1920	Participation in international conferences: Washington Naval Conference 1922, Locarno Conference non-joining the ,1925 World Court	3	2/16
=	=	The Roaring Twenties 1929-1920	American economic policy of non- intervention, tax cuts, protectionist tariffs , and economic prosperity	3	2/23
=	=	The Roaring Twenties 1929-1920	The Great Depression: Its Causes and Hoover's Efforts to Address the Economic Recession	3	3/2

=	=	Its domestic policy in the 1930s	Franklin Delano Roosevelt and the Series of Programs and Reforms – New Deal	3	3/9
=	=	Its domestic policy in the 1930s	Laws of Isolation and Neutrality in the 1930s 35-36-37-1939	3	3/16
=	=	Her policy before entering the war	The Road to World War II 1939-1941: The Shift from Neutrality to Aid the Atlantic ,1940 Charter, and the Lend Lease Act 1941-	3	3/23
=	=	Her policy before entering the war	United States policy towards Japan in the 1930s, the latter's attack on Pearl Harbor on December and its entry ,1941 ,7 into the war	3	3/30
=	=	Her policy before entering the war	The impact of the war on its policy towards Europe before entering the war	3	4/6
=	=	Her policy before entering the war	The impact of the war on its policy towards Germany before entering the war	3	4/13

=	=	Her policy before entering the war	The impact of the war on its domestic policy before entering the war	3	4/20
=	=	Correcting and worksheets . taking exams	Discussion of student research and taking a written exam	3	4/27

٩١ . Course evaluation :

:The grade out of 100 is distributed as follows

The annual effort grade is out of (30) points and is divided into (20) points for the –1 exam and 10 points for attendance, participation and research activities

.The final written exam grade is (70) marks –2

٩٢ . Learning and teaching resources :

The book "The Monarch and the Baron" .by Talib Muhaibis Hassan	Required textbooks (methodology, if (applicable
Najla Ibrahim, Internal Political Developments in the United States .During the Republican Party's Rule Jumana Muhammad Rashid, Internal Developments in the United States .1941–1933	Main references (if any)
Hussein Abdul Kadhim, The Economic Crisis in the United States and its Impact 1929–1933	Recommended supporting books and .references (scientific journals, reports,)
https://translate.google.com/?hl=ar https://sider.ai/lp/translate1 Programs: Google Skooler , JAT GPT and others	Electronic references, website

Course description template

:Course name	.٩٣
Studies in the History of Spain and Portugal	
:Course code	.٩٤
UWA26 - CEH - HIS - C610	
:Chapter/Year	.٩٥
PhD in Modern History / Second Semester / 2025–2026	
:Date this description was prepared	.٩٦
2026/1/19	
:Available attendance formats	.٩٧
My presence	
:Number of study hours (total) / Number of units (total)	.٩٨
hour, 60/units/30	
Name of the course coordinator (if there is more than one name, mention (it along with the personal email address	.٩٩
akhayri@uowasit.iq : A. Da’ali Khayri Matroud, Email –1	
Course Objectives	
Informing students of scientific sources on the history of Spain and Portugal Students should be informed of the vocabulary they are studying in detail and with precision An attempt to write down or suggest topics related to the history of Spain and Portugal Students should seek help from their professors on how to extract scientific information from its various sources Students will analyze and deduce the educational program they will study Knowing and demonstrating the student's abilities and academic standing from the beginning Ensuring that the program is linked to other relevant sciences that are closely related to it	Goals Material Study

C. Expanding students' understanding of the implementation of the program and other programs, to work on creating a model of students of the type that will be relied upon in the future to qualify for higher academic degrees, and creating good researchers from among them who achieve the desired goal.

Teaching and learning strategies .١٠١

- Developing students' abilities to share ideas
- Disclosing one's thoughts and feelings towards life matters, including scientific material
- Training students on how to prepare research, its mechanisms, writing and research methods, and how to benefit from paper and electronic libraries
- Training on how to convey and analyze information to the reader
- Linking popular critical ideas with students' critical opinions
- Learning about ways to benefit from foreign sources and ways to translate them into Arabic
- Alerting students to the role of artificial intelligence programs, electronic translation, and electronic programs in historical research

Course structure .١٠٢

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For	Lecture, discussion, and brainstorming	anthropological origins of the populations of Spain and Portugal and the beginning of the political formation of the two countries	Knowing the origins of the inhabitants of Spain and Portugal	2	1 September 11

students					
=	=	The Spanish Empire under the Habsburg dynasty , 1555	The role of the Hespork family in the formation of the Spanish state	2	Week 2 Septemb er 18
=	=	Portugal became a kingdom under Afonso Henrik	Understanding how the state of Portugal was formed	2	Week 3 Septemb er 25
=	=	Spain's "Golden Age" (16th century): Union with Portugal	A review of the golden age and its most important achievements	2	Week 4 T1 2
=	=	Spain's decline: and Portugal's regaining of its independence	Understanding the causes of the weakness and decline that afflicted Spain	2	Week 5 T1 9
=	=	Causes and manifestations of decay in the Kingdom of Portugal from the reign of Emmanuel I to the reign of Cardinal . Henry	Understanding the reasons and general circumstances of Portugal's weakness during the reigns of some of its kings	2	Week 6 T1 16
=	=	Portugal during the reign of the Habsburg dynasty .(1640-1581)	A study of the Habsburg rule of Portugal	2	Week 7 T1 23
=	=	War of the Spanish Succession (1701-1724)	Study and discussion of the circumstances surrounding the outbreak of the	2	Week 8 30T1

			Caliphate War		
=	=	Spain and Portugal The under Napoleonic Period: The Peninsular War The Spanish- -1] French invasion of Portugal 1762, the Spanish War of Independence 1808- [1814	Studying the history of Spain and Portugal under French rule	2	Week 9 T2 6
=	=	Chapter Ten: Internal Developments in Portugal from the reign of John VI to the (1825-1816) V (Pedro reign of (1861-1816	A study of the general conditions in Portugal during the reign of some of its kings	2	Week 10 T2 13
=	=	The era of decline in Spain: From the First Carlist War to the end of the reign of Amadeus I (1788- (1873	A study of the most important internal wars in Spain	2	Week 11 T2 20
=	=	Spanish Civil War, 1939-1936	A study of the civil war and the general conditions for its outbreak	2	Week 12 T2 27
=	=	Portugal under Salazar's rule (1932- (1968	A review of the history of Portugal under Salazar's rule	2	Week 13 4k1
=	=	Spain under General .Franco (1939-1975)	A review of Portugal's history	2	Week 14

			under Franco's rule		K1 11
=	=	Correcting the and .worksheets exam	Discussion of student research and taking a written exam	2	Week 15 K1 18

:Course evaluation .١٠٣

:The grade out of 100 is distributed as follows

**The annual effort grade is out of (30) points and is divided into (20) points for the –1
exam and 10 points for attendance, participation and research activities**

.The final written exam grade is (70) marks –2

:Learning and teaching resources .١٠٤

.	Required textbooks (methodology, if (applicable
	Main references (if any)
	Recommended supporting books and .references (scientific journals, reports,)
	Electronic references, website