



Pakistan History SSC153
Fall 2026
IBA Karachi

Program	University Core
Department Offering	SSLA
Faculty	Dr Yaqoob Khan Bangash
Email	ykbangash@iba.edu.pk
Counselling hours	Mondays, 2-4pm, and by appointment

Class Details

Session Days and Timings	Mondays, 1600—1740
Class Location	MAS 2
Credit Hours	2
Class UMS Number	102072

Course Description

This course introduces students to the history of Pakistan, from the last decades of the Mughal empire till c. 2013. It is organised around ideas and questions rather than around dates. Why did a demand for a separate Muslim homeland arise in late colonial India? Was that demand inevitable, or was it one outcome among several which were possible? What kind of state did Pakistan become after August 14, 1947, and was it the state which its founder had envisaged? Why has constitutional government proved so difficult to sustain here? And how have region, religion, class and gender shaped the country we now live in?

Students read the scholarship alongside the sources upon which it is built—speeches, constitutional texts, commission reports, memoirs, legislation, fiction and film. The purpose of this is a simple one. The past should reach students as evidence which has to be argued over, and not as a settled story which has to be learnt by heart.

By the end of the semester students should be able to give an informed account of the main turning points in Pakistan's history, to read a document critically, to recognise the assumptions which sit behind competing interpretations, and to build an argument of their own out of the evidence. The course is taught through discussion. Students are therefore expected to come to each session having done the reading, and ready to argue about it.

CLO	Description	BT Level	PLOs
1.	Describe the main turning points in the history of Pakistan from the late colonial period till c. 2013, and explain the developments which produced them.	C2	6
2.	Read a primary source critically, establishing who produced it, for whom, and to what end.	C3	12
3.	Analyse why historians disagree about the contested episodes of our past, and identify the evidence upon which each position rests.	C4	6
4.	Build and defend an argument of their own out of the evidence, including by going back and forth in time and comparing analytically instead of memorising events in chronological order.	C6	12

Key: Remembering (C1), Understanding (C2), Applying (C3), Analysing (C4), Evaluating (C5), Creating (C6)

Teaching and Learning Methodology

This is a reading and discussion class rather than a lecture course. Each session opens with a framing lecture which sets up the problem for that week, after which the greater part of our time goes upon the assigned reading and, in most weeks, upon one or two primary documents which we work through together in class.

Across the semester we will do four things repeatedly. First, we will look critically at how the history of Pakistan has been written so far, and at who wrote it and to what end. Secondly, we will analyse documents both for what they say and for what they leave unsaid. Thirdly, students will a few times write briefly in class upon a passage. Lastly, film and documentary will be treated as historical arguments in their own right, and not as illustrations of arguments made elsewhere.

Readings are posted on the LMS in advance. Students are expected to arrive having read them, with notes and with questions. Participation is assessed.

A Note on Oral History Collection

Students should explain the purpose of the interview before beginning and obtain the interviewee's consent to record and use what is said. An interviewee may decline to answer any question, or ask that something not be recorded or quoted. Students should respect requests for anonymity and should not include personal information which is not necessary for the assignment. Finally, an oral history is evidence of what someone remembers and how they remember it; it is not, by itself, proof that an event happened exactly as described. Students should therefore distinguish between memory, corroborated evidence, and what remains uncertain.

For details see: <https://oralhistory.org/for-participants-in-oral-history-interviews/>

Weekly Teaching Schedule			
Session #	Readings	Mapping to Course Learning Outcomes	Session Topic
1	Wolpert, <i>A New History of India</i>, Chapter 12. Sayeed, <i>Pakistan: The Formative Phase</i>, Chapter 1. Aziz, <i>The Murder of History</i>, Preface, pages 1–2, 12–25, 41–55. PRIMARY: Tabatabai, <i>Seir Mutaqherin</i>, Vol. 3, pages 26–30. https://archive.org/details/in.ernet.dli.2015.189349 PRIMARY: Farman of Shah Alam II granting the Diwani of Bengal, Bihar and Orissa to the English Company, August 12, 1765, in Aitchison, <i>A Collection of Treaties, Engagements and Sanads</i>, vol. II, page 244. https://archive.org/details/dli.csl.7055	1 (C2)	• Course introduction • Why study the history of Pakistan? • Who did the East India Company wrest power from?
2	Wolpert, <i>A New History of India</i>, Chapter 13-14. Aziz, <i>The Murder of History</i>, pp. 122–126. PRIMARY: T. B. Macaulay, “Minute on Indian Education,” February 2, 1835 (Highlighted parts).	1, 2 (C2–C3)	• How was the East India Company able rule large parts of India?
3	Wolpert, <i>A New History of India</i>, Chapter 15. PRIMARY: Sir Sayyid Ahmad Khan, The Causes of the Indian Revolt (1873) https://franpritchett.com/00litlinks/txt_sir_sayyid_asba_b1873_basic.html PRIMARY: Azamgarh Proclamation, August 25, 1857 https://www.glscoth.org/uploads/2/1/3/3/21330938/x_docs.pdf (Doc 20.3)	2, 3 (C3–C4)	• 1857: Mutiny, First War of Independence or Revolt?

4	Sayeed, <i>Pakistan: The Formative Phase</i>, Chapter 2. Faisal Devji, “Apologetic Modernity,” pages 61–76. PRIMARY: Queen Victoria’s Proclamation, November 1, 1858 https://dn760104.eu.archive.org/0/items/queens-proclamation/Queen%27sProclamation.pdf PRIMARY: Simla Deputation, October 1, 1906. https://franpritchett.com/00ambedkar/ambedkar_partition/appendices/12app.html On Sir Syed: https://www.youtube.com/watch?v=NijMZZa9E3o&t=1s	1, 3 (C2–C4)	The Distance between and Community and Nation
5	Sayeed, <i>Pakistan: The Formative Phase</i>, Chapter 3. Ayesha Jalal, <i>The Struggle for Pakistan</i>, Chapter 1. PRIMARY: Muhammad Iqbal, Presidential Address, All-India Muslim League, Allahabad, December 1930 https://franpritchett.com/00islamlinks/txt_iqbal_1930.html PRIMARY: Choudhary Rahmat Ali, “Now or Never: Are We to Live or Perish Forever?” January 28, 1933 https://franpritchett.com/00islamlinks/txt_rahmatali_1933.html	2, 3 (C3–C4)	Lucknow to Lahore: Was Co-existence Possible?
6	Sayeed, <i>Pakistan: The Formative Phase</i>, Chapters 4–5. Qasmi and Robb, eds., <i>Muslims against the Muslim League</i>, Introduction (pp. 1–34). PRIMARY: Lahore Resolution, March 23, 1940: https://www.indiaofthepast.org/sites/indiaofthepast.org/files/pdf/1940s/lahore1940.pdf PRIMARY: Jinnah’s presidential address to the Lahore session, March 1940 https://franpritchett.com/00islamlinks/txt_jinnah_lahore_1940.html	3, 4 (C4–C6)	Was Pakistan Inevitable?

7	Zamindar, <i>The Long Partition</i>, Introduction. PRIMARY: Report of the Punjab Boundary Commission, the Radcliffe Award, August 12, 1947. 15 pages. https://statelesshistories.org/assets/uploads/documents/Radcliffe-Report of the Punjab Boundary Commission-1947.pdf PRIMARY: Saadat Hasan Manto, “Toba Tek Singh” https://wordswithoutborders.org/read/article/2003-09/toba-tek-singh/ BBC documentary, The Day India Burned https://www.youtube.com/watch?v=v8dcjRBCbLs	2, 3 (C3–C4)	Independence and Partition: What does/did 1947 mean?
Midterm			
8	Bangash, “Jinnah’s Pakistan,” pages 33-54. PRIMARY: Jinnah, Address to the Constituent Assembly, August 11, 1947 https://www.na.gov.pk/en/content.php?id=74 PRIMARY: Jinnah, Address at Dacca, March 21, 1948 https://franpritchett.com/00islamlinks/txt_jinnah_dacca_1948.html	1, 3 (C2–C4)	What was and is Jinnah’s Pakistan?
9	Jalal, <i>The Struggle for Pakistan</i>, Chapter 2. Maryam Shahid Khan, “Dividing the Nation into Patricians and Plebeians,” pages 507–522. McGrath, <i>The Destruction of Pakistan’s Democracy</i>, Chapter 9. PRIMARY: Objectives Resolution, 1949 https://na.gov.pk/uploads/documents/1434604126_750.pdf	2, 3 (C3–C4)	Did Pakistan’s First Experiment with Democracy fail?
10	Jalal, <i>The Struggle for Pakistan</i>, Chapters 3–4. Review of Bajwa, <i>From Kutch to Tashkent</i>. Mahbub ul Haq, “Pakistan’s 22 Families,” pages 162–166.	1, 3 (C2–C4)	The Swinging 60s: Who benefited from Ayub Khan’s Pakistan?

	PRIMARY: Mohammad Ayub Khan, <i>Friends Not Masters</i>, Chapter 8. Fatima Jinnah's election campaign: https://www.youtube.com/watch?v=fvmA1UKcMV4		
11	Jalal, <i>The Struggle for Pakistan</i>, Chapter 5. Saikia, <i>Women, War, and the Making of Bangladesh</i>, Chapter 3. Documentary: https://www.youtube.com/watch?app=desktop&v=nIyWyGN56w PRIMARY: Sheikh Mujibur Rahman, Six-Point Programme, 1966 https://en.banglapedia.org/index.php/Six-point_Programme and the speech of March 7, 1971. https://www.youtube.com/watch?v=EqLHavO0HpQ PRIMARY: Sahibzada Yaqub Khan's resignation: https://medium.com/@sharjeel.jawaid/yaqub-khan-prince-soldier-diplomat-statesman-6f0e14adfebe PRIMARY: Report of the Hamoodur Rahman Commission, selected paragraphs.	3, 4 (C4–C6)	1971: How did Pakistan lose a Majority of its population?
12	Jalal, <i>The Struggle for Pakistan</i>, Chapter 6. PRIMARY: Constitution of the Islamic Republic of Pakistan, 1973. Preamble, Articles 1–2A, 8–28 and 227–231. https://www.pakistani.org/pakistan/constitution/ PRIMARY: Constitution (Second Amendment) Act, 1974 https://www.pakistani.org/pakistan/constitution/amendments/2amendment.html PRIMARY: Report of the Court of Inquiry into the Punjab Disturbances of 1953, the Munir Report, Lahore, excerpts covering pages 201–235:	2, 3 (C3–C4)	Pakistan Reimagined?

	https://franpritchett.com/00islamlinks/txt_munirreport_1954/		
13	Jalal, <i>The Struggle for Pakistan</i>, Chapter 7. Ayesha Khan, <i>The Women's Movement in Pakistan: Activism, Islam and Democracy</i>, Chapter 3. PRIMARY: Begum Nusrat Bhutto v. Chief of Army Staff, https://sanipanhwar.com/uploads/books/2024-08-27_09-48-51_034ca6960022c21c71ab2b747a976618.pdf PRIMARY: Hudood Ordinances, 1979 https://pakistani.org/pakistan/legislation/hudood.html	3, 4 (C4–C5)	• Zia's AAA
14a	Jalal, <i>The Struggle for Pakistan</i>, Chapter 8. Gayer, <i>Karachi: Ordered Disorder and the Struggle for the City</i>, Chapter 1. PRIMARY: Constitution (Eighth Amendment) Act: https://www.pakistani.org/pakistan/constitution/amendments/8amendment.html PRIMARY: General Musharraf's Speech, October 12, 1999: https://www.theguardian.com/world/1999/oct/12/pakistan General Musharraf's Speech, October 17, 1999 https://www.pakistani.org/pakistan/constitution/post_12oct99/musharraf_address_17oct1999.html	1, 3 (C2–C4)	• Democratic Merry go Round
14b	Jalal, <i>The Struggle for Pakistan</i>, Chapters 9–10. Adeney, "A Step Towards Inclusive Federalism in Pakistan," pages 539–565. PRIMARY: Constitution (Eighteenth Amendment) Act, 2010: https://www.pakistani.org/pakistan/constitution/amendments/18amendment.html	3, 4 (C5–C6)	• One Step Ahead, Two Backwards?
Final			

Textbooks and Reading Material

Required Readings

Wolpert, Stanley. *A New History of India*. 8th ed. New York: Oxford University Press, 2009.
Sayeed, Khalid Bin. *Pakistan: The Formative Phase, 1857—1948*. 2nd ed. Karachi: Oxford University Press, 1998.
Jalal, Ayesha. *The Struggle for Pakistan: A Muslim Homeland and Global Politics*. Cambridge, MA: The Belknap Press of Harvard University Press, 2014.

Secondary Readings

Aziz, K. K. *The Murder of History: A Critique of History Textbooks Used in Pakistan*. Lahore: Vanguard Books, 1993.
Devji, Faisal. "Apologetic Modernity." *Modern Intellectual History* 4, no. 1 (2007): 61–76.
Qasmi, Ali Usman, and Megan Eaton Robb, eds. *Muslims against the Muslim League: Critiques of the Idea of Pakistan*. Cambridge: Cambridge University Press, 2017.
Zamindar, Vazira Fazila-Yacoobali. *The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories*. New York: Columbia University Press, 2007.
Bangash, Yaqoob Khan. "Jinnah's Pakistan: Debating the Nature of the State, 1947–49." In *Routledge Handbook of Contemporary Pakistan*, 2nd ed., edited by Aparna Pande. London: Routledge, 2025.
Khan, Maryam Shahid. "Dividing the Nation into Patricians and Plebeians: Pakistan National Congress and the Decolonizing Politics of Constitution Making." *Comparative Studies of South Asia, Africa and the Middle East* 45, no. 3 (2025): 507–522.
McGrath, Allen. *The Destruction of Pakistan's Democracy*. Karachi: Oxford University Press, 1996.
Haq, Mahbub ul. "Pakistan's 22 Families." In *Economic Growth with Social Justice: Collected Writings of Mahbub ul Haq*, edited by Khadija Haq, 162–166. New Delhi: Oxford University Press, 2017.
Bangash, Yaqoob Khan. "Farooq Bajwa. *From Kutch to Tashkent: The Indo-Pakistan War of 1965*." *Asian Affairs* 46, no. 1 (2015): 153–155.
Saikia, Yasmin. *Women, War, and the Making of Bangladesh: Remembering 1971*. Durham, NC: Duke University Press, 2011.
Khan, Ayesha. *The Women's Movement in Pakistan: Activism, Islam and Democracy*. London: I.B. Tauris, 2018.
Gayer, Laurent. *Karachi: Ordered Disorder and the Struggle for the City*. London: Hurst, 2014.
Adeney, Katharine. "A Step Towards Inclusive Federalism in Pakistan? The Politics of the 18th Amendment." *Publius: The Journal of Federalism* 42, no. 4 (2012): 539–565.

The above, and everything else—the articles, book chapters, constitutional texts, commission reports and documents—is either posted upon the LMS or available at the links given in the teaching schedule below.

Recommended Books

Bose, Sugata, and Ayesha Jalal. *Modern South Asia: History, Culture, Political Economy*. 5th ed. London and New York: Routledge, 2023.
Talbot, Ian. *Pakistan: A New History*. 2nd ed. London: Hurst, 2015.
Jaffrelot, Christophe. *The Pakistan Paradox: Instability and Resilience*. London: Hurst, 2015.
Shah, Aqil. *The Army and Democracy: Military Politics in Pakistan*. Cambridge, MA: Harvard University Press, 2014.
Dhulipala, Venkat. *Creating a New Medina: State Power, Islam, and the Quest for Pakistan in Late Colonial North India*. Cambridge: Cambridge University Press, 2015.
Khan, Yasmin. *The Great Partition: The Making of India and Pakistan*. New Haven: Yale University Press, 2007.
Hamid Khan. *Constitutional and Political History of Pakistan*. 3rd ed. Karachi: Oxford University Press, 2017.

Prerequisite Skills and Knowledge to take this Course

There are no prerequisite courses. This is a University Core course, open to students of every programme, and no previous study of history is assumed.

Students do however need three things. First, the ability to read multiple pages of academic prose a week in English, and understand what its author has argued. Secondly, a willingness to speak in class, and to disagree with evidence rather than with assertion. Thirdly, be able to express their ideas, with evidence, in the assignments and exams.

Assessment	Weight
Midterm Examination (CLO 1, 2)	25
Final Examination (CLO 1, 2, 3)	35
Assignments, Quizzes (CLO 1, 2)	15
Oral History Project (CLO 2, 3, 4)	15
Class Participation, judged upon informed contribution to discussion throughout the semester (CLO 4)	10
Total	100

Make-up Exam

A make-up midterm will be allowed only where a student was unable to sit the paper for a documented medical reason, for a death or serious illness in the immediate family, or for an official IBA commitment cleared in advance. The request must reach me in writing, with documentation, within three working days of the examination. Travel, clashing deadlines and unexcused absence are not grounds for a make-up.

Where a make-up is allowed it will be held within two weeks of the original date, and it may be set in a different mode. It will ordinarily be a written paper of equivalent length, though I may instead set an oral examination upon the same material.

For a missed final examination, the applicable IBA policy will be followed.

Assigned work loses one grade band for each calendar day it is late. Work which is more than four days late will not be accepted and will be recorded as zero, unless an extension has been agreed beforehand.

Technology & Innovation

The course makes deliberate use of the free digital archives which now exist, so that students learn to find primary evidence for themselves rather than relying upon what their teacher hands out. We will work with the National Assembly's online record of speeches and constitutional documents, with the annotated constitutional and legislative

archive at pakistani.org, with the Internet Archive for out of print commission reports such as the Munir Report of 1954, and with Frances Pritchett's South Asian source collection at Columbia.

Readings and announcements are managed through the LMS. Documentary and feature film are treated as historical texts, and students are taught to read a film for its argument and for its silences. Students are further shown how to keep their references in order, and what distinguishes a scholarly source from something simply found upon the open web.

Experiential Learning Exposure(s)

This course is built upon the handling of evidence rather than upon the reception of a narrative. Four components follow from this.

First, document workshops. In most weeks students work upon a primary source directly—a speech, a proclamation, an ordinance, a constitutional amendment, a commission report.

Secondly, debate. Students are encouraged to debate different positions, readings of primary texts, and assessments.

Thirdly, an archive and heritage exercise. Each student completes one short assignment upon a Karachi site, institution or family archive—a building, a neighbourhood, a newspaper file, an object kept at home, or a conversation recorded with an older relative about 1947, 1971 or the 1980s—which is then written up as historical evidence, with an honest account of what it cannot tell us.

Lastly, film. At least one feature film and two documentaries are screened and analysed as arguments in their own right.

Social Contribution / Impact

The course relates to four of the United Nations Sustainable Development Goals.

SDG 4, Quality Education, and Target 4.7 in particular, which concerns education for human rights, for a culture of peace, and for an appreciation of cultural diversity. A great deal of our public argument in Pakistan turns upon historical claims which are never examined.

SDG 16, Peace, Justice and Strong Institutions. A considerable part of the semester is given to constitution making, to the courts, to military intervention and to federalism, so that students come to understand from the evidence why our institutions have been weak, and what upon occasion has strengthened them.

SDG 5, Gender Equality. The Hudood Ordinances, the women's movement, and the violence done to women in 1947 and in 1971 are taught as central episodes of the national story, and not as a separate week set aside for women.

SDG 10, Reduced Inequalities. East Pakistan, the muhajir question and the Ahmadi question are treated as part of the main narrative rather than as exceptions to it, and we ask throughout why particular groups have been kept from the full enjoyment of citizenship.

Use of Artificial Intelligence (AI)

Generative AI may be used in this course within the limits set out below, and its use must be declared.

What is permitted: Students may use these tools to make sense of an unfamiliar concept or term encountered in the reading, to check the grammar and spelling of something which they have already drafted themselves, to generate practice questions for revision, and to suggest avenues for further reading—provided that every suggested source is then located and verified independently before it is cited.

What is not permitted: Generative AI may not be used to produce any part of the text submitted for work, to summarise an assigned reading in place of reading it, or to generate an interpretation or an argument which is then presented as the student's own. Nor may it be used during the quizzes, the midterm or the final. Examinations in this course are closed book and handwritten.

Declaration: Every submitted assignment must end with a short statement naming the tool, the purpose, and the stage at which it was used—for example, 'ChatGPT' was used to check the grammar of the final draft. No content was generated.' An assignment carrying no such statement is taken to declare that no AI was used, and a false declaration will be treated as a breach of academic conduct under IBA policy.

Responsibility: Whatever is submitted remains entirely the student's own responsibility. These tools invent citations, place quotations in the wrong mouths, and manufacture historical detail. Further, and more seriously for our purposes, they reproduce the very official version of our past which this course exists to interrogate. Therefore, a fabricated source or an invented fact will be marked as an error, however it came to be there.

Academic Conduct

IBA policy: <https://www.iba.edu.pk/News/student-handbook2025-26.pdf>

Attendance Policy

Full attendance is expected. Since this is a once in a week class, any more than 2 absences will lead to an automatic 'F' or withdrawal. For details see: <https://examination.iba.edu.pk/Attendance.php>

Plagiarism Policy

Put simply: Quote everything which is not yours, even ideas. Failure to do so will lead to penalties.
IBA policy: <https://www.iba.edu.pk/News/iba-plagiarism-policy-2022-23.pdf>

Withdrawal Policy

IBA policy: <https://examination.iba.edu.pk/WithdrawalCourse.php>