CURRICULUM
OF
HISTORY
BS & MS
(Revised 2017)

HIGHER EDUCATION COMMISSION
ISLAMABAD
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Prof. Dr. Mukhtar Ahmed</td>
<td>Chairman, HEC</td>
</tr>
<tr>
<td>Prof. Dr. Arshad Ali</td>
<td>Executive Director, HEC</td>
</tr>
<tr>
<td>Mr. Muhammad Raza Chohan</td>
<td>Director General (Acad)</td>
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<tr>
<td>Dr. Muhammad Idrees</td>
<td>Director (Curriculum)</td>
</tr>
<tr>
<td>Syeda Sanober Rizvi</td>
<td>Deputy Director (Curri)</td>
</tr>
<tr>
<td>Mr. Riaz-ul-Haque</td>
<td>Assistant Director (Curri)</td>
</tr>
<tr>
<td>Mr. Muhammad Faisal Khan</td>
<td>Assistant Director (Curri)</td>
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Composed by: Mr. Zulfiqar Ali, HEC, Islamabad
PREFACE

The curriculum, with varying definitions, is said to be a plan of the teaching-learning process that students of an academic programme are required to undergo to achieve some specific objectives. It includes scheme of studies, objectives & learning outcomes, course contents, teaching methodologies and assessment/evaluation. Since knowledge in all disciplines and fields is expanding at a fast pace and new disciplines are also emerging; it is imperative that curricula be developed and revised accordingly.

University Grants Commission (UGC) was designated as the competent authority to develop, review and revise curricula beyond Class-XII vide Section 3, Sub-Section 2 (ii), Act of Parliament No. X of 1976 titled “Supervision of Curricula and Textbooks and Maintenance of Standard of Education”. With the repeal of UGC Act, the same function was assigned to the Higher Education Commission (HEC) under its Ordinance of 2002, Section 10, Sub-Section 1 (v).

In compliance with the above provisions, the Curriculum Division of HEC undertakes the revision of curricula regularly through respective National Curriculum Revision Committees (NCRCs) which consist of eminent professors and researchers of relevant fields from public and private sector universities, R&D organizations, councils, industry and civil society by seeking nominations from their organizations.

In order to impart quality education which is at par with indigenous needs and international standards, HEC NCRCs have developed unified framework/templates as guidelines for the development and revision of curricula in the disciplines of Basic Sciences, Applied Sciences, Social Sciences, Agriculture and Engineering.

It is hoped that this curriculum document, prepared by the respective NCRC’s, would serve the purpose of meeting our national, social and economic needs, and it would also provide the level of competency specified in Pakistan Qualification Framework to make it compatible with international educational standards. The curriculum is also placed on the website of HEC
http://hec.gov.pk/english/services/universities/RevisedCurricula/Pages/default.aspx

(Muhammad Raza Chohan)
Director General (Academics)
Abbreviations Used:
NCRC. National Curriculum Revision Committee
VCC. Vice Chancellor’s Committee
EXP. Experts
COL. Colleges
UNI. Universities
PREP. Preparation
REC. Recommendations
LI Learning Innovation
R&D Research & Development Organization
HEC Higher Education Commission
CONS: Constitution
CURRICULUM DEVELOPMENT CYCLE

STEP 1: Nominations from all Stakeholders
STEP 2: Selection of Relevant Members
STEP 3: Formulation of NCRC
STEP 4: Preliminary Meeting/Preparation of Draft
STEP 5: Circulation of Draft for feedback (Local/Foreign)
STEP 6: Convening of Final NCRC
STEP 7: Dissemination (Website/Hard copies)
STEP 8: Composing/Printing
The final meeting of National Curriculum Revision Committee for History was held at HEC Regional Centre, Peshawar from April 24-26, 2017 to finalize the revision of BS and MS History Curriculum previously revised in 2012. The following members attended the meeting:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name &amp; Address</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Syed Minhaj-ul-Hassan&lt;br&gt;Dean / Professor,&lt;br&gt;Faculty of Arts &amp; Humanities,&lt;br&gt;Department of History,&lt;br&gt;University of Peshawar, Peshawar.</td>
<td>Convener</td>
</tr>
<tr>
<td>2.</td>
<td>Prof. Dr. Naushad Khan,&lt;br&gt;Pro-Vice Chancellor,&lt;br-Islamia College University, Peshawar.</td>
<td>Honorary Member</td>
</tr>
<tr>
<td>3.</td>
<td>Prof. Dr. Samina Awan,&lt;br&gt;Chairperson / Professor,&lt;br&gt;Department of History,&lt;br&gt;Allama Iqbal Open University, Islamabad.</td>
<td>Attended Preliminary</td>
</tr>
<tr>
<td>4.</td>
<td>Prof. Dr. Zahida Suleman,&lt;br&gt;HoD / Professor,&lt;br&gt;Department of History,&lt;br&gt;Lahore College for Women University, Jail Road, Lahore.</td>
<td>Member</td>
</tr>
<tr>
<td>5.</td>
<td>Dr. Muhammad Qasim Soomro,&lt;br&gt;Professor (Retd),&lt;br&gt;Department of General History,&lt;br&gt;University of Sindh,&lt;br&gt;Allama I.I Kazi Campus, Jamshoro.</td>
<td>Member</td>
</tr>
<tr>
<td>6.</td>
<td>Prof. Dr. Javed Haider Syed,&lt;br&gt;Chairman,&lt;br&gt;Department of History &amp; Pak. Studies,&lt;br&gt;University of Gujrat, Gujrat.</td>
<td>Member</td>
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<tr>
<td>7.</td>
<td>Prof. Dr. M. Shafique&lt;br&gt;Professor, Department of History and Civilization Studies,&lt;br&gt;Bahauddin Zakariya University, Multan.</td>
<td>Secretary</td>
</tr>
<tr>
<td>8.</td>
<td>Dr. Kishwar Sultana&lt;br&gt;Associate Professor,&lt;br&gt;Department of History,&lt;br&gt;Allama Iqbal Open University, Islamabad.</td>
<td>Member</td>
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<td>Name</td>
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<tr>
<td>9</td>
<td>Dr. Mujeeb Ahmed, Associate Professor, Department of History &amp; Pak. Studies, International Islamic University, Islamabad.</td>
<td>Member</td>
</tr>
<tr>
<td>10</td>
<td>Dr. Muhammad Shoaib Malik Assistant Professor, Department of History &amp; Pak. Studies, National University of Modern Languages, Sector H-9, Islamabad.</td>
<td>Member</td>
</tr>
<tr>
<td>11</td>
<td>Mr. Abdul Basit Mujahid Assistant Professor, Department of History, Allama Iqbal Open University, Islamabad.</td>
<td>Member</td>
</tr>
<tr>
<td>12</td>
<td>Dr. Mohan Devraj Thontya Assistant Professor, Department of Humanities, Greenwich University, Karachi.</td>
<td>Member</td>
</tr>
<tr>
<td>13</td>
<td>Dr. Muhammad Dilshad Mohabbat Mohabbat Assistant Professor, Department of History &amp; Pak. Studies, University of Gujrat, Room # 107-A, Gujrat.</td>
<td>Attended Preliminary</td>
</tr>
<tr>
<td>14</td>
<td>Mian Azam Jan Deputy Director National Archives of Pakistan, Block-N, Pak Secretariat, Islamabad.</td>
<td>Member</td>
</tr>
<tr>
<td>15</td>
<td>Mr. Riaz-ul-Haque, Assistant Director (Curriculum), Higher Education Commission, Sector H-9, Islamabad.</td>
<td>Coordinator</td>
</tr>
</tbody>
</table>

2. The meeting started with recitation of verses from the Holy Quran by Mr. Riaz-ul-Haque, Assistant Director, HEC followed by welcome on behalf of the Chairman, Executive Director and the Director General Academics, HEC at Islamabad.

Mr. Riaz ul Haque briefed the participants about the aims and objectives of the meeting with a particular focus on Outcome based Education according to Blooms Taxonomy, in order to make the curriculum compatible with international standards, indigenous demands as well as ensuring the uniformity of academic standards within the country.

3. The members of the Committee unanimously retain Prof. Dr. Syed Minhaj-ul-Hassan, Dean Faculty of Arts & Humanities, University of Peshawar, Peshawar and Prof. Dr. M. Shafique, Chairman, Department of History, Bahauddin Zakariya University, Multan as **Convener and Secretary** of the NCRC, whereas Prof. Dr. Javed Haider Syed, Chairman, Department of History & Pak. Studies, University of Gujrat, Gujrat, selected as **Co-Convener** of the meeting.
The Convener thanked the participants for their presence for this national cause. The Committee, during the proceedings of the meeting, considered the inputs given by the members of the Committee, and incorporated their suggestions where necessary in the curriculum.

4. After thorough discussion and having three days deliberations, the committee achieved the following objectives:
   1. Finalized the revised draft curriculum in the discipline of History and to bring it at par with international standards.
   2. Revised vision, mission, preamble, and rationale of the subject.
   3. Revised /develop objectives / learning outcomes, list of contents and assessment criteria (formative & summative) aligned with undergraduate programmes (vertical approach) and other MS programmes (horizontal approach).
   4. Incorporate/suggest latest reading materials/references (local & international) against each course.
   5. Made recommendations for promotion/development of the discipline, keeping in view the futuristic needs of the society and revival of our values and culture.
   6. Finalized the intake criteria for BS/MS programme.

5. The Convener of the NCRC thanked the members for their inputs in finalizing the preliminary draft curriculum of History by keeping in view the requirement of the country and to make it more practical, competitive and effective.

6. Mr. Riaz-ul-Haque, Assistant Director Curriculum HEC thanked the Convener, the Secretary and all the members of the committee for sparing precious time and for their quality contribution towards revising the curriculum in the discipline of History. He also requested Convener of meeting for delivery of final Draft Curriculum within one month time for implementation and circulation in the country.

7. The committee highly appreciated the efforts by the Director Mr. Shafi Ullah Khan and the officials of HEC Regional Centre, Peshawar for making proper arrangements to facilitate the members of committee.

8. The meeting ended with the vote of thanks to and from the chair.

Convener

Prof. Dr. Syed Minhaj-ul-Hassan
Dean,
Faculty of Arts & Humanities,
University of Peshawar, Peshawar

Secretary

Prof. Dr. M. Shafique
Department of History & Civilization Studies
Bahauddin Zakariya University, Multan
VISION AND MISSION
The world has been witnessing an enormous paradigm shift in various disciplines of social sciences. The discipline of History, due to its primary baseline position, for many of the branches of knowledge, has to provide appropriate response to a number of challenges posed by human development in the fields of science and technology. The world has passed through transformational phases of evolution. The record of this development is called History. Historical knowledge on the testimony of past becomes fundamental method to resolve issues and problems of society and provide a vision for the future development of human society. That base makes history a vibrant and epistemologically essential discipline.

Recent decades have witnessed a remarkable expansion of debates over the content of History curricula, syllabi and textbooks and the ways in which contentious historical issues and topics are being taught in schools, colleges and universities. In an increasingly digitized and globalized world, there is a need for constant rethinking on History curricula and syllabi, teaching methodologies and evaluation procedures. There is a growing realization in the modern world that teaching of history can help foster active citizenry and widen our understanding of the past; it can help open up new avenues for the creation of a knowledge-driven, cosmopolitan, tolerant and mature society.

This approach will furnish the youth in Pakistan with the knowledge and skills to learn and develop universal human values in the society to promote a sense of patriotism and respect for other cultures and societies.

Aims and Objectives:
The basic aim of this curriculum is to:
- equip students with practical skills such as using libraries, preparing bibliographies, consulting primary sources, using maps, examining secondary literature, assessing sources critically, and working in archives.
- inculcate historical consciousness about the human past
- instill analytical and interpretative approach towards historical facts
- provide an in-depth, critical introduction to the theoretical, conceptual and epistemological foundations of the academic discipline of History.
- locate the role of masses in the course of history, particularly the role of marginalized groups and subaltern classes.
- acquaint the students with main political events, cultural and intellectual debates, religious movements and social issues.
- apprise the students with multiple approaches and diverse perspectives on the development of human society.
- make the students aware of the development in the world history.
- develop awareness among the students about the cultural heritage in South Asia and the world at large.
- furnish students with the knowledge of political, constitutional and historical development in Pakistan before and after 1947.
- train the students to use historical knowledge to resolve the socio-economic, political and intellectual problems of state and society.
BS History Program

Admission Criteria for BS History:
Intermediate or equivalent with minimum 45 % marks.

Scheme of Studies

The following scheme of BS History program is recommended. Volume of the degree will be in between minimum 124 credit hours to a maximum of 136 credit hours. Optional courses can be developed and offered by the respective Institutions as per HEC criteria. The division of the credit hours shall be as per chart given below.

BS (4 years) Program in History

<table>
<thead>
<tr>
<th>1st Year Semester-I</th>
<th>Semester-II</th>
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<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td>History:100 English-I</td>
<td>3</td>
</tr>
<tr>
<td>History:101 Islamic Studies</td>
<td>2</td>
</tr>
<tr>
<td>History:102 Introduction to History</td>
<td>3</td>
</tr>
<tr>
<td>History: 103 Ancient Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>History 104 Communication Skills (use of PC, Report writing and presentations etc.)</td>
<td>1</td>
</tr>
<tr>
<td>History:105 Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>History:106 Minor Course</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
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<tr>
<th>Semester-III</th>
<th>Semester-IV</th>
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<tbody>
<tr>
<td>History: 200 English-III</td>
<td>3</td>
</tr>
<tr>
<td>History: 201 Urdu (Functional)</td>
<td>3</td>
</tr>
<tr>
<td>History: 202 History of Umayyads &amp; Abbasids</td>
<td>3</td>
</tr>
<tr>
<td>History: 203 Muslim Rule in South Asia (711-1526 AD)</td>
<td>3</td>
</tr>
<tr>
<td>History: 204 Communication Skills-I (use of PC, Report writing and presentations etc.)</td>
<td>1</td>
</tr>
<tr>
<td>History: 205 Minor Course</td>
<td>3</td>
</tr>
<tr>
<td>History: 206 Minor Course</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
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<tr>
<td>Semester-V</td>
<td>Semester-VI</td>
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<tr>
<td><strong>List of optional courses</strong> *</td>
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<tr>
<td>History:300 Historiography</td>
<td>3</td>
</tr>
<tr>
<td>History:301 History of Europe (1453--1789 AD)</td>
<td>3</td>
</tr>
<tr>
<td>History:302 History of Europe (1789-1919)</td>
<td>3</td>
</tr>
<tr>
<td>History:303 History of Pakistan (1947-2013)</td>
<td>3</td>
</tr>
<tr>
<td>History:304 Cultural Heritage of Pakistan</td>
<td>3</td>
</tr>
<tr>
<td>History: 305 Persian /Arabic / Turkish</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td>17</td>
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*for example Chinese/Korean/ Russian, etc. on the availability of teachers/ preferably Chinese.

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<thead>
<tr>
<th>Semester-VII</th>
<th>Semester-VIII</th>
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<tbody>
<tr>
<td>History: 400 Islamic History</td>
<td>History: 400 Islamic History</td>
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<tr>
<td>History: 401 General History</td>
<td>History: 401 General History</td>
</tr>
<tr>
<td>History: 402 Indo-Pakistan Sub-continent</td>
<td>History: 402 Indo-Pakistan Sub-continent</td>
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<tr>
<td>History:403 Heritage Studies</td>
<td>History:403 Heritage Studies</td>
</tr>
<tr>
<td><strong>Instruction:</strong> Students have to choose one group out of 4 to study 5 courses (of 3 credits each) not studied so far. Or Four Courses (of three credit each) with Research Project of Three Credit Hours.</td>
<td><strong>Instruction:</strong> Students have to choose one group out of 4 to study 5 courses (of 3 credits each) not studied so far. Or Four Courses (of three credit each) with the extension of Research Project of Three Credit Hours.</td>
</tr>
<tr>
<td>The Students having CGPA of 3.00 can opt for the thesis.</td>
<td>Non-credit Comprehensive Viva Voce is compulsory to pass</td>
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<tr>
<td><strong>Total</strong></td>
<td>15</td>
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**Note:** Number of options that shall be offered during the course of study will depend upon availability of faculty members. More groups can also be added depending on the availability of resources and selection from the groups can also be offered by the respective institutions.
DETAILS OF THE COURSES
BS HISTORY

Semester-I

Course No: History 102
Introduction to History
3 Credit Hours

Introduction:
This is an introductory level course consisting of a review of major concepts relevant to the understanding of history as a discipline and as a Process. It focuses on the introduction of major concepts, terminologies, and issues, understanding of which are essential for the study of history. As it is supposed that students from across the disciplines can join BS History classes, it is expected that many of the students will not be aware of the basic ideas of history. It will avoid the complexities involved in the understanding of the discipline of History. However, it will aim at the clarification of basic notions or ideas about what is history and what history is for. It evolves around the idea of the place of history as a source of knowledge and how can we approach historical knowledge with a sense of evolution.

Pre-requisites:
This is a preliminary but compulsory course. The students are expected to be well curious, vigilant, and considerate of the empirical phenomena and literary trends, developing interest in logical and philosophical social sciences. An understanding of cultural pattern and social behavior shall help understanding research Methodology. Computer skills can help accelerate the process of learning. The students who have interest in the dynamism of social change may feel at more ease. However, the course shall help understanding all historical knowledge.

Course Objectives:
The purpose of this course is:

• To make students aware of the nature of historical knowledge and research.
• To introduce to the students of BS History the basic concepts and controversies related to historical understanding.
• To inculcate among the students a sense of historical evolution of human knowledge, development, and progress.
• To develop among the students of BS History an ability to understand the common themes of historical knowledge.
• To inculcate among the students of history a sense of critical thinking.
• Prepare students for Research Report and Thesis.
• The Course shall form the basis for the ensuing courses of History at different levels.
Tools & Methodology:
This course required the relevant reading material mentioned in Bibliography. The teacher shall provide relevant material with an expectation that students themselves shall try to expand their knowledge through the extra readings. However, some field practices and personal exercises and experiences shall form the essential part of teaching methodology. Other tools of teaching and learning shall be Multi-Media, Globe Map, Tele-films or movies or documentaries, Surveys of Museums, archaeological Sites, observation of cultural festivals, etc.

The course shall begin by a lecture method and reading assignments and move towards a pattern of discussion/demonstration and presentation of practical problems in understanding historical knowledge. Short lecture or laboratory demonstration of some major basic scientific developments affecting social change by the students who had been students of natural sciences or by the experts of natural sciences where it deem necessary shall be made. Short assignments/surprise test and class participation shall be marked against twenty marks of sessional category to help develop efficiency among the students:

Course Outcomes:
At the end of the course the students shall be able to:
- Have an understanding of the major concept of historical Knowledge.
- Have an ability to distinguish between ‘historical’ and ‘Instinctual’ aspects of human knowledge.
- Have an ability to understand the historical evolution.
- Have an ability to Plan a role in the future development.

Assessment/ Evaluation:
Evaluation shall consist of regular Mid-Term and Final-Term Examinations along with sessional evaluation on the basis of class participation, class assignments, surprise tests and attendance as per rules. No student having less than 85 % attendance shall be allowed to sit in the regular Mid-Term and Final-Term Examination. Short paper and assignments shall form a regular feature of the evaluation.

Course Content:
1. What is History?
   - Literal, terminological and conceptual meaning of history
   - History as Fact
   - History as Process
   - History as Narrative
2. Memory, Record and History
3. Nature of History:
   - Being and Becoming;
   - Continuity and Change;
   - Evolution, Progress and Development
Macrocosm & Microcosm: Time, Space, Causation, Facts and opinion/objectivity & Subjectivity

4. Utility, Benefits & importance of History:
   History as a corrective/cohesive force;
   History as a repetitive force
   Continuity of History from Past to Future
   Lessons from Past
   Historical determinism, etc.
   History as Mother of All Sciences/Knowledge

5. Epistemological nature of History:
   Relationship of History with other forms of knowledge:
   Natural Sciences
   Social Sciences
   Literature and Arts

6. Forms and Classification of History

Suggested Readings:
8. Govranski. History Meaning and Methods, USA, 1969
18. Shafique, Muhammad, British Historiography of South Asia: Aspects of Early Imperial Patterns and Perceptions, Islamabad, NIHCR, Quaid-i-Azam University, 2016
Course No. History 103:
History of Ancient Civilizations
3 Credit Hours

Course Content:

- **Origin of Human Civilization**
- **Pre-Historic Civilization: Mehrgarh and Bhambhore**
- **Indus Valley Civilization**
  - An introduction to Indus Valley Civilization. The Emergence, Decline and Disappearance of Indus Valley Civilization
  - Evolution of Dravidian, Aryan and Hindu societies in the Indian subcontinent
- **Mesopotamian Civilization**
- **Egyptian Civilization**
- **Ancient Chinese Civilization**
  - The Shang and Zhou societies in China and describe the subsequent rise of the Qin and Han Dynasties
- **Hellenic Civilization (Ancient Greece)**
  - An introduction to Ancient Greece; a basic historical narrative with discussion of Hellenic period.
  - Political, social, economic, religious, and cultural developments in shaping of early Greece, from the second millennium BCE to the late 6th/early 5th century BCE.
  - A study of the religious cults and forms of worship current in the ancient Greek world.
- **Roman Civilization**
  - An introduction to Roman Civilization; a basic historical narrative with discussion of a selection of issues
  - Characteristics and Contribution of Roman Civilization
Prerequisites:
Intermediate

Learning Outcomes:
- Upon successful completion of this course, student will be able to:
- identify and define the world’s earliest civilizations;
- identify, describe, and compare/contrast the first advanced civilizations in the world - Mesopotamia and Egypt;
- identify and describe the emergence of the earliest civilizations in Asia: the Harappan and Aryan societies on the Indian subcontinent
- identify the Shang and Zhou societies in China and describe the subsequent rise of the Qin and Han dynasties;
- identify and describe the different periods that characterized ancient Greece - the Hellenic era;
- identify and describe the characteristics of the Roman Kingdom, the Roman Republic, and Imperial Rome

Practicum:
- The practicum for this course may entail the full processing of a historical manuscript collection (accession, appraisal, arrangement, description, and conservation); requires credit hours. Prerequisite: Permission of department chair.

Teaching Methods:
- Lecturing
  - The authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information.
- Written Assignments
  - Teacher entails several written assignments usually integrated with course readings.
- Guest Speaker
  - Creating opportunity for meaningful interaction and conversation between guest speaker and students. The guest speaker will be a well-known scholar, writer, or university or college professor, who will have expertise on ancient civilizations of the world.
- Field Visits
  - Field Trips are valuable learning experiences. Field trips to the historical places and write an essay on any one of the visited places.
- Report Writing
  - At the end of course, an examination is held and teacher entails a research report on any of the selected topic.

Assessment (Formative/Summative):
- Weightage of theory and practicum
- Weightage of Summative and Formative Assessment
- List of Activities like presentation, assignments, portfolios, society visits, case studies, projects etc.
• Using materials beyond one’s own voice as a teacher such as videos, photographs, audio recordings, primary and secondary sources, and interactive websites.

**Suggested Bibliography:**

**Semester-II**

**Course No. History: 109**  
**Research Methodology**  
**3 Credit Hours**

**Course Content:**
• Introduction to Research: definition, importance and scope  
• Basic terms and concepts  
  ▪ Construct  
  ▪ Constants and Variable  
  ▪ Research Questions  
  ▪ Hypothesis  
  ▪ Causation  
  ▪ Objectivity and Subjectivity
- Criticism
- Plagiarism
- Induction and Deduction
- Theory
- Source and data
- Reference

- Types of Research
- Auxiliary and Ancillary Sciences
- Sources of historical research: Nature and kinds of historical sources
- Research process
  - Identification of problem
  - Research Proposal
  - Review of literature
  - Research design
  - Data collection
  - Data analysis
  - Write up

- Research proposal/Synopsis and its components
- Qualitative and Quantitative Methods
  - Historical criticism
  - Survey
  - Interview
  - Questionnaire
  - Library and IT Skills

- Project writing (term paper/assignment/thesis, etc.)
- Acknowledgement & documentation/Referencing
  - Turabian manual for writing
  - Notes and References
  - Bibliography

**Suggested Bibliography:**


**Course No. History: 110**  
**Islamic History 571-661 AD**  
**(Life and Teachings of Prophet Muhammad (S.A.W) and Pious Caliphs**  
3 Credit Hours

**Course Contents:**

- **Pre-Islamic Arabia**  
  - Geographical, Socio-Economic and Religious conditions of Pre-Islamic Arabia, especially of Hijaz

- **The Prophet Hazrat Muhammad (S.A.W)**  
  - Early Life of the Prophet, declaration of prophet hood and preaching of Islam, Response of the Society, Migration to Ethiopia and Medina, Socio-economic and cultural conditions in Medina, contributions of Ansar and the system of ‘Brotherhood’, Charter of Medina, Wars of Badr, Uhad and Ahzab, Peace Accord of Hudaybia, Prophet’s letters to the various rulers, Conquest of Makkah, Battle of Hunayn, Spread of Islam in Central Arabia, Tubuk Expedition, Prophet’s first and last Hajj and the significance of the last Sermon, Achievements of the Prophet.

- **Hazrat Abu Bakr Siddiq (R.A) (632-634 AD)**  
  - Early life and sacrifices for the cause of Islam, his election as a first Caliph; Movements of Apostasy, rise of false prophets, the refusal of Zakat payment, Consolidation of Centre, Conquest of Iraq, relations with Iran, Syria and Byzantine, Compilation of the Quran, his character and achievements.

- **Hazrat Umar Farooq (R.A) (634-644 AD)**  
  - His early life and acceptance of Islam, his services to the cause of Islam, his role during the Caliphate of Hazrat Abu Bakr, his nomination as second Caliph, Conquests of Iran, Syria, Palestine, Egypt, Azerbaijan and Armenia, Expansion of Muslim power, Reforms and administration, development of state institutions and the projects of public welfare, his character and achievements.
• Hazrat Usman Ghani (R.A) (644-656 AD)
  ▪ Early life, acceptance of Islam, his role during the life time of the Prophet, Hazrat Abu Bakr and Hazrat Umar, his election as third Caliph, Conquest of North Africa, Cyprus, Tabaristan, Tukharistan and Makran, the Sabite Movement, opposition of Hazrat Usman. His martyrdom and its consequences, his services to the cause of Islam, his character and achievements.

• Hazrat Ali (R.A) (656-661 AD)
  ▪ Early life, his role during the life time of the Prophet, Hazrat Abu Bakr, Hazrat Umar and Hazrat Usman, Hazrat Ali as fourth Caliph, Battles of the Camel and Siffin, emergence of the Kharijites, Battle of Nahrawan, Hazrat Ali’s martyrdom, his character and achievements. Nomination of Imam Hassan (R.A) as a Caliph and his abdication.

• Administration and Structure of Government under the Pious Caliphs
  ▪ Administrative, financial and judicial systems under the Pious Caliphs, Status of the Dhimmis and the Mawalis, social life of the Muslims, and an overview of the Khalifat-i-Rashida.

Suggested Readings:
9. Ibn-i-Ishaq, Sirat-ul-Nabi,
10. Lings, Martin, Muhammad: His Life based on the earliest sources, Lahore, 1983.
17. Siddiqui, Mazharuddin, Development of Islamic State and Society, Lahore, 1956.
22. Naqush Rasool Number

**Semester III**

**Course No. History: 202**

**History of Umayyads and Abbasids**

3 Credit Hours

**Course Contents:**

**Section A: Umayyads (661-750 AD):**

1. **Amir Muawiyah (661-680 AD)**
   - Foundation of Umayyad Rule. Transition in the system of Caliphate. His character and achievements

2. **Yazid bin Muawiya (680-683 AD)**

3. **Marwan bin Hakam (683-685 AD)**
   - Accession of Marwan, Battle of Marj-e-Rahat, Consolidation of his rule, character and policies.

4. **Abdul Malik bin Marwan (685-705 AD)**
   - His accession, Abdul Malik as the real founder of Umayyad Dynasty. His administrative policies and reforms, Vocalization of Quran, Abdul Malik’s character and achievements.

5. **Waleed bin Abdul Malik (705-715 AD)**
   - His accession and expansion of Umayyad Empire in Asia, Africa and Europe, Administrative policies, reforms, character and achievements.

6. **Sulaiman bin Abdul Malik (715-717 AD)**
   - His policy towards renowned Muslim Generals, Siege of Constantinople, his character and policies.

7. **Umar bin Abdul Aziz (717-720 AD)**
   - Revival of the policies of ‘Pious Caliphate’, Administrative, Economic and Religious reforms, his character and achievements, Reconciliation with Ahl-i-Bait

8. **Yazid-II (720-724 AD)**
   - His Life and Times
9. **Hisham (724-749 AD)**
   Important events, and issues, the Alvi and Abbasid Movement

10. **Downfall of Umayyads**
   Causes of the fall of Ummayyads

11. **State and Society under Umayyads**
   Central and provincial administration, State & Society under Ummayyads,
   Augmentation of Naval and Military system, socio-cultural and economic
development under the Ummayyads.

**Section B: The Abbasids (750-1258 AD)**

1. **Establishment of Abbasid Caliphate**
   Emergence of Alvi and Abbasid Movement
   Role of Abu Muslim Khurasani.
   Death of Imam Ibrahim and nomination of Al-Saffah as Imam
   Revolt in Khurasan
   Fall of the Umayyads and establishment of Abbasid Caliphate

2. **Abu-al-Abbas Abdullah al-Saffah (749-754 AD)**
   The Khilafat of Abu-al Abbas Abdullah Al-Saffah. His Estimate as
   founder of Abbaside Dynasty.

3. **Abu Jafar Al-Mansur (754-775 AD)**
   Revolt of Abdullah ibn Ali. Murder of Abu Muslim Khursani.
   Consolidation of Abbasid caliphate, Foundation of Baghdad. Political
   Turmoil in Khurasan. Appearance of Muhammad and Ibrahim.
   Nomination of Mahdi. African Rebellion. Roman inroads. His
   administration, reforms and character.

4. **Al-Mahdi (775-785 AD)**
   Appearance of Muqanna in Khorasan. Byzantinian inroads. The
   Zindiqiya Movement. Their estimate.

5. **Al-Hadi (785-786 AD)**

6. **Haroon al-Rasheed (786-809 AD)**
   His accession, the Barmakids, their rise and fall. Affairs in Africa,
   Nomination of Ameen and Mamoon as successors to the Caliphate,
   War with the Byzantinians, Role of Queen Zubaydah, Haroon’s
   character and achievements.

7. **Mamoon al-Rasheed (813-833 AD)**
   War of succession between Ameen and Mamoon. Disorder in
   Baghdad. Appointment of Tahir as Viceroy of the East. Babek the
   Nihilist. War with the Byzantines. Religious Policy. Intellectual
   Activities.
   Role of the Turks. His character.

8. **Al.Muatasim and Almutwakal**
   Rise of Turks, paramount Influence of Muatazilites,
9. Later Abbasids (847-1258 AD)
   Political development under later Abbasids.
   Social structure under the Abbasids.
   Intellectual and cultural achievements under the Abbasids.
   Contribution to Sciences and philosophy

Suggested Readings:
13. Qasim Zaman,

Course No. History: 203
Muslim Rule in South Asia
(711-1526 AD)
3 Credit Hours

Course Contents:
1. Geographical Unity of Indus Valley
   Geophysical features, geography of Indus Valley and its significance

2. Primary Sources
   Introduction to Primary sources of the period

3. South Asia on the eve of Arab Conquest
   - Historical background: Geographical, political, social, religious and economic conditions of South Asia; its relation with neighbouring regions.
   - Causes of Arab Invasion of Sindh, Muhammad ibn Qasim and his conquests in Sindh and Gujrat, Arab administration in the conquered territories, Settlement of Brahmanabad, foundation of al-Mansurah, political, cultural, religious and social impact of these conquests.
   - City states of Kech-Makran, Mansurah and Multan
4. Sultan Mahmud of Ghaznah (997-1030 AD)
   Causes of his Indian campaigns, their significance and impact, his character and achievements. Al-Beruni and his contribution.

5. Ghaznavids at Lahore
   Successors of Sultan Mahmud of Ghaznah, Lahore as a centre of Art and Literature, downfall of Ghaznavids

6. Sultan Shahabuddin Muhammad of Ghur (1175-1206 AD)
   His campaigns in India, character and achievements, Muizzi Maliks, causes of defeat of Hindu Rajas.

7. Dynasty of Ilbari Turks (Slave Dynasty)
   - Sultan Qutbuddin Aibak (1206-1210 AD)
   - Sultan Shamsuddin Ilutmish (1211-1236 AD), early difficulties and achievements as the real founder of Sultanate, relations with the Caliphate, Administration of the Sultanate.
   - Sultan Razia (1236-1239 AD) and her reign
   - Successors of Sultan Razia and Ascendancy of ‘the Forty’ (Umara-i-Chehalgani)
   - Sultan Nasiruddin Mahmud (1246-1266 AD) and his reign
   - Sultan Ghiasuddin Balban (1266-1286 AD), his theory of kingship, consolidation of Sultanate, Mongol Policy, and his successors.
   - Slave system as a source of weakness and strength.

8. Khilji Dynasty(1290-1320 AD)
   - Significance of Khilji Revolution
   - Jalal-ud-Din Feroze (1290-1296 A.D.)
   - Sultan Feroze Khilji and his character
   - Sultan Alauddin Khilji (1296-1316 A.D), his reforms and economic policy, conquests, Deccan Policy, Malik Kafur
   - Successors of Alauddin (1316-1320 A.D)

9. Tughluq Dynasty (1320-1412 AD)
   - Ghiasuddin Tuglhuq (1320-1325 A.D), his administration and character
   - Sultan Muhammad bin Tughluq (1325-1351 A.D), his character and personality, his plans and their failure, outbreak of rebellions, Deccan policy.
   - Sultan Feroze Shah Tughluq, administrative reforms and military expeditions, public works, and religious policy.

10. Amir Timur’s Invasion (1398 AD) and the end of Tughluq Dynasty

11. Sayyid Dynasty (1414-1451 AD)
    Sultan Khizar Khan, character and achievements. Successors of Khizar Khan.

12. Lodhi Dynasty (1451-1526 AD)
    Sultan Sikandar Lodhi, his administration and religious policies.
    Sultan Ibrahim Lodhi and end of Delhi Sultanate.
13. Contemporary Independent Kingdoms
   Kingdoms in Deccan (Bahmani and Vijayanagar Kingdoms), Kingdoms in Sindh and Kashmir

14. Causes of the downfall of Sultanate

15. Administration of Delhi Sultanate
   Central and provincial departments, Army, Land revenue system and judiciary.

16. Social and Cultural Developments under the Sultans of Delhi
   - Historiography, literature, education, art and culture. Amir Khusru and his contribution.
   - Architecture, main characteristics of Indo-Muslim architecture, important buildings of the period.
   - Social and economic conditions.

17. Religious Trends during the Sultanate Era
   Role of *Ulema*, Role of Sufis and Sufi orders, Bhagti Movement, its origin and impact.

Suggested Readings:

**Course No. History: 209**

**Muslim Rule in South Asia, 1526-1857**

**3 Credit Hours**

**Pre-requisites:** Nil

**Learning Outcomes:**

After studying this course, the students should be able to

- Comprehend the main political developments in the Mughal Empire
- Understand the basic structure and function of medieval society and state
- Know the principal primary and secondary sources of the period
- Be acquainted with divergent perspectives on Mughal decline and British ascendancy
- Comprehend the factors behind the rise of regional powers and states
- Familiarise themselves with major revivalist attempts and resistance movements

**Course Contents:**

1. Introduction
   - Geography and Sources of Mughal India

2. Zahir-ud-Din Muhammad Babur (r. 1526-1530)
   - Conditions of India on the Eve of Babur’s Invasion
   - Founder of the Mughal Empire

3. Naseer-ud-Din Muhammad Humayun (r. 1530-1540; 1555-1556)
   - Challenges and Response
   - Women’s Role in the Mughal Society:
   - Gulbadan Begum’s *Humayun Namah*
4. Suri Interlude (1540-1555)
   - Establishment of Suri Dynasty
   - Administrative Reforms and Public Works
   - Successors
5. Jalal-ud-Din Muhammad Akbar (c. 1556-1605)
   - Administrative Policy and Reforms
   - Religious Policy and its Reaction
6. Nur-ud-Din Muhammad Jahangir (c.1605-1627)
   - Succession to Throne
   - Reforms and Cultural policy
   - NurJahan and her Influence
7. Shihab-ud-Din Muhammad Shahjahan (c.1627-1658)
   - Succession to Throne
   - Deccan and Central Asian Policy
   - Majesty and Glory of his Reign
   - Architect Emperor
8. Mohayy-ud-Din Muhammad Aurangzeb Aalamgir(c. 1658-1707)
   - Succession to Throne
   - Deccan, Rajput and Religious Policy
   - Character and Achievements
9. Emergence of Regional Powers and Foreign Invasion
10. Rise of the European Powers in India
11. Muslim Revivalist and literary Movements
12. Resistance to Colonialism
13. Decline of the Mughal Empire

Bibliography (Basic Reading List)
Bibliography (Comprehensive Reading List)
20. Ghauri, I.A. *War of Succession between the Sons of Shahjahan* (Lahore: 1964)

Course No. History: 210

History of Freedom Movement
(1857-1947 AD)
3 Credit Hours

Course Contents:

British Rule in India:
- War of Independence 1857 and Paramount British Power
- Queen Proclamation 1858 and Indian Council Act 1861

Muslim Struggle for Political Self – Assertion:
- Condition of the Muslim Community after 1857
- The Rise of Hindu Nationalism, Hindu Revivalist Movements,
- Beginning of Muslim Social, political and Religious consciousness: Central National Muhammedan Association
- Aligarh Movement and its socio-political and religious contributions, Sir Syed Ahmad Khan and his services, Hindi-Urdu Controversy, Mohsin-ul-Mulk and Waqar-ul-Mulk
- Parallel Movements to Aligarh: Deoband, Nadwat-ul-Ulama
- The Creation of Indian National Congress and Muslim Relation with Congress
- Partition of Punjab 1901 and Bengal 1905
- Simla Deputation and the Creation of All India Muslim League
- Indian Councils Act of 1909

Struggle for Constitutional Rights:
- Lucknow Pact 1916 and the Government of India Act 1919
- Khilafat & Hijrat Movements and their effects on the Muslims of India
- The Indian Constitutional Problem and efforts for its Solution: Simon Commission, Nehru Report, Jinnah’s Fourteen Points,
- Political Philosophy of Dr. Iqbal and his Allahabad Address
- Three Sessions of the Round Table Conference, Gandhi-Irwin Pact, Communal Award 1932, Poona Pact and the Government of India Act 1935
- Elections of 1937 and Congress Rule in the Provinces
• Quaid-i-Azam Muhammad Ali Jinnah and Reorganization of All India Muslim League

Second World War and Liquidation of the British Indian Empire:

• Genesis of the Idea of Pakistan and Lahore Resolution 1940
• ‘Quit India vs Divide and Quit’ and Cripps Proposals, 1942
• Gandhi-Jinnah Talks, 1944
• Wavell Plan and the Significance of Simla Conference, 1945
• The Cabinet Mission Plan and Interim Government
• Formation of Pakistan
  Transfer of Power (3rd June 1947 Plan) and formation of Pakistan
  The Radcliffe Boundary Commission Award
• Leaders of Pakistan Movement: Services for the Cause of Pakistan

Suggested Readings:
44. Khan, Roedad, *Pakistan: A Dream Gone Sour*, Karachi, Oxford University Press.


Course Contents:
1. Introduction to Historiography:
   - Understanding Methodological and Conceptual Approaches
   - Objectives of Historiography
     - Commemorative Purpose
     - Moralistic Motive
     - Propagation of Views
     - Propaganda
     - Explanatory Purpose

2. The Origins & Development of Historiography:
   - Memory and Oral History
   - Ancient Chinese Records of History
   - Herodotus and Thucydides: two approaches of Greco-Roman Historiography
   - Theological-cum-Philosophical Approach: Saint Augustine’s Christian Concept of History

3. The Quranic Concept of History

4. Origin and Development of Muslim Historiography
   - Development of Sirah and Maghazi Literature
     - Maghazi e Rasul Allah SAW
     - Ibn Ishaq
     - Ibn Hisham
     - Al-Waqidi
     - Ibn Sa’ad
   - Development of History as an Independent Branch of Knowledge
   - Tabari: The First Chronological ‘World Historian’
   - Masudi: Causal Relations between environment and History
   - Ibn Miskawayh and Ibn Athir
     - Ibn Khaldun: The father of Philosophy of history and Empirical Social Sciences

5. Impact of Renaissance & Scientific Revolution on European Historiography

6. Historiography during Medieval India
   - Sultanate and Historians of the Mughal Period

7. Historiography during Colonial India

8. Dialectics of Idealism and Materialism: Hegel and Marx

9. Twentieth Century Passivism and Optimism: Spengler and Toynbee
10. Modern Historiography
   • Annals School
   • Genealogy
   • Subaltern Studies
   • End of History and Clash of Civilization
   • Postmodern Approach
   • Alternate History

Suggested Readings:
1. Burke, Varieties of Cultural History, Cornell University Press, 197
8. Govranski. History Meaning and Methods, USA, 1969
18. Shafique, Muhammad, British Historiography of South Asia: Aspects of Early Imperial Patterns and Perceptions, Islamabad, NIHCR, Quaid-i-Azam University, 201

Course No. History: 301
History of Europe 1453-1789 AD
3 Credit Hours

Course Contents:
1. Introduction; Geography and Historical Background
2. Renaissance: causes, course and Impact
3. Discovery of the New World
Course No. History: 302

History of Europe 1789-1919 AD

3 Credit Hours

Course Contents:

1. Europe in 18th Century: An Overview:

French Revolution:

Napoleon Bonaparte and Europe:
Rise of Napoleon Bonaparte; His Reforms and Policies, Napoleonic wars, Decline and fall of Napoleon.

Congress System/ Concert of Europe 1814-1830:

The Phase of Conservatism (1815-1848):
Metternich Era; The Revolutions of 1830 and 1848; causes, events and consequences, the Struggle between the forces of change and forces of Continuity, Rise of Ideologies.

The Eastern Question:
Russio-Turkish Conflict and the decline of Ottoman Empire, Greek War of Independence 1820-1832, The Syrian Questions, Crimean War (1854-56), the
Russo-Turkish War of 1877, Pan-Slavism, Treaty of San Stefano, Congress and the Treaty of Berlin of 1878, Balkan Wars

The Unification of Italy:
The Carbonari and Young Italy Movement, the 1848 Revolution and Italy, the role of Mazzini, Cavour, Garibaldi and Victor Emanuel in unification of Italy, Influence of French Revolution, foreign policy of Italy after the Unification.

The Unification of Germany:
Background, Prussia Role, the Zollverein and Custom Union, the 1848 Revolution and Germany. Rise of Bismarck and his role in German Unification. German Empire and Bismarck.

Road to the First World War:
The Alliance System, Western Imperialism: Competition and confrontation.

Rise of Czarist Russia:

First World War:
Causes, events and Impact

Suggested Readings:
7. Euan Cameron, Early Modern Europe, Oxford,
9. Grant, A. J. and H. Temperley. Europe in the Nineteenth and Twentieth Century
12. King, Bolton. History of Italian Unity
18. Ian Brook, World International Affairs
Course No. History 303
History of Pakistan 1947 to 2013
3 Credit Hours

Course Contents:
1. Pakistan: A Profile
2. Quaid-i-Azam as Governor General and Early Problems of Pakistan
3. Constitution-Making
   First Constituent Assembly (1947-54):
   - Objectives Resolution, Basic Principles Committee,
   - Issue of Representation and Parity between East and West Pakistan,
   - Provincial Autonomy

Second Constituent Assembly (1954-56)
- Formation of One Unit as the basis of Parity between East and West Pakistan
- Constitution of 1956 and disruption of parliamentary democracy

Ayub Regime (1958-1969)
- Reforms
- Constitution of 1962
- Basic Democracies System
- War of 1965
- Tashkent Pact
- Fall of Ayub Regime

Yahya Regime (1969-1971)
- LFO and Elections of 1970
- Post-Election Crisis
- The War of 1971
- Separation of East Pakistan

- Socio-political, religious, educational and economic reforms
- Constitution of 1973
- Elections of 1977
- Tehrik-i-Nizam-i-Mustafa and imposition of Martial Law

- Islamization
- Constitutional Amendments
- MRD Movement
- Referendum and Elections of 1985
- Muhammad Khan Junejo as Prime Minister

Benazir Bhutto and Nawaz Sharif as prime ministers
Musharraf Era (1999-2008)
Elections of 2002, 2008 and 2013, Formation and working of the democratic governments

Foreign Policy of Pakistan
- Determinants and Objectives of Foreign Policy
- Pakistan and South Asian Countries
- Pakistan and the Muslim World
- Pakistan and the World Powers
- Pakistan and the World Organizations

Suggested Readings:

**Course No. History 304**  
**Cultural Heritage of Pakistan**  
**3 Credit Hours**

**Course Contents:**
1. **Introduction to Concept of Cultural Mapping:**
   - What cultural mapping is?
   - Why cultural mapping is useful?
   - Mapping methodologies

2. **Evolution of Human Society in Pre Historic Period:**
   - Soan Valley and Sanghao Cave

3. **Evolution of Human Society in Proto Historic Period:**
   - Gumla, Dera Ismail Khan
   - Sarai Kala, Mehergarh
   - KotDiji
   - Taxila
   - Rehman Dheri

4. **Evolution of Human Society in Historic Period:**
   - Indus valley
   - Art and Architecture of MehenjoDaro and Harrappa

5. **Grave Culture:**
   - TimarGarha(Dir)
6. **Heritage of Buddhist period (Gandhara):**
   - Peshawar
   - Taxila
   - Swat
   (Architecture, Sculpture, Coins, Language and Literature)

7. **Heritage of Hindu Period:**
   - Katas Raj (Salt Range)

8. **Heritage of Muslim Period:**
   - Thatta: Makli; Bhambhole & Chowkhandi
   - Multan
   - Uch
   - Depal Pore
   - Lahore
   - Wah
   (Art, Architecture, Language and Literature)

9. **Name of Course**
   - Cultural Heritage of Pakistan

10. **Credit Hours**
    - 3

11. **Prerequisites**
    - Intermediate

**Learning outcomes:**
Upon successful completion of this course, student will be able to:
- Understand about cultural mapping, its uses, its users, different methodologies of mapping and also the understanding of how culture mapping can be used in different ways to visualize data for the purposes of; inventory, analysis, assessment, protection and management of cultural heritage resources.
- a succinct understanding of cultural heritage of Pakistan
- identify and define the Define ‘significance’, ‘risk’ and ‘vulnerability’ as they pertain to different cultural sites of Pakistan

12. **Practicum**
- The practicum for this course may entail the full processing of a historical manuscript collection (accession, appraisal, arrangement, description, and conservation); requires credit hours. Prerequisite: Permission of department chair.

13. **Teaching Methods:**
**Lecturing**
- The authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information.
Written Assignments
• Teacher entails several written assignments usually integrated with course readings.

Guest Speaker
• Creating opportunity for meaningful interaction and conversation between guest speaker and students. The guest speaker will be a well-known scholar, writer, or university or college professor, who will have expertise on the cultural heritage of Pakistan.

Field Visits
• Field Trips are valuable learning experiences. Field trips to the historical places of Pakistan and write an essay on any one of the visited places.

Report Writing
• At the end of course, an examination is held and teacher entails a research report on any of the selected topic.

Assessment (Formative/Summative)
• Weightage of theory and practicum
• Weightage of Summative and Formative Assessment
• List of Activities like presentation, assignments, portfolios, society visits, case studies, projects etc.

Bibliography/References:
13. ——. *The Last Two Dynasties of the Shahis.* Islamabad: Centre for the Study of the Civilizations of Central Asia, Quaid-i-Azam University, 1979.
Semester-VI + VII + VIII

Instruction:
Students have to choose 5 courses from the list and groups of optional courses, either from any one group or from a combination from the group given below as offered by the relevant Department:

The Students having CGPA of 3.00 can opt for the thesis against one course in the Semester VII and one in Semester VIII.

List of Optional Courses

**ISLAMIC HISTORY 306**
1. Institutions’ building under Prophet Muhammad (S.A.W) (571-632 AD)
2. Governance and Administration under Pious Caliphs (632-661 AD)
3. State and Society under the Umayyads and Abbasids (661-1258 AD)
4. History of Muslim Spain (755-1492 AD)
5. History of Egypt and North Africa: Tulunids (10th-13th Centuries)
6. History of Central Asia
7. History of Iran
8. History of Ottomans and Modern Turkey
9. History of Sufism in South Asia
10. History of Islamic Art and Architecture
11. Issues and Problems of the Modern Muslim World
12. History of Modern Arab World
13. History of Muslim Minorities in the Modern World
14. History of Religious Thought in Islam
15. History of Muslim contribution to Science and Technology
16. History of Muslim Social and Political Thought
17. Urbanization in Muslim World
18. Islam and the West: Interaction and Impacts

**WORLD HISTORY 307**
1. World Between Two Great Wars (1914-1945)
2. History of International Relations (1945-2016)
3. History of Warfare and Conflict Resolution in the Modern World
5. History of USA (1776-2001)
6. History of Russia/USSR (1682-1990)
7. History of Modern China (1949-2016)
8. History of India (1947-2013)
9. History of Afghanistan (1747-2013)
10. History of Japan (1900-2016)
11. History of Muslim Civilization
12. History of Science and Technology
13. History of South East Asia
14. History of Modern Middle East
15. History of World and Regional Organizations

HISTORY OF INDO-PAKISTAN SUBCONTINENT 308
1. History of Ancient India
2. Indus Valley Civilization
3. Hindu & Buddhist Civilizations
4. History of Arab rule in Indo-Pak Subcontinent (640-1025)
5. History of Ghaznavids and Ghori’s (1025-1206)
6. History of Sultanate Period (1206-1526)
7. Socio-Economic History of Indo-Pak Subcontinent (1206-1707)
8. History of The Great Mughals (1526-1707)
9. History of Later Mughals (1707-1857)
10. British Administration and Constitutional Development in India 1757-1947
11. History of British Rule in Pakistani Regions (1843-1947)
12. History of Cultural Relations of Pakistan with Central Asia, Iran and Afghanistan
13. Social Reform Movements in India 18th to 20th Century
14. History of Muslim Revivalist Movements in South Asia (18th to 20th Centuries)
15. Discourse of Muslim Identity in the British India
17. Religious/Political Parties and Pressure Groups in Pakistan
18. Muslim Political Thought in South Asia
19. Regional Studies: Balochistan/ Gilgit & Baltistan/ Kashmir/ Khyber Pakhtunkhwa/ Punjab/ Sindh
20. Cultural History of Pakistan
21. Intellectual History of Pakistan

HERITAGE STUDIES 309
1. Heritage of Pakistan
2. Bronze Age Civilizations
3. Principles and Methods of Archaeology
4. Principles and Methods of Museology
5. Conservation of Tangible Heritage
6. Conservation of Intangible Heritage
7. Cultural Tourism
8. Folk Arts and Crafts
9. Folk Legend, Myths, Traditions and Beliefs
10. Cultural Anthropology
11. Paleography and Epigraphy
12. Modern Archaeological Techniques

Internship

1. Attachment with any Archaeological Sites, Historical Monuments, Museums, Archives and District Records. (15 days), Subject to availability
Course No. 105 & 106:
History (Minor courses):

(Note: Student will have to choose any two of the following minor courses)

Course Contents:

1. Principles and Methods of Archaeology

The course includes the following broad topics:

- Locating the potential site
- aerial survey
- physical survey
- preparation for excavation
- allocation of funds
- man power
- excavation tools
- scientific equipment
- procurement and handling of antiquities found during the excavation
- preparation of excavation report
- shifting of the antiquities to museums
- report writing on excavation and publication
- Promotion of the excavation results.

Suggested Readings:


2. Principles and Methods of Museology

The course includes the following broad topics:

- Museum building
- Gallery display
- Auditorium
- Library
- Acquisition of antiquities
- Display
- Public facilities
• Marketing
• Use of modern scientific equipment for preservation and maintenance of the collection. Promotional and educational activities

Suggested Readings:
5. Lucas, F.A. *Fifty Years of Museum work*, USA: Museum of New York, 1918

Tourism in Pakistan

Course Contents:
Theory:
1. Tourism
   • Introduction, definition, types and scope of tourism
   • Related industries, origin and destination, basic infrastructure
   • Planning, marketing and execution strategies
   • Qualities and qualification of a tour manager, ethics of tourism
   • Maps and tourist literature
2. Cultural Tourism
   • Significance and scope of cultural tourism
   • Geography and geo-physical features of Pakistan
   • Eco-tourism
3. Prehistoric Sites
   • Major cultural parameters of the Soan Valley, Rohri Hills, Sanghao Cave, Mehrgarh, Kot Diji, Mohenjodaro and Harappa
4. Pre-Muslim Sites and Monuments
   • Major cultural parameters of Taxila, Peshawar, Swat, Dir, Chitral, Takht-i-Bhai, Jamalgarhi, Shahbazgarhi, Salt Range, Rock Art of Northern Areas, Rani Kot and Jain Temples of Tharparker
5. Muslim Period Sites and Monuments
   • Major cultural parameters of Banbhore, Mansura, Multan, Lahore, Uch Sharif, Depalpur, Pak Pattan, Dina, Thatta, Lal Mara Sharif, Choukandi, Tombs of Balochistan, Attock and Peshawar
Practical:
- Planning and execution of a cultural tourism itinerary

Suggested Readings:

Folk Arts and Crafts

The course will study various regional arts and crafts of Pakistan. It will also focus on the reasons of the decline of these art and crafts in the country.

Folk Legends, Myths, Traditions and Beliefs

This course will study various regional folk legends, myths, cultural traditions and belief systems associated with religious schools of thought and shrines, etc.

History of Eastern Europe (Muslim Rule in Spain) (755-1492)

Course Contents:

1. Spain at the eve of Muslim Conquest
   Social, religious, political and economic conditions of the Gothic Kingdom

2. Conquest of Spain under Walid
   Causes of Muslim Success. Spain under Muslim governors, Attempt at Expansion of Muslim Borders towards Southern France, Battles of Toulouse and Tours, Tribal and Racial Jealousies and Civil War. Advent of Abdur Rahman I

3. Establishment of Independent Umayyad Empire
   Abdur Rahman I: His Character and Achievements.

4. Consolidation of Umayyads
   Hisham I: Internal policy, Growth of Maliki Fiqah
   Hakam I: His Relations with Theologians, Wars and Rebellions, His Army and Navy, Character and Achievements.
   Abdur Rahman II: His Character and Achievements, His Court and Wars with the Christians, Foreign Policy, Cultural and Literary Activities.
5. Weakening of Umayyad Rule in Spain

6. Reassertion of Umayyad Rule in Spain

7. Later Umayyads

8. Decline and Fall of the Umayyads of Spain
   Disintegration of Umayyad Empire Causes of Decline.

9. Administration of Spain under Umayyads

10. Cultural and Intellectual Developments during the Umayyads

11. Influence of Islamic Culture on Europe and its place in the history of culture and civilization.

Suggested Readings:
17. Shaikh Ain Qaf, *Dastan-e-Andulus*, (Urdu) Institute of Sindhology, University of Sindh: Jamshoro 1975

**History of Egypt & North Africa: Tulunids, Fatimids, Ayyubids (9-13th AD)**

**Course Contents:**

**The Tulunids (868-905)**
- Foundation of the Dynasty by Ahmad ibn Tulun in Egypt and Syria
- Other Kings

**The Fatimids (909-1171)**
- Foundation of the Caliphate by the Dai Abu Abdullah ash-Shii in North Africa
- Expansion of the Fatimids in Egypt and Syria
- Later Caliphs

**The Ayyubids (9th to 15th centuries)**
- Foundation of the dynasty by Malik al-Nasir I Salah al-Din (Saladin) in Egypt
- Other Kings of the dynasty
- Expansion of the Ayyubids in Syria, Aleppo and Yemen

**History of Central Asia: Il-Khanids & Timurids**

**Course Contents:**

**The Il-Khanids (1256-1353)**
- Foundation of the Dynasty in Persia by Kublai’s brother Hulegu
- Other Rulers of the Dynasty

**The Timurids (1370-1506)**
- Foundation of the dynasty by Amir Taimur in Transoxiana and Persia
- Rulers in Samarqand
- Rulers in Khurasan
- Rulers in Western Persia and Iraq after Taimur’s death
History of Saffavids
(1501-1786)

Course Contents:

Foundation of the Dynasty by Shah Ismail
Other Rulers and their Achievements
Later Saffavids 1732-1786
Religious Life under the Saffavids:
Society and Culture under the Saffavids
Ottoman-Safavid Relations
Afghan-Mughal Relations with Safavid

Recommended Readings:

History of Western Europe (The Ottomans)

Course Contents:

Section A: Ottomans/Osmani Turks 1299-1606 AD

Origin and importance of Osmani Turks in History. Early sources of Osmani history. Theories of migrations of settlement in Rum (Anatolia).

Socio-political conditions of Anatolia at the end of the 13th century with special reference to AKH-I Movements.

Osman I: His character and achievements.

Ork Khan: As the founder of the Osmani state. His conquests in Anatolia and Europe.


Sultan Bayzid Khan I (Yildrim): His European policy with special reference to the Siege of Constantinople and Battle of Niccopolis. Annexation of Muslim
states of Anatolia and clash with Taimur Beg (Tamerlane). Causes and effects of the Battle of Angora (1402).

Muhammad Khan-I as the restorer of the Empire.

Sultan Murad Khan II: His Scheme of the Unification of Anatolia. Battle of Varna of Kossovopolis. Murad as empire builder.

Sultan Muhammad Khan II (Fatih): Conquest of Constantinople and its importance. His policy towards the vanquished. His other achievements.

Sultan Bayazid Khan II (Bayazid-i-Veli): Beginning of the (Red-Head) Qizilbash Movement in Anatolia. His policies in regard to the Safavids and the Mamluks.

Sultan Saleem Khan (Yavuz): His idea of a United Islamic world. Battle of Chaldiran (1514) and destruction of the power of Shah Ismail Safavi. His conquest of Syria and Egypt and its importance.


Section B: Ottomans/Osmani Turks 1606-1774 AD

1. Relation of the Osmani Empire:
   - With Czarist Russia with particular reference to the Treaties of Belgrade and Kuchuk Qaynarji
   - With Austria with particular reference to the second Turkish retreat from Vienna and Treaties of Passarovitch and Belgrade.
   - With the Safavid Turks with particular reference to the conquest of Baghdad by Shah Abbas and its re-conquest by Osmanlis.

2. Causes of decline and fall of the Ottoman Empire.
3. Brief survey of literary and cultural activities.
4. Organization of the Osmani Empire: Central, Provincial, Judicial, Religious, Land, Military and Naval organization

Section C: Later Ottomans (1774-1924)

Suggested Readings:
5. Stanley Lane Pool, TURKEY, The publisher United ltd Anarkali Lahore.
6. Muhammad Aziz Dr. Dolat Usmania Azamgarah India.
9. Dogu Ergil, Social History of the Turkish National Struggle 1922 chowk Minar Anarkali Lahore.

**History of Sufism**

**Course Contents:**

1. **What is Sufism?**
   - Etymological Derivations of the terms Tasawwuf and Sufi
   - Defining Sufism

2. **Origin of Sufism**
   - Various theories of Islamic and extra-Islamic origin and influence.
   - Bases of Sufism in the Qur’an and the Prophetic Traditions.
   - Affinity with Shi’ism.

3. Religious, social and political causes of the popularity of Sufism
4. **Development of Sufi Institutions**
   - Silsilah, Shaykh, murid, bay’at, khanqah, dhikr, sama, khirqah and khalifa, etc.

5. **Fundamental Doctrines of Sufism**
   - Ilm al-Qulub, Haqiqah, ma’rifah, mahabbah, muhasabah, fana, baqa, faqar, ghina, wilayah, suluk and ahwal, etc.

6. **Various Sufi Silsilahs**
   - Important Sufi Silsilahs, their founders and distinctive features:
     - Qadiriya, Rifa’iyya, Bektashiyya, Chistiyya, Suhrawardiya, Shadhiliyya Mevleviyya, Shattariyya, Badawiyya, Naqshbandiya Tijaniyya, Sunusiyya, and Muhammadiyya, etc.

7. Relationship of the Sufis with the State and Political Authorities

**Suggested Readings:**


**History of Islamic Art and Architecture**

**Course Contents:**

**A. History of the Islamic Ceramics**

1. **Early Islamic Period**
   - Umayyad and early Abbasid wares of Mesopotamia
   - Pottery of Banbhore & al-Mansurah, Pakistan
   - Lustre Painted Pottery of the Fatimid period
   - Slip-Painted Pottery of Iran Central Asia and Afghanistan

2. **The Mediaeval Islamic Period**
   - Sgrafiatto wares of Iran
   - Seljuq Fine wares of Iran
   - Seljuq pottery of Anatolia
   - Pottery of Raqqa and Rusafah (Iran)
   - Minai and Lajvardina Painted wares of Persia

3. **The Later Islamic Period**
   - Pottery of Iran in II-Khanids and Timurid times
   - Pottery of the Mamluk period in Egypt and Syria
   - Pottery of the Safavid and Qajar periods in Iran
   - Pottery of the Ottoman period in Anatolia
4. Contemporary Ceramics
   - Traditional Pottery of Sindh, Multan and Bahawalpur

B. History of the Islamic Arts

1. Arts of the Book
   - Calligraphy: The Arabic Script during the Early Islamic Days and its Use in Calligraphy
   - Book Binding: Book Format in the Early Islamic Period, its development and the Islamic Contribution to the Arts of the Book
   - Page Illumination: Earliest Use of colour and gold in the Qur’an and its gradual development

2. The Zenith Period of the Arts of the Book
   - Patronage of the Il-Khanid Rulers in Persia
   - Patronage of the Mamluk Rulers in Egypt and North Africa
   - Patronage of the Timurid Rulers in Transoxiana and Persia
   - Patronage of the Ottoman Rulers in Anatolia towards the Arts of the Book

3. History of the Miniature Painting
   - Timurid School of Arts
   - Ottoman School of Arts
   - Safavid School of Arts
   - Mughal School of Arts

C. History of Islamic Architecture

1. Architecture of the Umayyad Dynasty
   Architecture of Arabia, Syria & Spain

2. Architecture of the Abbasid Dynasty
   Architecture of Arabia, Syria, Iraq and Persia

3. Architecture of the Tulunids
   Architecture of Egypt and Syria

4. Architecture of the Fatimids
   Architecture of North Africa, Egypt and Syria

5. Architecture of the Il-Khanid Dynasty
   Architecture of Persia

6. Architecture of the Timurids
   Architecture of Transoxiana and Persia

7. Architecture of the Safavids
   Architecture of Persia

8. Architecture of the Delhi Sultanate
   Architecture of Multan, Uchch, Thatta/Makli Hills & Delhi
9. Architecture of the Mughals
   Architecture of Peshawar, Lahore, Thatta, Delhi, Fatehpur Sikri and Agra

Suggested Readings:

History of Modern Muslim World
1919-1945

Course Contents:

A. Iran

1. Iran after World War I
   Condition of Iran at the conclusion of World War I
   Rise of Raza Shah I and his reforms

2. Iran during and after the World War II
   Allies Occupation of 1941 and the fall of Raza Shah I

3. Iranian Oil
   Anglo-Iranian Oil Company
   Dr. Mussadiq

4. Foreign Relations
   Relations with the Muslim Countries
Relation with the Western Powers particularly with the USA
Relations with the USSR
Iran after the Revolution.

B. Turkey

1. Impact of the World War I
   Treaty of Sevres
   War of Liberation
   Lausanne Conference and abolition of Khilafat

2. Birth of the Turkish Republic
   Kemal Ataturk
   Reforms of Kemal Ataturk
   Ismet Inonu

3. Turkey after World War II
   Establishment of Democracy
   NATO, Baghdad Pact and Cento

C. Afghanistan

- Afghanistan, after 3rd Anglo-Afghan war and World War-I
- Ghazi Amanullah Khan, his reforms and its impacts (1919-1929)
- Zahir Shah-(1933-1973) His reforms and implementation of 1964 constitution
- Daud Shah- (1973-1978), Emergency of Political Parties and revolutionary politics
- Afghan Saur revolution in Afghanistan (27th April 1978) by Peoples Democratic Parties of Afghanistan (PDPA), Global Involvement in Afghanistan, Afghan War, the role of Pakistan. Russian withdrawal from Afghanistan, Transformation of Government to Afghan Mujahideen, Emergency of Taliban, their ruling period. End of Taliban regime, causes and impacts

D. Central Asian Muslim States

- Uzbekistan
- Turkmenistan
- Kazakhstan
- Tajikistan
- Kyrgyzstan

Suggested Readings:


**History of Modern Arab World-I**

**(1919-1945)**

**Course Contents:**
Paris Peace Settlement and the Arab World.
League of Nations and the Mandatory System related to the Arab World.
Formation of Iraq as a country. Separation of Syria & Lebanon.

**Egypt**
Egypt, its History and Geography from rise of Islam till First World War
The Kingdom of Egypt (1922-52)
Rise of Nationalism and Saad Zaghlul Pasha
Anglo Egyptian treaty of 1936
Impact of World War-II
The role of Political and religious parties vis-a-vis the British power
The Suez Crises
Sudan Problem
Palestine War
Military Coup of 1952
The Republic (1952-60)
Jamal Abdul Nasir
Suez Policy (1966 War)
Relation with Sudan
Birth of U.A.R.

**Syria**
Syria, history and geography from the rise of Islam till World War-I
Post-War Syria
Allies occupation
Proclamation of Faisal King
Syria under French Mandate
Liberation Movement
Syria and World War-II
Syria during and after world war
Revolt of 1941
Occupation of allies.
Independence of Lebanon.

Birth of Republic
**Saudi Arabia**
Saudi Arabia History and geography from the rise Islam till world war-I
Arabian Peninsula

Impact of World War-I
Rise of Ibn-e-Saud as King of Saudi Arabia

Foreign Relations (1932-62)

**Suggested Readings:**
4. John Lizoski, *Middle East in World Affairs*

**Modern Arab World: II**
*(1945-92 A.D.)*

**Course Contents:**

**Suggested Readings:**
3. Elizabeth. *Soviet Relations with the Third World*.
History of Religious Thought in Islam

Course Contents:
Intellectual Trends/Movements
- **Mutazilites**: the founder, leaders and cardinal doctrines
- **Asharists**: the founder, leaders and cardinal doctrines
- **Ismailis**: the founder, leaders and cardinal doctrines
- **Qaramatians**: the founder, leaders and cardinal doctrines
- **Bathanians**: the founder, leaders and cardinal doctrines.

Suggested Readings:

History of Muslim Contribution to Science

Course Contents:
Muslim contribution to chemistry, medicine, optics, geography, mathematics,

Abu Abdullah Al-Battani (858-929AD)
Abu Raihan Al-Beruni 973-1048
Abu Al-Naser Al-Farabi (870-950 AD)
Ibn-Al-Baitar (Died 1248 AD)
Abul Wafa Muhammad Al-Buzjani (940-977AD)
Abu Ali Hassan Ibn al-Haitham (965-1040 AD)
Ibn Rushd (1128-1198 AD)
Ibn-e- Sina (980-1037 AD)
Jabir bin Hayyan (died 803 AD)
Yaqub ibn-e-Ishaq Al-Kindi (800-873 AD)
Mohammad ibn Zakariya Al-Razi (864-930 AD)
Al-Khwarizmi
Shah Fateh Allah Shirazi

Suggested Readings:
History of Muslim Social and Political Thought

Course Contents:
- Farabi
- Mawardi
- Imam al-Ghazali
- Imam Saadi
- Ibn Khaldun
- Nizam al-Mulk
- Mujaddid Alf-Thani
- Shah Wali Ullah

Suggested Readings:

History of China (A Synoptic Course)

This course has been designed to offer a general history of China from the history of ancient Chinese civilization through the People’s Republic of China to the present day. This period marked some of the greatest triumphs and tragedies of China’s long History: from the glorious of the Qing Empire to the degradation of famine, internal dissent and foreign occupation. It pays close attention to the Republic of China, which has a vast socialist experience and later emerged as one of the great capitalist powers in the world. The course is
also introductory, has no prerequisites, and assumes no prior knowledge of China or its language. The organization of the course is basically chronological, but within that framework, the students will be able to know about China from a wide range of viewpoints, taking up historical, political, economic, social, religious and philosophical developments.

Objectives:

- To provide a sound basis, both in terms of factual knowledge and methodological approaches, for further in-depth study of the history of China and its place in the world.
- Understand the important events and themes of China's modern history.
- Critically summarize and examine scholarly perspectives on China’s modern history and society.
- Critically examine primary sources relating to China’s modern history and society.
- Demonstrate and explain ways to advance scholarly understanding of China’s modern history and society.
- Examine and explain the effect of China’s history on its self perception.

Course Contents:

1. Ancient China
   Geography
   Major dynasties
   There were 13 dynasties that ruled ancient China. They are as follows:
   - Xia dynasty
   - Shang dynasty
   - Chou (Zhou) dynasty
   - Qin dynasty
   - Han dynasty
   - Six dynasties
   - Sui dynasty
   - Tang dynasty
   - Five dynasties
   - Song dynasty
   - Yuan dynasty
   - Ming dynasty
   - Qing dynasty

2. Political History 1949-Uptil now
   - Mao era 1949 – 1976
   - Post-Mao era 1976-1989
   - Regional Differences 1980- 2002
   - Pol. &Economic Development 2003 uptil now
4. Constitutional History of China 1949 to 2016 (focus on Constitution)
5. Administrative Structure of China 1949-2016
   Different Policies/Phases of Economic development in China
   Major Projects:
   CPEC: its Significance and Impacts
8. Society and Culture
   Society
   Structure
   Value
   Human rights
   Important Issues relating to Society
   Culture
   Language
   Main characteristics
9. Leadership
   Important leaders of China

Required Readings:
1. *History of the People’s Republic of China* on the Internet Archive by P.M. Calabrese
2. Gerhard K. Heilig. China Timeline: A Chronology of Key Events in China
3. Map of situation in East Asia at the time of declaration of the People’s Republic of China (omniatlas.com)
# Scheme of Studies
## MS (2 years) Programme in History
### Course No. History: 405

**Course Template:**
The MS format shall consist of 30 credit hours

**Course Work** = 24 credit hours with 8 courses of 3 credit hours each

**Thesis/dissertation** = 6 credit hours in written minimum 60000 words

**Non-Credit Viva Voce/Public defence** is compulsory to qualify for the degree.

**Admission Criteria:**
BS/MA History/ Pakistan Studies or any other relevant subject.

**Note:** First course in each Semester is compulsory.

### Semester-I

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>501</td>
<td>Research Methodology</td>
<td>3</td>
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<tr>
<td>2</td>
<td>A Study of any one Historian/philosopher</td>
<td>3</td>
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<td>3</td>
<td>A Study of any Phase/Movement in Indo-Pak Subcontinent</td>
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<td></td>
<td>Or Archival/ Primary Source Study of any Period/Personality or issue</td>
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<tr>
<td>4</td>
<td>A Study of any Era/Personality/Region (World History)</td>
<td>3</td>
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**Total Credit hours:** 12

### Semester-II

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>505</td>
<td>Philosophy of History</td>
<td>3</td>
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<tr>
<td>506</td>
<td>A Seminar on the personality/ Institution of Islamic History</td>
<td>3</td>
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<td>A Seminar on any Personality/Institution of Medieval History</td>
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<td>A Seminar on any Personality/Institution of World History</td>
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<tr>
<td>507</td>
<td>A Study of any language related to research work</td>
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<td>Source Study</td>
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<td>A Study of any Contemporary issue</td>
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68
History No.508  Modern Trends in Historiography  

**Total Credit hours:** 12

**Note:**
Apart from the compulsory courses Semester of I & II, the Board of Studies in Departments/Centres of various Universities may develop other Courses on world history, regional history, local history, Literature and sources of history, religious, social, political and economic Trends/Movements/Theories/Philosophies/Ideologies etc.

<table>
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<tr>
<th>Semester-III &amp; Semester-IV</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>Thesis Writing on a Topic in Consultation with the Department and approval of the competent authority</td>
<td>06</td>
</tr>
</tbody>
</table>

Total Credit Hours: 30

**Semester-I**

**Course No. History: 406**  
**Research Methodology (Advanced)**  
**Credit Hrs. 3**

**Learning Outcomes:**
After studying this course, the students should be able to:
- Comprehend the basic concepts of social science research
- Employ research techniques and methods for their research papers and thesis
- Develop the ability to do research work independently

**Course Contents:**

**Introduction to Historical Research Methodology**
- Ontological and Epistemological Foundations
- Concept of Time, Space and Contextualization
- Concepts of Historical Consciousness, Burden of History, Spirit of an Age, and Historical Relativism, etc.
- Causation, Objectivity and Subjectivity, Perceptions and Misperceptions about History
- Multi-disciplinary/Inter-disciplinary Research in History
- Ethical Questions in Historical Research

**Approaches/Perspectives in Historical Studies**
- Narrative-descriptive Research
- Analytical/Explanatory Research
- Conceptual/Theoretical Research
- Comparative Research

**Developing a Research Proposal/ Synopis**
- Selecting Area of Research and Defining Topic
- Identifying Variables and Developing a Hypothesis/Premises
Relating Research to Theory/ Formulating Theoretical Frame-work

Literature Review
Data Collection
- Source Centres
- Documents and Archival Material
- Interview
- Sampling
- Questionnaire

Data Analysis
Historical Criticism
Hermeneutics
Genealogy
Comparative / Content Analysis

Write Up of Research
Notes, References and Bibliography: Turabian and Chicago Manual of Style
Abbreviations, Annexures, Appendices and Glossary
Avoiding Plagiarism

Course Assessment
- Assignments/ Term papers/ Reviews/Presentations 20
- Mid-term Examination 30
- Final Examination 50

Teaching Methodology
- Lecturing
- Written Assignments
- Guest Speaker
- Field Visits
- Report Writing

Bibliography:
16. [http://www.press.uchicago.edu/books/turabian/turabian_citationguide.htm](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.htm
SEMESTER-II
Course No. History: 407
PHILOSOPHY OF HISTORY
3 Credit Hours

Course Contents:
1. Introduction:
   Philosophy and History
   Types of Philosophy of History
   Analytical
   Speculative

Analytical Philosophy of History
- Conceptualizing History
- Temporal and Spatial Methodologies
- Scope and Significance/ Purpose in History
- Ontologies and Epistemologies (Auxiliary and Ancillary disciplines)
- Multidiciplinarity and Ethnologies
- Causation (Historical Determinism and Freewill)
- Will and Chance,
- Facts and Opinions
- Probabilities and Possibilities,
- Fate and Fortune
- Linear and Cyclic approaches
- Narration and meaning
- History, Text and Interpretation
- Text and Context
- Role of Personality in Historical Events

Speculative Philosophy of History
- Concepts of Evolution, Development and Progress
- Evolution of Human Society
- Rise and Fall of States, Civilizations and Nations
- Theory of Asabiyah
- Theories of Human Understanding
- Religious and Temporal Concepts of History
- Role of Nature and Man in History
- Unity of History
- Dialectics in History

Historical Theories Since Twentieth Century
- Postmodernism
- ‘Clash of Civilizations’
- ‘End of History’
- Elitism and Subaltern
- Bi-Polar and Uni-Polar System
- Holistic Approach (Annales School)
• Structuralist Approach

Suggested Readings:
3. C. Lemon, *Philosophy of History*
Recommendations

1. The NCRC in History reviewed the draft of BS (4 Year) and MS (2 Year) Programs Curricula and recommends:

2. The Universities/Degree Awarding Institutions (DAIs) may adopt their courses of history with the reviewed scheme.

3. In order to familiarize with the reviewed curricula of History in BS and MS, the orientation courses and workshops for the teachers may be organized by the HEC from time to time.

4. The teachers in the discipline of History are suggested to inculcate a sense of historical enquiry and critical analysis among students.

5. The Admission Committees of respective departments of Universities and DAIs may be authorized to prepare and conduct a screening test and Interview for the admission in MS program.

6. In the previous scheme of optional courses in CSS the candidates had option of choosing two courses from History, which is restricted to only one, The weightage of courses of History in the Federal and Provincial Competitive examinations should be restored and enhanced.

7. In the Induction tests for the positions of teachers/researchers of history descriptive questions may be added instead of MCQs.

8. HEC is requested to facilitate the Internees in the discipline of History at various Archives, libraries and record offices, etc.

9. Archives may be made more accessible for the benefit of researchers. The linkages between Archives and HEIs must be strengthened. HEC may play its proactive role for this purpose.

10. The HEC may allocate special funds for purchase of books for the discipline of History.

11. HEC may launch a Research Grant Program for the development of Curriculum/Courses in the discipline of History.
COMPULSORY COURSES
IN ENGLISH FOR BS
(4 YEAR) IN BASIC & SOCIAL SCIENCES

English I (Functional English)

Objectives: Enhance language skills and develop critical thinking.

Course Contents:
- Basics of Grammar
- Parts of speech and use of articles
- Sentence structure, active and passive voice
- Practice in unified sentence
- Analysis of phrase, clause and sentence structure
- Transitive and intransitive verbs
- Punctuation and spelling

Comprehension:
Answers to questions on a given text

Discussion:
General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

Listening:
To be improved by showing documentaries/films carefully selected by subject teachers

Translation skills:
- Urdu to English

Paragraph writing
Topics to be chosen at the discretion of the teacher

Presentation skills:
Introduction

Note: Extensive reading is required for vocabulary building

Recommended books:
1. Functional English
   a) Grammar

b) Writing

c) Reading/Comprehension

d) Speaking

**English II (Communication Skills)**

**Objectives:** Enable the students to meet their real life communication needs.

**Course Contents:**

- **Paragraph writing**
  Practice in writing a good, unified and coherent paragraph

- **Essay writing**
  Introduction

- **CV and job application**
  Translation skills
  Urdu to English

- **Study skills**
  Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension

- **Academic skills**
  Letter/memo writing, minutes of meetings, use of library and internet

- **Presentation skills**
  Personality development (emphasis on content, style and pronunciation)

*Note: Documentaries to be shown for discussion and review*

**Recommended books:**

**Communication Skills**

a) Grammar
b) Writing

c) Reading
2. Reading and Study Skills by John Langan

English III (Technical Writing and Presentation Skills)

Objectives: Enhance language skills and develop critical thinking

Course Contents:

Presentation skills

Essay writing
Descriptive, narrative, discursive, argumentative

Academic writing
How to write a proposal for research paper/term paper
How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

Technical Report writing
Progress report writing

Note: Extensive reading is required for vocabulary building

Recommended books:

Technical Writing and Presentation Skills

a) Essay Writing and Academic Writing

b) Presentation Skills
c) Reading
The Mercury Reader. A Custom Publication. Compiled by norther Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).
Pakistan Studies (Compulsory)

Introduction/Objectives

- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Course Outline:

1. Historical Perspective
   b. Factors leading to Muslim separatism
   c. People and Land
      i. Indus Civilization
      ii. Muslim advent
      iii. Location and geo-physical features.

2. Government and Politics in Pakistan
   Political and constitutional phases:
   a. 1947-58
   b. 1958-71
   c. 1971-77
   d. 1977-88
   e. 1988-99
   f. 1999 onward

3. Contemporary Pakistan
   a. Economic institutions and issues
   b. Society and social structure
   c. Ethnicity
   d. Foreign policy of Pakistan and challenges
   e. Futuristic outlook of Pakistan

Books Recommended

Annexure “C”

ISLAMIC STUDIES
(Compulsory)

Objectives:
This course is aimed at:
1. To provide Basic information about Islamic Studies
2. To enhance understanding of the students regarding Islamic Civilization
3. To improve Students skill to perform prayers and other worships
4. To enhance the skill of the students for understanding of issues related to faith and religious life.

Detail of Courses:

Introduction to Quranic Studies
1) Basic Concepts of Quran
2) History of Quran
3) Uloom-ul-Quran

Study of Selected Text of Holy Quran
1) Verses of Surah Al-Baqra Related to Faith (Verse No.284-286)
2) Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No.1-18)
3) Verses of Surah Al-Mumanooon Related to Characteristics of faithful (Verse No.1-11)
4) Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
5) Verses of Surah Al-Inam Related to Ihkam (Verse No.152-154)

Study of Selected Text of Holy Quran
1) Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
2) Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment
3) Verses of Surah Al-Saf Related to Tafakar, Tadabar (Verse No.1,14)

Seerat of Holy Prophet (S.A.W) I
1) Life of Muhammad Bin Abdullah (Before Prophet Hood)
2) Life of Holy Prophet (S.A.W) in Makkah
3) Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W) II
1) Life of Holy Prophet (S.A.W) in Madina
2) Important Events of Life Holy Prophet in Madina
3) Important Lessons Derived from the life of Holy Prophet in Madina

Introduction To Sunnah
1) Basic Concepts of Hadith
Selected Study from Text of Hadith

Introduction to Islamic Law & Jurisprudence
1) Basic Concepts of Islamic Law & Jurisprudence
2) History & Importance of Islamic Law & Jurisprudence
3) Sources of Islamic Law & Jurisprudence
4) Nature of Differences in Islamic Law
5) Islam and Sectarianism

Islamic Culture & Civilization
1) Basic Concepts of Islamic Culture & Civilization
2) Historical Development of Islamic Culture & Civilization
3) Characteristics of Islamic Culture & Civilization
4) Islamic Culture & Civilization and Contemporary Issues

Islam & Science
1) Basic Concepts of Islam & Science
2) Contributions of Muslims in the Development of Science
3) Quran & Science

Islamic Economic System
1) Basic Concepts of Islamic Economic System
2) Means of Distribution of wealth in Islamic Economics
3) Islamic Concept of Riba
4) Islamic Ways of Trade & Commerce

Political System of Islam
1) Basic Concepts of Islamic Political System
2) Islamic Concept of Sovereignty
3) Basic Institutions of Govt. in Islam

Islamic History
1) Period of Khlaft-E-Rashida
2) Period of Ummayyads
3) Period of Abbasids

Social System of Islam
1) Basic Concepts Of Social System Of Islam
2) Elements Of Family
3) Ethical Values Of Islam

Reference Books:
1) Hameedullah Muhammad, “Emergence of Islam”, IRI, Islamabad
2) Hameed ullah Muhammad, “Muslim Conduct of State”
3) Hameed ullah Muhammad, ‘Introduction to Islam
4) Mulana Muhammad Yousaf Islahi,”
6) Ahmad Hasan, “Principles of Islamic Jurisprudence” Islamic Research Institute, International Islamic University, Islamabad (1993)
9) Dr. Muhammad Zia-ul-Haq, “Introduction to Al Sharia Al Islamia” Allama Iqbal Open University, Islamabad (2001)