

**UNIVERSITY OF THE PUNJAB**

**NOTIFICATION**

It is hereby notified that the Syndicate at its meeting held on 17-12-2022 has approved the recommendations of the Academic Council made at its meetings dated 11-03-2022 and 21-03-2022 respectively regarding approval of the Syllabi & Courses of Reading for BS Gender Studies 5<sup>th</sup> to 8<sup>th</sup> Semester (2-Year) Degree Program with effect from the Academic Session 2021 for the Department of Gender Studies.

The Syllabi & Courses of Reading for BS Gender Studies 5<sup>th</sup> to 8<sup>th</sup> Semester Program is attached, vide Annexure 'A'.

**Admin. Block,  
Quaid-i-Azam Campus,  
Lahore.  
No. D/ 423 /Acad.**

*Sd/-*  
**Shahid Javed  
Registrar**

**Dated: 25-01-2023**

Copy of the above is forwarded to the following for information and further necessary action: -

1. The Dean, Faculty of Behavioral & Social Sciences
2. The Chairperson, Department of Gender Studies
3. Chairperson, DPCC
4. Director (IT) for placement at website
5. Admin Officer (Statutes)
6. Secretary to the Vice-Chancellor
7. Secretary to the Registrar
8. Assistant Syllabus (with file)

  
Assistant Registrar (Academic)  
for Registrar

**Revised Syllabus**

**B.S (Hons) (5th Semester: 2 years) in Gender Studies**

**The Department of Gender Studies  
University of the Punjab, Lahore**

**2021**

**Undergraduate Program**

**Program Title: BS [5th Semester (2 years)] Gender Studies (Regular & Self-Supporting)**

**Department: Gender Studies**

**Faculty: Behavioral & Social Sciences**

**1. Department Mission**

Gender Studies Department at University of The Punjab Lahore is interdisciplinary in content and approach. It aims at preparing a catalyst mass of properly educated professionals who can devise and actively engage in sustainable gender development activities with strong commitment for human rights, faith in the potentials of women, complementarity of gender roles, and mutual gender respect in society.

**2. Introduction**

The academic and intellectual goal of the Department of Gender Studies at University of The Punjab is to develop new methodologies of knowledge creation about women and gender-related topics. The increasing global concern about the equal rights of sexes, their obligations and opportunities in all fields and at all levels of development warrant first the understanding of the present state of women with reference to the inequalities in various spheres of life starting from basic human rights of food, health, clothing and education to women access and participation in economic and political activities, decision making and other crucial matters of human interactions. The department is committed to a multi-disciplinary curriculum that sustains and integrates diverse perspectives. Gender Studies classes emphasize participatory education in which student skills i.e. collaboration, critical thinking, and personal insight are encouraged. A Degree in Gender Studies enlightens student's minds about the challenges of gender difference, inculcating analytical skills, and understanding of socio-political issues currently affecting women in today's diverse and multicultural world. This program is a catalyst in meeting the objectives of the department.

**3. Program Introduction**

The BS [5th semester (2-years)] Gender Studies (Regular/Self Supporting) Program is being offered in 2021. It is a broad-based, interdisciplinary degree, which gives students an insight into gender and wider range of social science subjects. The revised program is developed in line with the HEC directives for two years Bachelor's degree after the completion of associate/B.A, BSc degree of candidates. It is revised in line of the Associate Degree Program in Gender Studies.

The program comprised of 68 credit hours to be completed in four semesters: three semesters comprise of class work and the last semester focuses on research and field training. Internship and dissertation writing are compulsory. The language of instruction and dissertation writing is English.

#### 4. Program Objectives

1. Assisting students to understand the differences in vulnerability and exposure arise from multidimensional inequalities often produced in the society.
2. Enabling students to analyze social institutions, processes, values that shape marginalization in different sections of the society, focusing especially on women who have been systematically excluded from all social institutions.
3. Empowering students to encompass their knowledge that differences in experiences can shape differential risks for genders.
4. Preparing students to integrate gender perspectives into mitigation and adaptation actions and to ensure that adaptive actions aim to build up the asset base of women.

#### 5. Market Need / Rationale of the Program

A degree in Gender studies will enable students to work for advocacy and social services related positions. Students will be eligible to apply for many governmental and non-governmental jobs related to Education, Women Studies, Social work, Community Development, Human resources, Social entrepreneurial management, and social researchers.

#### 6. Admission Eligibility Criteria

1	Years of Study completed	B.A., BSc., Associate Degree or equivalent examinations
2	Merit Calculation Formula	
$\frac{1/4 \text{ of Matric} + 1/5 \text{ in F.A/F.Sc.} + \text{Total Marks of B.A./B.Sc/Associate degree} + 20 \text{ Marks (if candidate is Hafiz Quran)}}{1/4 \text{ Marks of Total Matric} + 1/5 \text{ of Total in F.A/F.Sc.} + \text{Total Marks of B.A./B.Sc/Associate degree}} = A$		
$\% \text{age score} = 100 \times A$		
3.	Total No. of Seats: 40+8	<ul style="list-style-type: none"> <li>➤ Merit Seats: 40</li> <li>➤ Reserved Seats: 08 (as per University Rules)</li> </ul>

## 7. Duration of the Program

Duration: years/4 semesters  
 Total Credit Hours: 68  
 Coursework: 60  
 Internship: 03  
 Thesis: 06

## 8. Categorization of Courses as per HEC Recommendation and Difference

Semester	Courses	Category (Credit Hours)					Semester Load
		Core Courses	Basic Courses	Major Electives	Minor Electives	Any Other	
1	7	6	1				20 C.Hrs
2	7	4	1	2			20 C.Hrs
3	6	4		2			19 C.Hrs
4						Thesis + Internship	9 C.Hrs
PU							
HEC Guidelines							
Difference (HEC &) PU							

*\*Core: Compulsory, Basic: Non-credit, Major Electives: Professional Minor Electives: Specialization*

## 9. Scheme of Studies / Semester-wise workload

#	Code	Course Title	Course Type	Prerequisite	Credit hours
<b>Semester V (I)</b>					
1.	GS 301	Gender and Sustainable Development	Core		4
2.	GS 302	Gender and Religion	Core		3

#	Code	Course Title	Course Type	Prerequisite	Credit hours
3.	GS 303	Gender and Psychology	Core		3
4.	GS 304	Quantitative Research Methods	Core		4
5	GS 305	Women and Economic Empowerment	Core		3
	GS 306	Men and Masculinities	Core		3
	GS 307	Introduction to Computers	Core		Non-Credit
<b>Total Credit Hours: 20</b>					
<b>Semester VI (II)</b>					
1.	GS 308	Women Movement and Feminist Theories	Core		4
2.	GS 309	Gender Based Violence	Core		3
3.	GS 310	Qualitative Research Methods	Core		4
4.	GS 311	Seminar in Gender Studies	Core		3
5	GS 316	English Writing skill	Core		Non-credit
	Optional courses (choose two of the following)				
1	GS 312	Gender and Governance	optional		3
2	GS 313	Gender and Education	optional		3
3	GS 314	Gender, Health and Demography	optional		3
4	GS 315	Family Sociology	optional		3
<b>Total Credit Hours: 20</b>					
<b>Semester VII (III)</b>					
1.	GS 401	Gender Project Cycle Management	Core		3
2.	GS 402	Gender and Human Rights	Core		3
3.	GS 403	Introduction to SPSS	Core		4
4.	GS 404	Women in Business	Core		3
	<b>Optional courses (choose two of the following)</b>				3
5	GS 405	Gender and Environment	Optional		3
6	GS 406	Gender and Media	Optional		3
7	GS 407	Community Work	Optional		3
8	GS 408	Gender and International	Optional		3

#	Code	Course Title	Course Type	Prerequisite	Credit hours
		Relations			
<b>Total Credit Hours: 19</b>					
<b>Semester VIII (IV)</b>					
<b>Research Thesis / Project /Internship Details</b>					
1.	GS 409	Thesis:	6	Credit Hours	
2.	GS 410	Internship	3	Credit Hours	
<b>Total Credit Hours: 09</b>					
<b>*Practical Learning (Non-credit compulsory):</b> <i>Study Circles, Group Discussions, Community Work, Seminars, Field Visits.</i>					

### 10. Award of Degree

Degree awarding criteria stating:

CGPA percentage required to Qualify	2.0 CGPA
Thesis /Project/Internship	Compulsory
Total Credit Hours Completed	68

### 11. NOC from BOS, University Academic Counsel and HEC

### 12. Faculty Strength

Degree	Area/Specialization	Total
PhD	1. Education 2. Psychology 3. Trans disciplinary Gender Studies 4. Sociology and Social Policy	4
MS/MPhil	1. Governance 2. Gender Studies 3. Gender Studies 4. Human Rights	4
<b>Total</b>		<b>8</b>

**13. Present Student Teacher Ratio in the Department: 1: 6**

**14. Course outlines for each course**

**GS 301: Gender and Sustainable Development**

This course will help the students to understand different perspectives on development in a globalized context with gender perspective. Approaches to gender and development have been integrated to create awareness about globalization and changing patterns of economic activity. The course traces the overview of international protocols related to gender and organizations working for development of gender. The course will also enhance understanding and knowledge about the gender mainstreaming and development in South Asia. Students will be able to identify, describe, define, explain, and critique the concepts, issues, and concerns of women /gender studies.

**Course Contents**

**UNIT 01: Introduction**

- Meaning of Development
- Colonialism
- Imperialism

**UNIT 02: Social and Cultural Dimensions of Development**

- Development as social evolution
- Post colonialism and post-modernism
- Ethnic development
- Gender and development

**UNIT 03: Approaches to Gender and Development**

- The Welfare Approach
- Equity Approach
- Anti-poverty Approach
- Efficiency Approach
- Empowerment Approach
- Women in Development Approach (WID)
- Gender and Development Approach (GAD)

**UNIT 04: International Forum on Women and Gender Development**

- Women/Gender Conferences
- UN Women's Decade
- Indicators Measuring Gender and Development

**UNIT 05: Gender and Sustainable Development**

- SDGs
- Impact of SDGs on Development
- Gender and SDGs



**UNIT 06: International and National Protocols related to Gender**

- Convention on Elimination of All Forms of Discrimination against Women
- Millennium Development Goals & Situation in Pakistan
- Post 2015 Development Agenda
- International Conferences

**UNIT 07: Organizations working for Gender and Development**

- International, Regional and National

**UNIT 08: Gender Mainstreaming**

- Explanation about Beijing Platform, 1995
- Gender mainstreaming in Policies, Programs and Projects
- Strategies for gender mainstreaming
- Process of gender mainstreaming in an organization

**UNIT 09: Comparative Analysis in SAARC Countries**

- Politics, Education, Economic Participation
- Customs and Norms
- Legislations for Gender Equality

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

**Basic Readings**

Graafland, J. (2020) Women in management and sustainable development of SMEs: Do relational environmental management instruments matter? Corp Soc Responsib Environ Manag. 1–9. [wileyonlinelibrary.com/journal/csr](http://wileyonlinelibrary.com/journal/csr) .

- Asongu, SA, Odhiambo, NM. (2020). How enhancing gender inclusion affects inequality: Thresholds of complementary policies for sustainable development. *Sustainable Development*. Vol. 28: 132-142. <https://doi.org/10.1002/sd.1977>
- Valls Martínez, M. C., Martín Cervantes, P. A., Cruz Rambaud, S. (2020) Women on corporate boards and sustainable development in the American and European markets: Is there a limit to gender policies? *Corp Soc Responsib Environ Manag.* 1–15. <https://doi.org/10.1002/csr.1989>
- Pascall, G. (2012). *Gender Equality in the Welfare State*. Great Britain: The Policy Press University of Bristol.
- Suvarna, Sen. (2012). *Gender and development*. India: Icfai Books.
- Biggs, L., Gingell, S., & Downe, P. (2011). *Gendered Intersections: An Introduction to Women's and Gender Studies*. Fernwood Pub.
- Trivedi, Tanuja. (2009). *Women and rural Development*. India: JaradaParkashan.
- Janet H. Momsen (2004). *Gender and Development*. London: Routledge.
- World Bank (2003). *Gender Equality and the Millennium Development Goals*. World Bank

## GS 302: Gender and Religion

The course provides an insight to gender and religion through a focus on two areas: Images of and prescribed roles for women (in particular) and men in the textual traditions of major religions, and ritual and religion in practice. It also aims to encourage students to explore the connections between religious texts, construction of gender and status of women and men in contemporary societies.

### Course Contents

#### **UNIT 01: Introduction**

- Role of religion in creating, preserving, and interpreting gender ideology
- Feminist theory in religious studies

#### **UNIT 02: Religion and Traditional Gender Roles**

- Perspective gender roles and responsibilities in scriptures and authoritative texts in Ilhamic and non-lhamic religions

#### **UNIT 03: Historical Foundations for Women and Gender in Islam**

- Representation of women in Quran and Haidth

#### **UNIT 04: Constructions of Femininity and Masculinity in Islam**

#### **UNIT 05: Current issues within the study of gender and Islam**

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

## Basic Readings

- Ali, S.H.(2009). *Islam and Education: Conflict and Conformity in Pakistan's Madrassahs*. Karachi: Oxford University Press.
- Failing, M.A & Others (2012). *Feminism, Law, and Religion*. Ashgate Publishing Company.
- Joffe, L.F (2012). *Gender, Religion and Family Law: Theorizing conflicts between women's rights and cultural traditions*. Brandeis University Press.
- Kirkham, D.M (2013). *State responsive to minority religions*. Ashgate publishing Company.
- Nynas, P.(2012). *Religion, Gender and Sexuality in Everyday Life*. UK: Ashgate Publishing Limited.
- Pauly, C.J. (2011). *Women under Islam: Gender, Justice and the Politics of Islamic Law*. I.B. Tauris & Co. Ltd.
- Trzebiatowska, S.B. (2012). *Why are women more religious than men?* Oxford University Press.

## **GS 303: Gender and Psychology**

This course will explore the biological, sociological, and cultural influences on women and gender identity. It will also examine gender differences, similarities in cognitive abilities, self-concept, and sexual orientation, and gendered psychological disorders. Further, the course will assess the role of myths and stereotypes about men and women in creating gender differences.

### **Course Contents**

#### **UNIT 01: Introduction**

- Psychology as a Science of behavior
- Recent Trends in Psychology/Branches of Psychology
- Psychology and Gender

#### **UNIT 02: Parental and Early childhood development**

- Physical, Psychological, and Social Aspects of Growth
- Gender differences

#### **UNIT 03: Adolescence**

- Physical development and psychological and social reactions
- Gender Differences

#### **UNIT 04: Motherhood and Psychosocial Reaction**

- Mother-Child relationship
- The impact of the mother on the fetus;
- Postnatal Reactions
- Postnatal adjustment
- Planned mother hood
- Infertility
- Role of men in reproductive process

#### **UNIT 05: Cognitive Sex Differences**

- Verbal ability
- Memory
- Numerical ability
- Creativity problem solving
- Manual dexterity
- Mechanical and spatial aptitude
- Scholastic achievement

#### **UNIT 06: Gender Differences in Personality and Social behavior**

- Personality Traits
- Communication style
- Leadership
- Power related traits

- Helping and caring qualities/traits

**UNIT 07: Gender Difference in Perception of Self**

- The Development of self-concept
- Factors leading to positive and negative self-concept
- Self-esteem and its practical implication

**UNIT 08: Achievement Motivation**

- Factors in achievement motivation
- Changing gender roles
- Evaluating ones success or failure
- Realistic ambitions
- Decision-making and conflict resolution

**UNIT 09: Gender Differences in Later Adulthood and Old Age**

- Physical and Psychological Changes
- Emotional reactions
- Stress and adaptive techniques
- Problems specific to older women and men
- Aging

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

**Basic Readings**

Chrisler, Joan C., Caria Golden, and Patricia D. Rozee. (2004). *Lectures on the Psychology of Women*. Boston: McGraw-Hill.

Crawford, M. (2006). *Transformations: Women, Gender, and Psychology*. NY: McGraw-Hill.

Eagly, A.H., Beall, A.E., & Sternberg, R.J (2004). *The Psychology of Gender*. (2<sup>nd</sup>ed.). New York: Guilford Press.

Matlin, W. Margaret. (2008). *The Psychology of Women* (4<sup>th</sup> ed.). Singapore: Thomson Learning.

*Psychology of women*. (1996). Islamabad: Allama Iqbal Open University.

Rudman, Laurie A., and Peter Glick. (2008). *The Social Psychology of gender: How power and intimacy shape gender relations*. New York: Guilford Press.

Shahid, S.M. (2006). *Basic Concepts in Psychology*. Lahore: Majeed Book Dept.

Unger, Rhodak. (2001). *Handbook of Psychology of Women and Gender*. New Jersey: John Willy & sons.

## **GS 304: Quantitative Research Methods**

The course deals with the traditional as well as emerging research methods used in social sciences. The course will provide an overview on the various phases of carrying out research: planning the research study, selecting appropriate methods for data collection, analyzing the data and reporting the results. By the end of this course, students will be able to apply quantitative research methods in social sciences with special reference to the gender related issues in the society.

### **Course Contents**

#### **UNIT 01: The Research Process**

- Scientific Method
- Theoretical Foundation of Scientific Method
- Use of Scientific Method in Social Sciences
- Classification of Research by Purpose
- Classification of Research by Strategy

#### **UNIT 02: Research Problem**

- Selection & Sources
- Developing Statement Problem
- Development Conceptual Framework

#### **UNIT 03: Review of Related Literature**

- Need
- Sources
- References and Citation
  - APA Style

#### **UNIT 04: Variables**

- Type of variables
- Control of Variables

#### **UNIT 05: Hypothesis**

- Formulation and statement of hypotheses
- Types of hypotheses
- Stating the Hypotheses
- Testing the Hypotheses

#### **UNIT 06: Sampling**

- Definition and Purpose
- Sample Size
- Methods of Selecting a Sample
  - Probability Sampling
  - Non-Probability Sampling



### **UNIT 07:Types of Instruments for Data Collection**

- Tests
- Questionnaire
- Interview Schedule
- Observation Schedule
- Checklist
- Rating Scales and other Instruments
- Criteria for the Selection of Instruments

### **UNIT 08: Types of Quantitative Research**

- Surveys
- Correlational Studies
- Causal Comparative
- Experimental Research
- Experimental Designs

### **UNIT 09: Validity & Reliability**

### **UNIT 10: Report Writing**

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Readings**

Dossten, Hotchkiss (2004). *Research Methods and Society*. Pearson Education.

Jones. L, Barron. I. (2007). *Research and Gender*. New York: Continuum International Publishing Group.

Shamim, F., Qureshi, R. (2010). *Perils, Pitfalls and Reflexivity in Qualitative Research in Education*. Karachi: Oxford University Press.

Sherrri L. Jackson (2008). *Research Methods: Modular Approach*. SAGE Publications

## **GS 305: Women and Economic Empowerment**

The course will provide the comprehensive concept of empowerment, global economic restructuring, and its impact on men & women along with current approaches to empowerment. Role of international and national organizations in promoting gender equity and the role of state in the economic empowerment of women will also be discussed.

### **Course Contents**

#### **UNIT 01: Empowerment Meaning and Concept**

- Features/components of Empowerment
- Process
- Agency
- Need for Women Empowerment
- Dimensions and levels of Women Empowerment

#### **UNIT 02: Approaches to Women's Development**

- Frameworks to Measure Women's Empowerment

#### **UNIT 03: Indicators to Measure Women's Empowerment**

- Gender-related development index (GDI)
- Gender empowerment measure (GEM)

#### **UNIT 04: Women Empowerment in National and International Development**

- Feminist strategies for development
- UN decade for women (1975-85)
- Beijing platform of Action (1995)

#### **UNIT 05: Gender and Poverty**

- Poverty and female headed household
- Participation of women in decision-making
- Access to and control over productive resources
- Role of Women in Informal sector

#### **UNIT 06: Initiatives for Poverty Reduction among Women**

- Micro credit: A tool for economic empowerment of women
- Grameen Bank and SEWA as case studies
- Micro finance schemes in Pakistan
- National rural support program (NRSP)
- First Women Bank Limited
- Khushali Bank
- Benazir Income Support Program (BISP)
- Efforts of other Non-governmental organizations for economic empowerment of women
- Women Entrepreneurship Development

## UNIT 07: Problem faced by Women Entrepreneurs

## UNIT 08: Role of Government for Promoting Women Entrepreneur

- Small-Medium Enterprise Development (SMEDA)
- Women Business Incubation Centre(WBIC)
- Women chamber of commerce
- National policies and plans for women empowerment and development

## UNIT 09: Economic profile of Pakistani Women

- Changing trends of women's work
- Employment status and wages

## UNIT 10: Role of International/National organizations for women's empowerment

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Reading**

Al-Qahtani, et. al., (2020). "The Role of the Academic and Political Empowerment of Women in Economic, Social and Managerial Empowerment: The Case of Saudi Arabia." *Economies* 8, no. 2: 45.

Chaudhary, Amatul R., ChaniIrfan, Muhammad.,Pervaiz, Zahid. (2012) .An Analysis of Different Approaches to Women Empowerment: A case Study of Pakistan. *World Applied Sciences Journal*. 16(7), 971-980.available online on [www.bepress.com/chani/11/](http://www.bepress.com/chani/11/)

Halpern, D. F., & Cheung, F. M. (2008). *Women at the top*. Hong Kong.

Kabeer, Naila. (2005). Gender Equality and Women's Empowerment" A critical analysis of the third Millennium Development Goal. *Gender and Development* 13(1), 13-24. Available online [www.tandfonline.com/doi/abs/10.1080/13552070512331332273](http://www.tandfonline.com/doi/abs/10.1080/13552070512331332273)

Khan, S.S (2012). *The Agha Khan Rural Support Programme: A Journey through Grassroots Development*. Karachi: Oxford University Press.

- Nayrayan, Deepa (ed). (2005). *Measuring Women Empowerment: Gross Disciplinary Perspective*. Washington DC: the World Bank Publication
- Pieters, J., Klasen, S., (2020) Randomization for women's economic empowerment? Lessons and limitations of randomized experiments, *World Development*, Vol. 127,104820, ISSN 0305-750X, <https://doi.org/10.1016/j.worlddev.2019.104820>.
- Scott, J., Dex, S, Plagnol A.C. (2012). *Gendered Live: Gender Inequalities in Production and Reproduction*. UK: Edward Elgar.
- Setty, E. D., & Moorthy, P. K. (2007). *Women empowerment through entrepreneurship development*. New Delhi: Anmol publication.

## GS 306: Men and Masculinities

The course aims to develop an awareness of the concept of masculinity/masculinities. Masculinity Studies emerged in response to the critical feminist discourses on women, femininity, and gender. This course will explore the approaches to the study of men and masculinities and identify key concepts and issues for in-depth analysis. This course will be interdisciplinary, drawing from research and writing in social sciences, literature, psychology, media, and feminist theories.

### Course Contents

#### **UNIT 01: The History and Emergence of Masculinity Studies**

- Men's responses to the Women's Movement
- The Emergence of Masculinity Studies as a discipline

#### **UNIT 02: Masculinity and Femininity as Gendered and Relational Concepts**

- Gender Socialization and the construction of masculinity & femininity
- Key concepts in the study of masculinity
- Masculinities in cross-cultural perspective

#### **UNIT 03: Masculinity, Violence, and Power Relations**

- Masculine identity, Power and Dominance
- Hegemonic and subordinate masculinities
- Challenging Male Violence

#### **UNIT 04: Fatherhood: A Domesticated Man**

- Changing Role of Father
- Emerging Challenges

#### **UNIT 05: Work and Labor**

- The meaning of work in men's lives
- Work and Masculine Identity
- Family Wage and the Male Breadwinner concept
- Gender division of labor

#### **UNIT 06: Masculinity and Male Marginalization**

- The Male Marginalization Thesis
- Debates and Critiques of the Male Marginalization Thesis

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm	35%	It takes place at the mid-point of the

	Assessment		semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Readings**

- Bakshi, S. (2004). A Comparative Analysis of Hijras and Drag Queens: The Subversive Possibilities and Limits of Parading Effeminacy and Negotiating Masculinity. *Journal of Homosexuality*, 46(3-4), 211-223. doi: 10.1300/J082v46n03\_13
- Bártová, K., Štěřbová, Z., Varella, M. A. C., Valentova, V. J., (2020) Femininity in men and masculinity in women is positively related to socio-sexuality, *Personality and Individual Differences*, Vol. 152. <https://doi.org/10.1016/j.paid.2019.109575>.
- Bowleg, L., Teti, M., Massie, J. S., Patel, A., Malebranche, D. J., & Tschann, J. M. (2011). "What does it Take to be a Man? What is a Real Man?": Ideologies of masculinity and HIV sexual risk 112 among Black heterosexual men. *Culture, Health & Sexuality*, 13(5), 545-559. doi: 10.1080/13691058.2011.556201
- Brettel, Caroline and Carolyn Sargeant. (Eds). (2001). *Gender in Cross cultural Perspective*. Np: Prentice Hall.
- Brickell, C. (2005). Masculinities, Performativity, and Subversion: A Sociological Reappraisal. *Men and Masculinities*, 8(1), 24-43. doi: 10.1177/1097184x03257515
- Connell, Raewyn and James W. Messerschmidt. (2005). Hegemonic masculinity: rethinking the concept. *Gender and Society*, vol. 19 no. 6, 829-859.
- Connell, Raewyn. (2000). *The Men and the Boys*. Sydney, Allen & Unwin; Cambridge, Polity Press; Berkeley, University of California Press.
- Connell, Raewyn. (2005). Change among the gatekeepers: men, masculinities, and gender equality in the global arena. *Signs*, vol. 30 no. 3, 1801-1825.
- Connell, Raewyn. (2014). Margin becoming centre: for a world centered rethinking of masculinities. *NORMA: International Journal for Masculinity Studies*, vol. 9 no. 4, 217-231.
- Del Rosso, J. (2011). The penis as public part: Embodiment and the performance of masculinity in public settings. *Sexualities*, 14(6), 704-724. doi: 10.1177/1363460711420461
- Dozier, R. (2005). Beards, Breasts, and Bodies: Doing Sex in a Gendered World. *Gender & Society*, 19(3), 297-316.

## GS 307: Introduction to Computers

The course aims to introduce students with the IT knowledge and to share the far-reaching effects of computers and technology, and the applications that computers have to their own lives. Special focus will be given to gender studies resources available on the Internet.

### Course Contents

#### **UNIT 01: Hardware and the Computing process**

- Word Processing and Desktop Publishing

#### **UNIT 02: Editing and Manipulating Text**

- Document Formatting
- Graphics and Text

#### **UNIT 03: Presentation Software (Microsoft Power Point)**

- Working with slides

#### **UNIT 04: Data Processing**

- Formulas and Functions
- Manipulating Data
- Printing the Worksheet

#### **UNIT 05: On-line Gender Studies Resources**

- Access to online Journals

**Practical Exercises:** Working on Assignments, Presentations, Group work, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### Basic Readings

Hetzl William & David R. Adams. (1985). *Computer Information Systems Development*. Cincinnati: South Western Publishing Company.

Hutchinson, Sarah. (1988). *Computer: The Use Perspective*. Homewood, Boston.

Norton, Pete (2000). *Introduction to Computers*.

Gray B. Shelly (2000). *Introduction to Computers and Data processing*.

J. Erickson & John A. Vouk. (1996). *Modern Microcomputers*. Irvin, USA.

V.P Jaggi. *Computers for Everyone*. Academic Publishers, New Delhi.



Gray B. shelly. (1990). *Introduction to Computers and Data Processing*. Anaheem Publishing Company, California.

Ralph M. Stair. (1996). *Computers in Today's World*. Homewood, Irvin. Inc.

Robert V. Bullough. (1997). *Classroom Application of Micro-Computers*. Merrill Publishing Company , Columbus.

Steve Medowell. (1998). *Computer Assisted Instruction*. Kogan Page Ltd. London

Williams, Sawyer, Hutchinsion (1997). *Using information Technology*.

## **GS 308: Women's Movement and Feminist Theories**

After completion of this course students will have hands on knowledge the historical background of women movements and reason for women suppression around the globe. This course will help the students critically apply the different concepts and thoughts of feminism. It also develops a linkage between the history of feminist movements and women's movements in the global contexts in general and in the context of the sub-continent. It equips the students to apply these movements and considers the paradigm shift from purely feminist perspective to the concept of gender taking the center stage. Students will be able to analyze feminist struggle for the restoration of women's rights. They can map the global networking of women in search of new paradigms for gender equity. They can generate and apply variety of global feminist ideas to end women deprivation in society.

### **Course Contents**

#### **Unit I: Historical Roots of feminism**

- 1.1 Concept and Meaning
- 1.2 Introduction to gender as category of historical Analysis.

#### **Unit II: Three waves of women emancipation-feminism**

##### **2.1 First wave feminism (1848-1920)**

- 2.1.1 Seneca Falls Convention (1848)
- 2.1.2 Charter of Women's Rights
- 2.1.3 Significance of the Women's Emancipation Movement

##### **2.2 The Golden year in Women's Struggle (1870-1920)**

- 2.2.1. Situation in Public and Private sector
- 2.2.2. The working conditions for women
- 2.2.3 Property Rights
- 2.2.4. Civil Rights
- 2.2.5 Opening new fields of professions
- 2.2.6 Deskillling in Factories and industries
- 2.2.7 Campaign for equal pay and job opportunities
- 2.2.8 Women Trade Union League.

##### **2.3 The Suffrage campaign in Britain**

- 2.3.1 Importance of Langham Place
- 2.3.2. Private Member's Bill
- 2.3.3. Split among the Old and New generation of feminists
- 2.3.4 Co-operative Women's Guild
- 2.3.5 The Feminist Organizations
- 2.3.6 Demand for Adult Suffrage Rights
- 2.3.7 Advocacy by Churchill
- 2.3.8 The 1918 Adult Suffrage Act

### **Unit III: The struggle for suffrage in France**

- 3.1 Efforts by feminist Organizations
- 3.2 The Political Coalition
- 3.3 Role of Magazines and Journals
- 3.4 Situation in Wyoming and Utah
- 3.5 The Women's Bible
- 3.6 Referendums on the issue of suffrage
- 3.7 Suffrage Rights given to women in different states

*Note: reading material given (assignment 1)*

### **Unit IV: The Intermission Period (1920-1960)**

- 4.1 Struggle for women's rights in America
- 4.2 Coalition among feminist organizations on women's welfare issues
- 4.3 The Sheppard Towner Maternity Bill & The Infancy Protection Bill
- 4.4 Campaign against Child Labour
- 4.5 The Peace Movement & Women's International League for Peace and Freedom
- 4.6 Period of Depression & Relation between Social Welfare and Feminism.
- 4.7 Role of Women in Parliament
- 4.8 The sexual freedom
- 4.9 The Feminist Goals :Change in outlook and dress, Population and birth control
- 4.10 Emergence of 'New feminism' Britain.

### **Unit V: 2<sup>nd</sup> Wave feminism (1960s till 1990s)**

- 5.1 Betty Frieden's The Feminine Mystique (book review assignment 2)
- 5.2 National Organization for Women (NOW)
- 5.3 Legislations in America
  - 5.3.1. Equal Rights Amendment
  - 5.3.2. Equal Pay Act (1963)
  - 5.3.3. Debate over the ERA
- 5.4 Women Journals, Publications and movements
  - 5.4.1 Radical Feminism
  - 5.4.2 Redstocking
  - 5.4.3 Criticism on Stereotyped Sex Role
  - 5.4.4. African American women
  - 5.4.5. Changing Gender roles and the proper roles of women

### **Unit VI: 3<sup>rd</sup> Wave Feminism (1990s till 2008)**

- 6.1 Meaning of third wave feminism
- 6.2 Future of feminism
- 6.3 Post modern feminism and eco-feminism
- 6.4 Global feminism
- 6.5 Political and legal Rights

### **Unit VII: 4<sup>th</sup> Wave Feminism**

- 7.1: philosophy of 4<sup>th</sup> wave
  - 7.1.1 gender and sexuality

7.2: social movements and role of social media

7.2.1 lipstick

7.2.2. #metoo

7.2.3. #timesup

7.2.4: red dot at my palm

### **Unit VIII: Struggle for Rights around the Globe. (project given to students)**

Each of the selected country has some specific historical, cultural, religious, and national characteristics that makes the women's movement similar or different from the movement in United States and Britain.

1. Egypt and Turkey (Middle East)
2. Denmark (Scandinavian Country)
3. China (Far East Asia)
4. Afghanistan (Central Asia)
5. Kenya (East Africa)
6. Sub-Sahara Africa
7. Costa Rica and Nicaragua) Latin America)
8. SAARC Region

### **Unit XI: Women's Movement in Sub-Continent**

#### **9.1 Analysis of Women's conditions in the Mughal Period, The Invasion of Britishers and Impact of colonization**

#### **9.2 Socio-Cultural Transition and Muslim womanhood in India(1857-1920)**

9.2.1 Muhammadan Educational Conferences, •Efforts by Sir Syed Ahmad Khan & others for female education, •Role of Magazines, Journals and Literature in creating awareness about women's issues • 20th Century: A period of awakening

#### **9.3. Role of Women in the Independence Movement**

9.3.1 Opening up a public space for women: Bi Amma An opening for female politicians •Demand for female suffrage •Women's Participation in the First Round Table Conference •Women and Elections •Quaid's Verdict about role of women in the national development •The First All –India Muslim Ladies Conference •The role of women's organizations •Right for vote •Women's National Guard

#### **9.4. Women Struggle in Post-Independence Period(1947-58)**

9.4.1. Efforts by Begum Raana Liaqat Ali Khan •Women's Voluntary Service •Pakistan Women's National Guard •Pakistan Women's Naval Reserve •The role of women's organizations

#### **9.5 Political Process and Transformation of women' movement in Pakistan over 70 years**

**9.5.1 The Ayub Khan's Period: 1958-1969** •The Family Laws Ordinance, 1961

•Women in Politics •The role of women's organizations

**9.5.2 The Bhutto Era: 1970-1977:** •The Politicization of women •The 1973 Constitution •Women's Organizations

**9.5.3 The Zia Regime : 1977-1988:** •The period of Islamization •The discriminatory Laws against women •Women's Action Forum

9.5.4 The Benazir Bhutto Era, •The First Tenure (1988-1990) •The Second Tenure (1993-1996)

**9.5.4 The Nawaz Sharif Period,** •The First Tenure (1990-1993) • The Second Tenure (1997-1999)

**9.5.5. The President Musharaf Period (1999-2005)** •The Local Bodies Ordinance• Participation of Women in Politics •Permanent Commission on status of Women •National Empowerment and Development Policy for Women •The role of women's organizations

**9.5.6 Pro- women's Legislation in Zardari Regime (2008-2013)**•Areas concerns for future • Feminism from within Islam

## **Unit X : Factors leading to emergence of feminist and criticism of general theories.**

10.1 Sources Gender Inequality

10.2 Feminist Theories

10.3 Types of Feminisms

10.3.1 Gender Reform Feminism

10.3.2 Gender resistance Feminism

10.3.3. Gender Rebellion Feminism

10.3.4. Feminist Theories of Body

## **Unit XI: Gender Reform Feminisms**

11.1 Liberal Feminism

11.1.1 Numbers: Minorities and Majorities

11.1.2 The Protege System

11.2 Marxist and Socialist Feminism

11.2.1Capitalism and Patriarchy

11.2.2 Comparable Worth

11.3 Post-Colonial Feminism

11.3.1Gender and Development

11.3.2Decolonizing the Iceberg Economy

## **Unit XII: Gender Resistance Feminisms**

12.1 Radical Feminism

12.1.1Sex and Violence

12.1.2Maternal Thinking

12.1.3 Lesbian Feminism

12.1.4 Bisexual Politics

12.1.5 Psychoanalytic Feminism

12.1.6 Sadomasochism and the Workplace

12.1.7 Standpoint Feminism

12.1.8The Nature of a Standpoint

12.1.9 Where's the Power?

### **Unit XIII Gender Rebellion Feminisms**

- 13.1 Multicultural Feminism
- 13.2 Men's Feminism
- 13.3 Social Construction Feminism
- 13.4 Postmodern Feminism and Queer Theory

### **Unit XIV: Feminist Theories of the Body**

### **Unit XV: Muslims's reaction to feminism**

- 15.1 Emergence of Muslim Feminism
- 15.2 Concept and meaning
- 15.3 Struggle for women's rights in Muslim world

(Book review: Believing women in Islam by Dr. Asma Barlas)

### **Unit XVI: Presentations of book review**

Teaching-learning Strategies: online interactive live class sessions + multimedia, ppt. audio and video recordings, documentaries etc.

Assignments- reviewed written assignments (3) and zoom live class presentations (2)

Assessment and Examinations:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Readings**

1. Bryson, V. (2017), *Feminist political theory*. Palgrave Macmillan
2. Rehman, A. M., (2015) *Feminism in Islam*: random Publication, New delhi
3. Lorber, J. ( 2001). *Gender inequalities*: Roxbury Publishing Company
4. Zafar, F .(1991). *Finding our way*: Asr Publications

### **Additional References:**

Ahmad, Durre (2001). *Masculinity, rationality and religion*. Lahore ASR.

- Ali, Suki., Coate, Kelly., and VaGoru, Wangui.(ed). (2000). Global feminist Politics: Identities in a changing world. India: Rutledge.
- Asghar Ali, Azra.(2000). The Emergence of Feminism Among Indian Muslim Women (1920-1947). New York and Karachi Oxford University Press.
- Banerjee. Paula. (ed). (2008). South Asian Peace Studies (vol:3) women in Peace Politics. New Delhi: SAGE Publications.
- Bowden, Peta., Mummery, Jane. (2009). Understanding Movements in Modern Thoughts: Understanding Feminism. Durham: Acumen.
- Delamont, Sara(2003). Feminist Sociology. London: Sage Publications
- Fire Stones Shu Tamith. (1970). The Dialectic of Sex.
- Giliis, Stacy., Mowie, Gillian., Munford, Rebecca (ed). (2007). Third wave Feminism : A critical Exploration. U.S.A. : Palgrave Macmillan*
- Howie, Gillian., Munford, Rebeca. (ed.). (2007). Third wave feminism: A Critical Exploration. New York: Palgrave MacMillan.
- Jain, Jasbir (Ed.). (2005). Women in Patriarchy. New Delhi: Rawat Publications
- Jain, Jasbir (Ed.). (2005). Women in patriarchy. New Delhi: Rawat Publications
- Jayawardena, Kumari(1986). Feminism and nationalism in the third world. Lahore: ASR
- Jodi, O'Brien(ed). (2009). Encyclopedia of Gender and Society. U.S.A. : SAGE Publications*  
Lahore: ASR
- Mary John & Others. (1995). Background Report on Gender Issues in India. BRIDGE Publication: London.*
- Moghissi, Haideh (2001).Feminism and Islamic fundamentalism in the light of postmodern analysis. Oxford University Press.
- Mohanty, Chandra Talpade. (2003). Feminism without borders. Landon: Duke University Press.
- Oslon Francis (edit) (1995). Feminist Legal Theory. New York: New York
- Osorne, Susan. (2001). Feminism. Harpenden: Pocket Essentials.
- Poornima Mahan (2000). Encyclopedia of Women. SAGE Publication.*
- Ritzer, Georg and Goodner Donglas J.(2004). Sociological theory (6<sup>th</sup> ed). Boston: McGrah Hill

- Schotz, Sally J. (2010). *Feminism: A Beginner's Guide*. England.: Oneworld Publications:
- Shaheed, Fareeda, and Mumtaz, Khwar (1987). *Women of Pakistan: Two steps Forward, One step Back*: Vanguard Books.
- Shamim Meer (1998). Women Speak: Reflections on our struggles. Oxford Publishers*
- Shukla, Bhaskar A.(2006). *Women on Women: A Feminist Study*. New Delhi: SARUP Sons
- Shukla, Bhasker. (2007). *The American Feminist: A Critical Study*. Jaipur: Book Enclave.
- Sieversl, Sharon. (1999). *Women in Asia: Restoring to History*. India: Indian University Press.
- Sirkat Gah (1999). *Women's Movement in Central Asia*. Shirkat Gah: Lahore
- Smith, Bonnie G. (ed). (2004). Women's History in Global Perspective (Vol.1). U.S.A: University of Illinois Press*
- Smith, Bonnie G.(2000). *Global Feminisms since 1945*. Landon and New York: Rutledge.
- Smith, Bonnie. (ed). (2005). *Women's History: In Global Perspective*. (Vol. 1 Vol.2). American Historical Association
- Sue, H, (1996). *Timelines of American Women's History*. Washington : Roundtable Press.
- Thomsen, Natasha. (2010). *Women's Rights*. New Delhi: Viva Books Private Limited.
- Truth, Sojourner. (1851). *Ain't I a Woman?*
- Visram, Rozina. (1991). *Women in Twentieth-century India and Pakistan*. Cambridge: University Press.
- Visram, Rozina.(1992). *Women in India and Pakistan*. Cambridge: Cambridge University Press.
- Visweswarn, Kamala (ed.) (2011). *Perspectives on Modern South Asia: A Reader in Culture, History and Representation* . USA: Blackwell Publishing Ltd.
- Weiner, Myron., Banuazizi, Ali(ed.) (1994). *The politics of Social Transformation in Afghanistan, Iran and Pakistan*. New York: Syracuse University Press.Available online on [www.googlebooks.com](http://www.googlebooks.com)
- Wollstone Craft, Marry. (1796). *A vindication on the Rights of Women: with Structures on Political and Moral Subjects*.



## **GS 304: Gender Based Violence**

After the study of this course, students will be able to analyze the forms, extent and causes of institutional, social, and domestic violence against women within a historical, cultural, and structural context. They will also be able to analyze the role of different institutions of society regarding gender-based violence. Situation in Pakistan regarding violence with data and figures will also be discussed.

### **Course Contents**

#### **UNIT 01: Defining Gender Based Violence**

- Definition
- Gender Based Violence and contributing factors
- Declaration on the Elimination of Violence Against Women
- Domestic violence
- Activity: Screening of Documentary on Gender Based Violence for Students' sensitization

#### **UNIT 02: Theoretical Explanations for Gender Based violence**

- Social learning theory
- Exchange & Resource theory
- Feminist theory

#### **UNIT 03: Types of Gender Based Violence**

- Stove burning
- Acid throwing & Nose Cutting
- Honor killings
- Forced Marriages and its Types
- Rape
- Violence during armed conflicts
- Trafficking & Prostitution
- Harassment at work places

#### **UNIT 04: Impact of Gender Based Violence**

- Physical consequences
- Psychological Trauma
- Social Consequences
- Economics Consequences
- Effect on Family and Children

#### **UNIT 05: Legislations on Gender Based Violence in Pakistan**

- Women Protection Bill 2006
- Protection against Harassment of women at Workplace Act 2010
- Acid control and Acid Crime prevention Act, 2011
- Prevention of Anti-Women Practices Act, 2011
- Child Marriages & the Child Marriage Restraint Act, 1929

## UNIT 06: International and National Organizations Working for GBV

- Amnesty International UN Women
- Human Rights Commission of Pakistan
- Aurat Foundation & many others

## UNIT 07: Strategies to reduce and prevent Gender Based Violence

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### Basic Readings

- Banerjee, Sunita. (2009). *Violence against women in globalizing Asia*. Delhi: Swastik Publication.
- Douedoago, Francois.(2013). *Source book on social violence and unrest*. India: Random Export.
- Goel, Aruna.,Manvinder Kaur & Ameer Sultana (eds). (2006). *Violence against women; Issues and perspectives*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Goonesekere, Savitri. (ed.). (2004). *Violence, Law & Women's Rights in South Asia*. New Delhi: Sage Publications.
- Itzin, Catherine. (2010). *Domestic and sexual violence and abuse*. London: Routledge.
- Leatherman, Janie L. (2011). *Sexual Violence and armed conflict*. Cambridge: polity Press.
- Manderson, Lenore, Linda Rae Bennelt. (2003). *Violence against Women in Asian Societies*. New York
- Mckie, Linda. (2005). *Families, violence and Social change*. New York. McGrah Hill.
- Merry, Engle Sally. (2009). *Gender violence: A culture Perspective*. UK: Wiley. Black well.
- Shahida, Ayesha. (2010). *Silent voices, untold stories: women domestic workers in Pakistan and their struggle for empowerment*. Karachi: Oxford University Press.
- Singh, A.K, Singh, A.P, Khan, P.A. (2012). *Trafficking in Women and Children in India: Emerging Perspectives, Issues and Strategies*. New Delhi: Serials Publications.
- Welchman, Lynn & Hossain, Sara. (2005). *Honor: Climes, Paradigms, and violence against women*. Karachi: Oxford University Press

## **GS 310: Feminist Research**

The course aims at familiarizing the students with the qualitative inquiry methods. The course also aims at developing the skills among students to use qualitative research methods as independent or complementary to the quantitative methods in all spheres of Social Sciences. By the end of the course, the students will be able to design a qualitative inquiry to at least one selected issue in Gender Studies.

### **Course Contents**

#### **UNIT 01: Feminist Research: Origin and Rationale**

#### **UNIT 02: Differences between qualitative and quantitative research**

#### **UNIT 03: Theoretical affiliations and classification of qualitative inquiry**

- Ethnography
- Symbolic interactionism
- Feminist Post Modernism

#### **UNIT 04: Designs in Qualitative Research**

- Case study
- Field study
- Content analysis
- Action research
- Archival Research
- Historical Research

#### **UNIT 05: Concepts in Qualitative Research**

- Human as instrument
- Grounded theory and ideographic interpretation
- Idea saturation
- Triangulation
- Participatory Action Research

#### **UNIT 06: Stages in Qualitative Research**

#### **UNIT 07: Sampling Techniques**

#### **UNIT 08: Tools of Data Collection**

- Interviews
- Focused Group Discussions
- Observation

#### **UNIT 09: Data Collection Process**

- Field notes
- Transcripts from taped interviews

- Subjects written words
- Montage/photography
- Official records
- Accounts
- Videos

#### **UNIT 10: Analysis of Data**

- Analysis of data in the field
  - Field memos
  - Discovering themes and hypotheses

#### **UNIT 11: Analysis after data collection**

- Developing coding categories
- Data displays

#### **UNIT 12: Ethical Issues in Qualitative Inquiry**

#### **UNIT 13: Report writing**

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

#### **Basic Readings**

- Mason, Jannifer. (2002). **Qualitative Researching**. (2nd Ed). London: Sage Publications.
- Jarvilooma. H, Moisala. P, V.Anni. (2003). **Gender and Qualitative Methods**. New Delhi: Sage Publications.
- Cassell C. Symon, G. (2004). **Essential Guide to Qualitative Method in Organizational Research**. New Delhi: Sage Publications.
- Swanborn P. (2010). **Case study Research**. New Delhi: Sage Publications.

## GS- 306 English Writing Skills

### Course content

#### **UNIT 01: Introduction of the course**

- Revision of Parts of Speech

#### **UNIT 02: Active and Passive voice**

- Reported Speech

#### **UNIT 03: Basic Clause Patterns**

- Sentence types
- Identifying sentence errors

#### **UNIT 04: Writing styles**

- Report and narrative writing
- Descriptive writing
- Persuasive writing
- Paragraph writing
  - Types and techniques
  - Ways of organizing texts

#### **UNIT 05: Essay writing**

- Expository writing
- Summary and precis writing
- Reader centered writing
- Audience analysis

#### **UNIT 06: Writing memorandums and meeting documents**

- Letter writing
- Writing direct requests

#### **UNIT 07: Writing reports**

- General reports
- Short reports
- Long reports

#### **UNIT 08: Language review**

- Sentence review
- Punctuation review
- Mechanics review
  - Language review: Practice Session

#### **UNIT 09: Writing proposals**

- Research writing
- Writing empirical research reports
- Writing specifications and analysis reports
- How to avoid common writing problems

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Readings**

Adrian Wallwork (2011) *English for Academic Correspondence and Socializing*

Adrian Wallwork (2013) *English for Academic Research: Grammar Exercises*

Jim Cummins, Chris Davison (2007) *International Handbook of English Language Teaching in Springer International Handbooks of Education.*

Hans Uszkoreit in White Paper Series (2012) *The English Language in the Digital Age* by Georg Rehm,

Adrian Wallwork (2013) *English for Academic Research.*

Adrian Wallwork (2011) *Writing Exercises by English for Writing Research Papers.*

## GS 312-Gender and Governance

### Course Contents

#### **UNIT 01: Attitudes and behavior of society towards women's political participation**

- Socio-cultural constraints in effective participation of women
- Effect of women's participation on country politics

#### **UNIT 02: Status of Women in Politics**

- A historical overview of women's political participation
- Women in political process (Challenges and opportunities)
- Women as voters

#### **UNIT 03: Role of women in parliament**

- Women leadership training
- Women's Political Caucus
- Present Situation and vision of women in politics

#### **UNIT 04: Local Government Ordinance, 2000**

- State of women in urban local government of Pakistan
- Women representation in Pakistan's Parliament

#### **UNIT 05: Women in parliament (A Global Overview)**

- Women in parliament in Pakistan (Problems and Potential Solutions)

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

## **Basic Readings**

- Bindra, Anju. (2009). Women in Global Political Movement. Manglam Publications, Delhi, India.
- Mehta, Vaikunth, (2006). Women and Political Issues. ABD Publishers, Jaipur, India.
- Rouse, Shahnaz. (2006). Gender, Nation, State in Pakistan. Maktaba Jadeed, Lahore
- Ross, Karen. (2002). Women, Politics and Change. Oxford University Press, New York.
- Mahmood, Safdar. (2000). Pakistan Political Roots and Development 1947-1999. Oxford University Press, Karachi.
- Kumar, Anil. (2007). Political Status of Women. APH Publishing Corporation, Delhi.
- F.E. Lynne. (2006). Women & Politics: The Pursuit of Equality (3<sup>rd</sup> ed). Suzanne Jeans, USA.
- Goertz , Gry and M.G.Amy. (2008). Politics, Gender and Concepts. Cambridge University, UK.
- S .Anne. (2007). Women Power and politics. Palgrave Macmillan Publishers. New York.



## **GS-313: Gender and Education**

The course reviews gender and educational issues within national and international context. Identification of gender gaps both in the formal and non-formal education system, gender analysis of textbooks and curricula at various levels and the comparative analysis of gender gaps in education in the South Asian countries will be discussed in detail. Further, comparative study of the mental faculties of males and females and explanation of such differences, research on impact of women and men education in different fields like health, politics, economic participation, family matters etc. are also interesting components of the course.

### **Course Contents**

#### **UNIT 1: Education in the Sub-continent: Gender perspective**

- Mughal Period
- Colonial period

#### **UNIT 2: Gendered Review of Educational Policies and Development Plans**

#### **UNIT 3: Education and Gender Equality**

- Major concerns in achieving gender equality
- International and national conventions and treaties

#### **UNIT 04: Gender Analysis of Education System in Pakistan**

- Primary/Elementary Education
- Secondary School Level Education
- Higher Secondary Level Education
- Higher Education
- Technical/Vocational Education for Women
- Adult Literacy

#### **UNIT 05: Financial Allocation for Education**

- Past and Present Reviews

#### **UNIT 06: Cognitive Gender Differences**

#### **UNIT 07: Gender Portrayal in Textbooks**

#### **UNIT 08: Demand and Supply Factors in Education: An Analytic Model**

#### **UNIT 09: Co-education and Single Schools: An Analysis**

#### **UNIT 10: Impact on Men and Women Education**

- Children's Health and Education
- Population Growth
- Political and Social Participation
- Economic Growth Participation

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
5.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
6.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Readings**

- Qureshi, R. and Rarley. J.(2007). Gender and Education in Pakistan. Oxford: University Press.
- Lewis, M.A. and Lockheed, M.E (2007). Exclusion, Gender and Education: Case studies from the Developing World. Centre for Global Development.
- Martino, W and Kehler, M.(2009). The Problem with boys' education: Beyond the Backlash. SAGE Publications
- Hightomer, M.W.(2013). Leaders in Gender and Education: Intellectual Self Portraits. McGraw Hill
- Bank B.J. (2011). Gender and Higher Education. Johns Hopkins University Press

## **GS-314: Gender, Health and Demography**

### **GS 314**

Recognizing the basic truth that good health of both men and women is an indicator of a prosperous society; this course looks at the current health status of the Pakistani community by examining their health needs, facilities for addressing these needs, and more importantly, their awareness about their health needs. This course, thus, looks how men and women perceive their personal health needs and how they look at each other's health needs. In addition to the institutionalized health care-system, in this course we would also study traditional systems of cure and healing, and myths and belief systems.

### **Course Contents**

#### **UNIT 01: Introduction**

- Health as a gender issue
- Variations in health status
- Access to health care
- Sources of data about health
- Role of traditions and myths

#### **UNIT 02: Life cycle of Women's health**

- Girl child (from birth to puberty)
- Reproductive span
- Problems of women's health as a human right

#### **UNIT 03: Nutrition, Mal-nutrition and Impact on Health**

- Myths and practices
- Preventable and Treatable diseases and their management
- Gender Differences

#### **UNIT 04: Reproductive Health**

- Menarche
- Pregnancy and childbirth
- Male-Female Infertility
- Abortion and Miscarriages
- Role of Men

#### **UNIT 06: Access to health care and services**

- Physical Access & availability
- Economic access
- Socio cultural access
- Challenges

### **UNIT 07: Health Care system of Pakistan**

- Structure
- Policies and Programme

### **UNIT 08: Gender issues and their influence on health**

- Literacy and education
- Employment
- Early Child Marriages
- Gender differences in South Asia

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Readings**

- Bird, Chloe E., and Patricia P. Rieker. (2008). *Gender and health*. Cambridge: Cambridge Univ. Press
- Curtis, Sara. (2004). *Health and Inequality*. London: Sage.
- Kariapper, Rehana. (2007). *Unraveling realities: reproductive health and rights*. Lahore: ShirkatGah.
- Khan, Ayesha. (2000). *Adolescents and reproductive health in Pakistan*: Islamabad: Population Council
- Nelson, Debra L., and Ronald J. Burke. (2002). *Gender, work stress, and health*. Washington, D.C.: American Psychological Assoc.

## GS-315: Family Sociology

### Course Contents

The importance of family as a fundamental social unit and the role of family in determining the character and structure of society need no argument. To understand society study of family sociology is very important. Through this course, students will be in a position to understand the role of family and the functions that it plays and the changes that are occurring with passage of time. Gender roles will be discussed through parent-child interaction.

### Course Contents

#### **UNIT 01: Marriage, Family and its Function**

- Definition and Types of Marriage
- Definition and Types of Family
- Functions of Family

#### **UNIT 02: Theoretical Frame works for to understanding Family**

#### **UNIT 03: Gender Role Socialization**

- Gender Socialization Process in Family
- Factors responsible for Gender Role Socialization
- Changing Gender Roles

#### **UNIT 04: Parent –Child Interaction and Generation Gap**

#### **UNIT 05: Family Work and Economics**

- Economic changes affecting the family
- Poverty/Unemployment
- Job loss

#### **UNIT 06: Women increasing participation in Labor force**

- Impact of women's working status on family dynamics
- Single parent families

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.

3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.
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### **Basic Readings**

Benokraitis, N.V (2011). Marriages & Families Changes, Choices, and Constraints. New Delhi: PHI Learning Private Limited.

Cottrane, Scott (2004). Families and Society. Canada: Thomas Learning.

Strong, deVAULT, Christine and Cohen, Theodore F. (2005). The marriage and family experience (9<sup>th</sup> Ed). Canada: Thomas Learning.

Moerbeek. M, Nichof. A, Ophern. V.J.(2007). Changing Families and their Life Styles. Vol. 5 Netherlands: Wajenien Academic Publishers.

Strong, S. Devault, C. Cotton F. Theodore. (2008). The Marriage and Family Experience. (9<sup>th</sup> Ed.). Thomson Wards worth.

## **GS-401: Project Cycle Management**

The course will enhance the understanding of students about the concept of Project Cycle Management: instruments, actors, procedures, participatory planning, methods, and tools. Further the course intends to know how to make and assess a logical framework: objectives, assumption, indicators, main features of budgeting and assessment of budgets Gender sensitivity and project cycle management.

### **Course Contents**

#### **UNIT 01: Introduction**

- Project Cycle Management: Concept and Meaning
- Steps in participatory project design

#### **UNIT 02: Problem Identification and Analysis: Gender perspective**

- Different tools of problem identification, prioritization, and analysis
- Ranking matrix, pie chart, transit walk social mapping etc.

#### **UNIT 03: Vision, Goal and Objectives: Gender perspective**

- Writing Strategic Objectives
- Selection of intervention strategies and steps

#### **UNIT 04: Introduction of Logical Framework**

- Developing intervention logic
- Assessing feasibility, external factors, and risks

#### **UNIT 05: Risk Matrix**

- Assumptions and mitigation plans
- Indicators and its importance

#### **UNIT 06: Monitoring**

- Monitoring Process
- Difference between monitoring and evaluation
- Impact assessment
- Output and Outcome

#### **UNIT 07: Introduction to Budgeting**

- Activity and result based budgets
- Gender Budgeting

#### **UNIT 08: Gender and Project Cycle Management**

- Different steps of gender sensitive project development
- Gender mainstreaming in project cycle management
- Gender Need Assessment
- Gender and Planning
- Gender and monitoring and evaluation

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Readings**

Pinkerton, W.(2003).Project Management. McGraw Hill.

GEM (2012). Gender Evaluation Methodology

World Economic Forum (2013). The Global Gender Gap Report



## **GS-311: Gender and Human Rights**

The course focuses on human rights stated by International Human Rights bodies. It critically looks into legal issues, socio-cultural construction of Pakistani society as well as Pakistan's commitments and compliance to International Human Rights Law with special reference to gender.

### **Course Contents**

#### **UNIT 01: Introduction to Human Rights**

- Origin
- Theories

#### **UNIT 02: International Development of Human Rights**

- The United Nation Charter
- Universal Declaration of Human Rights
- Universal Islamic Declaration of Human Rights

#### **UNIT 03: Gender and Human Rights**

- International Convention on Elimination of All Forms of Discrimination Against Women (CEDAW)
- Beijing Platform for Action
- Millennium Development Goals

#### **UNIT 04: Gender, Law and Human Rights in Pakistan**

- Fundamental Rights in the Constitution of Pakistan
- Human Rights in Pakistan: Legal Perspective
- Recent Legal Developments in Pakistan

#### **UNIT 05: Family Laws in the Pre-Independence Period**

#### **UNIT 06: Muslim Family Ordinance, 1961**

- **Marriage**
- Polygamy
- Dower
- Dowry (Dowry and Bridal Gifts Restriction Act, 1976)
- Dissolution of Marriage
  - Talaq
  - Khula
  - Dissolution of Muslim Marriage Act (1939)
- Iddat
- Maintenance

- Custody and Guardianship
- Law of Inheritance
- Recent Reforms in Punjab

**UNIT 07: Challenges to Human Rights in Pakistan**

- Human Rights Violations and Abuses

**UNIT 08: Protection of Human Rights: State and Civil Society**

- National and International Perspective

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

**Basic Readings**

Ali Shaik (n.d). *Law of Divorce and Khula in Pakistan*. Available online

Anita M. Weiss (2012). *Moving Forward with the Legal Empowerment of Women in Pakistan*. New York: US Institute of Peace.

Farani, M. *Manual of Family Laws*. Lahore: G.F Printings Press.

Freeman M. (2003). *Human Rights: An Interdisciplinary Approach*. UK: Polity Press.

Human Rights Commission of Pakistan (2012). *State of Human Rights: Annual Report*. Lahore: HRCP

International Human Rights Observer. *Pakistan Law on Human Rights*.

Iqbal, Safia. (2001). *Women and Islamic Law*. Lahore: Islamic Publications.

Lynn Welchman (2004). *Women's Rights and Islamic Family Law: Perspectives on Reform*. Zed Books; London

NCSW (2012). *Women's Right of Inheritance*. National Commission on the Status of Women. Available online

- Rai, U.R (2011). *Fundamental Rights and their Enforcement*. New Delhi: PHI Learning.
- Rhona K.M. Smith (2007). *Text book on International Human Rights*. New York: Oxford University Press.
- Shamsi, N (2003). *Human Rights and Islam*. New Delhi: Reference Press.
- SirkatGah. (1994). *A handbook on Family Law in Pakistan*. Lahore: ShirkatGah Publication.
- Sustainable Development Policy Institute (2008). *Land Rights for Muslim Women: Review of Law and Policy*

## **GS -403: Statistical Data Analysis**

This is a basic course in data analysis techniques for the beginners. It is assumed that the students taking this course are computer literate and have ability to use MS Office to fair extent. The course intends to take students through the basic concepts to understand, perform and interpret the descriptive and inferential statistical techniques. The students will be given many opportunities of hands-on practice using purposely structured data sets for each exercise.

### **Course Contents**

#### **UNIT 1: Introduction to SPSS**

- Planning the study
- Choosing appropriate scales and measures
- Preparing a questionnaire
- Designing a study
- Preparing a codebook

#### **UNIT 2: Starting SPSS**

- Working with data files
- SPSS windows; Menus
- Dialogue boxes
- Closing and Saving SPSS File

#### **UNIT 3: Preparing the data file**

- Defining the variables; Entering data; Modifying the data file; Data entry using Excel;
- Creating a data file and entering data
- Screening and cleaning the data
- Checking for errors; Finding and correcting the error in the data file; Case summaries

#### **UNIT 4: Data Handling in SPSS**

- Sorting Cases
- Merging Files
- Aggregating Cases
- Splitting Files
- Selecting Cases
- Recoding Values
- Computing New Variables

#### **UNIT 5: Preliminary Analyses**

- Descriptive statistics
- Categorical variables; Continuous variables; Missing data; Assessing normality; Checking for outliers; Additional exercises
- Using graphs to describe and explore the data
- Histograms; Bar graphs; Line graphs; Scatterplots; Boxplots; Editing a chart or graph; Importing charts and graphs into Word documents; Additional exercises
- Manipulating data

- Calculating total scale scores; Transforming variables; Collapsing a continuous variable into groups; Collapsing the number of categories of a categorical variable; Additional exercises
- Checking the reliability of a scale
- Details of example; Interpreting the output from reliability; Presenting the results from reliability; Additional exercises
- Choosing the right statistic
- Overview of the different statistical techniques; The decision-making process; Key features of the major statistical techniques; Summary table of the characteristics of the main statistical techniques;

**UNIT 06: Statistical techniques to explore relationships among variables**

- Correlation
- Preliminary analyses for correlation; Interpretation of output from correlation; Presenting the results from correlation; Obtaining correlation coefficients between groups of variables; Comparing the correlation coefficients for two groups; Testing the statistical significance of the difference between correlation coefficients; Additional exercises

**UNIT 07: Statistical techniques to compare groups**

- Assumptions; Type 1 error; Type 2 error; Effect size; Missing data

**UNIT 08: Non-parametric statistics**

- Chi-square; Mann-Whitney U Test; Additional exercises

**T-Tests**

- Independent-sample t-test; Paired-samples t-test; Additional exercises

**One-way analysis of variance**

- One-way between ANOVA; Additional exercises

**Two-way between-groups ANOVA**

- Details of example; Interpretation of output from two-way ANOVA; Presenting the results from two-way ANOVA; Additional analysis

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

## **Basic Readings**

- Agresti, A. (2007). An Introduction to categorical data analysis. Canada: John Wiley & Sons.
- Field A. (2013). Discovering Statistics using SPSS Statistics (4<sup>th</sup>. Ed). London: SAGE Publications.
- Pallant J.(2007). SPSS Survival Manual: A Step by Step Guide to Data Analysis using SPSS for Windows (3<sup>rd</sup> Ed.) England: Open University Press.
- Gaur A. S. & Gaur S.S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS (2<sup>nd</sup> Ed). Singapore: SAGE Publications

## GS-404: Women in Business

The course will help the students to examine the social, cultural and historical factors that influence women's work and the multiple ways in which gender affects the nature and quality of work.

The course will cover the women's role in the traditional societies and effects of industrialization on women's work. Women's paid and un-paid work in contemporary societies will also be observed in various contexts and relevant gender differentiation. Each contemporary topic will be discussed with the reference to Pakistani context.

### Course Contents

#### **UNIT 01: Participation patterns of work in pre-civilized and civilized period**

- Industrial Revolution in Great Britain
- Industrial Revolution in United States
- Technological change and impact on women

#### **UNIT 02: Women and Employment**

- Women and unpaid work
- Women and paid work Participation pattern of women in paid and un-paid work
- Women in rural sectors
- Women in urban sector

#### **UNIT 03: Changing patterns of women in employment**

- Attitude and behaviors towards women's employment.
- Structural Adjustment Policies
- SAP and urban woman
- SAP and rural woman

#### **UNIT 04: Privatization**

- Effects of privatization on women
- Gender biases in jobs
- Gender pay gaps
- Cross-Cultural variation in the Gender pay gap

#### **UNIT 05: The Glass ceiling theories**

- Gender stereotypes

#### **UNIT 06: Maternity leave and child care policies**

- Sexual harassment at work place
- Sexual Harassment and power
- Family and Work

#### **UNIT 07: Globalization**

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative	25%	It is continuous assessment. It includes:

	Assessment/ Sessional Work		classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands- on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Readings**

- Shawn Meghan Burn.(2000). Women Across Culture: A Global Perspective. London: Mayfield Publishing Company.
- Coyle, Angela., Jane, Slinner.(ed.).(1988).Women and Work: Positive Action for Change. London: Macmillan Education.
- United Nations. (1999).World Survey on the Role of Women in Development: Globalization, Gender and Work. New York.
- Economic Survey of Pakistan.(2004-05). Islamabad: Government of Pakistan.
- Barua, Nayan., Brokakoty, Aparajeda. (2005). Women Entrepreneurship. New Delhi: APH Publishing Corporation.
- Kumar, Raj. (ed.). (2000). Women in Agriculture and Trade. New Delhi: Anmol Publications.
- Dutta, R.K (2003). Women Empowerment. New Delhi: Reference press.
- Miremath, R.C. (2002). Women in Changing World. Jaipure (India): Pointa Publishers.



## **GS-405: Gender and Environment**

The course will create awareness among students about environmental hazards for human beings especially on women health. It will also highlight the role of women in environmental conservation. Ecology, ecosystems, pollution, sanitation, global and national trends in environmental protection will be discussed with special emphasis on the Pakistani context.

### **Course Contents**

#### **UNIT 01: Introduction**

- Theoretical frameworks

#### **UNIT 02: Gender and the Ecosystem**

- Overpopulation, forest degradation, environmental pollution, and loss of biodiversity

#### **UNIT 03: Development and Ecosystem**

- Effects of industrialization on environment
- Modern agricultural development and health hazards
- Water crisis- water as an environmental issue; renewable and non-renewable resources
- Alternative energy sources

#### **UNIT 04: Ecological Change and Development**

- Impact on quality of life (men & Women)
- Gendered effects of energy crisis, water crisis, social forestry etc

#### **UNIT 05: Urbanization and Ecological problems**

- Urban life and social and health hazards
- Population density migration, slum life and its impact on women and men lives
- Women as producers and consumers

#### **UNIT 06: Green Revolution and its Effects on Women and Men**

- The Impact of Technological Changes in Agriculture Rural Women & Men
- Employment Consequence of Technological Change in Agriculture
- Gender differences in the nature of work in Agriculture
- The Effects of Environmental Degradation on Women
- Concern of Food Security: Role of Gender and Intra-Household Dynamics in Pakistan

#### **UNIT 07: Gender, Environment, and Sustainable Development**

- Contributing factors Hampering development
- Women working to improve the environment, Case studies

#### **UNIT 08: Strategies for planning**

- UN Agenda for gender Integration in Environmental Development
- Earth Summit to Habitat II

- Environmental law: Globally and Nationally
- Current gender and environmental issues in Pakistan

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Readings**

Kurian, Priya A (2000) *Engendering the Environment: Gender in the World Bank's Environmental Policies*. Ashgate Publications.

Madrak, Yamāhbarāwīṭenāt (2003). *Environment, Poverty, and Gender*. Forum of Social Studies

Mellor, Mary. (2002). *Eco Feminist Economics: Women, Work and the Environment*. *Women and Environment*, 54/55, 7-10

Pandey, Mahendra. (2003). *Environmental Pollutants and Women's Health*. New Delhi: Dominant Publishers

Sachs, Carolyn E. (2006). *Gendered Fields: Rural Women, Agriculture, and Environment*. West View Press

## **GS-406: Gender and Media**

The course focuses on the core concept and effects of mass media with special reference to gender. It is designed to enable the students to understand the function of mass media with its diverse interplays. It also teaches a critical perspective in terms of opportunities as well as challenges media has posed for gender in the contemporary period.

### **Course Contents**

#### **UNIT 01: Introduction to Mass Media**

- Historical Development
- Classification and Functions

#### **UNIT 02: Theoretical Understanding of Mass Media**

- Content Theories
- Effect Theories
- Feminist Perspective

#### **UNIT 03: Media, Power and Society**

- Socialization and Identity
- Social Change
- Feminist Movements

#### **UNIT 04: Gender Portrayal in Print Media**

- English Newspapers
- Urdu Newspapers
- Magazines

#### **UNIT 05: Gender Portrayal in Electronic Media**

- News and Talk Shows
- Advertisements
- Dramas and Movies
- Children Programs and Cartoons
- Social Media

#### **UNIT 06: Gender and Media in Pakistan: Ethical Aspect**

- PEMRA
- Laws and Authorities related to Print Media
- Laws and Authorities related to Electronic Media

#### **UNIT 07: Media in Gender Development**

- National and International Perspective

## UNIT 08: Employment Patterns in Media Organizations

- Situation in the Past
- Current Trends

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test.

### **Basic Readings:**

- Karen Ross (2012). *Gendered Media: Women, Men, and Identity Politics*. Lanham: Rowman & Little field Publisher
- Karen Ross (2012). *The Handbook of Gender, Sex and Media*. USA: Wiley-Blackwell
- Rohit Chopra and Radhika Gajjala (Ed.) (2011). *Global Media, Culture, and Identity: Theory, Cases and Approaches*. New York. Routledge
- Mary Kosut (2012). *Encyclopedia of Gender in Media*. Sage: California
- Anjum Zia (2007). *Media and Gender: Pakistani Perspective*. Available online
- Julia T. Wood (2000). *Gendered Media: the Influence of Media on Views of Gender*. Available online
- Joke Hermes (2007). *Media Representation of Social Structure: Gender*. Available online
- Tayyebeh and Datis (2013). *Construction of Social Identity in Social Media: An Investigation of Iranian Users' Appearance in Facebook*. *Interdisciplinary Journal of Contemporary Research in Business*. Vol. (4). No. 12

## **GS-407: Community Work/Field Project**

### **Course Contents**

The course is designed to provide students practical experience and understanding of designing and conducting community/field projects. Students will be encouraged to design projects and conduct field work in selected areas on gender issues. The students will do household surveys and conduct focus group discussions (FDGs) in the selected communities. Further they will be encouraged to conduct awareness raising sessions in the selected communities on the gender issues.

## GS-408: Gender and International Relation

International relations and gender studies share theoretical approaches to their areas of study and use common concepts such as power, violence etc. The aim of this course is to make students understand how development in international relations affects gender, and importance of gender in working world politics. The role of gender will also be discussed regarding foreign policy, peace, war, and development.

### Course Contents

#### UNIT 01: Introduction and foundation of International Relations

- World civilizations
- Imperialism
- Two World Wars
- The Cold War

#### UNIT 02: Theories in International Relations

- Gender in Foreign Policy Making
- Gender and Global Political Economy

#### UNIT 03: Globalization

- Liberalization of Trade
- IMF and Impact of IMF policy on women
- Gender, feminism, and political economy

#### UNIT 04: Gender, War and Peace

- Importance of feminism for peace in International relation
- Women in South Asian conflicts
- Gender and Ecological security

#### UNIT 05: Human and global challenges to the protection of Human Rights

- Population Pressure Resource depletion and the preservation of the global environment
- Gender gap in Human Development
- Gender and development in the age of globalization
- Mainstreaming gender in development
- Development of gender in international perspective

**Practical Exercises:** Working on Assignments, Presentations, Group Discussions, Individual Assessment and Quizzes.

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment/ Sessional Work	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final	40%	It takes place at the end of the semester. It

	Assessment		is mostly in the form of a test.
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### **Basic Readings**

- Goldstein, Joshua S. (2003). *International Relations* (5<sup>th</sup> edition). New Delhi; Baba Barkha Nath Printers.
- Burrell Scott., Devetak, Richard., Linklater, Andrew., et al. (2001). *Theories of international Relations*. (2<sup>nd</sup> ed.). New York: Palgrave.
- Charles., Kegley., Charles., and Kegley. (2004). *World Politics*. ((9<sup>th</sup> edition). America
- Manchanda, Rita. (ed.). (2001). *Women War and Peace in South Asia*. New Dehli; Sage Publication.
- Steans J, (2006). *Gender and International Relations* (2nd edition). Cambridge; Polity Press
- Enloe H. Cynthia (1990). *Bananas, Beaches & Bases: Making Feminine Sense of International Politics*. University of California Press.
- Anderlinei N. Sanam (2008). *Women Building Peace* (1st Indian edition). USA; Lynne Rienner Publishers.
- Gillian Young (2004). *Feminist International Relations: a Contradiction in terms or: Why women and gender are essential to understanding the world ‘we’ line in*. *International Affaris* 80, I(2004) 75-87.
- Eric Balnchard (2003). *Gender, International Relations, and the Development of Feminist Security Theory*. *Journal of women in culture and society* (2003)., vol, 28, No. 4
- Daniel Maliniak; et al (n.d). *Women in International Relations*. *Politics & Gender* 4(1) 2008.
- Terrell Carver (2003). *Gender and International Relations*. *International Studies Review* (2003); 5, 287-302.
- Elisabeth Rehn & Ellen Johnson Sirleaf. (2002). *Women, war, and peace: The Independent Experts’ Assessment on the Impact of Armed Conflict on women and Women’s Role in Peace building*. Available at [www.pendientedemigration.4cm.es](http://www.pendientedemigration.4cm.es)
- Jack Donnely (1998). *Human rights: a new Standard of civilization*. *International affairs* (199), volume: 74,issue: 1, 1-23e
- Manfred Stage (2009). *Globalization: A very Short Introduction*. OUP Oxford; 2<sup>nd</sup> ed (2008).
- Ghulam Ali Khan (n.d). *Globalization and Pakistan, Some Realities*, available on internet at [ww.pu.edu.pk](http://ww.pu.edu.pk)