

CURRICULUM
OF
GENDER STUDIES
BS & MS

(Revised 2017)



HIGHER EDUCATION COMMISSION
ISLAMABAD - PAKISTAN

CURRICULUM DIVISION, HEC

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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. It includes objectives & learning outcomes, course contents, scheme of studies, teaching methodologies and methods of assessment of learning. 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 after every three years 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.

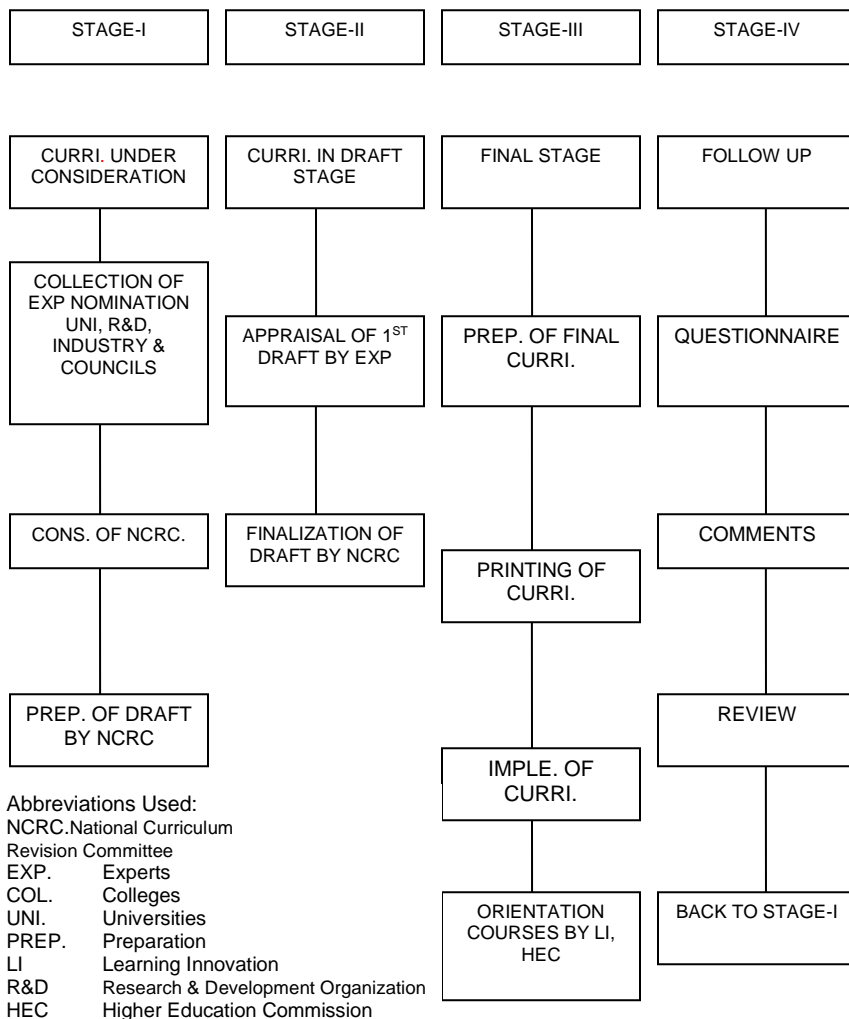
In order to impart quality education which is at par with international standards, HEC NCRCs have developed unified templates as guidelines for the development and revision of curricula in the disciplines of Basic Sciences, Applied Sciences, Social Sciences, Agriculture and Engineering in 2007 and 2009.

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

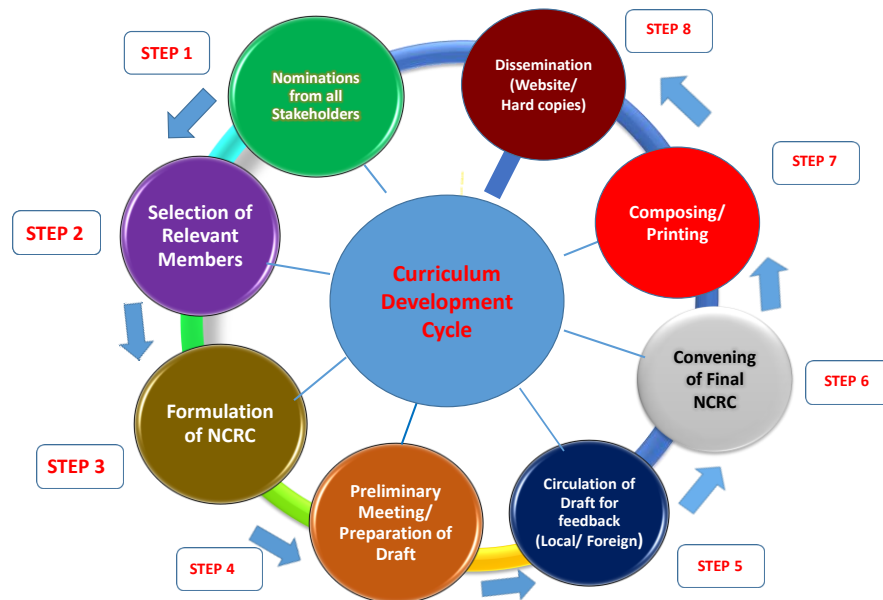
<http://hec.gov.pk/english/services/universities/RevisedCurricula/Pages/default.aspx>

(Muhammad Raza Chohan)
Director General (Academics)

CURRICULUM DEVELOPMENT PROCESS



CURRICULUM DEVELOPMENT CYCLE



Introduction

The final meeting of National Curriculum Revision Committee (NCRC) in the discipline of **Gender Studies (BS-MS)** was held from April **20 - 22, 2017** at **HEC Regional Centre Karachi**. The purpose of the meeting was to finalize the draft curriculum prepared in its preliminary meeting held from October 19 - 21, 2016 at the Higher Education Commission, Regional Centre, Lahore. The following members attended the final meeting:

1. Prof. Dr. Misbah Bibi, Convener
Director,
Institute of Gender Studies
University of Sindh,
Jamshoro
2. Prof. Dr. Anoosh Khan Co-Convener
Chairperson,
Department of Gender Studies,
University of Peshawar,
Peshawar
3. Prof. Dr. Ruhi Khalid, Member
Director,
Institute of Psychology,
Beacon House National University,
Lahore
4. Prof. Dr. Anila Kamal, Member
Director,
National Institute of Psychology,
Quaid-I-Azam University,
Islamabad
5. Mr. Aurangzaib Alizai, Member
Assistant Professor,
Gender and Development Studies,
University of Balochistan,
Quetta
6. Dr. Asma Manzoor, Secretary/
Assistant Professor, Member
Center of Excellence for Women's Studies,
University of Karachi,
Karachi

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| 7. | Prof. Dr. Razia Mussarat,
Chairperson,
Department of Political Science and
Gender Studies,
The Islamia University of Bahawalpur,
Bahawalpur | Member |
| 8. | Dr. Yasmin Roofi,
Coordinator,
Gender Studies Programme,
The Department of Political Science
The Islamia University of Bahawalpur,
Bahawalpur | Member |
| 9. | Dr. Agha Nadia Pathan,
Assistant Professor,
Institute of Gender Studies,
Shah Abdul Latif University,
Khairpur | Member |
| 10. | Ms. Rahla Rahat,
Assistant Professor,
Institute of Social and Cultural Studies
University of the Punjab,
Lahore | Member |
| 11. | Dr. Abdullah,
Assistant Professor,
Department of Social and Gender Studies,
University of Swat,
Swat | Member |
| 12. | Ms. Shahla Tabassum,
Assistant Professor,
Department of Gender Studies,
Fatima Jinnah Women University,
Rawalpindi | Member |
| 13. | Ms. Farah Adil,
Lecturer,
Department of Gender and Development Studies,
Lahore College for Women University,
Lahore | Member |

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| 14. | Dr. Muhammad Idrees,
HEC
Director,
Curriculum,
Academic Division, HEC
Islamabad | Coordinator |
| 15. | Ms. Syeda Sanober Rizvi,
HEC
Deputy Director,
Curriculum,
Academic Division, HEC
Islamabad | Coordinator |

The following members attended the preliminary meeting only and could not attend the final meeting due to pre-occupation:

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|----|--|--------|
| 1. | Dr. Zahira Batool,
Associate Professor/Chairperson,
Department of Sociology,
Government College University,
Faisalabad | Member |
| 2. | Dr. Rana Malik,
Assistant Professor,
Department of Gender Studies,
University of the Punjab,
Lahore | Member |

The first session of National Curriculum Revision Committee's (NCRC) final meeting was held on April 20, 2017. The meeting started with the recitation of verses from the Holy Qur'an and it was chaired by Prof. Dr Misbah Qureshi.

Ms. Syeda Sanober Rizvi, Deputy Director (Curriculum) and Co-coordinator HEC welcomed all the members on behalf of the Chairman, HEC. She briefed the members of the responsibilities of the Commission to review/revise the curriculum. She also briefed the members of their responsibilities (i.e., review/revise the curriculum) as per provision of the Act 2002. She also informed the honourable members regarding the main purpose of revising the curriculum keeping in view the framework/scheme of studies for B.S. and M.S./M.Phil. in the discipline of Gender Studies so that the courses could be made compatible with the International Outcomes Based Education (OBE) standards and be in line with the recent research and development. There was a deliberate discussion among the committee members on the preliminary draft

prepared in its last meeting held on October 19 - 21, 2016, at HEC Centre Lahore. All those members who had already sent their inputs presented their drafts before the committee for further discussion. All queries and questions were satisfactorily answered by the respective expert members of the Committee. Dr. Misbah was available in one session.

The second and third sessions, of second meeting on April 21 and 22, 2107, respectively were held under the supervision of Prof. Dr. Anoosh Khan, unanimously decided as Co-Convener by the committee in the absence of Convener, Prof. Dr Misbah Qureshi and Dr. Asma Manzoor as the secretary of the committee. The NCRC discussed different aspects of the curriculum in the discipline of Gender Studies.

The members focused on nomenclatures of various degree programmes, rationale and scope of Gender Studies, titles of different courses offered during 4 years B.S. and M.S./M.Phil. programmes (with mandatory thesis), credit hours, learning outcomes, and assessment criteria of Gender Studies in different Universities of Pakistan.

After detailed discussion and in depth analysis of framework/scheme of studies, Course Learning Outcomes (CLOs) and course contents; the curriculum was finalized. The amended draft of the Gender Studies curriculum is presented in annexure "A".

The salient features of the revised draft are as under:

1. The credit hours for the BS Gender Studies were designed to give flexibility to the concerned universities for designing the framework within 124-136 credit hours.
2. The credit hours for the MS/MPhil Gender Studies were designed to give flexibility to the concerned universities for designing the framework within 30-40 credit hours.
3. Course Learning Outcomes (CLOs) of courses were developed and added for all the courses.

Rationale

The aim of education is to prepare one for the changing local, national, and global realities. As such, academic disciplines also undergo various changes to meet new challenges; so is the case of Gender Studies.

Most Gender Studies departments in Pakistan are off shoots of what began as Women Studies to introduce a five-year project in 1989 by the Women's Development Division, Government of Pakistan. When the five-year project initiated the purpose was to create social change in the society by recognizing women as agents of change; to inculcate an academic culture valuing women's experiences and contributions; to promote respect for women's human rights; encourage sensitivity to gender issues and patriarchal norms; and to create strategies for empowering women and other genders.

However, catering to the requirements of the 21st century Women's Studies was more specifically known as Gender Studies. As Women's Studies focus was more on women and feminism, Gender Studies, being more inclusive encompasses issues related to all sexualities including, but not limited to, Lesbians, Gays, Bisexuals, Transgender, Intersexed, and Queer (LGBTIQ) as well. Even a cursory glance at the content of the courses offered today in Gender Studies includes women, men, children and others including sexual minorities.

Scope

- Gender Studies is an inter-disciplinary and multi-disciplinary academic field devoted to various aspects of identity and representation across societies and cultures.
- Provide gender specialists and analysts for public and private sector, NGOs, INGOs, GOs, IGOs and public policy matters;
- Train future academics and researchers in the discipline.

Mission

The mission of Gender Studies is to train students in such a way that they learn to critically analyze patriarchal structures that hamper the growth of an egalitarian society—socio-economically, culturally, politically, and religiously. Moreover, the aim is to equip students to develop a research culture that encourages and contributes to gender equality and equity.

The members of the Curriculum Revision Committee in Gender Studies adopted the following Mission Statement in 2016:

- *To engage students in an on-going academic activity through class-discussions and research in the production and dissemination of knowledge that promotes equity and equality.*
- *Through interdisciplinary teaching, research, and community outreach, it seeks to create a*

more inclusive and transformative understanding across genders.

- *The discipline explores the intersections of genders, sexualities, ethnicities, nationality, and social class.*
- *To serve as a catalyst for curricular, institutional, societal and global change.*

Thus, it is agreed that development in Pakistan would occur in general and particularly for women when women themselves are mobilized in the change-making effort. Gender Studies remains anchored to the concept that social resources need to be vested in the people.

Standardized Template for Four-Year

Proposed Courses for B.S. 4 Years Programme

First Semester

S. No	Credit Hrs.	Course Title
1.	3	English-I
2.	2	Pakistan Studies
3.	3	Math/Stat-I
4.	3	General-I
5.	3	General-II
6.	3	Foundation I Introduction to Gender Studies

Second Semester

S. No	Credit Hrs.	Course Title
1.	3	English-II
2.	2	Islamic Studies/Ethics
3.	3	Math/Stat-II/Uni.Optional
4.	3	General-III
5.	3	General-IV
6.	3	Foundation II Social Construction of Gender

Third Semester

S. No	Credit Hrs.	Course Title
1.	3	English-III
2.	3	Introduction to Computer
3.	3	General-V
4.	3	General-VI
5.	3	Foundation-III Women and the Feminist Movements: A Global Perspective
6.	3	Foundation-IV Introduction to Feminist Theories

Fourth Semester

S. No	Credit Hrs.	Course Title
1.	3	English-IV
2.	3	General-VII
3.	3	General-VIII
4.	3	Foundation-V Women's History in South Asia
5.	3	Foundation-VI Gender and Religion

Fifth Semester

S. No	Credit Hrs.	Course Title
1.	3	English-IV
2.	3	General-VII
3.	3	General-VIII
4.	3	Foundation-V Women's History in South Asia
5.	3	Foundation-VI Gender and Religion

Sixth Semester

S. No	Credit Hrs.	Course Title
1.	3	Foundation- VIII Gender & Human Rights
2.	3	Foundation- IX Gender & Health
3.	3	Major-IV Feminist Research
4.	3	Major-V Gender and Politics
5.	3	Major-VI Internship

Seventh Semester

S. No	Credit Hrs.	Course Title
1.	3	Major-VII Gender and Law in Pakistan
2.	3	Major-VIII Psychology of Gender
3.	3	Major-IX Research Project/Thesis
4.	3	Elective-I
5.	3	Elective-II

Eighth Semester

S. No	Credit Hrs.	Course Title
1.	3	Major-X Research Project
2.	3	Major-XI Gender and Media
3.	3	Major-XII Gender, Technology, and Entrepreneurship
4.	3	Elective-III
5.	3	Elective-IV

Model Scheme of Studies for BS 4 Years

Semester	Name of subject	Credits
Semester – I	Introduction to Gender Studies (f)	3
Semester – II	Social Construction of Gender (f)	3
Semester – III	Women and the Feminist Movements: A Global Perspective (f)	3
	Introduction to Feminist Theories (f)	3
Semester – IV	Women's History in South Asia (f)	3
	Gender and Religion (f)	3
Semester – V	Gender and Islam (f)	3
	Research Methodology (f)	3
	Gender and Development (m)	3

	Gender and Work (m)	3
	Gender and Environment (m)	3
Semester – VI	Gender and Human Rights (f)	3
	Women, Gender and Health (f)	3
	Feminist Research (m)	3
	Gender and Politics (m)	3
	Internship (m)	3
Semester – VII	Gender and Law in Pakistan (m)	3
	Elective-I	3
	Elective-II	3
	Research Project / Thesis (m)	3
	Psychology of Gender(m)	3
Semester – VIII	Research Project / Thesis (m)	3
	Gender and Media (m)	3
	Gender, Technology and Entrepreneurship (m)	3
	Elective-III	3
	Elective-IV	3

Courses for BS (Four years)

INTRODUCTION TO GENDER STUDIES

Course description:

This course is designed as an introduction to the interdisciplinary field of Gender Studies and is focused on the ways that sex and gender manifest itself in social, cultural, and political contexts. Gender Studies marks the rich terrain of intellectual inquiry now encompassed by interdisciplinary field, which includes exploration of the histories and experiences of diverse masculinities and femininities. Students will become acquainted with many of the critical questions and concepts feminist thought has developed as tools for the study of gendered experiences. The course would help the students in developing critical understanding of gender issues as well as prepare them to act as agents of change.

Learning Outcomes:

After completing the course, the students will be able to:

- Analyse the basic terms and concepts central to Gender Studies, including differences between sex & gender, sexuality, feminism, patriarchy, and oppression.
- Identify and understand a variety of methods of studying gender as a social institution.
- Explore dynamics of power relations in the lives of individuals, groups and cultures in multiple settings
- Relate the concepts and theories of Gender Studies to their own individual life experiences

Course Contents:

Unit 01: Introduction

- Significance of the discipline
- Historical background and theories.

Unit 02: Socialization

- Social construct of gender
- Socialization, gender roles and gender stereotypes.

Unit 03: The Politics of Gender

- The micro-politics of gender
- The gender and the State
- Gender and equality.

Unit 04: Embodiment & sexualities

- Body image and representation
- Issues of self-image and self-esteem

Unit 05: Gender and Sexual binary

- Femininity and masculinity
- Homosexuality, heterosexuality, bisexuality and asexuality

Unit 06: Oppression and Violence against women

- Patriarchy and other systems of oppression
- Imperialism, colonialism, sexism, and racism

Unit 07: Gender based violence

- Definition of GBV
- Theories and forms of violence.

Unit 08: Feminism and gender in the developing world

- Muslim thoughts
- Feminist perspectives on gender roles in the developing world

Suggested Books:

- Aftab, Tahera. et al. "Triangular Linkages between Women's Studies Centers." *Gender, Technology and Development* 7, no. 2 (2003): 279–304.
- Beauvoir, Simone de. 1974. *The Second Sex*. New York, NY: Vintage Books.
- Bhadra, Chnadra. 1995. "Women's Studies in Nepal: context, concept, and content," in *Pakistan Journal of Women's Studies*, vol. 2, no. 2, pp. 35-57.
- Butler, Judith. 1990. *Gender Trouble: Feminism and the subversion of identity*. New York: Routledge.
- Cranny-Francis, Anne. 2003. *Gender Studies: terms and debates*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- Davis, Kathy, Mary Evans, and Judith Lorber. 2006. *Handbook of Gender and Women's Studies*. London: Sage.
- Essed, Philomena, David Theo Goldberg, and Audrey Lynn Kobayashi. 2005. *A Companion to gender studies*. Malden, MA: Blackwell Pub.
- Grewal, Inderpal, and Caren Kaplan. 2006. *An introduction to Women's Studies: gender in a transnational world*. Boston: McGraw-Hill Higher Education.
- Gunew, Sneja. 1992. *A Reader in Feminist Knowledge*. London: Routledge.
- Mananzan, Sr. Mary John. 1995. "Women's Studies in the Philippines," in *Pakistan Journal of Women's Studies*, vol. 2, no. 2, pp. 35-42.
- Mohan, Vijayalakshmi Rama & D. Padmavathi. 1995. "Integration of women concerns in various disciplines," in *Pakistan Journal of Women's Studies*, vol. 2, no. 2, 69-73.
- Rao, Aruna. 1991. *Women's studies international: Nairobi and beyond*. New York: Feminist Press at the City University of New York.
- Robinson, Victoria, and Diane Richardson. 2008. *Introducing gender and women's studies*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

SOCIAL CONSTRUCTION OF GENDER

Course Description:

This course seeks to answer the question, "what does gender mean and how does it shape our everyday experiences?" This course will analyze sex and gender categories in the context of socially assigned meanings and role expectations associated with femininity and masculinity across

life span. The course also examines the impact of gender categorization in creating complex interactions between gender, sexuality, family, culture, and society. More importantly, this course critically evaluates how gender role expectations shape the direction of society.

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the differences between sex and gender
- Understand that gender is socially and not biologically constructed
- Understand how social perceptions of gender and sex create and perpetuate social, economic, and political inequalities.
- Analyze the fluidity associated with gender in different contexts, situations, and locales
- Reflect upon the recent efforts at challenging the established gendered roles and expectations.

Course Contents

Unit 01: Sociological Perspectives of Gender

- Gender vs. sex
- Gender roles and identities
- Gender stereotyping

Unit 02: Gender Construction and Socialization

- Institutions of socialization
- Growing up masculine and feminine
- Learning and unlearning gender.

Unit 03: Society and Culture

- Society and culture
- Characteristics and features of Pakistani culture
- Influence of culture on gender construction in Pakistani society

Suggested Books

Beauvoir, Simone de. (1974). *The Second Sex*. New York: Vintage Books.

Butler, Judith. (1990). *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge.

Connell, Raewyn W. (2005). *Masculinities*. Berkley and Los Angeles: University of California Press.

Connell, Raewyn W. and Pearse, Rebecca. (2014). *Gender: In World Perspective*. (3rd Edition). Cambridge: Polity.

- Cranny-Francis, Anne. (2003). *Gender Studies: Terms and Debates*. Hamshire: Palgrave Macmillan.
- Davis, Kathy, Evans, Mary, and Lorber, Judith. (2006). *Handbook of Gender and Women's Studies*. London: Sage.
- Essed, Philomena, Goldberg, David Theo, and Kobayashi, Audrey Linn. (2005). *A Companion to Gender Studies*. Malden, MA: Blackwell Publishers.
- Fausto, Sterling A. (1992). *Myths of Gender: Biological Theories about Women and Men*. New York: Basic Books.
- Khattak, Shams Farhana. (2000). *Sociology of Gender Issues*. Islamabad: National Book Foundation.
- Mines, Diane P. and Lamb Sarah (Eds.). (2002). *Everyday Life in South Asia*. Bloomington: Indiana University Press.
- Ortner, Sherry B. (1974). Is Female to Male as Nature is to Culture? In *Woman, Culture, and Society*. M. Z. Rosaldo and L. Lamphere (Eds.). pp. 68-87. Standford, CA: Stanford University Press.
- Pilcher, Jane and Whelehan, Imelda. (2004). *50 Key Concepts in Gender Studies*. London: Sage Publications.
- Robinson, Victoria and Richardson, Diane, (2008). *Introducing Gender and Women's Studies*. Hamshire: Palgrave Macmillan.
- Wharton, Amy S. (2012). *The Sociology of Gender: An Introduction to Theory and Research*. Malden, MA: Wiley-Blackwell.

WOMEN AND THE FEMINIST MOVEMENTS: **A GLOBAL PERSPECTIVE**

Course Description:

This course will help the students to critically analyse the different concepts and thoughts of feminism. It also traces the history of feminist movements and women's movements in the global contexts in general and in the context of the sub-continent in particular. It explores the factors that led to these movements and takes into account the paradigm shift from purely feminist perspective to the concept of gender taking the centre stage.

Learning Outcomes:

After completing the course, the students will be able to:

- Understand factors depriving women of their rights
- Analyse feminist struggle for the restoration of women's rights
- Map the global networking of women in search of new paradigms for gender equity

Course Contents:

Unit 01: Historical perspective on women's movements

- America and Europe
- Middle East
- Africa
- Asia

Unit 02: Beginning of Feminist Consciousness

- Westernization
- Colonialism, Imperialism, Neo-Colonialism
- Impact on women's lives

Unit 03: Feminist Movements

- Early years of the Feminist Movements 1750 – 1870
- The golden years 1870 – 1920
- Intermission 1929 – 1960
- Modern movements – 1960 – 1975
- Contemporary Movements

Unit 04: World Conferences on Women as a Milestone of Modern Movements

- Beijing Conferences
- Pakistani scenario

Suggested Books:

- Ali, Suki, Kelly Coate, and WangüiwaGoro. 2000. *Global feminist politics: identities in a changing world*. London: Routledge.
- Bassnett, Susan. 1986. *Feminist experiences. The women's movement in four cultures*. London u.a: Allen & Unwin.
- Basu, Amrita. 2010. *Women's movements in the global era: the power of local feminisms*. Boulder, CO: Westview Press.
- Basu, Amrita, and C. Elizabeth McGrory. 1995. *The challenge of local feminisms: women's movements in global perspective*. Boulder: Westview Press.
- Chatty, Dawn, and Annika Rabo. 1997. *Organizing women: formal and informal women's groups in the Middle East*. Oxford: Berg.
- Desai, Neera, and Vibhuti Patel. 1985. *Indian women: change & challenge in the international decade, 1975-85*. Bombay: Popular Prakashan.
- Durán, Lydia Alpízar (et.al) (2007) Building feminist movements and organizations: global perspectives: G - Reference, Information and Interdisciplinary Subjects Series, New York; Zed Books.
- Ferneá, Elizabeth Warnock, and BasimaQattanBezirgan. 1984. *Middle Eastern Muslim women speak*. Austin: University of Texas Press.
- Kennedy, Mary, Cathy Lubelska, and Val Walsh. 1993. *Making connections: Women's Studies, women's movements, women's lives*. London: Taylor & Francis.
- Khanam, Rashida (2002) Muslim feminism and feminist movement: CentralAsiaVolume 2 of Muslim Feminism and Feminist Movement, New Delhi; Global Vision Publishing House.
- Kumar, Radha. 1993. *The history of doing: an illustrated account of movements for women's rights and feminism in India, 1800-1990*. London: Verso.
- Jayawardena, Kumari. 1986. *Feminism and Nationalism in the Third World*. New Delhi: Kali for Women.
- Molyneux, Maxine. 2001. *Women's movements in international perspective: Latin America and beyond*. New York: Palgrave.
- Roces, Mina & Edwards, Louise (2010) Women's movements in Asia: feminisms and transnational activism, Oxon; Taylor & Francis.
- Ray, Raka. 1999. *Fields of protest: women's movements in India*. Minneapolis, Minn: University of Minnesota Press.
- Ryan, Barbara. 1992. *Feminism and the women's movement: dynamics of change in social movement ideology, and activism*. New York: Routledge.

- Stienstra, Deborah. 1994. *Women's movements and international organizations*. New York: St. Martin's Press.
- Tripp, Aili Mari. 2009. *African women's movements: transforming political landscapes*. Cambridge: Cambridge University Press.

INTRODUCTION TO FEMINIST THEORIES

Course Description:

The primary goal of this course is to familiarize students with key issues, questions, and debates within feminist scholarship. In this course, we will consider questions like: What is theory? Why do we have to study theories? What is the objective of looking at feminist theories? A central feature of this course is to create an understanding of the bridge building activities between the theory of feminism(s) and action. To answer these questions we will consider a series of feminist frameworks, which suggest how gender relations have been in the past and how they are at the present. Thus, this course focuses on the ways in which feminists have challenged the 'norms' and 'practices' of civil societies. The course will then provide an analytical understanding of some major feminist theories by drawing out dominant themes considering the ways in which class, ethnicity, and sexual orientation have interacted with women's gendered identity and roles.

Learning Outcomes:

After completing the course, the students will be able to:

- Identify the multiplicity of feminist theories and the major feminist texts associated with them
- Understand feminist discourse that interacts with social, cultural and political practices
- Develop analytical skills needed to evaluate women's experiences in Pakistan
- Examine and critique ideological assumptions underlining social institutions and systems of representations, including assumptions regarding gender, race, class, age, disability and sexual orientation.
- Comprehend the impact of gender on individuals over agency, and the ability to express agency which has shaped women's lives in various geographical settings

Course Contents:

Unit 01: Feminism

- What is Feminism? Why do we need a theory? The category of woman? Being a woman/Becoming a woman.
- What is feminist theory? Relationship of feminist theories with feminist movement, an overview of feminist movements in the West

Unit 02: Waves of feminism:

- First wave feminism
- Second wave feminism
- Third wave feminism

Unit 03: Contemporary feminist theories:

- Liberal feminism, radical feminism, marxist feminism, socialist feminism, psychoanalytic feminism, existentialist feminism, standpoint feminism, Post-modern feminism (Islamic feminism, Asian feminism, Black Feminism, Indigenous feminism, global debates and the new feminist agenda)

Suggested Books:

- Alcoff, Linda and Elizabeth, Potter. (ed.) (1993) *Feminist Epistemologies*. London; Routledge.
- Banks, Olive. 1990. *Becoming a feminist*. [S.l.]: Harvester Wheatsheaf.
- Barrett, Michele. 1988. *Women's Oppression Today*. London & NY; Verso.
- Cooke, Miriam. 2001. *Women claim Islam: creating Islamic feminism through literature*. New York: Routledge.
- De Beauvoir, Simone. (1953) *The Second Sex*. Great Britain; Vintage Classics.
- England, Paula. (ed.). 1998. *Theory on Gender- Feminism on Theory*. New York: Alpine de Gruyter.
- Friedan, Betty. 1963. *The Feminine Mystique*. Great Britain: Polity Press.
- Humm, Maggie. 1992. *Feminist-A Reader*. England: Longman, Pearson Education.
- Keyssar, Helene. (ed.).1996. *Feminist Theatre and Theory* Malaysia, Macmillan Press Ltd.
- Khan, Shahnaz. 2006. *Zina, transnational feminism, and the moral regulation of Pakistani women*. Vancouver: UBC Press.
- Mahmood, Saba. 2004. *Pious formations: the Islamic revival and the subject of feminism*. Princeton, N.J.: Princeton University Press.
- Mernissi, Fatima. 1996. *Women's rebellion & Islamic memory*. Atlantic Highlands, N.J.: Zed Books.
- Millet, Kate. 1969. *Sexual Politics*. London: Viargo.

- Moghissi, Haideh. 1999. *Feminism and Islamic fundamentalism: the limits of postmodern analysis*. London: Zed Books.
- Mohanty Chandra Talpade. 2003. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. New Delhi: Zuban.
- Mohaanty, Russo & Torres. 1991. *Third World Women and the politics of Feminism*. Bloomington: Indiana University.
- Pilcher, Jane & Imelda Whelehan. 2004. *50 Key Concepts in Gender Studies*. London: Sage Publications.
- Nye, Andrea. 1988. *Feminist Theory and the Philosophies of Man*. New York: Routledge
- Walby, Sylvia. 1990. *Theorizing Patriarchy*. Oxford, UK and Cambridge USA: Blackwell Publisher Ltd.
- Yamani, Mai, and Andrew Allen. 1996. *Feminism and Islam: Legal and literary perspectives*. New York: New York University Press.
- Zia, AfiyaShehrbano. 2008. *Challenges to secular feminism in Pakistan: a critique of Islamic feminism and revivalism*. Cambridge: Centre of South Asian Studies.

WOMEN'S HISTORY IN SOUTH ASIA

Course Description:

The aim of this course is to introduce the historical background of South Asian women in all ages. This course helps the students understand the paradoxical situations and dichotomies that continue in the lives of women in South Asia. Using feminist tools of historical research and of reading the inscribed texts, this course examines the past through gender lens. Thus, we would critically assess how politics of power and control have made women invisible and hidden and how the patriarchal craft of constructing history has objectified women as passive and not as active agents of history. Examining the earlier situation of women briefly, our exploration, in this course, starts with the commencement of the nineteenth century. We would read texts explaining the roots of the continuous debates that keep South Asian women marginalized and silenced.

Learning Outcomes:

After completing the course, the students will be able to:

- Demonstrate knowledge of the historical and philosophical trends in the field.
- Understand the scope and changes within the field with an ability to assess strengths and weaknesses of various positions, methods, and beliefs.

- Being disciplinarily responsible and understanding the strengths and limitations of interdisciplinary work.

Course Contents:

Unit 01: Introduction

- South Asia: Reading the map of the region

Unit 02: Historical overview of Women in South Asia

- Events changing women's lives
- Women changing the time

Unit 03: An overview of women's roles

- Early and medieval periods of the history of South Asia.

Unit 04: Women, gender, & socio-cultural traditions at the close of the 18th century

- Female infanticide
- Pre-puberty marriages
- Widow burning
- Polygamy
- Dowry
- Divorce

Unit 05: Connecting with the West

- Colonisation of South Asia and the woman question

Unit 06: Beginning of the Socio-Religious Movements

- Indigenous movements
- Movements initiated and supported by the colonial powers

Unit 07: Literature produced for and by women

- Women's Journals and Magazines

Unit 08: Women's Education

- Impact on women's lives.

Unit 09: Suffrage movement and women's political awareness

Unit 10: The Nationalist Movement and Women's Question

- Beginning of Women's Organisations

Unit 11: The Dawn of Freedom

- Communal riots and atrocities against women

Unit 12: Independence and Beginning of a New Phase of Women's Struggle

- Women responding to new challenges: 1947-1970
- Political Process and Transformation of Women's Movement: 1970-2000
- New Challenges at the turn of the Millennium: 2000-2015

Suggested Books:

- Ali, AzraAsghar. 2000. *The Emergence of Feminism among Indian Muslim women-1920-1947*. Karachi: OUP.
- Amin, Sonia Nishat. 1996. *The World of Muslim Women in Colonial Bengal, 1876–1939*. Leiden: E. J. Brill.
- Basu, Aparna, and AnupTaneja. 2002. *Breaking out of invisibility: women in Indian history*. New Delhi: Northern Book Centre in association with Indian Council of Historical Research.
- Bharati Ray. (ed.) 2005. *Women of India: Colonial and post-colonial periods*. New Delhi: Sage Publications.
- Burton, Antoinette. 1994. *Burdens of History*. Chapel Hill: University of North Carolina Press.
- Butalia, Urvashi. 2000. *The Other Side of the Silence. Voices from the Partition of India*. Durham: Duke University Press.
- Findly, Ellison Banks. 2000. *Women's Buddhism, Buddhism's Women: tradition, revision, renewal*. Boston: Wisdom Publications.
- Forbes, Geraldine. 2003. "Reflections on South Asian Women's/Gender History: Past andFuture" in *Online Journal of Colonialism and Colonial History* 4, no. 1.
- Forbes, Geraldine. 1996. *The New Cambridge History of India. Women in Modern India*. Cambridge: Cambridge University Press.
- Gavin R. G. Hambly (ed.). 1998. *Women in the Medieval Islamic World: Power, Patronage, andPiety*, New York: St. Martin's Press.
- Husain, Salma Tasadduq. 1987. *Āzādīkā Safar Tehrīk-i Pakistan aur Muslim khwāṭīn* Lahore: Pakistan Study Centre, University of the Punjab.
- Jahan, Roushan. 1988. *Sultana's Dream and Selections from the Secluded Ones by RokeyaSakhawat Hossain*. New York: Feminist Press.
- Jalanshari, Shamim. 1981. *Tarīkh-i Pakistan men khwatīnkā Kirdār, 1947: Āgaurkhūn men dubīhūīekhaqīqat*. Lahore: Ishaat-iAdab.
- Kausar, Zinat. 1992. *Muslim Women in Medieval India*. New Delhi: JanakiPrakashan.
- Mumtaz, Khawar, and Farida Shaheed. 1987. *Women of Pakistan: two steps forward, one step back?* London: Zed Books.

- Kumar, Radha. 1993. *The history of doing: an illustrated account of movements for women's rights and feminism in India 1800-1990*. New Delhi: Kali for Women.
- Lateef, Shahida. 1990. *Muslim women in India: Political and Private realities 1890-1980*. New Delhi: Kali for Women.
- Menon, Ritu. 2004. *No Woman's Land: Women from Pakistan, India & Bangladesh Write on the Partition of India*. New Delhi: Women Unlimited.
- Minault, Gail. 1998. *Secluded Scholars. Women's education and Muslim social reform in colonial India*. New Delhi: Oxford University Press.
- Minault, Gail. 1981. *The extended family: women and political participation in India and Pakistan*. Columbia, Mo: South Asia Books.
- Mirza, Sarfaraz Hussain. 1969. *Muslim Women's Role in the Pakistan Movement*. Lahore: Research Society of Pakistan, Punjab University.
- Misra, Rekha. 1967. *Women in Mughal India, 1526–1748 A.D.* Delhi: Munshi Ram Manoharlal.
- Upadhyay, H. C. 1991. *Status of women in India 1*. New Delhi: Anmol Publ.
- Sangari, Kumkum. 2001. *Politics of the Possible-Essays on gender, history, narratives, colonial English*. New Delhi: Tulika.

GENDER AND RELIGION

Course Description:

This course is designed to look at various religious norms from the perspective of gender. Considering the feminist approaches to the religious experiences of different gender, this course will study the religious beliefs, practices and systems liberating or oppressing women. The course will also focus on the differences between the sacred and the profane as being a distinction between male and female activities.

Learning Outcomes:

After completing the course, the students will be able to:

- Develop critical and ethical thinking with feminist perspective.
- Understand the major themes of various religions regarding gender roles in society.
- Use gender as a category of analysis to study religion.
- Conduct research and develop analytical skills.

- Identify the most effective strategies for empowering women and weaker segments of society within religious traditions.
- Devise policies to incorporate religious teachings to eliminate gender based inequalities in the society.

Course Contents:

Unit 01: Overview

- Overview of the religious traditions regarding gender with special emphasis on women.
- Images of feminine and masculine forms of the Divine.
- Gender-based segregation and inequalities.
- An introduction to Gender and Religion- study of contemporary writings that explore the relations between gender and religion in the West from historical, anthropological, theological and philosophical perspectives.
- Gender and religious Imagination: Building on the widely accepted assumption that religion is a cultural phenomenon and that gender is a critical aspect of cultural formation
- Sex, celibacy and the problem of puberty: Ascetism and the body in late antiquity.

Unit 02: Women and gender in world religions

- Hinduism: Status of women in the religious texts, Relationship of female-gendered and feminine images and symbols to 'real' women. Introducing goddesses and their power
- Buddhism: The issue of female presence in the Buddhist discourse. The ordination of women in the Buddhist *sangha*. Women and the issue of 'enlightenment'.
- Judaism: The concept of Eve and the original sin. Lilith and Eve the duality of female representation. The concept of purity, chastity, and control of the female body.

Unit 03: Christianity

- Images of women in the New Testament
- Virgin Mary and the place of women in the Church organization

Unit 04: Islam

- Women and gender in the Qur'an
- Status of women in Islam, Interpretations (patriarchal) of the Text, concept of male authority, contemporary construction of femininity in Islam

Unit 05: New scholarship and activism

- Women claiming their lost position in the realm of religious knowledge and practices.

Suggested Books:

Anderson, Leona M., Young, Pamela Dickey (eds). 2004 *Women and Religious Traditions*. Oxford University Press.

Ask, Karin. Tjomsland Marit. 1998. *Women and Islamization: contemporary dimensions of discourse on gender relations*. Oxford: Berg.

Falk, Nancy Auer. Gross, Rita M. 2001. *Unspoken Worlds: Women's Religious Lives* (3rd ed). Wadsworth Thompson.

Gross, Rita M. 1996. *Feminism and religion: an introduction*. Boston: Beacon Press.

Jaffery, R. Jaffery, P. (2012). *Appropriating Gender:*

Women activism and politicised religion in South Asia. Routledge.

Joffe, Lisa Fishbayn. Neil, Sylvia. (2013). *Gender, Religion and Family Law; Theorising Conflicts between Women's Rights and Cultural Traditions*. USA: Brandies University Press.

Julé, Allyson. 2005. *Gender and the language of religion*. UK: Palgrave Macmillan.

Karim, Jamillah Ashira. 2009. *American Muslim women: negotiating race, class, and gender within the ummah*. New York: New York University Press.

King, Ursula Beattie, Tina. 2004. *Gender, religion, and diversity: cross-cultural perspectives*. London: Continuum.

King, Ursula. 1995. *Religion and gender*. UK: Blackwell Publishers.

Low, Elaine M., Tremayne, Soraya. 2001. *Sacred custodians of the earth; women, spirituality, and the environment*. New York: Berghahn Books.

Peach, Lucinda J. 2002. *Women and World Religions*. USA: Prentice Hall.

Ruether, Rosemary Radford. Keller, Rosemary Skinner.

(1981). *Women and Religion in America*. San Francisco: Harper &

Row.

Sharma, Arvind, Young, Katherine K. 1999. *Feminism and World Religions*. New York: State University of New York Press.

GENDER AND ISLAM

Course Description:

The rights, roles and appearance of Muslim women have long been the focus of the Muslim world. Beginning with the advent of Islam, this course examines the pre Islamic, historical and contemporary gender roles as articulated in Islamic system. The main thrust of this course is

to assess the complex intersections between traditions, male authority, state power, and vision of Muslim women in Islam. After addressing the development of Islamic thought about women and gender and tracing the historical development of the status of women throughout the Islamic world, attention will be paid to the ways in which Muslim women are portrayed in contemporary popular and academic work. The course will also pay attention to the contemporary topics of rise of Islamic feminism in the Muslim world, transformations of gender relations, and studies of the Islamic construction of masculinity.

Learning Outcomes:

After completing the course, the students will be able to:

- Know the Islamic thoughts about gender.
- Understand the major themes of the Qur'an regarding gender roles in society.
- Use this knowledge and understanding to think critically about connections between how Muslim women see themselves and how others see them.
- Conduct research and develop analytical skills
- Identify the most effective strategies for empowering women and weaker segments of society.
- Train young generation to devise policies to incorporate Islamic teachings to eliminate gender based inequalities.

Course Contents:

Unit 01:

- Women's status before the advent of Islam
- Status of women in Islam – Quran, Sunnah, Fiqh (Shariah)
- Women in early Islamic history: the family of the Prophet Muhammad (SAW). Mothers of the Believers - Wives and the daughters of the Prophet Muhammad (SAW)

Unit 02:

- Construction of masculinity, femininity and others in Islam
- Gender and patriarchy: Male authority-issuance of *fatawah and others*
- The role of the State power

Unit 03:

- Concept of equality, law of evidence and inheritance
- Muslim Family life: marriage, dower, divorce, birth control and abortion, and custody of children

- Islam and human rights: The last Sermon of Holy Prophet Muhammad (SAW)

Unit 04:

- Issues of modesty, virginity, chastity, purity, and 'family honour'
- Current issues within the study of gender and Islam

Unit 05:

- Women in contemporary Muslim world, challenges and issues of the 21st century

Suggested Books:

- Ahmed, Leila. 1992. *Women and Gender in Islam*. USA: Yale University Press.
- Awde, Nicholas. 1998. *Women in Islam: An anthology from the Quran and Hadith*. London: Curzon Press.
- Badawi, Jamal A. 1995. *Gender equity in Islam: basic principles*. USA: American Trust Publications.
- Badawi, Jamal A. 1980. *The Muslim Woman's Dress: According to the Qur'an and Sunnah*. London, Ta-ha Publishers.
- Barlas, Asma. 2002. *Believing Women" in Islam-Unreading Patriarchal Interpretations of the Qur'an*. Austin: University of Texas Press.
- Cooke, Miriam. 2001. *Creating Islamic Feminism through Literature: Women Claim Islam*. New York: Routledge.
- Firdous, Rehana. 2003. A Permissible Step for Restraining Man's Unilateral Right to Divorce: *Talaq-i-tafwid* (Delegation of Power of Divorce). *Pakistan Journal of Women's Studies*, Vol. 10, No. 1, pp. 73-79.
- Firdous, Rehana. 2000. Woman's Right of Separation (Khul); can she claim it as a matter of Law? In *Pakistan Journal of Women's Studies*, Vol. 57 No.1, pp. 1-20.
- Hassan, Riffat. 1994. Family Planning and Islam: A Muslim Women's Perspective. *Pakistan Journal of Women's Studies*, Vol. 1, No. 2, pp. 25-33.
- Maudoodi, Syed Abul'Ala, and al-Ash'ari. 1972. *Purdah and the status of woman in Islam*. Lahore: Islamic Publications.
- Mehdi, R. (2013). The Islamization of Law in Pakistan (RLE Politics of Islam) (Vol 12). Routledge.
- Murshid, Tazeen M. 2005. " Islam, Shariah Law, and the Role of Women in Muslim Societies: Myths and Perceptions" in *Pakistan Journal of Women's Studies*, Vol. 12, No. 1, pp. 1-21.
- Mernissi, Fatima. 1991. *Woman and Islam- An Historical and Theological Enquiry*. Oxford: Blackwell Ltd.

- Naseef, Fatima Umar, and SalehaMahmoodAbedin. 1999. *Women in Islam: a discourse in rights and obligations*. New Delhi: Sterling Publishers.
- Roald, Anne Sofia. 2001. *Women in Islam-The Western Experience*. London: Routledge.
- Schimmel, Annemarie. 1997. *My soul is a woman: the feminine in Islam*. New York: Continuum.
- Thurkill, Mary F. 2007. "Holy Women, Holy Vessels: Mary and Fatima in Medieval Christianity and Shi'ite Islam" in *Pakistan Journal of Women's Studies*, Vol. 14, No. 2, pp. 27-51.
- Wadud, Amina. 1999. *Qur'an and Woman- Rereading the Sacred Texts from a Woman's Perspective*. Oxford: Oxford University Press.
- Wadud, Amina. 1997. "Women and Islam: Beyond the Stereotypes" in *Pakistan Journal of Women's Studies*, Vol. 4, No. 2, pp. 1-14.

RESEARCH METHODOLOGY

Course Description:

The course deals with the traditional as well as emerging research methods used in social sciences with particular references to the study of gender based issues. The course will provide an over view on the various phases of carrying out research, i.e. planning the research study, selecting appropriate methods for data collection, analysing the data and reporting the results.

Learning Outcomes:

After completing the course, the students will be able to:

- Formulate research questions, develop a sufficient coherent research design
- Develop independent thinking for developing a research proposal and critically analysing research reports.
- Apply research methods and conduct research on gender issues

Course Contents:

Unit 01: Research Process

- Problem identification; conceptualization, connection of research with real life situation, research implications

Unit 02: Research Design

- Research paradigm: qualitative, quantitative and triangulation (mixed methods)

Unit 03: Sampling techniques

- Population and sample, probability and non-probability sampling techniques

Unit 04: Data collection techniques

- Questionnaires and tests; pre-testing, types of interviews, focused group discussion, participant and non-participant observation, reliability and validity issues

Unit 05: Research ethics

- Informed consent of the respondent; due recognition of the respondents' contribution and confidentiality, anonymity and safety issues

Unit 06: Data analysis techniques

- Qualitative and quantitative analysis techniques

Unit 07: Report writing

- Use of library and information technology in Research: Information sources; bibliographical sources; reference and documentation; types of bibliography; endnotes and footnoting

Suggested Books:

Agarwal, Bina. 1983. *Women's Studies in Asia and the Pacific*. Kaulalumpur: Asia and Pacific Development Centre.

Aneshensel, Carol S. 2002. *Theory Based Data Analysis for the Social Sciences*. Thousand Oaks, Calif: Pine Forge.

Baily, Kenneth D. 1982. *Methods of Social Research.*, N.Y.: Free Press, (Second Edition).

Bowles, Gloria. 1983. *Theories of Women's Studies*. Boston : Routledge & Kegan Paul.

Burgess, Robert G. 1984. *In the field: an introduction to field research*. London: Allen & Unwin.

Bryman, Alan & Burgess, Robert G. 1994. *Analyzing qualitative data*. London: Routledge.

Cochran, William G. 1977. *Sampling techniques*. New York: Wiley.

Eichler, Margrit. 1991. *Non sexist research methods: a practical guide*. London: Routledge.

Feldstein, Hilary Sims, and Janice Jiggins. 1994. *Tools for the field: methodologies handbook for gender analysis in agriculture*. West Hartford, Conn: Kumarian Press.

Fonow, Mary Margaret & Judith A. Cook. 1991. *Beyond methodology: feminist scholarship as lived research*. Bloomington: Indiana University Press.

- Gray, Ann. 2003. *Research practice for cultural studies: ethnographic methods and lived cultures*. London: Sage.
- Grosz, Elizabeth. 1990. Jacques Lacan: A Feminist Introduction. London: Routledge.
- Hesse-Biber, Sharlene Nagy, and Patricia Leavy. 2007. *Feminist research practice: a primer*. Thousand Oaks: Sage.
- Hesse-Biber, Sharlene Nagy. 2007. *Handbook of feminist research: theory and praxis*. Thousand Oaks, Calif: SAGE.
- Holland, Janet, Maud Blair, and Sue Sheldon. 1995. *Debates and issues in feminist research and pedagogy: a reader*. Clevedon, Avon, England: Multilingual Matters in association with the Open University.
- Kleinman, Sherryl. 2007. *Feminist Field Work Analysis: Qualitative Research Methods*. Los Angeles: Sage.
- Letherby, Gayle. 2003. *Feminist research in theory and practice*. Buckingham: Open University Press.
- Liamputtong, Pranee. 2008. *Researching the Vulnerable: A Guide to Sensitive Research Methods*. London: Sage.
- Neuman, W. Lawrence. 2000. *Social Research Methods: Quantitative Approaches*. Boston, Ally & Bacon.
- Oppong, Christine, and Katharine Abu. 1986. *A handbook for data collection and analysis on seven roles and statuses of women*. Geneva: ILO.
- Reinharz, Shulamit. 1982. *Feminist Methods in Social Research*. New York: Oxford University Press.
- Roberts, Helen. 1981. *Doing feminist research*. London: Routledge & Kegan Paul.
- Silverman, David. 2005. *Doing Qualitative Research: A Practical Handbook*. London, Sage.
- UN. ESCAP. 1987. *Training manual on managing development programme for women*. [Bangkok]: ESCAP.

GENDER AND DEVELOPMENT

Course Description:

Gender and Development course assesses the meaning and purpose of development by raising two queries – development for what and who sets the agenda for development? This course has been designed to develop an understanding, with a feminist perspective, of the nature and importance of gender roles and gender relations and approaches in development processes. It moves on to examine critically the effects of various development policies on men and women. It also focuses on women's roles in the development process and lays emphasis on the

need of recognizing women's participation as actors and not as beneficiaries alone.

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the process of development from a gender perspective. Comprehend the relationship between gender and development and how it affects men and women.
- Understand the implications of development projects for both men and women.
- Develop a holistic understanding of development including the issues of health, economic and knowledge and information.

Course Contents:

Unit 01: Introduction

- The concept and definition of gender
- Concept and definition of development
- development with an understanding of changing
- Gender Dynamics and Development
- Exploring Attitudes towards Gender
- Social construction of gender

Unit 02: Gender Roles, Relations and development

- Gender Roles
- Types of Gender Roles
- Gender Roles and Relationships Matrix
- Gender-based Division and Valuation of Labour
- Gender equality and equity, and gender empowerment.
- Gender mainstreaming strategy.

Unit 03: Measurement of development

- Factors in development
- The emergence of the first world, second world and the third world
- Characteristics of the third world countries
- Issues in the third world countries specific to Asia

Unit 04: Theories of development

- Introduction to development Theories: Modernization, Dependency, and world Systems.

- How women emerge in development theories as a category in development

Unit 05: Approaches to Gender and development

- Women in development (WID)
- Women and Development (WAD)
- Gender and Development (GAD)
- Women empowerment issues and dimensions
- Development approaches: welfare, equality, anti poverty, efficiency and empowerment

Unit 06: Women's growing engagement and activism

- United Nations
- Women's conferences
- Gender Reform Action Plan (GRAP)
- Millennium Development Goals (MDG)
- SGDs
- The role of NGOs at local and global levels.

Unit 07: Changing notions of development and new emerging theories

- Contemporary and Emerging theories of development

Suggested Books:

Ahooja-Patel, Krishna. 2007. *Development has a woman's face: insights from within the U. N. World Societies in Transition*. New Delhi: APH Publishing.

Behram, Jere R. (1990). *Human Resource Led Development? Review of Issues and Evidence*. Geneva: ILO.

Boserup. E. 1970. *Women in Economic Development*. London: Allen & Unwin.

Caroline Moser. 1993. *Gender Planning and Development*. London: Routledge.

Chow, Esther Ngan-ling. 2002. *Transforming Gender and Development in East Asia*. New York: Routledge.

Cornwall, Andrea .2007. *Feminisms in Development*. London: Zed Books.

Harcourt, Wendy. 1994. *Feminist Perspectives on Sustainable Development*. London: ZED Books.

Porter, Marilyn, and Ellen R. Judd. 1999. *Feminists doing development: a practical critique*. London: Zed Books.

Kapadia, Karin. 2002. *The Violence of Development*. London: Zed Books.

Kate Young. 1987. *Of Marriage and Market*. CSE Books.

- Mies, Maria.1985. *Patriarchy and Accumulation on the World Scale*, London: Zed Books.
- Mohibul Haq, Sahibzada. 1997. *Poverty Alleviation in Pakistan: Present Scenario and Future Strategy*. Islamabad: Institute of Policy Studies.
- Moghadam, Valentine M. 2003. *Modernizing women: gender and social change in the Middle East: Women and Change in the Developing World Series*. Colorado: Lynne Rienner Publishers.
- Momsen, Janet Henshall. 1991. *Women and development in the Third World*. London: Routledge.
- Naila Kabeer.1994. *Reversed Realities*. New Delhi: Verso Books.
- Narasaiah, M. Lakshmi. 2006. *Women and Development*. New Delhi: Discovery Publishing House.
- Nussbaum, Martha C. 2000. *Women & Human Development: The Capabilities Approach*. Cambridge: Cambridge University Press.
- Ostergaard, Lisa.1992. *Gender and Development, A Practical Guide*. London:Routledge. .
- Visvanathan, Nalini. 2005. *Women, Gender and Development Reader*. New Delhi:Zubaan

GENDER AND WORK

Course Description:

By developing a feminist understanding of work, this course explores women's historical and contemporary work experiences in formal and informal economies and in gendered environment. Looking holistically at the issues of women's work, such as gender-based discrimination, sexual harassment, and non-recognition of women' work in gendered environment. The course addresses some key questions regarding women and work.a)what 'counts' as work when women do it, b)why are women paid less than men for the same work, c)why are certain categories of work marked as women's work, d) does waged-work turns a woman into a truant mother and wife, and, e) why does women's paid work remain invisible? TheCourse explores the strategies for the recognition of women's' work and its integration into national economy.

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the categories of women's work (productive labour/reproductive labour/, waged/unwaged) in the urban and rural settings.
- Analyze the global and local patterns of women's work and in the context of globalisation.

- Identify hurdles that blocking women from entering into market economy.

Course Contents:

Unit 01: Introduction:

- Conceptual understanding of women and work
- The nature of women's work in the western world
- The nature of women's work in the developing world

Unit 02: Theoretical Background:

- Work, labour processes; work in the formal and informal sector, union movements; labour in Capitalist and Socialist economies; theories of Management and labour; women's productive and reproductive Work

Unit 03: Gender Issues in the Labour Force:

- Patterns of participation rates
- Paid and unpaid work
- Urban and Rural Sector
- Formal Sector, Informal Sector: Agricultural and Food Production and home-based Production and Self Employment

Unit 04: Women's work and the capitalist economy:

- Women and structural adjustment programs
- women and the global economy
- Role of women as house-wife.

Unit 05: Issues and Challenges:

- Impact of work on women's psychological, physical and social health
- Societal attitudes
- Work-family interface
- Sexual harassment at work place and economic exploitation.
- Role of local and international organizations, (Selected Case Studies)
- World patterns of self-employed women/ home based workers/ global and local scenario and human rights issues.

Unit 06: Labour force survey of Pakistan:

- Plans, policies and statistical profiles of working women in Pakistan

Suggested Books:

- Aguilar, Delia D., and Anne E. Lacsamana. 2004. *Women and globalization*. Amherst, N.Y.: Humanity Books.
- Beneria, Lourdes & Feldman, Shelley. 1992. *Unequal Burden: Economic Crises, Persistent Poverty, and Women's Work*. Boulder, Westview.
- Christensen, K. 1988. *Women and home-based work: the unspoken contract*. New York: Holt.
- Dubeck, Paula, and Kathryn M. Borman. 1996. *Women and work: a handbook*. New York: Garland Pub.
- Kabeer, Naila. 2000. *Bangladeshi Women Workers & Labour Market Decisions: The Power to Choose*. New Delhi, Vistar Publications
- Loutfi, Martha Fetherolf. 2001. *Women, gender and work: what is equality and how do we get there?* Geneva: International Labour Office.
- Mies, Maria. 1986. *Patriarchy & accumulation on a World Scale: Women in the International Division of Labour*. London: Zed Books.
- Mirza, Jasmin. 2002. *Between Chaddor & the Market: Female Office Workers in Lahore*. Karachi, Oxford University Press
- Poya, Maryam. 1999. *Women, work and Islamism: ideology and resistance in Iran*. London: ZED Books.
- Shahid, Ayesha. 2010. *Silent voices, untold stories: women domestic workers in Pakistan and their struggle for empowerment*. Karachi: Oxford University Press.
- Shiva, Vandana. 2001. *Yoked to Death: globalization and Corporate Control of Agriculture*. New Delhi, Research Foundation for Science, Technology and Ecology

GENDER AND ENVIRONMENT

Course Description:

This course acquaints students with key debates in the context of relationship between environment and women, and relationship between environment and gender. The course examines how conceptual issues related to ecological systems and environmental policies are closely linked with women and gender issues. It will examine how environmental destruction impacts lives of women and children. The course will also examine how patriarchal traditions, traditional systems of land tenure results in resource control thereby depriving men and women from their livelihoods.

Learning Outcomes:

After completing the course, the students will be able to:

- Make students aware of interconnections among women, gender, and environment
- Recognise the centrality of environmental protection for gender and development
- Develop the skills to investigate environmental problems and develop strategies for its protection

Course Contents:

Unit 01: Introduction

- Women, gender and Environment: Theoretical framework: Nature vs. culture, public vs. private, work vs. Family.

Unit 02: Women, gender, and the ecosystem; Environmental problems

- 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

- Development and ecological changes and their impact on quality of life, 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 women's life, women as producers and consumers.

Unit 06: Women, environment, and sustainable development

- Constraints of woman's progress, education, communication, women working to improve the environment, case studies.

Unit 07: Strategies for planning

- UN Agenda for Integration Women in Environmental Development; Earth Summit to Habitat II; environmental law; globally and nationally, current environmental issues in Pakistan.

Suggested Books:

Aftab, Tahera. 2001. 'Text and practice: Women and nature in Islam,' in Alaine M. Low and Soraya Tremayne ed. *Sacred custodians of the*

- earth?: women, spirituality, and the environment*. New York: Berghahn Books, pp. 141-158.
- Buckingham, Susan. 2000. *Gender and environment*. London: Routledge.
- Braidotti, Rosi. 1994. *Women, the environment and sustainable development: towards a theoretical synthesis*. London: Zed Books in association with INSTRAW.
- Jackson, Cecile. 1992. *Gender, women and environment: harmony or discord?* Norwich: University of East Anglia. School of Development Studies.
- Low, Elaine M., and Soraya Tremayne. 2001. *Sacred custodians of the earth?: women, spirituality, and the environment*. New York: Berghahn Books.
- Merchant, Carolyn. 1995. *Earthcare: women and the environment*. Routledge.
- Mies, Maria, and Vandana Shiva. 1993. *Ecofeminism*. Halifax, N.S.: Fernwood Publications.
- Ruether, Rosemary Radford. 1996. *Women healing earth: Third World women on ecology, feminism, and religion*. Maryknoll, N.Y.: Orbis Books.
- Rodda, Annabel. 1991. *Women and the environment*. London: Zed Books.
- Sachs, Carolyn E. 1996. *Gendered fields: rural women, agriculture, and environment*. Boulder: WestviewPress.
- Shiva, Vandana & Moser, Ingunn (eds.) 1999. *Biopolitics A Feminist and Ecological Reader on Biotechnology*. London, Zed Books.
- Shiva, Vandana. 1988. *Staying Alive: Women, Ecology and Survival in India*. New Delhi, Kali for Women.
- Venkateswaran, Sandhya, and Sandhya Venkateswaran. 1995. *Environment, development and the gender gap*. New Delhi: Sage Publications.

GENDER AND HUMAN RIGHTS

Course Description:

Gender equality has gained a secure position within international approaches to, and discourses on, development and human rights. Nevertheless, it took decades of advocacy for gendered diversities to become effectively acknowledged as relevant to the international human rights system. In this process, the recognition that “women’s rights are human rights” played a central role. In response, legal and normative instruments have been introduced to address the marginalization of women and girls, such as the 1979 Convention on the Elimination of Discrimination against Women (CEDAW). Increasingly, other issues relevant to gender equality are gaining attention, for instance those

pertaining to sexual orientation and gender identity and the role of men and boys in achieving gender equality. Significant steps continue to be taken to build a human rights system that recognizes the need for gender equality and diversity to be inherent to approaches for securing human rights for all.

This course provides a general introduction to the origin and evolution of the concept of gender equality within the international human rights system. It provides a foundational understanding of the centrality of gender equality to human rights discourse generally and how this is addressed within the UN human rights system specifically. Students will gain an overview of the various legal and normative frameworks that promote women's rights, address gender identities, and advance practical approaches to securing gender equality. The course will also examine critical concepts such as intersectionality and cultural relativism as they relate to the enforcement of existing international approaches to advancing gender equality and human rights.

Learning Outcomes:

After completing the course, the students will be able to:

- Comprehend the origins of modern human rights;
- Understand the origins of gender equality and its link to human rights;
- Identify gaps and shortcomings of existing human rights instruments using a gender lens;
- Propose possible ways for improvement;
- Demonstrate awareness of international human rights instruments and sensitivity to larger social and political implications with respect to gender and human rights.

Course Contents:

Unit 01:

- Origin and evolution of modern human rights
- Basic principles of human rights framework
- Origin and evolution of gender equality and its link to human rights
- Women's rights are human rights: Evolution of women's rights
- Gender-based violence as a human rights issue

Unit 02: Overview

- An overview of the UN system
- The role of UNHCR

Unit 03: International Normative Framework for Gender Equality and Human Rights

- Universal Declaration of Human Rights (UDHR)
- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Convention on the Rights of the Child (CRC)

Unit 04: International Labor Organization's Major Conventions

- Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87)
- Right to Organize and Collective Bargaining Convention, 1949 (No. 98)
- Forced Labour Convention, 1930 (No. 29)
- Abolition of Forced Labour Convention, 1957 (No. 105)
- Minimum Age Convention, 1973 (No. 138)
- Worst Forms of Child Labour Convention, 1999 (No. 182)
- Equal Remuneration Convention, 1951 (No. 100)
- Discrimination (Employment and Occupation) Convention, 1958 (No.111)

Unit 05:

- Critique of the gender and human rights agenda
- Advancing gender equality: Strategies and Approaches

Suggested Books:

Afkhami, Mahnaz (2000). *Respect, Protect, Fulfill Women's Human Rights: Government Accountability for Abuse by Non-State Actors*, Tauris Publishers, London, UK.

Afkhami, Mahnaz (1995). *Faith and Freedom: Women's Human Rights in the Muslim World*, I.B.Tauris Publishers, London, UK.

An-Naim, Abdullahi (1993). *Human Rights and Cross Cultural Perspective*, University of Penselvania, Philadelphia, USA.

An-Naim, Abdulhai, Jerald Cort, Henry Jansen, Hendrik Vroom, eds. (1995). *Human Rights and Religious Values: An Uneasy Relationship*, William Eerdma Publishing, MI, USA.

Ateek, Naim Stifan (2001). *Justice And Only Justice*, Orbis, New York, USA.

Augsburger, David W. (1981). *Caring Enough to Forgive: True Forgiveness*, Herald Press, Scottsdale, USA.

Baillie, Gil (1997). *Violence Unveiled: Humanity at the Cross Roads*, The crossroad

- Publishing, NY, USA.
- Behera, Navnita Chadha (2006). *Gender, Conflict and Migration*, Sage Publishers, New Delhi, India.
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, G.A. res. 39/46, [annex, 39 U.N. GAOR Supp. (No. 51) at 197, U.N. Doc. A/39/51 (1984)], entered into force June 26, 1987.
- Convention on the Elimination of All Forms of Discrimination against Women, G.A. res. 34/180, 34 U.N. GAOR Supp. (No. 46) at 193, U.N. Doc. A/34/46, entered into force Sept. 3, 1981.
- Convention on the Rights of the Child, G.A. res.44/25, annex, 44 U.N. GAOR Supp. (No.49) at 167, U.N. Doc. A/44/49 (1989), entered into force Sept. 2 1990.
- Davis, Nira Yuval, and Pnina Werbner (ed.) (1999). *Women, Citizenship and Difference*, Zed Books, London, UK.
- Dunleavy, P. and B. O'Leary (1987) *Theories of the State*, McMillan, London, UK.
- Faizal, Farah, and Swarna Rajagopalan (2005) *Women, Security South Asia*, Sage Publications, New Delhi, India.
- Fraser, Arvonne S. (1999). "Becoming Human: The Origins and Development of Women's Human Rights." *Human Rights Quarterly* 21(4): 853-906.
- International Covenant on Civil and Political Rights, G.A. res. 2200A (XXI), 21 U.N. GAOR Supp. (No.16) at 52, U.N. Doc. A/6316 (1966), 999 U.N.T.S. 171, entered into force Mar. 23, 1976.
- International Covenant on Economic, Social and Cultural Rights, G.A. res. 2200A (XXI), 21 U.N. GAOR Supp. (No.16) at 49, U.N. Doc. A/6316 (1966), 993 U.N.T.S. 3, entered into force Jan. 3, 1976.
- Jatava, D.R. (2007) *Violation of Human Rights (Fact & Foes)*, ABD Publishers, Jaipur, India.
- Kandioti, Deniz (ed.) (1994) *Women, Islam and the State*, Mcmillan, London, UK.
- Lyth, A. (2001). *Where Are the Women?-A Gender Approach to Refugee Law*, LL.M Thesis, Lund University, Sweden.
- Okin, Susan Moller (1989). *Justice, Gender and the Family*, Basic Books, NY, USA.
- Freire, Paulo. (1970). *Pedagogy of the Oppressed*, Continuum Publishers, NY, USA.
- Ruddick, Sara (1989). *Maternal Thinking: Towards a Politics of Peace*, The Women Press, London, UK.
- Talwar, Prakash (2005). *Human Rights*, Gayan Books, New Delhi, India.
- The International Labour Organization's Fundamental Conventions. (2003). Retrieved from http://www.ilo.org/wcmsp5/groups/public/@ed_norm/@declaration/documents/publication/wcms_095895.pdf.

Universal declaration of human rights, G.A. res.217 A (III), U.N. Doc A/810 at 71 (1948).

Williams, Louise (2002). *Wives, Mistresses and Matriarchs*, Phoenix Press, London, UK.

Yuval, Davis, Nira (1997). *Gender and Nation*, Sage Publications, London, UK.

GENDER AND HEALTH

Course Description:

Recognizing the basic truth that good health of all genders 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 and attitudes. Health, in this course, means total wellbeing of humans, including physical, emotional, and psychological wellbeing. 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 healthcare system, in this course we would also study traditional systems of cure and healing, and myths and belief systems. The core issue of investigation, throughout this course, is the question of decision-making whenever a need arises to seek healthcare for women all through their different stages of life. Thus, neglect of the health needs of the girls, of adult women, and of aged and old women is an important segment of the course. Related to this is the most significant issue of reproductive health.

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the gendered knowledge, attitudes and practices towards gender and health
- Analyze the socio-cultural myths and stigma attached with health-care seeking behaviour.
- Enhance their knowledge about preventive and curative diseases
- Understand health scenario, policies, their importance and implications

Course Contents:

Unit 01: Introduction:

- Defining health

- Health as a gender issue (Sociological and demographic influences)
- Emotional and psychological wellbeing of women
- Variations in health status,
- Access to health care services
- Knowledge and sources of data about health
- Role of culture and myths
- Role of Governmental and International agencies, specially the UN.

Unit 02: Social determinants of health

- Gradient
- Early life and education
- Life Expectancy
- Social Support Networks

Unit 03: Life cycle of women's health

- Girl child (birth, childhood and puberty)
- Reproductive span
- Problems with early marriage and maternity
- Health as a human right
- Problems of women's health
- Problems of aged and aging women

Unit 04: Nutrition

- Knowledge and attitudes towards balanced diet
- Malnutrition and women's health, myths and practices
- Cooking practices

Unit 05: Diseases

- Social definition of illness
- Cultural Influences on Illness
- Preventable and treatable diseases and their management.
- Self medication (practices)

Unit 06: Reproductive health

- Menarche, adolescence, pregnancy and childbirth
- Male-female infertility
- Knowledge and attitudes towards family planning
- Contraception and safe sex (RTI, STD, HIV/AIDS)
- Role of LHVs
- Abortion and miscarriages

Unit 07: Women and health Laws

- Awareness, policies and planning
- Current legislation
- International conventions
- Effect of various health laws on women.

Unit 08: Population policy and planning in Pakistan

- Population processes (fertility, mortality and migration)
- Population projection
- Pressure of population and its effects on the standards of health
- Population policy and its implications

Suggested Books:

- Bird, Chloe E., and Patricia P. Rieker. 2008. *Gender and health*. Cambridge[u.a.]: Cambridge Univ. Press.
- health and well-being in the traditional brothel quarters of Lahore, Pakistan.”
- Pakistan Journal of Women’s Studies: Alam-e-Niswan*, vol. 13, no. 2, 95-118.
- Curtis, Sara. 2004. *Health and Inequality*. London: Sage.
- Kariapper, Rehana. 2007. *Unravelling realities: reproductive health and rights*. Lahore: Shirkat Gah.
- Khan, Ayesha. 2000. *Adolescents and reproductive health in Pakistan: a literaturereview: final report*. Islamabad, Pakistan: Population Council.
- Kirkham, Marvis. 2006. *Social Pollution and Women’s Health*. New York: Routledge.
- Lee, Christina. 1999 *Women’s Health: Psychological and Social Perspectives*. London:Sage. 36
- Markides, Kyriakos S. 1989. *Aging and health: perspectives on gender, race, ethnicity, and class*. Newbury Park, Calif: Sage Publications.
- Nelson, Debra L., and Ronald J. Burke. 2002. *Gender, work stress, and health*. Washington, D.C.: American Psychological Assoc.
- Pakistan Journal of Women’s Studies, 2006. vol. 13, no. 2 (special issue on women’s health).
- Pollard, Tessa M., and Susan Brin Hyatt. 1999. *Sex, gender, and health*. Cambridge:Cambridge University Press.
- Schulz, Amy J., and Leith Mullings. 2006. *Gender, race, class, and health: intersectional approaches*. San Francisco, CA: Jossey-Bass.

FEMINIST RESEARCH

Course Description:

This course is designed to provide introductory framework for methods of research from a feminist perspective. The course begins by seeking to

answer what is feminist research and in what ways it is different from other known categories of research. The course assesses how feminist scholarship challenges dominant theories of knowledge and the major methodologies employed in the social sciences, humanities, and the sciences, with the purpose of creating and applying feminist theoretical models to the production of knowledge. This course primarily teaches how to formulate research questions that explore the diversity of women's experiences with the purpose of empowering them.

Learning Outcomes:

After completing the course, the students will be able to:

- understand the basic methods of research with a feminist perspective
- apply feminist theoretical models to the production of knowledge
- refinement of critical reading, thinking and writing skills in formulating a research project.
- apply ethical principles to all the major components of research, i.e. data collection, interviewing, analysis and the project report writing.

Course Contents:

Unit 01: Epistemological understanding

- Positivist paradigm, interpretative paradigm, critical paradigm, feminist paradigm

Unit 02: Feminist Research

- Definition and historical background: What is feminist research and how it differs from other social science researches; theoretical background; need for feminist research; Research Paradigms.

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Unit 03: Research Design

- Grounded theory, Ethnography design, Case studies design, discourse analysis and historical research design, phenomenology, and survey research design.

Unit 04: Feminist Research methods

- Ways of knowing women's lives and experiences; women's autobiographies and narratives, oral history, focus-group

discussions, content analysis, in-depth interviews and observation method, reflexivity

Unit 05: Analysis and Report Writing

- Transcribing data, coding, thematic analysis and writing report

Suggested Books:

- Baily, Kenneth D. 1982. *Methods of Social Research*, N.Y.: Free Press.
- Blalock, Hubert M. & Ann B. Blalock. 1970. *Methodology in Social Research*, 2nd ed. London, McGraw Hill Inc.
- Cochran, William G. 1990. *Sampling Techniques*, New Delhi: Wiley Eastern.
- Eichler, Margrit. 1991. *Non sexist research methods: a practical guide*. New York and London: Routledge.
- Gluck S.B. & D. Patai, (ed) 1991. *Women's Words, The Feminist Practice of Oral History*, New York: Routledge.
- Harding, Sandra. 2004. *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. New York: Routledge.
- Hesse-Biber, Sharlene Nagy and Patricia Lina Leavy, eds. 2007. *Feminist Research Practice: A Primer*. Thousand Oaks: Sage.
- Kirsch, Gesa. 1999. *Ethical dilemmas in feminist research the politics of location, interpretation, and publication*. Albany: State University of New York Press. <http://search.ebscohost.com/login.aspx?>
- Norman K. Denzin and Yvonna S. Lincoln (eds.). 2005. *The Sage handbook of qualitative research*. Thousand Oaks, Ca: Sage.
- Ramazanoğlu, Caroline with Janet Holland. 2002. *Feminist Methodology: Challenges and Choices*. Thousand Oaks: Sage.
- Reinharz, Shulamit. 1992. *Feminist Methods in Social Research*. New York: Oxford University Press.

GENDER AND POLITICS

Course Description

This course provides an overview of the key concepts of gender and politics scholarship focusing the feminist theory of power and representation. It also examines the critical question whether women's struggle for empowerment has resulted in giving them access to decision-making positions in national life through political platforms. The main thrust of this course is to assess the role of gender in politics with special emphasis on marginalized segments of society in formal and informal political participation and decision making.

Learning Outcomes:

After completing the course, the students will be able to:

- Conceptualize the concept of politics and political activity.
- Familiarize students with a broad range of issues involving gender and politics with particular reference of women voting behaviour, political attitudes and political participation.
- Examine the cultural, structural, and political factors hindering women inclusion in politics.
- Have a sound understanding of the role of gender in civil society and political institutions

Course Contents:

Unit 01: Introduction,

Meaning and Concept of Politics, basic concept of feminist analysis of politics and gender identity

Unit 02: Gender and politics in global perspective

Gender gaps in political participation and representation, Gender and elections, gendered voting behaviour and gender gap

Unit 03: Gender and Democratization

role of women in democratic movements, sources of empowerment and leadership, role of female political leadership, gender and democracy today

Unit 04: Gender and Decision Making

Gender quota debate, critical mass and critical actors, role of gender in formal and informal political institutions (legislature, executive and political parties, bureaucracy, pressure groups, anomic phenomenon)

Unit 05: Gender and Politics in Pakistan

Role of women in Pakistan movement, women and democratic movement in Pakistan, gender quota and female representation, issues and challenges of gender gap in Pakistani politics

Suggested Books:

Afzal, Nabeela. 1999. *Women and parliament in Pakistan, 1947-1977*. Lahore: Pakistan Study Centre, University of the Punjab, Quaid-i-Azam Campus.

Agnew, Vijay. 1979. *Elite women in Indian politics*. New Delhi: Vikas.

Ayaz, Azar, and Andrea Fleschenberg. 2009. *The gender face of Asian politics*. Karachi: Oxford University Press.

- Bennett, Clinton. 2010. *Muslim women of power: gender, politics, and culture in Islam*. London: Continuum.
- Coole, Diana H. 1988. *Women in political theory: from ancient misogyny to contemporary feminism*. Sussex: Wheatsheaf Books.
- Dahlerup, Drude. 2006. *Women, quotas and politics*. London: Routledge.
- Harcourt, Wendy, and Arturo Escobar. 2005. *Women and the politics of place*. Bloomfield, CT: Kumarian Press.
- Fleschenberg, Andrea, Claudia Derichs, and Cecilia Ng. 2010. *[Women in national politics in Asia: a springboard for gender democracy?* New Delhi: Sage.
- Henderson, Sarah L. and Alana S. Jeydel. 2007. *Participation and Protest: Women and Politics in a Global World*. New York: Oxford University Press.
- Improving Participation of Women, Youth and Non-Muslims in Electoral Processes in Pakistan. 2007. *Improving participation of women, youth and non-Muslims in electoral processes in Pakistan: roundtable report*. Islamabad: Pakistan Institute of Legislative Development and Transparency.
- Iwanaga, Kazuki. 2008. *Women's political participation and representation in Asia: obstacles and challenges*. Copenhagen: NIAS Press.
- Julie Dolan, Melissa Deckman & Michele L. Swers. 2007. *Women and Politics: Paths to Power and Political Influence*. Pearson Prentice Hall.
- Kermani, Sheema. Farrukhi, Asif. Ali, Kamran. (2015). *Gender, Politics and Performance in South Asia*. Pakistan: Oxford University Press.
- Krook, Mona Lena. 2009. *Quotas for women in politics: gender and candidate selection reform worldwide*. Oxford: Oxford University Press.
- Krook, Mona Lena. (2010). *Women, Gender and Politics*. New York: Oxford University Press.
- Moghadam, Valentine M. 1994. *Identity politics and women: cultural reassertions and feminisms in international perspective*. Boulder: Westview Press.
- Okin, Susan Moller. 1979. *Women in Western political thought*. Princeton, N.J.: Princeton University Press.
- Sarah L. Henderson & Alana S. Jeydel. 2007. *Participation and Protest: Women and Politics in a Global World*. London: Oxford
- Shaheed, Farida. 2002. *Imagined citizenship: women, state & politics in Pakistan*. Lahore: ShirkatGah Women's Resource Centre.
- Shaheed, Farida, Asma Zia, and Sohail Warraich. 1998. *Women in politics: participation and representation in Pakistan with update 1993-1997*. Lahore: ShirkatGah.
- Shah, Svati P. (2016). *Gender, Politics and the State in South Asia*. John Wiley & Sons.

Toor, Saadia. 2011. *The state of Islam: culture and Cold War politics in Pakistan*. London: Pluto Press.

Women Media Center (Pakistan), and National Endowment for Democracy (U.S.). 2007. *Changing attitude: expanding women role in media and politics*. Karachi: Women Media Center Pakistan.

INTERNSHIP

Course Description:

Field research is introduced in the sixth semester. Students are placed in with agencies, i.e. (NGOs/ CBOs/ GOs/ Print & Electronic media/hospitals/ industries/provincial Assemblies etc.). The assignment & records have to be completed & checked up by the respective supervisors. At the end of semester, the students are assessed on the basis of their daily records. A viva-voce is held at the end of the course.

Course Contents:

Unit 01: Introduction of research field training in organizational setting.

- Need & importance of research field training for students with special reference to case studies application.
- Definition, purpose, principles, technique and steps of case studies as a problem solving method in feminist perspective.

Unit 02: Basic information about trainings, organizations/institutions

- Back ground and nature of institutions/organizations.
- Establishment, infrastructure and management of training organization.
- Services and programmes.
- Facilities available.
- Man power, equipments and financial resources.
- Problems and future plans.

Unit 03: Training programmes for students

- Training methodology
- Manual of training
- Field training
- Training duration and certification

Unit 04: Training assignments

- Individual assignments, group assignments, academic assignments.
- Seminars, lectures, group discussions, conferences, workshop etc.

Unit 05: Record preparation

- Daily diary
- Process record
- Minute book

GENDER AND LAW IN PAKISTAN

Course Description:

Gender discrimination, along with other forms of discrimination, is embedded throughout the legal system, often in ways that are not immediately obvious. This course will look into the ways in which law is gendered and how this contributes to the construction of inequality. Feminist analyses of law provide some of the most significant and challenging explanatory frameworks for understanding the practice and organization of laws and legal institutions. These insights and frameworks focus on concepts such as the public/private divide, equality and intersectional discrimination, representation and power. The course will examine various areas of human experience such as work and the economy, the family and relationships, reproduction and bodies' representation and expression, and the way in which law shapes these. Feminist engagements within each area will be explored. The course will consider a range of approaches taken by feminists to critique, reform and transform law. Various strategies at the local and international level will be studied including the use of human rights to challenge gender inequality and disadvantage. This course examines the complexity of the legal system in the context of women and the emerging dichotomies that affect gender regimes in Pakistan. The three major areas focused in this course are the laws enacted by the Parliament, the Islamic law, and the customary law. We would assess carefully whether these systems, as they exist in Pakistan, promote or discourage gender and class based discrimination. This course also assesses the efforts of the government in implementing international human rights instruments against gender discrimination.

Learning Outcomes:

After completing the course, the students will be able to:

- Develop a conceptual and a practical link between gender, law and human rights in Pakistan;
- Gain an understanding of law making process and judicial system in Pakistan;
- Assess significance and effectiveness of legal system for women, men and third gender in Pakistan;
- Understand how human rights instruments are applied in Pakistani law and society;
- Examine the complexity of the legal system in the context of women and the emerging dichotomies that affect gender regimes in Pakistan.

Course Contents:

Unit 01:

- A conceptual and a practical link between gender, law and human rights
- Need for law in society
- Sources of law (Customs, Shariah, Common, Equity)
- Types of law (Constitutional, Customary, Islamic, Common)

Unit 02:

- The process of law making in Pakistan
- Judicial system of Pakistan

Unit 03: Federal and provincial HR mechanisms in Pakistan

- Access to justice, law courts and legal remedy
- Constitutional Safeguards and fundamental rights guaranteed in 1973 Constitution of Pakistan
- Informal, parallel legal system in Pakistan

Unit 04: Family Laws in Pakistan

- Marriage, Polygamy, Talaq, Khula, Maintenance, Dowry and Gifts, Parents, Child Custody, Guardianship, Will and Inheritance

Unit 05: Shariah laws in Pakistan

- Law of Evidence; Rajam; Qisas and Diyat
- Comparative study of Hudood Laws and Women Protection Bill.

Unit 06: Labor Laws in Pakistan

- Wages, Collective Bargaining, Maternity leave, Protection against harassment at the workplace

Unit 07:

- Third gender person's access to fundamental human rights in Pakistan
- Legal and political barriers to the protection and promotion of third gender person's human rights in Pakistan

Suggested Books:

- Agarwal, B. R. (ed.). (1986). *Plight of a Muslim Woman: The Shah Bano Case*. New Delhi: Arnold-Heinemann.
- Ahmad, Anis. (1991). *Women and Social Justice: Some Legal and Social Issues in Contemporary Muslim Society*. Islamabad: Institute of Policy Studies.
- Ahmed, K. (1972). *The Muslim Law of Divorce*. Islamabad: Islamic Research Institute.
- Ali, Shaheen Sardar. (2000). *Gender and Human Rights in Islam and International Law: Equal before Allah, Unequal before Man*. The Hague:Kulwer Law Institute.
- Ali, Shaheen Sardar. (1994). "Are Women also Human? Women's Rights and Human Rights in Tribal Areas: A Case Study of the Provincially Administered Tribal Areas of Pakistan." *Pakistan Journal of Women's Studies: Alam-e-Niswan* 1(1), 21–26.
- Asghar Ali Engineer. (ed.). (2001). *Islam, Women and Gender Justice*. New Delhi: Gyan Publishing House.
- Ashraf, Mohammad. (1969). *Family Laws in Pakistan: as amended up-to-date with exhaustive commentary*. Lahore: Premier Book House.
- Balchin, Cassandra. (1994). *A Handbook of Family Law in Pakistan*. Lahore: Shirkat Gah.
- de Lind van Wijngaarden, J. W., et al. (2012). "Sexual abuse, social stigma and HIVvulnerability among young feminised men in Lahore and Karachi, Pakistan." *Culture, Health & Sexuality* 15(1): 73-84.
- Firdous, Rehana. (2003). "A Permissible Step for Restraining Man's Unilateral Right of Divorce: *Talaq-i Tafwid* (Delegation Power of Divorce)." *Pakistan Journal of Women's Studies: Alam-e-Niswan* 10(1), 73–79.
- Firdous, Rehana. (2000). "Woman's Right of Separation (*Khul*)—Can She Claim it as a Matter of Law?" *Pakistan Journal of Women's Studies: Alam-e-Niswan* 7(1), 1–20.
- Jahangir, Asma and Hina Jilani. (1990). *The Hudood Ordinances: A divine sanction? A research study of the Hudood ordinances and their effect on the disadvantaged sections of Pakistani society*. Lahore: Rhotas Books.
- Khan, Shahnaz. (2006). *Zina, transnational feminism, and the moral regulation of Pakistani women*. Vancouver: UBC Press.
- Mansuri, Ghazal. 2008. "Family law and custom in Pakistan." *Pakistan Journal of Women's Studies: Alam-e-Niswan*, vol. 15(1), 1-27.

- Mehdi, Rubya. (2002). *Gender and property law in Pakistan: resources and discourses*. Lahore: Vanguard.
- Mehdi, Rubya. (1994). *The Islamization of the Law in Pakistan*. Richmond, Surrey: Curzon Press.
- Mehdi, Rubya. (1997). *Women's Law in Legal Education and Practice in Pakistan: North South Co-operation*. Copenhagen: New Social Science Monograph.
- Patel, Rashida. (2003). *Woman versus man: socio legal gender inequality in Pakistan*. Karachi: Oxford University Press.
- Patel, Rashida. (1986). *Islamization of Laws in Pakistan*. Karachi: Faiza Publishers.
- Shaheed, Fareeda. (1998). 'The Other Side of the Discourse. Women's Experiences of Identity, Religion, and Activism in Pakistan,' in Patricia Jeffery and Amrita Basu (ed.) *Appropriating Gender: Women's Activism and Politicized Religion in South Asia*. New York: Routledge, pp. 143–64.
- Shaheed, Fareeda. (ed.).(1997) *Women's Law in legal education and practice in Pakistan: north south cooperation*. Copenhagen: New Social Science Monograph.
- Shah, Niaz A. (2006). *Women, the Koran and international human rights law: the experience of Pakistan*. Leiden: Martinus Nijhoff Publishers.
- Warraich, Sohail Akbar. (2004). *Reading the Constitution: In Search of Rights*. Lahore, Shirkat Gah.

PSYCHOLOGY OF GENDER

Course Description

The course explores the biological, sociological and cultural influences on gender identity. It also examines gender differences, similarities in cognitive abilities, social development, moral development and psychopathology. The role of myths and stereotypes across gender will also be examined.

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the psychological concepts and research in relation to gender
- Recognize gender similarities, gender differences and gender biases in order to understand the multiple potential causes of the same

- Recognize the abilities, capacities, psychological makeup and problems of a specific gender
- Appreciate the contribution of personality, cognition, motivation, cultural factors that contribute to the differences and similarities between gender
- Understand the physical and cultural constraints in important developmental milestones.

Course Contents:

Unit 01: Introduction to Psychology of Gender

Unit 02: Gender Development across Lifespan

- Physical Development, Psychological Development, Social Development during early childhood, adolescence, adulthood and old age

Unit 03: Gender-Related Comparison in Cognitive Domain

- Mathematical Abilities
- Spatial Abilities
- Verbal Abilities
- Scholastic Achievement
- Memory
- Intelligence
- Creativity

Unit 04: Gender-Related Comparisons in Social Domain

- Empathy
- Aggression
- Helping Behaviour/Altruism
- Sexuality
- Friendship
- Communication

Unit 05: Gender-Related Comparisons in Mental Health

- Mood disorders
- Eating Disorders
- Suicide

Unit 06: Gender and Personality

- Biological and psychological basis of personality development across genders
- Personality Traits and comparison across genders
- Self esteem and self efficacy.

Suggested Books:

- Chrisler, Joan C., Carla 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*. (2nd ed.). New York: Guilford Press.
- Hassan, I. N. 1989. *Psychology of Women*. Islamabad: Allama Iqbal Open University.
- Lippa, Richard A. 2005. *Gender, nature, and nurture*. Mahwah, N. J.: Lawrence Erlbaum Associates.
- Lips, H. 2005. *Sex and Gender: A n Introduction*. Mountain View, CA: McGraw-Hill.
- Sixth Edition. Matlin, M. 2008. *Psychology of women*. [S.I.]: Wadsworth.
- Unger, Rhoda Kesler, and Mary Crawford. 1992. *Women and gender: a feminist psychology*. Philadelphia: Temple University Press.
- Rudman, Laurie A., and Peter Glick. 2008. *The social psychology of gender: how power and intimacy shape gender relations*. New York: Guilford Press.
- Zick Rubin & Elton B. Micxheil. 1992. *The psychology of Being Human*. Harper & Row.

GENDER AND MEDIA

Course Description:

This course is designed with the purpose of analyzing how women and gender issues are represented in mainstream media. Furthermore, the course will examine how media constructs/subverts gender in accordance with cultural and social norms. The course will also investigate how the effects of media work on us and our thinking regarding gender and society.

Learning Outcomes:

- To be able to critically analyze media portrayals of women and gender issues.
- To see how media constructs gender and how these constructions become socio-cultural norms and why.
- To be able to analyze how the effects of media work on viewers' perceptions regarding gender and society.
- To analyze the role of women in media especially in media houses, newspaper agencies, production companies, etc.
- To assess media regulation policy regarding women and gender issues.

Course Contents:

Unit 01: Overview of Media

- What is media?
- Types of media
- Function and role of media in society

Unit 02: Historical Evolution of Media in Pakistan

- Newspapers and magazines
- Radio
- Television
- Film
- New/social media

Unit 03: Media and Advertising

- What is advertising?
- Analysis of portrayal of women in advertising
- Impact of women's portrayal in advertisements on society

Unit 04: Media Code of Conduct

- Laws and ethics applying to portrayal of women and gender issues—PEMRA

Unit 05: Media Audience

- Influence of media on audience
- Women as consumers of media
- Women's influence on media contents as media audience

Unit 06: Media as Profession

- Performers and artists
- Models
- In media and production houses
- In newspaper agencies

Suggested Books:

Banaji, Shakuntala. (2010). *South Asian Media Cultures: Audiences, Representations, Contexts*. London: Anthem Press.

Barrie, G. and Maggie, W. (2005). *The Media and Body Image: If Looks Could Kill*. London: Sage.

Byerly, Carolyn M. and Ross, Karen. (2006). *Women and Media: A Critical Introduction*. Malden, MA: Blackwell.

Carter, Cynthia and Steiner, Linda. (2004). *Critical Readings: Media and Gender*. Maidenhead: Open University Press.

Carter, Cynthia, Steiner, Linda and, McLaughlin, Linda (Eds.). (2015). *The Routledge Companion to Media and Gender*. New York: Routledge.

- Frith, Katherine Toland, and Karan, Kavita. (2008). *Commercializing Women: Images of Asian Women in the Media*. Cresskill, NJ: Hampton Press.
- Hegde, Radha S. (2011). *The Circuits of Visibility: Gender and Transnational Media Cultures*. New York: NYU Press.
- Holzman, Linda and Sharpe, Leon. (2014). *Media Messages: What Film, Television, and Popular Music Teach Us about Race, Class, Gender, and Sexual Orientation*. New York: Routledge.
- Kearney, Mary Celeste. (2011). *The Gender and Media Reader*. New York: Routledge.
- Rooks, Noliwe and Pass, Victoria and Weekley, Ayana K. (2016). *Women's Magazines in Print and New Media*. New York: Routledge.
- Shaheen, Fauzia. (2008). *Glass Ceiling: Empowerment of Women through Media*. Karachi: Women Media Centre Pakistan.
- The Media Commission (appointed by the Supreme Court of Pakistan). (2013). *Report and Recommendations of the Media Commission*. Islamabad: Friedrich Ebert Stiftung, Pakistan Office.
- Zoonen, L. V. (1996). *Feminist Media Studies*. London: Sage.

GENDER, TECHNOLOGY AND ENTREPRENEURSHIP

Course Description:

In today's world technology plays a vital role in communication, education, politics, and entertainment, to name a few areas. This course will explore the relationship between gender and technology. As such, technology now hugely also contributes to gender roles, expectations, and relations—personally and professionally; this course will critically engage in such debates. Furthermore, this course will also explore how both men and women use and contribute to the field of technology.

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the relevance of technology in women's lives.
- Analyze if men and women access and use technology differently.
- Evaluate contemporary technologies in terms of their gender and class meanings and significance.
- Be able to reflect critically on some of the politically and socially gendered implications of technology.
- Assess technology and emerging patterns of gendered segregated data in terms of choosing technology related

professions, choice of academic subjects, and equal inclusion of men and women in technology-related fields.

- Assess technology and emerging patterns of gendered segregation of work.
- Explore relationship between technology and women's entrepreneur skills.

Course Contents:

Unit 01: Exploring Technology

- What counts as technology?
- Technology definition and types
- Scope and uses

Unit 02: Technology and Production of Gender

- The socio-political implications of technology on defining and constructing gender
- Access to technology: who, why, where, and how?
- Technology and politics: personal and professional.

Unit 03: Technology and Gender: Uses and Abuses

- How men and women use technology?
- Why men and women use technology as they do?
- Inclusivity vs. Exclusivity

Unit 04: Technology and Gender: Practical Approaches

- Technology, gender, and work
- Technology and development
- Technology and infotainment.

Unit 05: Entrepreneurship

- Meaning and types
- Women and entrepreneurship: barriers and problems; cultural, educational, technological, structural
- Eradication of barriers for development and environmental sustainability

Suggested Books:

Beede, David, Julian, Tiffany, Langdon, David, McKittrick, George, Khan, Beethika, and Doms, Mark. (2011). Women in STEM: A Gender Gap to Innovation. *U.S. Department of Commerce, Economics and Statistics Administration Issue Brief*, No. 04(11), pp. 1-11.

Bray, Francesca. (2007). Gender and Technology. *Annual Review of Anthropology*, 36, pp. 37–53.

- Cochan, J. McGrath, and Aspray Williams. (2006). *Women and Information Technology: Research on Underrepresentation*. Cambridge, MA: MIT Press.
- Dholakia, Ruby Roy, Dholakia, Nikhilesh, and Kshetri, Nir. (2003). Gender and Internet Usage. *The Internet Encyclopedia*. Hossein Bidgoli (Ed.). New York: Wiley.
- Faruq, Saad. (August 6, 2013). *Gender and Social Media: How Men and Women Differ*. Electronic Document, <https://www.hashtags.org/business/management/gender-and-social-media-how-men-and-women-differ/>, accessed September 15, 2014.
- Fox, Mary Frank, Johnson, Deborah G., and Rosser, Sue Vilhaur. (2006). *Women, Gender, and Technology*. Urbana: University of Illinois Press.
- Hill, Catherine, Corbett, Christianne and St. Rose, Andresse. (2010). *Why So Few?: Women in Science, Technology, Engineering, and Mathematics*. Washington DC.: AAUW.
- Leggatt, Helen. (April 03, 2014). *Gender Attitudes to Social Media Poles Apart*. Electronic Document, <http://www.bizreport.com/2014/04/gender-attitudes-to-social-media-poles-apart.html>, accessed September 15, 2014.
- Ragone, Helena, and Twine, France Winddance. (2000). *Ideologies and Technologies of Motherhood: Race, Class, Sexuality, Nationalism*. New York: Routledge.
- UNESCO. (2007). *Science, Technology, and Gender: An International Report*. Paris: UNESCO, France.
- Wyer, Mary. (2001). *Women, Science, and Technology: A Reader in Feminist Science Studies*. New York: Routledge.

ELECTIVE COURSES

GENDER AND EDUCATION

Course Description:

This course examines the ways in which education structures and policies affect women and changes in those structures and policies improve women's experiences. Topics include overview of education in South Asia and the world, national policies and plans regarding women's education in Pakistan, gender disparities in education and role of NGOs in promotion of education. Besides this the course highlights the importance of women's education and discusses the gender disparities at both policy and implementation level. This course suggests the ways in which literacy among women could increase.

Learning Outcomes:

- To nationally and internationally analyze gender biased conditions in current education systems from a gender perspective.
- To analyze gender gaps and disparities in education.
- To Identify the causes of low female literacy
- To see the relationship of low female literacy and placement in the job market
- To identify the connection between gendered education and health.

Course Contents:**Unit 01: Introduction to Education**

- Definition and meaning of education?
- Aims of education
- Types of Education
- formal
- non-formal
- informal

2. Unit 02: Overview of Gender and Education

- Origin and Evolution of Women's Education
- A Conceptual link between Education and Gender

Unit 03: Gender and Education in Pakistan

- Gender Hierarchies in Schools
- Gender and Higher Education
- National Policies and Plans

4. Unit 04: National and International Organizations' Role and Gender Equality in Education

- The role of UN Agencies
- The role of NGOs and INGOs
- The ways forward

Suggested Books:

Batley, Richard and Rose, Pauline. (2010). Collaboration in Delivering Education Relations between Governments and NGOs in South Asia. *Development in Practice*, 20(4/5), pp. 579-585.

- Chaudhry, Imran Sharif. (2007). Gender Inequality in Education and Economic Growth: Case Study of Pakistan. *Pakistan Horizon*, 60(4), pp. 81-91.
- Christine Skelton , Francis, Becky and Lisa Smulyan . The SAGE Handbook of Gender and Education. SAGE publication 2455 Teller Road, Thousands Oaks, California
- Dib, Claudio Zaki. (1988). Formal, Non-Formal and Informal Education: Concepts/ Applicability. Presented at the “Interamerican Conference on Physics Education”, Oaxtepec, Mexico (1987). *Cooperative Networks in Physics Education - Conference Proceedings* 173. Pp. 300-315. New York: American Institute of Physics.
- Leach, Fiona. (1998). Gender, Education and Training: An International Perspective. *Gender and Development*, 6(2), pp. 9-18.
- Osler, A. (2006). Excluded girls: interpersonal, institutional and structural violence inschooling. *Gender and Education*, 18, 6, pp. 571-589
- Paechter, C. (1998). *Education the Other: Gender, Power and Schooling*. London: TheFalmer Press.
- Paechter, C. (2006). Masculine Femininities/Feminine Masculinities: Power, Identities And Gender. *Gender and Education*, 18(3), pp. 253-263.
- Rafi, Shahrukh. (2003). Participation via Collective Action in Government and NGOSchools in Pakistan. *Development in Practice*, 13(4), pp. 361-376.
- Shahid Siddique, 2012. Education Policies in Pakistan: Politics, Projections, and Practices: Allama Iqbal Press, Islamabad, Pakistan
- Ullah, Hazir and Skelton, Christine. (2016). Social Reproduction of Gender Hierarchies in Sports through Sc Education, 36(1), pp.131-144.

VIOLENCE AGAINST WOMEN (VAW)

Course Description:

With the help of theories of violence against women, this course explores the nature, causes, and spread of violence against women and its impact on gender relations. The course develops a holistic understanding of actual violence and threats of violence, encompassing all forms of violence – physical, emotional, and psychological –and critically examines how and why constitutional guarantees and religious assurances have not succeeded in protecting women’s human rights. The course would investigate the diverse connections between poverty, lack of education and ill-health and violence against women. The course, thus, would prepare the students to comprehend the extent and forms of violence against women existing locally and globally. The class discussions, drawing upon students’ experiences and observations

would assist in the exploration of practical measures for eliminating violence against women.

Learning Outcomes:

After completing the course, the students will be able to:

- Explore the prevalence, causes and effects of VAW
- Break the cycle of domestic violence by educating on the signs of domestic violence
- Understand the nature of violence against women in Pakistan.
- Assess national and global programmatic and policy responses to violence against women.

Course Contents:

Unit 01: Introduction

- Meaning and definition and forms of violence
- Cultural determinants of violence
- Patriarchal parameters of violence.
- International perspective
- Historical and contemporary picture

Unit 02: Theories of violence

- Scale and social dimension of violence against women
- Statistics on VAW
- Evolutionary Psychology, political and Sociological Theories, Political and Sociological Theories
- Harris's Group Socialization Theory, Organic and Brain Based Data, Antisocial Personality Disorder, Genetics

Unit 03: Women and violence

- A South Asian perspective
- Causes and impacts of violence
- Social acceptance of violence in patriarchal culture

Unit 04: Violence in the context of Pakistan

- Prevalence of VAW in Pakistani society
- An overview of male-dominated patterns of socio-religious paradigms

Unit 05: Role of the State in the protection of human rights abuse in Pakistan.

- Women Rights Acts

Unit 06: Knowledge and information in creating violence against women.

- Role of text books
- Role of electronic and social media
- Role literature

Unit 07: Forms of Violence Against Women

- Domestic, community and state violence
- Rape, incest, eve teasing, trafficking, prostitution, murder, infanticide, foeticide, marital violence, acid throwing burning
- Violence in police stations, violence in custody,
- Violence during armed conflict
- Women IDPs, customs-based violence, state violence
- Harassment at work place –use of language of authority
- Psychological violence causing stress

Unit 08: Issues related to Violence

- Statistics, case studies of domestic violence.
- Honour Killing: issues of virginity and female chastity and male control over female bodies and sexuality, wife beating

Unit 09: Strategies, implications and solutions

- International conferences
- Women's activism, introduction and teaching of Women and Gender Studies.

Suggested Books:

Walter, S. DeKeseredy (2011). *Violence Against Women: Myths, Facts and Controversies*. University of Toronto Press.

Stark, Evan and Buzawa, S. Eve (2009). *Violence against in Families and Relationships*. Oxford: ABC Clio.

Abdo, Nahla (2006). "Sexual violence. Patriarchy and the State: women in Israel.

" *Pakistan Journal of Women's Studies: Alam-e-Niswan*, vol. 13, No. 2, 39-63.

Coomaraswamy, Radhika, and Nimanthi Perera-Rajasingham (2008). *Constellations of violence: feminist interventions in South Asia*. New Delhi: Women Unlimited

Davies, Miranda (1994). *Women and Violence: Realities and Responses Worldwide*. London: Zed Books.

Firoze, Fawzia Karim, Rina Roy, Fayazuddin Ahmad, and Mohammad Gholam Rabbani. (2007). *Landmark judgements on violence against women of Bangladesh, India, and Pakistan*. Dhaka: Manusher Janno Foundation.

- Goonesekere, Savitri (2004). *Violence, law, and women's rights in South Asia*. New Delhi: Sage Publications.
- Khan, Nyla Ali (2010). *Islam, women, and violence in Kashmir: between India and Pakistan*. New York: Palgrave Macmillan.
- Finney Hayward, Ruth (2000). *Breaking the earthenware jar: lessons from South Asia to end violence against women and girls*. Kathmandu, Nepal: UNICEF Regional Office for South Asia.
- Heinemann, Elizabeth D. (2011). *Sexual violence in conflict zones: from the ancient world to the era of human rights*. Philadelphia: University of Pennsylvania Press.
- Idriss, Mohammad Mazher, and Tahir Abbas (2011). *Honour, violence, women and Islam*. Abingdon, Oxon: Routledge.
- Jayawardena, Kumari, and Malathi de Alwis (1996). *Embodied violence: communalising women's sexuality in South Asia*. London: Zed Books.
- Raju, Saraswati (2011). *Gendered geographies: space and place in South Asia*. New Delhi: Oxford University Press.
- Saikia, Yasmin (2011). *Women, war, and the making of Bangladesh: remembering 1971*. Karachi: OUP.
- Sigma Huda (2009). "Prostitution: A profitable form of trafficking and the mechanism to counter it." *Pakistan Journal of Women's Studies: Alam-e-Niswan*, vol. 16, nos. 1&2, 235-254.
- Thiara, Ravi K., and Aisha K. Gill (2010). *Violence against women in South Asian communities: issues for policy and practice*. London: Jessica Kingsley Publishers.
- Welchman, Lynn, and Sara Hossain (2005). *"Honour": crimes, paradigms, and violence against women*. London: Zed Books.

PSYCHOLOGY OF MEN AND MASCULINITY

Course Description:

The course explores the biological, sociological, and cultural influences on gender roles of boys and men. It also examines gender role socialization of men and masculinity ideology. The role of male roles and effects of their health and behaviour is also discussed.

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the masculine side of gender and its significance
- Recognize male roles , male role strains, and gender biases towards men
- Comprehend masculinity ideology and how men adhere to it

- Become familiar with different strategies of stress management and conflict resolution utilized across gender
- Appreciate and understand the issues related to the development of life span of men as sons, brothers, husbands and fathers.

Course Contents:

Unit 01: Introduction to Psychology of Men

Unit 02: Developmental Psychology of Men

- Early childhood development of boys
- Physical and psychological development of boys
- Sociocultural development of boys to men.

Unit 03: Adolescence:

- Puberty and mood changes in boys and expectations
- Gender Role Strain paradigm
- Gender Role Conflict Theory

Unit 04: Masculinity Ideology

- Definition, effects on men and their relationships
- Aggression, dominance, Restrictive emotionality, Self-reliance, breadwinner role
- Positive masculinity and its socio cultural gains for all genders particularly women

Unit 05: Fatherhood: social challenges and constraints

- Traditional fatherhood vs motherhood - the primary caretaker debate
- Gender differences in fathering
- Responsible fatherhood
- Positive fathers and their achievements

Unit 06: Men's mental and physical health

- Psychological help seeking behavior in relation to masculinity paradigm
- Men's physical health and body image
- The Intersection of Race, Ethnicity, and Masculinities: Progress, Problems, and Prospects
- Gay, Bisexual, and Transgender Masculinities
- The concept of androgyny.

Suggested Books:

Levant, Ronald F. (2017). *The Psychology of Men and Masculinities*.
Wong Y. Joel & Stephen R. Wester. *APA Handbook of Men and Masculinities*.
Bergin, B. Mark Schoenberg & Garvey (1993). *Growing up Male: The Psychology of Masculinity*
Lee, Christina & R. Glynn (2002). OwensOpen University Press, 2002
John M., Robertson, Woodford, Joyce; Lin, Chi-Wei; Danos, Kimberly K.; Hurst, Mark
(2001).The (Un)Emotional Male: Physiological, Verbal, and Written Correlates of Expressiveness in *The Journal of Men's Studies*, Vol. 9, No. 3, Spring 2001
Christine, Heifner (1997). The Male Experience of Depression in *Perspectives in Psychiatric Care*, Vol. 33, No. 2, April-June 1997
Wicks, Stephen (1996). *Warriors and Wildmen: Men, Masculinity and Gender*, Bergin & Garvey.
Praeger, Herbert Sussman (2012). *Masculine Identities: The History and Meanings of Manliness*.

SOCIAL CONSTRUCTION OF MASCULINITIES **AND FEMININITIES**

Course Description:

This course explores the meaning of masculinity and femininity and gendered relationships and aims to develop an awareness of the concept of masculinities and femininities. There is not one version of masculinity but rather multiple masculinities influenced by gender, race, ethnicity, class, nationality, sexuality, disability and subcultures. This course will also explore the approaches to the study of men/masculinities and women/feminities and identify key concepts and issues for in-depth analysis. It will explore how notions of femininity interact and influence masculinity and vice versa. The course is interdisciplinary and will use popular cultural texts, history, creative writing, art, and autobiography to aid our exploration. Masculinity Studies emerged in response to the critical feminist discourses on women, femininity, and gender. This course will be interdisciplinary, drawing from research and writings in sociology literature, psychology, media and feminist theories. It will examine the ways in which interconnected social statuses (i.e. race, class, sexuality, disability, age, etc.) impact social constructions of femininities and masculinities.

Learning Outcomes:

After completing the course, the students will be able to:

- Develop an awareness of masculinity and femininity as gendered.
- Examine various approaches to the cross-cultural study of masculinities and femininities.
- Examine the concept of masculinity and femininity in local, national and international context.
- Make students aware of changing role of gender in certain socio cultural perspective.
- Think critically about our own participation in patterns, practices and institutions that perpetuates gender inequality.
- Make students able to devise strategies to create gender balance and healthy relationship among genders particularly in Pakistan.

Course Contents:

Unit 01:

- Overview of the concept of social construction of Gender, Masculinity and Femininity,
- Gender Socialization and the Construction of Masculinity and Femininity
- Men's responses to the Women's Movement
- The Emergence of Masculinity Studies as a discipline

Unit 02:

- The History and Emergence of Feminism, The emergence of Feminist theory

Unit 03:

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

Unit 04:

- Masculinity and Male Marginalization, the Male Marginalization Thesis Debates and Its Critiques.

Unit 05:

- Masculinity, Violence, and Power Relations, Masculine Identity, Power and Dominance,
- Hegemonic and subordinate masculinities, Challenging Male Violence

Unit 06:

- Masculinities and Femininities debate in cross-cultural perspective

Suggested Books

- Brittan, Arthur. (1989). *Masculinity and Power*. Oxford: Basil Blackwell.
- Chafetz, Janet Saltzman. (2006). *Handbook of the Sociology of Gender*. USA:Springer.
- Murphy, Peter Francis. (2004). *Feminism and Masculinities*. Oxford: Oxford University Press.
- Rezetti, Curran. (1995). *Women Men and Society* (3rded.). USA: Allyon& Bacon.
- Rashid, Tahmina. (2006). *Contested Representation*. Karachi: Oxford University Press.
- Rajan, Rajeshwari, Sunder. (1993). *Real and Imagined Women; Gender, Culture and Post Colonialism*. London: Routledge.
- Ruth, Sheila. (2001). *Issues in Feminism: An Introduction to Women's Studies* (5th Ed). Mayfield Publishing.
- Wharton, Amy S. (2012). *Sociology of Gender; An Introduction to Theory and Research* (2nded). Wiley- Blackwell

CONTEMPORARY SOCIOLOGICAL THEORIES

Course Description:

The purpose of this course is to introduce contemporary sociological theories, which represent a set of assumptions concerning society and social phenomenon. These are based on the assumed existence of a social system as an independent entity in contrast to metaphysical or theological phenomenon by explaining the evolution of new system of thought in which metaphysical or theological explanations were replaced. For the students of gender studies program, it is inevitable to understand the role of social structure in the emergence and change in various forms of patriarchy in different societies. By studying different thematic approaches regarding structure and function of society and laws governing changes within these societies, they would be able enough to understand women oppression, subjugation and patriarchy in Pakistani society.

Learning outcomes:

After completing the course, the students will be able to:

- Understand political and intellectual forces currently working in Pakistani society.
- Recognize their role to perform as emancipated individuals in society.
- Enhance analytical abilities to successfully perform tasks involving social and political challenging situations.

- Develop their own strategies regarding emancipation of women in Pakistan.

Course Contents:

Unit 01: Evolution of contemporary sociological theories:

- Factors responsible for emergence of modern sociological theories, political forces, intellectual forces, Theory and Process of theorizing; structure of modern theory Perspectives of different theorist and their influence on social life, contribution of women in early sociological theories

Unit 02:The Structure- Functional paradigm:

- Emile Durkheim, Social facts, Division of labor, Collective representation, Suicide and social currents, Typology of society, Talcott Parsons, Social actions, Types of social actions, Meaning of system, Types of system, Typology of society, Analysis of the Structure-Functional Paradigm, Criticism on the Structure-Functional Paradigm

Unit 03:The Conflict Paradigm:

- Karl Marx: Historical materialism, Modes of production, The role of superstructure, Ideologies, Social change; Feudalism, Capitalism, capitalism to Communism, Dahrendorf: conflict of relations with authority and position, base of society on formation of groups like superior and subordinate, Antonio Gramsci: new Marxist, Analysis of the Conflict Paradigm, Criticism on the Conflict Paradigm

Unit 04:The Behaviorist paradigm:

- Max Weber: Social action theory, Types of action, Types of inequality, Types of power, Ideal types and sociological theorizing, Religion, capitalism and rationalization, George Simmel:, Social process, Social conflict, Socialization, Charles H. Cooley: The relationship between individual and society

Unit 05:Modernism/Post modernization paradigm:

- From modernity to post modernity, Social life in the twenty-first century, Anthony Giddens: agency and structure in modern era, Identity in post modernity, Michel Foucault: Discourse theory, Body centeredness and medicalization of modern life, Discursive resistance.

Suggested Books

Farganis, J. (1993). Readings in Social Theory, New York: Mc Graw- Hill, Inc. Jones, P. (2003). Introducing Social Theory: Cambridge: polity Press
Khalid, M. (1996). Sociological Theory: A Historical Perspective Karachi: kifayat Academy, Educational Publishers
Kinloch, C.G. (1977). Sociological Theory; Its development and Major Paradigms, New York: Mc Graw- Hill, Inc.
Ritzer, G. (1992). Sociological Theory, New York: Mc Graw- Hill, Inc.

GENDER, PEACE, SECURITY, AND CONFLICT

Course Description:

The aim of this course is to determine whether peace, security and conflict are gendered. The course will also look at the evolution of conflict and its modus operandi over the years. Furthermore, the course will also analyze if gender relations change as a result of conflict and whether peace and security are intertwined. Using the UN Security Council Resolution 1325 the course will also look at the role of women in peace negotiations, peace building and rehabilitation processes.

Learning Outcomes:

After completing the course, the students will be able to:

- Understand what is peace, security, and conflict.
- Analyze if conflict is gendered.
- See how conflict affects men and women differently.
- Analyze if peace always ensures security.
- Decide whether women should be part of the peace building processes.

Course Contents:

Unit 01: Conflict

- Definition and types of conflict
- Evolution of conflict
- Conflict: nature or nurture

Unit 02: Peace and Security

- What is peace? What is security?
- Are peace and security intertwined?

Unit 03: The Gender Question

- Impact of conflict on gender
- Gender relations as a result of conflict

Unit 04: Women, Conflict and Peace building Processes

- Women's role in peace building
- UN Security Council Resolution 1325 on Women, Peace, and Security

Suggested Books:

Faizal, Farah and Rajagopalan, Swarna. (2005). *Women, Security, South Asia: Clearing in the Thicket*. New Delhi: Sage

Fisher, Erik A. and Sharp, Steven W. (2004). *The Art of Managing Everyday Conflict:*

Understanding Emotions and Power Struggles. Westport, CT: Praeger

Hans, Asha and Betty A. Reardon (Eds.). (2010). *The Gender Imperative: Human Security Vs State Security*. New Delhi: Routledge.

Haq, Farhat. (2007). Militarism and Motherhood: The Women of the Lashkar-i-Tayyabiain Pakistan. *Signs*, 32(4): 1023-1046.

Hirschkind, Charles and Mahmood, Saba. (2002). Feminism, the Taliban, and Politics of Counter-Insurgency. *Anthropological Quarterly*, 75(2): pp. 339-354.

Leicht, Kevin T. and J.Craig Jenkins (Eds.). (2010). *Handbook of Politics: State and Society in Global Perspective*. (Handbooks of Sociology and Social Research). New York: Springer.

Lwambo, Desiree. (2013). 'before the war, I was a man': Men and Masculinities in the Eastern Democratic Republic of Congo. *Gender & Development*, 21(1):47-66.

Olsson, Louise and Theodora-Ismene Gizelis(Eds.). (2015). *Implementing UN Security*

Council Resolution 1325. New York: Routledge.

Reyher, Luc. (2006). Challenges of Peace Research. *International Journal of Peace Studies*, 11(1): 1-16.

Sa'ar, Amalia&Yahia-Younis, Taghreed. (2008). Masculinity in Crisis: The Case of Palestinians in Israel. *British Journal of Middle Eastern Studies*, 35(3): 305-323.

Sargent, Wendy M. (2016). *Civilizing Peace Building: Twenty-first Century Global Politics*. New York: Routledge.

Sharma, Kalpana. (2008). Can there be Peace without justice? *Off Our Backs*, 38(1): 21-23.

Siddiqui, Farhan Hanif and Ahmar, Moonis. (2001). *The Challenges of Conflict*

Resolution in 21st Century: Problems and Prospects. Karachi: Karachi University Publishers.

Snyder, Anna C. (2003). *Setting the Agenda for Global Peace: Conflict and Consensus Building*. Burlington, VT: Ashgate Publishing Ltd.
Sweetman, Caroline. (2005). *Gender, Peace Building, and Reconstruction*. Oxford: Oxfam GB.
UN Resolution 1325 (2000): The Text

GENDER AND DISCOURSE

Course Description:

The aim of this course is to understand the nexus between gender, discourse, and power by looking at various methods to analyze everyday conversations, texts, and discourses. In this course it will be examined that how language becomes a medium of contestation and negotiation for gender dynamics, identity construction, and cultural mediation. For example, “who says what?” or “who is validated to say what?” and “why?” At the end of this course the students will be expected to analyze everyday conversations, various discourses, literary, and media texts.

Learning Outcomes:

After completing the course, the students will be able to:

- Be able to “read” texts beyond what appears to the eye.
- Understand what is sexist language and if there is a need for gender neutral language.
- Analyze if men and women really speak differently.
- Be able to analyze how and why language becomes the field for contesting and negotiating power—or not.
- Critically evaluate how language creates and re-creates gender identities.

Course Contents;

Unit 01: Discourse

- What is discourse?
- The difference between Discourse Analysis and Critical Discourse Analysis

Unit 02: Ideology and Power

- The role of ideology in language
- Meaning of power and power dynamics

Unit 03: Men and Women in Conversation

- The Genderlect Theory
- Do men and women speak differently?

Unit 04: Contested and Negotiable Meanings

- Proverbs
- Humour
- Silences
- Names

Suggested Books:

Althusser, Louis. (1971). Ideology and the Ideological State Apparatuses. *Lenin and Philosophy and Other Essays*. Ben Brewster (Trans.). Pp. 127-186. New York:

Monthly Review Press.

Blommaert, Jan and Chris Bulcaen. (2000). Critical Discourse Analysis. *Annual Review of Anthropology*, 29, pp. 447-466.

Fairclough, Norman. (2015). *Language and Power*. (Third Edition). New York: Routledge.

Harrington, Kate, Lia Litosseliti, Helen Saunston, and Jane Sunderland (Eds.). (2008).

Gender and Language Research Methodologies. New York: Palgrave Macmillan.

Holmes, Janet, and Miriam Meyerhoff (Eds.). (2005). *The Handbook of Language and*

Gender. Malden, MA: Blackwell Publishing.

Hyland, Ken (Ed.). (2013). *Discourse Studies Reader*. New York: Bloomsbury.

Lacoff, Robin Tolmach. (2004). *Language and Women's Place: Text and Commentaries*.

Mary Bucholtz (Ed.). Oxford: Oxford University Press.

Mills, Sarah. (2008). *Language and Sexism*. Cambridge: Cambridge University Press.

Meinhof, Ulrike Haanna. (1997). *Language and Masculinity*. Sally Johnson and Ulrike

Hanna Meinhof (eds.). Malden: Blackwell.

Rahman, Tatiq. (2015). *Names: A Study of Personal Names, Identity, and Power in*

Pakistan.

Siddiqui, Shahid. (2014). *Language, Gender, and Power*. Karachi: Oxford University Press.

Tannen, Deborah. (1990). *You Just Don't Understand*. New York: Ballantine.

Weatherall, Ann. (2002). *Gender, Language and Discourse*. New York: Routledge.

Wodak, Ruth (Ed.). (1997). *Gender and Discourse*. London: Sage Publications.

GENDER AND DEVELOPMENT PLANNING IN PAKISTAN

Course Description:

Pakistan is one of those countries where economic and social progress is hindered by under utilisation of human resources. This course critically assesses causes and factors that have hindered the pace of development in Pakistan. We would assess the role of internal actors (the government and the non-government agencies) and the role of external actors (international bodies and donor agencies) in setting the agenda for development planning and in selecting the techniques and strategies for implementing the plans. Students will be encouraged to look at Pakistan's current situation in the backdrop of its colonial past and in the context of its fragile democratic institutions struggling under patriarchal and feudal social setup. The course, thus, would critically examine development paradigms and the category of woman and gender as central to development planning in Pakistan.

Learning Outcomes:

After completing the course, the students will be able to:

- Provide theoretical, empirical, and methodological understanding of development planning.
- Recognise women's right to identify their own needs and their families' unmet needs for future development planning.
- Help students learn how to create a model development planning in the context of their needs and the needs of their communities.

Course Contents:

Unit 01: Need for development planning

- Theories of Gender planning, gender sensitive indicators of development planning.

Unit 02: An overview of development planning in Pakistan

- Development plans for rural and urban sector.

Unit 03:

- Needs of migrant workers and in-country migrants

Unit 04:

- Role of NGOs and CBOs in highlighting concerns of all genders for better planning.
- Role and impact of international bodies and NGOs in Pakistan's development planning.

Unit 05:

- Critical analysis of Special Schemes for gender and development in Pakistan.

Unit 06:

- Gender sensitive project planning, designing, budgeting and evaluation.

Unit 07:

- New directions in the study of gender development planning

Suggested Books:

- Afsar, Rita. 2003. "Micro Finance and Women's Empowerment: Insights from a Micro-level Sociological Study." *Pakistan Journal of Women's Studies*, vol.10, no. 2 (2003): 129–52.
- Aftab, Tahera . 2000. 'Development and Women in Pakistan,' in M. Porter and E. Judd (ed.) *Feminists Doing Development: A Practical Critique*. London: Zed Books, pp. 29–41.
- Ayub, Nasreen. 1994. *The Self Employed Women in Pakistan: A Case Study of the Self-Employed Women of Urban Informal Sector in Karachi*. Karachi:Pakistan Association for Women's Studies.
- Jahan, Rounaq. 1995. *The Elusive Agenda*. London: Zed Books, 1995.
- Junaid, Shahwar. 1991. *The Role of women in Development: A Perspective*. Rawalpindi: Publishing Consultants.
- Kazi, Shahnaz. 1999. 'Gender Inequalities and Development in Pakistan, in Shahruxh Rafi Khan (ed.) *Fifty Years of Pakistan's Economy: Traditionaltopics and Contemporary Concerns*. Karachi, OUP. pp. 376–414.
- Khan, Nighat Said. 1995.(ed.) *Aspects of Women and Development*. Lahore: ASR Publications.
- Shahwar, Juniad. 1991. *The role of women in development: A perspective*. Rawalpindi:

Publishing Consultants.
Syed, Tahira, Tahira Syed, Tehmina Roohi, and Parveen Ashraf. 2003.
Gender, environment and development. Gilgit: Planning &
Development Dept, Northern Areas.

GENDER & LITERATURE

Course Description:

The concept of identity and self-knowledge has been central to many literatures throughout the ages, from mythical tales of the quest to contemporary coming-of-age romances. From psychological and philosophical points of view, we will explore – through readings, writings, and discussions – the idea of *Otherness*, how this idea helps in defining and rationalizing the questions of what it means to be a woman in the world of today – in/out of cultural contexts. Does the component of woman and gender have a meaningful and balanced representation in prose and poetry? Has literature been able to sensitize the society on the complexity of gender relations? Does self-consciousness of a woman always mean radical feminism; is man always responsible for the dismal condition of woman? Finally, through this course, the students would attempt to understand whether literature mirrors the mores and ways of life of its creators and of their times or it sets new directions by presenting a fresh vision.

Learning Outcomes:

After completing the course, the students will be able to:

- Analyse the basic terms and concepts central To assess how social attitudes have shaped perceptions of women in literature and women’s self-perceptions.
- Read critically, logically, and analytically women/gender elements presented in a text.
- Analyse how women writers have depicted women’s experiences in order to challenge patriarchal discourse.

Course Contents:

Unit 01:

- Why we study women, gender, and literature?

Unit 02:

- Overview of women writers and presentation of women and gender in literature: A case of West and of the subcontinent.

Unit 03:

- Literature in the national language: Selections- Poetry, Short Stories: Novel/biographies/autobiographies.
- Depiction of gender roles in literature

Unit 04: Literature in Regional Languages:

- Poetry
- Short Story
- Novel/biography/autobiography

Suggested Books:

Ahmad, R., ed. 1991. *We Sinful Women*. London: Women's Press.

Ahmed, Zia. 2009. 'Pakistani feminist fiction and the empowerment of women,' in *Pakistaniaat: A journal of Pakistan Studis*, vol. 1, no. 2, 91-102.

Bredi, Daniela. 2010. "Women and male Urdu poets- a few examples." *Pakistan Journal of Women's studies: Alam-e-Niswan*, vol. 17, no. 1, 59-70.

Bredi, Daniela. 2004. "Of women, language, and literature: Begmati zubn," in *Pakistan*

Journal of Women's Studies: Alm-e-Niswan, vol. 11, no. 1, 21-39. Chughtai,

Ismat. 1990. *The Quilt and Other Stories*. Translated by T. Naqvi and S. Hameed. Delhi: Kali for Women.

Hameed, S. and S. Mehdi, eds. 1996. *Parwaaz: A Selection of Urdu Short Stories by*

Women. Delhi: Kali for Women.

Hussein, Aamer. 1999. (ed.), *Hoops of Fire: Fifty Years of Fiction by Pakistani Women*. London: Saqi Books.

Minault, Gail. 1994. 'Other voices, other rooms: the view from the zenana,' in Nita Kumar (ed.) *Women as subjects, South Asian Histories*. Charlottesville: University Press of Virginia, 108-124.

Moi, Toril. 1985. *Sexual textual politics*. London: Routledge.

Petievich, Carla. 2005. 'Feminine Authorship and Urdu Potic Tradition: Baharistan-i Naz vs. Tazkira-i rekhti,' in Kathryn Hansen, David Lelyveld and C. M. Naim (ed.) *A Wilderness of Possibilities: Urdu Studies in Transnational Perspective*,

New Delhi: OUP. Petievich, Carla. 1993. "The Feminine and Cultural Syncretism in Early Dakhani Poetry." *The Annual of Urdu*, 119-130.

Pritchett, Frances W. 1992. 'Women, Death, and Fate, Sexual Politics in the Dastan-e-

Amir Hamzah,' in Sally J. M. Sutherland (ed.) *Bridging Worlds, Studies on Women in South Asia*. Delhi: Oxford University Press, 71-95.

Rehman, Samina .1994. *In Her Own Write: Short stories by Women Writers in Pakistan*. Lahore: ASR Publications.

Riaz, Fahmida. *Four walls and a black veil*. Karachi: OUP.
Yaqin, Amina. 2006. *Badan Darid* (The body torn): Gender and Sexuality in Pakistani women's poetry,"in *Pakistan Journal of Women's Studies: Alam-e-Niswan*, vol. 13, no. 1, 45-65.
Yaqin, Amina. 2001. *The intertextuality of women in Urdu literature: a study of Fahmida Riaz and Kishwar Naheed*. London: University of London.

WOMEN, SPORTS AND PHYSICAL EDUCATION

Course Description:

This course offers an investigation into structural and ideological issues that pertain to women's involvement in sports and physical activities. This interdisciplinary course explores the relationships between health and gender under political, biological, economic, cultural and/or socially constructed influences. We will conduct a comprehensive overview of international health literature in public health, feminist cultural studies, sociology, anthropology, medicine, and popular literature. Topics include the issues concerning the body, media representations, social construction of gender/sex, feminist critiques of biomedicine, inscription of gender onto the body, gender inequities and difference in health epidemiology around the globe, gender differences in and through sports and physical education, gendered approaches and practices in healing, and others.

Students in the Physical Education program learn how to communicate to students of varying ages, abilities and backgrounds the intellectual, physiological and biomechanical concepts of physical activity. The Physical Education curriculum emphasizes the importance of understanding the role of family, community, and school in a student's educational experience, and of psychological and sociological factors that can influence learning.

Learning Outcomes:

After completing the course, the students will be able to:

- Develop into successful, professional educators and contributing community members.
- Analyses the individual women health fitness, resulting in a prescribed program to develop optimal levels of physical fitness, including aerobic fitness, strength, muscular endurance, flexibility, body composition, and lifetime sports considerations.

- Analyses the psychological aspects as they influence performance in sport and physical activity

Course Outline:

Unit 01:

- Physical Education Activities in the Elementary School: Objectives of physical education for the elementary school girl child with applications of choice of activities, organization of programme, theory, and practices.
- Personal Physical Fitness: Study the relationship between vigorous physical activity and individual wellbeing. Emphasis will be placed on an individualized analysis of women health fitness, resulting in a prescribed programme to develop optimal levels of physical fitness, including aerobic fitness, strength, muscular endurance, flexibility, body composition, and lifetime sports considerations.

Unit 02:

- Psychological Aspects of Sports and Physical Education.
- Prerequisites: Psychology. To study the following aspects of psychology as they influence performance in sport and physical activity: learning, retention, transfer, practice, feedback, motivation, anxiety, perception, motor control, social facilitation, cohesion, leadership, and reinforcement.

Unit 03:

- Socio-cultural aspects of Physical Education and Sports. A Study of the theoretical, methodological, experimental, and applied foundations of sport and physical activity programs in society.
- Applied issues included cultural, political, economical, legal, and educational aspects of sport and physical activity programmes related to women.

Unit 04:

- Historical and Philosophical Foundations of Physical Education and Sport A study of the history of physical education and sport programmes, philosophical influences and issues related to the programs and applications of the knowledge base to current programmes.

Unit 05:

- Human Anatomy and Physiology: Study the basic aspects of human anatomy and physiology and their relationship to concepts in sport and physical activity.

Unit 06:

- Physiology of Human Exercise.
- Study the physiological effects of human exercise, training, and sport activities upon the women body; understanding and evaluation of physical fitness components, with consideration given also to areas including work, fatigue, nutrition, age, sex, and environment.

Unit 07:

- Nutrition for Women Performance: Study the women nutrition and its relationship to women performance. Consideration is given to nutrients—function, food source, health concerns and implications, and energy intake and expenditure. Special consideration is given to the following: body composition including weight gain and loss, competitive athletes, older adults, children and teens, pregnant women, disease risk, fluid and electrolyte balance, and specific sport activities.

Suggested Books:

Armour, Kathleen M. (1999) *The Case for a Body-Focus in Education and Physical Education*, Taylor & Francis, Tasmania, Australia.

Berg, Kris E. (2007) *Essentials of Research Methods in Health, Physical Education, and Recreation*, Lippincott Williams & Wilkins, USA.

Birrell, Susan, Cole, Chery L. (1999) *Feminisms and Figurational Sociological*

Contributions to Understandings of Sports, Physical Education and Sex/Gender,

Physical Education Association, Sage Publications, London, UK.

Birrell, Susan, Cole, Cheryl L. (1994) *Women, Sport and Culture*, Human Kinetics, Illinois, USA.

Costa, D. Margaret, Guthrie, Sharon Ruth (1994) *Women and Sport: Interdisciplinary*

Perspective, Human Kinetics, Illinois, USA.

Chandler, Tim, Timothy, John, Chandler, Lindsay (2002) *Sport and Education the Concepts*, Routledge, NY, USA.

Dunning, Eric (2003) *Sport: Critical Concepts in Sociology*, Taylor & Francis, Tasmania, Australia.

Goodsell, Willystine (2007) *The Education of Women- Its Social Background and its Problems*, Read Books, USA.

Green, Ken, Hardman, Ken (2004) *Physical Education: Essential Issues*, Sage Publications, London, UK.

Guttman, Allen (1991) *Women's Sports: A History*, Columbia University Press, NY, USA.

Hargreaves, Jennifer (1994) *Sporting Females: Critical Issues in the History and Sociology of Women's Sports*, Routledge, London, UK.

- Henricks, Thomas S. (2003) *Play Reconsidered: Sociological Perspectives on Human Expression*, University of Illinois Press, Illinois, USA.
- Houlihan, Barrie (2003) *Sport and Society: A Student Introduction*, Sage Publications, London, UK.
- Jarvie, Grant (2006) *Sports, Culture and Society: An Introduction*, Routledge, NY, USA.
- Kirk, David, Tinning, Richard (1990) *Physical Education, Curriculum and Culture: Critical Issues*, Routledge, NY, USA.
- Laker, Anthony (2001) *The Sociology and Physical Education: An Introduction*, Routledge, NY, USA.
- Lensky, J. Helen (1991). *Out of Bounds: Women, Sport and Sexuality*, The Women Press, Toronto, Canada.
- Lensky, J. Helen (1991). *Women, Sports and Physical Activity: Research & Bibliography*, Fitness and Amateur Sports Canada, Ottawa, Canada.
- Penny, Dawn (2002) *Gender and Physical Education: Contemporary Issues and Future Directions*, Routledge, NY, USA.
- Plowman, Sharon, Smith, Denise (2007) *Exercise Physiology for Health, Fitness and Performance*, Lippincott Williams & Wilkins, USA.
- Sparkes, Andrew (1992) *Research in Physical Education and Sport: Exploring Alternative Vision*, Routledge, NY, USA.
- Steinhaus, Arthur H. (1963) *Towards an Understanding of Health and Physical Education*, W.C. Brown Co., Dubuque, USA.
- Sullivan, Mary O. (2007) *Research Quality in Physical and Sport Pedagogy*, Taylor & Francis, Tasmania, Australia.
- Miguel, Juan, Balboa, Fernandez (1997) *Critical Postmodernism in Human Movement, Physical Education, and Sport*, Sunny Press, NY, USA.
- Verscheure, Ingrid (2007) *The Gender Construction of Physical Education Content as the Result of the Differentiated Didactic*, Taylor & Francis, Tasmania, Australia.
- Zeigler, Earle F. (1975) *Personalizing Physical Education and Sport Philosophy*, Stipes, Illinois, USA

ECONOMIC, POLITICAL AND SOCIAL ASPECTS OF WOMEN'S LIVES

Course Description:

This course offers the holistic and multidimensional aspects of women's lives. Its major concerns are the issues related to the economic development and position of women in the global economy. It also analyses the political troubles and struggle for their rights and also offer

the information about social characteristics and features of social institution, role of women in building up of social organizations and traditions and their responsibilities.

Course examines the historical and contemporary issues surrounding the diversity of women Gender, race, socio-economic class and sexuality are presented as central theoretical concepts and as conditions of experience that affect all women and men, as well as being primary categories of social relations for us all.

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the basic social institutions and images of women as social constructor.
- Understand the contemporary trends towards political and economical development.
- Understand the various aspects of women's lives and how women react in the social movements around the world.

Course Contents:

Unit 01:

- Women, Gender, and Global Development

Unit 02:

- Women's roles and concerns in socio-economic and political development processes.
- Positive and negative effects of colonization, post-colonial modernization, democratization, and capitalist and socialist development strategies on women.

Unit 03:

- Women, Social Institutions and Social Change: Twentieth-century trends in such institutions as the family, law, medicine, education, the economy, and politics.
- Major issues and social problems related to women through an interdisciplinary analysis of social institutions and movements for social change as they affect women.

Unit 04:

- Women's Work, Women's Lives 1800 to the Present.
- The social experience and cultural meaning of women's work in the first world and third world.

Unit 05:

- Self Identity and Social Change: Interdisciplinary readings in law, journalism, public policy, history, and self reflective literature.

Unit 06:

- Women and Politics. Changing political roles, status, attitudes, and behaviors of women in contemporary society and of the political implications of changing female/male relationships.

Unit 07:

- Women, Work, and the Family
- Gender, Poverty and Family Survival: Cross cultural perspectives. Women's poverty and development.

Suggested Books:

Bandarage, A. (1997) *Women Population and Global Crisis. A Political-Economic Analysis*, Zed Books, London, UK.

Bhaimali, A. & Kumar, S.A. (2007) *Women in the Face of Globalization*. Serials Publications, Delhi, India.

Cheris Kramarae, Dale, Spender (eds) (2000) *Routledge International Encyclopedia of Women: Global Women Issues and knowledge*, Routledge, Volume 3, New York.

Devasia, L & Devasia, V.V. (2004) *Empowering Women for Sustainable Development.*, Ashish Publishing House, Delhi, India.

Ella, L. Bell, Ella, L. J. Edmondson, Bell, Stella, M. Nkomo (2003) *Our Separate Ways:*

Black and White Women and the Struggle for Professional Identity, Harvard Business School Press, Boston, Massachusetts, USA.

Eleanor, Abdella, Marsha, Doumato, Pripstein , Posuseny (2003) *Women and Globalization in the Arab Middle East: Gender, Economy and Society*, Lynne Rienner Publishers, London, UK.

Harish (1991) *Economic Development and Role of Indian Women*, Commonwealth Publisher, Delhi, India.

Ingenta, Connect, Pro, Quest, Bell & Howell (1998) *The Journal of Development Studies*, University of Michigan, USA.

Khan, N.S., R. Saigol, & A.S, Zia (eds) (1995) *Aspects of Women and Development*, ASR Publications, Lahore, Pakistan.

Lipi, Ghosh. Ishita, Mukhopadhyay.& Suchandra, Chakrabarty (2006) *Women A Cross Asia Issues of Identities*, Gyan Publishing House, New Delhi , India.

Miriam, E. David (2003) *Personal and Political: Feminisms, Sociology and Family Lives*, Trentham Books, United Kingdom.

Nagendra, S. (2006) *Women's Rights*, ABD Publishers, Jaipur, India.

Nagedra, S. (2008) *Women's Role in Modern World*. ABD Publishers, Jaipur, India.

- Narasaiah, M.L. (2006) *Women and Development*, Discovery Publishing House, Delhi, India.
- Norman, Stockman, Norman, Bonney, Xuewen, Sheng, (1995) *Women's Work in East and West: The Dual Burden of Employment and Family Life* M.E. Sharpe Publishers, New York, USA.
- Nussbaum, M.C. (2000) *Women and Human Development: The Capabilities Approach*, Cambridge University Press, Cambridge, UK.
- Patel, R. (1991) *Socio-Economic Political Status and Women and Law in Pakistan*, Faiza Publishers, Karachi, Pakistan.
- Sen, Kumar Amartya, Sen, Amartya (2001) *Development as Freedom*, Oxford University Press UK.
- Paxton, P. & Hughes, M.M. (2007) *Women, Politics and Power: A Global Perspective*, Pine Forge Press, Los Angeles, USA.
- Sunny, Dolly (2003) *Women in Leading Professions in Middle East*, Serials Publications, New Delhi, India.
- Sandole, Staroste, Anita, M. Taylor (2002) *Women in Transition: Between Socialism and Capitalism*, Greenwood Publishing Group, London, UK.
- Llewelyn, Susan P. Llewelyn, Sue, Osborne Kate (1990) *Women's Lives*, Routledge, New York, USA.
- Tiwari, S. & Tiwari, A. (2007) *Women Entrepreneurship and Economic Development*, Discovery Publishing House, Delhi, India.
- Vesna, Nikolic, V. Ristanovic, Nikolic (2007) *Social Change, Gender, and Violence: Post Communist and War Effected Societies*, Springer, New York, USA.
- Wol, S. & Banerji, S. (2007) *Women in Developing World*, Sarup, Delhi, India.

GENDER AND ART

Course Description:

This course examines how art reflects the current images of society and how art can present a vision for the future. Drawing upon feminist theories of aesthetics, this course acknowledges that art includes *all* forms of art -literature, film, architecture, music, theatre, and the visual arts. This course addresses socio-cultural factors influencing roles of women and men in arts, culture, and society. This course, however, has limited itself to the study of visual arts, crafts, and stage performances. We would consider how gender is relevant to the creation of art as it represents social structures. It would help to think about forms and representations of masculinity and femininity from the perspective of 'male gaze' and 'female gaze' in sacred and secular categories of art.

Course Outcomes:

After completing the course, the students will be able to:

- Explore social, political, aesthetic, and economic factors that influence art and the artists.
- Gain insight of how gender and art relate.
- Develop a gendered perspective of art for the artist, the viewer, and the art critic.

Course Contents:**Unit 01:**

- Art, women and gender: social and cultural perspectives.

Unit 02:

- The production of art: the reception of art.

Unit 03:

- Perception, portrayal, and presentation of gender, sexual imagery, and female sensibility.

Unit 04:

- Gendered classification of art- art on canvass, art on textiles; wall decorations and needlework; stage performances and art of puppetry; the art of pottery and the art of ceramics.

Unit 05:

- Folk art and gender.

Unit 06:

- Folk theatre- its social and cultural frame.

Unit 07:

- Selected case studies of women painters, performing artists, and craftswomen.

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Suggested Books:

Afzal-Khan, Fawzia. 2001 "Exposed by Pakistani street theatre: the unholy alliance of Post-modern Capitalism, patriarchy, and fundamentalism." *Pakistan Journal of Women's studies: Alma-e-Niswan*, vol. 8, nos. 1&2, 57-76.

Dadi, Iftikhar. (2010) *Modernism and the Art of Muslim South Asia*, Chapel Hill: University of North California Press.

Ecker, G. 1985. *Feminist Aesthetics*. London: The Women's Press.

- Hashmi, Salima. (2009) *Hanging fire: contemporary art from Pakistan*, London: Yale University Press.
- Hashmi, Salima. 2002. *Unveiling the Visible: lives and works of women artists in Pakistan*, Action Aid Pakistan.
- Islam, Mazharul. (1985) *Folklore, the pulse of the people: in the context of Indic folklore*, New Delhi: Concept.
- Maskiell M. 1999. "Embroidering the Past: phulkari textiles and gendered work as 'tradition' and 'heritage' in colonial and contemporary Punjab". *The Journal of Asian Studies*. 58 (2): 361-89.
- Mirza, Shaheen Nana. 1990. *Sindhi Embroidery and Blocks*. Karachi: Department of Culture & Tourism, Govt. of Sindh.
- Paine, Sheila. 2001. *Embroidery from India and Pakistan*. London: British Museum Press.
- Perry, Gillian. 1999. *Gender and art*. New Haven, CT: Yale University Press.
- Pollock, Griselda. (1988) *Vision and Difference: Femininity, Feminism and the Histories of Art*, London: Routledge
- Reckitt, Helena, and Peggy Phelan. 2001. *Art and feminism*. London: Phaidon.
- Saeed, Fouzia. 1991. *Women in folk theatre*. Islamabad: Lok Virsa.
- Whiles, Virginia. (2010) *Art and Polemic in Pakistan: Cultural Politics and Tradition in Contemporary Miniature Painting*, London: Tauris Academic Studies.
- Wilkinson-Weber, Clare M. 2001. "Gender, handicrafts, and development in Pakistan: A critical Review." *Pakistan Journal of Women's Studies: Alam-e-Niswan*, vol. 8, nos. 1&2, 91-103.
- Wilkinson-Weber, Clare M. 1999. *Embroidering lives women's work and skill in the Lucknow embroidery industry*. Albany, N.Y.: State University of New York Press.
- Zaman, Niaz. 2004. *The Art of Kantha Embroidery*. Dhaka: The University Press.
- Smith, Dan & Skjelsbaek, Inger (2001) *Gender, peace and conflict*, International Peace Research Institute, USA.
- Sweetman, Caroline. (2001) *Gender, Development, and Humanitarian Work*, Oxfam, UK.
- Wendy, M. Sargent (2007) *Civilizing Peace Building: Twenty-first Century Global Politics*, Ashgate Publishing, Ltd, USA.
- Staeheli, L.A., Kofman, E. & Peake, L.J. (eds) (2004) *Mapping Women, Making Politics: Feminist Perspectives on Political Geography*, Routledge New York, USA.
- Yuval, Davis N. & Werbser, P. (eds) (1999) *Women, Citizenship and Difference*. Zed Books, London, UK.

RESEARCH PROJECT / THESIS

The graduating students of B. S (4 years) are required to submit a duly supervised research project/report based on Feminist research methods in their fourth/final year. Research carries six credits in two courses spread over the two semesters of the fourth/final year of B. S. The purpose of making the students go through the exercise of conducting a gender-orientated research and submitting a research report on a topic of his/her choice.

Standardized Template for MS Programme

Proposed Courses for MS Programme

First Semester

S. No	Credit Hrs.	Course Title
1.	3	Emerging Trends in Gender Studies
2.	3	Advance Feminist Theories
3.	3	Research Methods
4.	3	Optional 1

Second Semester

S. No	Credit Hrs.	Course Title
1.	3	Feminist Research: Issues and Challenges
2.	3	Computer Concepts and Application in Research
3.	3	Gender, Religion and Society
4.	3	Optional 2

Third Semester

S. No	Credit Hrs.	Course Title
1.	3	Thesis / Optional 3 In Lieu of Thesis one optional course of 3 credit hours for MS degree without Thesis

Fourth Semester

S. No	Credit Hrs.	Course Title
1.	3	Thesis / Optional 4 In Lieu of Thesis one optional course of 3 credit hours for MS degree without Thesis

Curriculum for MS in Gender Studies**MS DEGREE PROGRAMME****Compulsory Courses**

S.NO	COURSE TITLE	CREDIT HOURS
	First Semester:	
1.	Emerging trends in Gender Studies	03
2.	Advance Feminist Theories	03
3.	Research Methods	03
4.	Optional 1	03
	Second Semester: Compulsory Courses	
1.	Feminist Research: Issues and Challenges	03
2.	Computer concepts and application in research	03
3.	Gender, religion and society	03
4.	Optional 2	03
	Third and Fourth Semester	
1.	Thesis	06
	Total credit hour	30

S.NO	Optional Courses	CREDIT HOURS
1.	Social Construction of Masculinities	03
2.	Gender and Development in Pakistan	03
3.	An Introduction to Gender, Sexuality and Society	03
4.	Anthropology of Gender	03
5.	Women and Cultural Representation: Perspectives from South Asia and Pakistan	03
6.	Gender based violence	03
7.	Gender and Peace Building	03
8.	Women Entrepreneurship	03
9.	Gender and Health in the Context of Pakistan	03
10.	Socio-cultural and Religious Perspectives of Women in South Asia	03
11.	Gender, Law and Human Rights in Pakistan	03
12.	Women and Media in Pakistan	03
13.	Women and Work: Strategies for Women's Empowerment	03
14.	Management Principles of Non-Governmental Organizations	2 + 1
15.	Gender, Sexuality and Society	03
16.	Women in South Asian History	03
17.	Gender, Religion and The Contemporary World	03
18.	Gender, Politics, civil society and human rights	03
19.	Gender and Disaster Management	03
20.	Gender and Rural Development	03
21.	Gender and Social Policy	03

**Compulsory
Credit Hours 3**

EMERGING TRENDS IN GENDER STUDIES

Course Description:

This course is designed as an introduction to the interdisciplinary field of Gender Studies, an academic area of study focused on the ways that sex and gender manifest themselves in social, cultural, and political contexts. The primary goal of this course is to familiarize students with key issues, questions, and debates in Gender Studies, both historical and contemporary. Students will become acquainted with many of the critical questions and concepts feminist scholars have developed as

tools for thinking about gendered experience. In addition, the students will also study the interconnections among systems of oppression (such as sexism, racism, classism, ethnocentrism, homophobia/heterosexist, and others). This course features thorough lecture notes, presentations, seminars, assignments, guest lectures, and a diverse collection of related resources.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Define and utilize basic terms and concepts central to gender studies, including sex, gender, feminism, patriarchy, and oppression.
- Identify and explain how socially constructed categories of gender, race, class, and sexual identity function together to formulate systems of oppression that shape men and women's lives.
- Recognize and understand a variety of methods of studying gender as a social institution
- Learn how to apply concepts and theories of gender studies to their own individual life experiences.

Course Contents:

Unit 01:Waves of feminism

- First Wave Feminism
- Second Wave Feminism
- Third Wave Feminism

Unit 02:

- Liberal Feminism
- Marxist Feminism
- Radical Feminism
- Psychoanalytical Feminism
- Socialist Feminism

Unit 03:

- Feminists across the World: Black Feminism, Muslim Feminism, Latin American and South Asian thoughts, African women and feminism

Suggested Books:

Andersen, Margaret (2005) *Thinking About Women: Sociological Perspective on Sex And Gender*, Allyn & Bacon, NY,USA.

Barik, S (2008) *Gender Mainstreaming and Issues*, Adhyayan, New Delhi, India.

- Bell, Daine & Klein Renate (eds.) (1996) *Radically Speaking: Feminism Reclaimed*, Spinifex Press, Melbourne.
- Byrne, Bridget (2006) *White Lives: The Interplay of Race, Class And Gender in Everyday Life*, Routledge, NY,USA.
- Crowley, Helen and Himmelweit, Susan (1994) *Knowing Women: Feminism & Knowledge*, Polity press, Cambridge, UK.
- Delamont, Sara (2003) *Feminist Sociology*, Sage Publications, London, UK.
- Du Plessis, R,B (1990) *The Pink Guitar: Writing as Feminist Practice*, Routledge, NY, USA.
- Fecher, Anne-Meike, Coles, Anne (2007). *Gender And Family Among Trans National Professionals*, Routledge, NY, USA.
- Freeman, J.(ed) (1984). *Feminism And Philosophy, Perspectives on Difference And Equality*, Polity, Cambridge University press, Cambridge, UK.
- Galler, Roberta (2004) *The Myth of the Perfect Body*, McGraw-Hill, NY, USA.
- Gardner, Viv and Susan Rutherford (1992) *The New Women And Her Sisters: Feminism And Theatre 1850-1914*, Harvester, NY: USA.
- Grosz, E. Jacques Lacan A (1990) *A Feminist Introduction*, Routledge, London, UK.
- Harding, Sandra (2004) *The Feminist Standpoint Theory Reader*, Routledge, NY,USA.
- Jayawardene, K (1980) *Feminism And Nationalism in The Third World*, Kali for women, New Delhi,India.
- Kessler, Suzanne (2004) *The Medical Construction of Gender*, McGraw-Hill, New York, USA.
- Khan N.S (1994) *A Celebration of Women*, ASR publication, Lahore, Pakistan.
- Lynn,(ed) (1989). *Radical Voices*, Pergamon, Oxford, UK.
- McDowell, Linda, and Joanne P. Sharp (1999). *A Feminist Glossary of Human Geography*, Arnold, London,UK.
- McLaughlin, Janice (2003). *Feminist Social and Political Theory*, Palgrave, NY, USA.
- Madoc, Beryl, Jones & Coates, Jennifer (1996) *An Introduction to Women's Studies*, Blackwell, Oxford, UK.
- Moghissi, Haiden (1999). *Feminism And Islamic Fundamentalism*, Oxford University Press, Oxford, UK.
- Mohanty, Candra Talpade (2003). *Feminism Without Borders*, Zubaan, New Delhi,India.
- Naheed, Kishwar (ed) (1986) *Women – Myths And Realities*, Sange-e-meel Publications, Lahore, Pakistan.

Richardson, Laurel (2004) *Gender Stereotyping In The English Language*, McGraw-Hill, NY: USA.

Renzetti, Clarie M., Curran, Daniel J. (2002). *Women, Men and Society*, Prentice Hall, NY, USA.

Shaw, Susan, Lee, Janet (ed.) (2005). *Women's Voices, Feminist Visions: Classic And Contemporary Readings*, McGraw-Hill, NY, USA.

Suryakumari, A (1993). *Women Studies*, Cayen publisher, New Delhi, India.

Tuttle, Lisa (1986) *Encyclopaedia of Feminism*, Facts on File Publications, New York, USA.

Walters, Margaret (2005) *Feminism: A Short Introduction*, Oxford University Press, Karachi, Pakistan.

Wood, Julia T. (2006) *Gender Lives: Communication, Gender, And Culture*, Thomson, NY, USA.

Journals

Pakistan Journal of Women's Studies "Alam-e-Niswan", Karachi.

Pakistan Journal of Gender Studies, Centre of Excellence for Women's Studies, University of Karachi.

Feminist Review, Cambridge University Press, London, UK.

Signs, Journal of Women in Culture and Society, The University of Chicago Press

Compulsory Credit Hours 3

ADVANCED FEMINIST THEORIES

Course Description:

In this course the focus will be to investigate contemporary feminist thought start from Simone de Beauvoir's *The Second Sex* (1949), then the past sixty-eight plus years to the present for feminist theorizing and feminist political discourse. Discussion revolve around the key issues in feminist theory such as the sex/gender debate, the body and power, the political economy of gender, and the construction of masculinity among others.

This course aims also to think through the ways in which these issues intersect with race, class, colonialism and the nation. We will discuss why we study "theory" and explore the relation between feminist theory and political practice.

Learning Outcomes:

At the end of the course, the students will be able to:

Understand feminist perspective through different contexts

Apply different feminist lens in real life situations

Share experiences of marginalized section of society through research projects.

Unit 01 : Introduction

- What is feminism? What is theory?
- The category of analysis: the sex gender debate
- Being a women/ becoming a woman
- The second sex

Unit 02: Performing Gender

- The gender as performance
- Between man and a woman
- Desiring men and desiring women
- Men and masculinity
- Query theory

Unit 03: Body and Power

- The bodies of condemn
- The bodies and power
- The politics of bodies

Unit 04: Feminism and Marxism

- Marx and feminism
- The gender division of labor
- The political economy of gender
- Theorizing women labour

Unit 05: Post colonial theory and Feminism

- Race as a category of analysis
- Race, nationalism and gender
- Women and nation

Suggested Books:

Audre Lorde, (1979). "The Master's Tools Will Never Dismantle the Master's House.

Uma Narayan (1997). "Contesting Cultures: "Westernization," Respect for Cultures, and Third-World Feminists. In *Dislocating Cultures: Identities, Traditions, and Third World Feminisms*"

Bell hooks, "Theory as Liberatory Practice" *Yale Journal of Law & Feminism* 4:1, 1991-1992.

Maria C. Lugones and Elizabeth V. Spelman (1983). "Have We Got a Theory for You!" Women's Studies International Forum.

Simone de Beauvoir (1989). *The Second Sex*: "Introduction" and excerpts of "Childhood" 1949. [R1:161] & Chapter 1, Vintage: [1949].

Judith Butler (1986). "Sex and Gender in Simone de Beauvoir's *Second Sex*"
 Yale French Studies No. 72, Simone de Beauvoir: Witness to a Century, pp. 35-49.

Sandra Harding (1986). "The Instability of the Analytical Categories of Feminist Theory" *Signs*, Vol. 11, No. 4, pp. 645-664. [E]

Audre Lorde (1984). "Age, Race, Class, and Sex: Women Redefining Difference". [R1:289]

Esther Newton (1972). *Mother Camp: Female Impersonators in America*. University of Chicago Press, Chapter 1, pp. 1-21.

Judith Butler (1998). *Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory*. *Theatre Journal* 40(4), pp. 519-531.

Ann Fausto Sterling (2000). *Should There Be Only Two Sexes? In Sexing the Body*. [R1: 507]

Michel Foucault(1990). *The Body of the Condemned: Discipline and Punish: The Birth of the Prison*, Vintage: pp. 3-31

Michel Foucault (1990). *We „Other Victorians“* *History of Sexuality: Vol. 1*, Vintage: pp. 1-14

Judith Butler (2004). "Bodies and Power Revisited" *Feminism and the final Foucault* (ed.) Dianna Taylor, Karen Vintges, University of Illinois Press: pp. 183-196

J.M. Coetzee, *Disgrace* (P) Chapters 1-6

Susan Bordo (1999). *Feminism Foucault and the Politics of the Body*" *Feminist theory and the body: A Reader*, (ed.) Janet Price and Margrit Shildrick, Routledge: pp. 246-257

J.M. Coetzee, *Disgrace*, Chapters 7-20

Friedrich Engels (2007). "Origins of the Family, Private Property and the State," *The Essential Feminist Reader* (ed.) Estelle Freedman, Modern Library, 104-11. Marx and Engels, *The Communist Manifesto*

Heidi Hartmann, "The Unhappy Marriage of Marxism and Feminism" *Feminist Theory Reader: Local and Global Perspectives*

Bina Agarwal (1997). "Bargaining and Gender Relations: Within and Beyond the Household" *Feminist Economics*, vol. 3, issue 1, pp. 1-51

Iris Young (1980). "Socialist Feminism and The Limits Of Dual System Theory" *Socialist Review* 10.2-3, 169-188

**Compulsory
Credit hours 3**

RESEARCH METHODS

Course Description:

The focus of this course is to study the connection between the process of creating both a body of academic knowledge in gender studies and field practices to build skills for analysis, interpretation, and creation of academic proposals from fieldwork. Students can choose to conduct research, working with social activist groups or movements in one area, or do an internship in an organization concerned with gender issues, in either Pakistan or another country, in a fixed period under the supervision of an adviser and/or resource person in the chosen organization. This course is based on research methodology and its practical side. It consists of fundamentals of research designs, Research Methods for Social Sciences, Plagiarism, Why and Where to Publish, Research Ethics, Report Writing, Data Collection and Data Analysis, Research Design, Using Online Resources for Research, Sharing and discussing Case Studies, Action Research, Introduction to Documenting Research and Using Statistical Package for Social Sciences (SPSS) in Research.

Learning Outcomes:

The aim of this course is to give students an understanding of the basic principles, conduct, and analysis of in-depth interviewing of individuals, and groups. It is intended to provide research students with an appreciation of various computer packages for qualitative analysis through introduction courses and hands-on training in the use of these tools. The practicum will give students hands on experience of different techniques including software packages for the analysis of texts. The course is designed to enable students critically evaluate empirical research, to understand the strengths and weaknesses of different methods and designs and to provide a foundation for research projects/dissertations.

Course Contents:

Unit 01: Introduction: research as a social inquiry

- Fundamentals of research design
- Sampling
- The pragmatics of research: management, ethics, and dissemination

Unit 02: Qualitative and quantitative social research

- Interview
- Observation
- Ethnography and participant observation
- Grounded theory
- Phenomenology
- Ethnography
- Content analysis
- Discourse analysis
- Case study
- Image analysis
- Experimentation and causality
- Surveys

Unit 03: Three

- Data sources: quantitative data sets, qualitative and internet
- Statistical Package for Social Sciences (SPSS)
- Computer Packages for Qualitative Analysis (Nvivo)

Unit 04:

- Quantitative Analysis

The generalized linear model: sampling distributions; one and two sample tests for means and proportions; correlation and the least squares regression model with one or more predictor variables. Applied multivariate analysis: cluster analysis, multi-dimensional scaling, principal components analysis, factor analysis and latent variable models.

- Qualitative Analysis
Thematic analysis, discourse analysis, content analysis
Developing and applying a theoretical framework for both quantitative and qualitative analysis

Unit 05:

- Writing thesis
- Division of chapters and sub-headings
- Documentation of sources and citation of references
- Preparing a bibliography

Suggested Books:

Algina, J. & Olejnik, S. (2000) *Determining Sample Size for Accurate Estimation of the Squared Multiple Correlation Coefficient*, Multivariate Behavioral Research.

- Bauer, M W. & Gaskell, G. (eds) (2000) *Qualitative Researching with Text, Image and Sound: A Practical Handbook*. Sage Publication.
- Bok, S. (1995) *Common Values*. University of Missouri Press, Columbia.
- Bunge, M. (1996) *Finding Philosophy in Social Science*, Yale University Press, New Haven CT.
- Code, L. (1991) *What Can She Know? Feminist Theory and the Construction of Knowledge*. Cornell University Press, Ithaca, NY.
- Collins, L. M., & Sayer, A. (Eds.). (2001) *New Methods for the Analysis of Change*. American Psychological Association, Washington, DC.
- Denzin, N. K. (2003) *Performance Ethnography: Critical Pedagogy and the Politics of Culture*. Sage Publications, Thousand Oaks, CA.
- Dogan, M & Kazancigil, A. (1994) *Comparing Nations: Concepts, Strategies and Substance*, Blackwell.
- Fink, A. & Kosecoff, J. (1985) *How to Conduct Surveys. A Step by Step Guide*, Sage Publications.
- Flick, U. (1998) *An Introduction to Qualitative Research*, Sage Publications.
- Fielding, N G. & Lee, R M . (1998) *Computer Analysis & Qualitative Research*, Sage Publications.
- F. Twine & J. Warren (Eds.) (2000) *Racing Research, Researching Race: Methodological Dilemmas in the Critical Race Studies*, New York University Press, New York.
- Hand, D. J.(et.al) (1994) *A Handbook of Small Data Sets*, Chapman & Hall, London.
- Harris, R. J. (2001) *A Primer of Multivariate Statistics* (3rd ed.) Mahwah, Lawrence Erlbaum, NJ.
- Hughes. J, (1990) *The Philosophy of Social Research*, Longman.
- King, G. Keohane, R O. & Verba, S. (1994) *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton University Press.
- P. Camic, J. E. Rhodes, & L. Yardley (Eds.), (2002) *Qualitative Research in Psychology: Expanding Perspectives in Methodology and Design*, American Psychological Association, Washington, DC.
- Reinharz, S. (1993) *Social Research Methods: Feminist Perspectives*, Elsevier, New York
- Torre, M. E., & Fine, M. (2003) *Critical Perspectives on the "Gap": Participatory Action Research with Youth in Integrated" and Segregated School Settings*. Harvard Evaluation Exchange Newsletter.
- Taylor, C. (1995) *Philosophical Arguments*, Cambridge, MA: Harvard University Press.

- Weitzman, E A. & Miles, M B. (1995) *Computer Programs for Qualitative Data Analysis*, Sage Publications, India.
- Wyschogrod, E. (1998) *An Ethics of Remembering: History, Hierology, and the Nameless Others*, University of Chicago Press, Chicago.

**Compulsory
Credit Hours 3**

FEMINIST RESEARCH: ISSUES AND CHALLENGES

Course Description:

The main objective of this course is to familiarize the students how interdisciplinary Gender Studies perspectives as informed by feminist scholarship shapes new research techniques that emerge as change-makers in society. The course raises different questions in order to get answers to: a) what is feminism and what does it tell us about women's lives and experiences? b) how knowledge is constructed and deployed for the purpose of either maintaining power balance in a society or to act as social catalyst? c) how does feminist scholarship and feminist research challenge the 'norms' and 'practices' of civil societies? Thus, the main aim of this course is to create an understanding between the theory of Feminism(s) and action. The course will also examine a variety of issues and arguments that exist within feminist scholarship worldwide and will assess their meanings and applicability in the context of Pakistan.

Learning Outcomes:

After completing the course, the students will be able to:

- Examine the relationship between the researcher and the researched
- Develop, examine, critically analyze and apply theoretical framework
- Provide a forum for the expression of their own understanding and perception of gender and power structures so that strategies to be used beyond academia can be devised

Course Contents:

Unit 01:

- Definition and historical background: What is Feminist research and how it differs from other social science researches. What is the need for feminist research?

Unit 02:

- Major issues in conducting research about women: availability of limited research about women, reliability of data about women, and male-orientation of research-based knowledge.

Unit 03:

- Research methods: qualitative and quantitative methods with the focus on reflexivity, critical analytical thinking, feminist pedagogy, interviews, oral history, ethnography, case study, autobiography, action research, participatory research, focus group.

Unit 04:

- Research process: problem identification, conceptualization, research design, data collection, data analysis, report writing, connection of research, real life situation and research application.

Unit 05:

- Use of library information technology in Research: Information sources, Bibliographic sources, Reference and documentation sources, Type of bibliography, Footnoting and end noting, Use of internet sources.

Suggested Books:

Afiya Shehrbano Zia (2009). Challenges to secular feminism in Pakistan : a critique of

Islamic feminism and revivalism. University of Cambridge.

Centre of South Asian studies.

Biber, Sharlene Nagy Hesse (ed.) (2006) *Handbook of Feminist Research Theory and Praxis*, Sage Publications, India.

Burke, Johnson & Larry Christensen (2008) *Educational Research: Quantitative, Qualitative and Mixed Approaches*, Sage Publications, USA.

Britha, Mikkelsen (2005) *Methods for Development Work and Research*, Sage Publications, India.

Carol Grbich (2006) *Qualitative Data Analysis*, Sage Publications, India

Ferree, Myra Mark & Patricia Yancey Martin. (1995) *Feminist Organizations, Harvest of the New Women's Movement*. Temple.

- Hesse-Biber, S., Gilmartin, C, and Lydenburg, R. (1999) *Feminist Approaches to Theory and Methodology*. Oxford University Press.
- Humm, Maggie (1990) *The Dictionary of Feminist Theory*, Ohio State, University Press, Columbus.
- Jason, W.Osborne (2008) *Best Practices in Quantitative Methods*, Sage Publications, U.S.A
- John, W.Creswell. (2007) *Qualitative Inquiry and Research Design*, Sage Publications.
- Misciagno, Patricia. S (1997) *Rethinking Feminist Identification: The Case for De Facto Feminism*, Westpoint, Praeger Publishers.
- Letherby, Gayle (2003) *Feminist Research in Theory and Practice*, McGraw- Hill, London.
- Naples, Nancy (2003) *Feminism and Method: Ethnography, Discourse Analysis, and Activist*, Routledge, London.
- Nielsen, McCarl (1990) *Feminist Research Methods: Exemplary Readings in the Social Sciences*, Boulder, Westview Press.
- Pam Papadelos (2010). From revolution to deconstruction : exploring feminist theory and practice in Australia.
- Paul. Oliver, (2004) *Writing your Thesis*, Vistaar Publications
- Phillips, Anne (1998) *Feminism and Politics*, Oxford University Press, Oxford.
- Reinharz, Shulamit (1992) *Feminist Methods in Social Research*, Oxford University Press, Oxford.
- Roger, Sapsford. (2007) *Survey Research*, Sage Publications
- Scott, A Miller. (2007) *Developmental Research Methods*, Sage Publications
- Shively, W. Phillips. *The Craft of Political Research*. Prentice Hall
- Sharlene, Nagy Hesse - Biber & Patricia Lina Leavy (2007) *Feminist Research Practice: A Primer*, Sage Publications, Inc. California, U.S.A.
- Sherrly. Kleinman, (2007) *Feminist Fieldwork Analysis*, Sage Publications, New Delhi, India.
- Silvia Federici (2012). Revolution at point zero : housework, reproduction, and feminist struggle. PM Press ; Brooklyn, NY.
- Srila Roy (ed.) (2013). New South Asian feminisms : paradoxes and possibilities. New York : Zed Books.
- Tong, Rosemarie Putnam (1998) *Feminist thought: A More Comprehensive Introduction* (2nd Ed.) Boulder, CO: Westview.
- Zalewski, Marysia (2000) *Feminism After Postmodernism: Theorizing Through Practice*, Routledge, London.

**Compulsory
Credit Hours 3**

**COMPUTER CONCEPTS AND APPLICATION IN
RESEARCH**

Course Description:

This course is designed for the researchers in the field of social sciences. This course will deliver the knowledge about fundamental of computers including hardware, software and internet. In order to improve their understanding of the power and versatility of the computer and the benefits of its use in their research, but also its limitations and potential disadvantages. The main focus of this course is to introduce the use of internet for knowledge searching, training on software packages for social science researcher, use of office automation tools for organizing research, formatting research documents, referencing systems, and preparation of multimedia presentations for conferences.

Learning Outcomes:

Support research candidates to:

- Confidence in the use of computing,
- Understanding and training of computer applications for social sciences,
- Management of research with computer applications,
- Develop the ability to organize analyzed data using computer software

Course Contents:

Unit 01:

- Fundamentals of computers, information and communication technology

Unit 02:

- Types of Software and their applications

Unit 03:

- Microsoft office tools and their application in research

Unit 04:

- Use of Internet for knowledge searching

Unit 05:

- Application software for referencing and research management

Unit 06:

- Availability and Security of research data

Suggested Books:

Williams, Brian K. & Stacey C. Sawyer (10th Ed). (2102), Using InformationTechnology, A Practical Introduction to Computers & Communications.

Office 2013 For Dummies: 1st edition By: Wallace Wang.

Hahn, Christopher (2008). Doing Qualitative Research using your Computer: Sage Publications

https://www.refworks.com/refworks2/help/Exporting_from_Data_Services_and_Importing_into_RefWorks.htm

University of Washington. "Is Your Computer Safe?" Computing & Communications Windows on Technology, No. 27, June 2002. 18 Nov. 2003.

<http://www.washington.edu/computing/windows/issue27/safe.html>

Greiner, Lynn. "Preventing data theft " Computer Dealer News, February 22, 2002, Vol. 18 No. 3. 21 Nov.

2003.<http://www.itbusiness.ca/index.asp?theaction=61&sid=47850>

Office of Research Integrity. "Data Management Guidelines Issued by British

Medical Research Council" September 2001, Vol. 9, No. 4. 20 Nov. 2003.

<http://ori.dhhs.gov/html/resources/britishmed.asp>

Source: University of Texas Southwestern Medical Center at Dallas

Date: 2000-10-10 Collecting Research Data On Computer Wave of Future, UT

Southwestern Researchers Report inJama

<http://www.sciencedaily.com/releases/2000/10/001010071729.html>

**Compulsory
Credit Hours 3**

GENDER, RELIGION AND SOCIETY

Course Description:

In this course we will comprehend the following questions: What is the relationship between religion and society? Does religion reinforce racism, sexism and classism, or does it help break down discrimination? This course will provide a broad introduction to the study of religion as a social phenomenon. The students will be asked to examine religion as an outsider perspective from insider by exploring its connection to other aspects of cultural, economic and political life while the focus will largely be in the gender and religion in our own context.

Learning Outcomes:

After completing the course, the students will be able to:

- Develop familiarity with the sociological approaches to the study of religion
- Develop understanding about the relationship(s) between religion and gender inequality and discrimination
- Explore ways in which religion intersects with ethnic, racial and gender identities
- Analyze the relationship between religion and human evolution across societies

Course Contents:

Unit 01:

- Religion as a Social Phenomenon
- Introduction to course and each other
- Religion and Spirituality
- The Sacred and Profane

Unit 02:

- Sociological Definitions of Religion
- The Elementary Forms of Religious Life
- Religion as a Cultural System
- Religion in South Asia.

Unit 03:

- Institutionalization of religion
- Domination and Stratification
- The Protestant Ethic and the Spirit of Capitalism
- Socioeconomic Inequality in the South Asian Religious System

Unit 04:

- Religion and Gender
- Gendering Secularization Theory
- Islam and Woman: Where Tradition Meets Modernity
- The Embodied Goddess
- After the Death of God the Father
- Beneath the Status Characteristic: Gender Variations in Religiousness
- Gendered Leadership in religions and clergy

Unit 05:

- Religion and Sexuality
- Culture Wars: The Challenge of Homosexuality
- Talking about Homosexuality
- Dare to Differ
- The embodiment

Suggested readings:

Everett L. Worthington, Jr., Joshua N. Hook, Don E. Davis, and Michael A. McDaniel(2011). Religion and Spirituality. *Journal of Clinical Psychology*, Vol. 67(2), 204-

214 Wiley Periodicals, Inc. Published online in Wiley OnlineLibrary. doi:

10.1002/jclp.20760

Michele Dillon (2003). (Ed.). *Handbook of the Sociology of Religion*. Cambridge University Press

Brian J. Zinnbauer, Kenneth I. Pargament, Brenda Cole, Mark S. Rye, Eric M. Butter,

Timothy G. Belavich, Kathleen M. Hipp, Allie B. Scott, Jill L. Kadar (1997).

Religion and Spirituality: Unfuzzifying the Fuzzy. *Journal for the Scientific Study of Religion*, Vol. 36, No. 4, pp. 549-564

Durkheim, Emile (1917). Translation by Karen E. Fields (1995). *The Elementary Forms of Religious Life*. The Free Press. A Division of Simon & Schuster Inc.

Geertz, Clifford (1993). Religion as a cultural system. In: *The interpretation of cultures: selected essays*, Geertz, Clifford, pp.87-125. Fontana Press.

Max Weber (1930). Translated by Talcott Parsons with an introduction by Anthony Giddens (1992). *The Protestant Ethic and the Spirit of Capitalism*. Routledge

Linda Woodhead (2005). *Gendering Secularisation Theory*. *Kvinder, Køn & Forskning* Nr. Vol.1, No. 2, pp. 20-33

Jeri Altneu Sechzer (2005). *Islam and woman: where tradition meets modernity: history and interpretations of Islamic women's status*

Wendy Griffin (1995). *The embodied goddess: Feminist witchcraft and female divinity* *Sociology of Religion*, vol. 56, No. 1, pp. 1-13

Mary Dely (2014). *After the Death of Father the God. The Study of Religion: A Reader*.
Ed. by John S. Harding and Hillary P. Rodrigues. Routledge

Alan S. Miller, Rodney Stark (2002). *Gender and Religiousness: Can Socialization Explanations Be Saved?* *AJS* Vol. 107, No. 6, pp. 1399–1423

Sue E. S. Crawford, Kristin Zurek, (2009). *Does the Personal Become Political? The Political Leadership of Women Clergy on Discrimination Issues*. *Journal of Religion & Society Supplement Series 5*. Women, Gender and Religion: The Kripke Center ISSN: 1941-8450

Laura R. Olson & Wendy Cadge (2002). *Talking about Homosexuality: The Views of Mainline Protestant Clergy*. *Journal for the Scientific Study of Religion*. Vol. 41, No. 1, pp.153-167

Optional Credit Hours 3

SOCIAL CONSTRUCTION OF MASCULINITIES

Course Description:

In this course we will examine the social construction of masculinity in non-Western cultures, focusing primarily on Muslim countries, but also briefly examining masculinity in the Western societies. This course will explore men's experience in our society from multiple vantage points and examine the various ways in which masculinity is understood, represented, and constructed in society. We will explore some of the extensive literature that has been published since the 1970s in the fields of Men's Studies, Masculinities, and Sociology of Gender. Men's Studies first emerged as a field of academic inquiry in the 1970s and 1980s in response to the development of Women's Studies and the theoretical work on gender explored by feminist theorists. Early Men's Studies scholars adopted feminist theoretical models on gender to explore the ways in which masculinity is constructed in society in order to examine diverse issues, including male privilege in patriarchal societies, the link between men and violence in society and the concept of multiple

masculinities, which are not all on equal footing. The major themes that will be explored in the course are: the “social construction” of gender; gender role stereotypes; men, privilege, and power; men and violence; men’s health, men in the working world and in family life; the socialization of boys; and the concept of hegemonic (normative) versus marginalized masculinities.

Learning Outcomes:

After completing the course, the students will be able to:

- Introduce students to the study of men and masculinities.
- Develop an awareness of masculinity and femininity as gendered.
- Examine various approaches to the cross-cultural study of men and masculinities.
- Examine the concept of masculinity/masculinities in the national/local context.

Course Contents:

Unit 01: The History and Emergence of Masculinity Studies

- Introduction to the course
- History of Masculinity
- Men’s responses to the Women’s Movement
- The Emergence of Masculinity Studies as a discipline
- Masculinity politics, myths and boys schooling
- Hegemonic Masculinity: Rethinking the concept

Unit 02: Masculinity and Femininity: A Social Construction?

- Overview of the concept of Gender
- Gender Socialization and the construction of masculinity and femininity
- Key concepts in the study of masculinity
- A very straight gay: Masculinity, homosexual experience, and the dynamics of gender
- Masculinities in cross-cultural perspective
- The crisis of masculinity (essentialist, psychosocial and social constructionist perspectives)

Unit 03: Types of Masculinities

- Hierarchy masculinity
- Hegemonic masculinity
- Subordinate masculinities

Unit 04: Subverting Masculinities

- Understanding sex/gender Diversity
- Homophobia and the policing of masculinity
- Understanding Heteronormativity

Unit 05: Masculinity, Sexuality, Intimacy, Violence and Power Relations

- Sexuality and Masculine Identity, Power and Control
- Sexuality, Power and Control
- Masculinity, Love and Intimacy
- Men and relationship with women
- Men and friendships
- Challenging Male Violence
- Men and sports
- Men and health

Unit 06:

- Islamic masculinities: an introduction
- Modern Muslim's views of sexuality
- Gender, power and social change in Morocco
- Understanding gender based violence within the family
- Preventing sexual assault through engaging men
- On being homosexual and Muslim: conflicts and challenges
- Male Infertility and patriarchal paradoxes in Egypt

Unit 07: Masculinity and Work & Labour

- The meaning of work in men's lives
- Work and Masculine Identity
- Men and Professions
- The Family Wage and the Male Breadwinner concept
- The sexual division of labour at workplace
- Men and Labour

Unit 08: Masculinity and Male Marginalization

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

Suggested Books

- 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
- Rowley, 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

- 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
- Brittan, Arthur. 1989. *Masculinity and Power*. Oxford: Basil Blackwell.
- Carbado, Devan. (Ed). N.d. *Black Men on Race, Gender and Sexuality*. New York: NYU Press.
- Carrigan, T, Raewyn Connell and J Lee. (1985). Toward a new sociology of masculinity. *Theory and Society*, vol. 14 no. 5, 551-604.
- Clatterbaugh, Kenneth. (1997). *Contemporary Perspectives on masculinity: Men, Women and Politics in Modern Society*. Westview Press, Boulder.
- 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.
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- Murphy, Peter Francis. (2004). *Feminism and masculinities*. Oxford: Oxford University Press.
- Ouzgane, L. (Ed.). (2006). *Islamic Masculinities*. New York: Zed Books.
- Pease, Bob and Keith Pringle. (Eds.). (2002). *A Man's World: Changing Men's Practices in a Globalized World*. London: Zed Books.
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- Ruth, Sheila. (2001). *Issues in Feminism: An Introduction to Women's Studies 5th Edition*. Np: Mayfield Publishing.
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Concubinage in Peshawar, Northwestern Pakistan. *Culture, Health & Sexuality*, 13(9), pp.1061-1072.

**Optional
Credit Hours 3**

GENDER AND DEVELOPMENT IN PAKISTAN

Course Description:

Gender and Development course has been designed to develop an understanding, with a feminist perspective, of the nature and importance of gender roles and gender relations and approaches in development processes. This course seeks to examine how the concept of development has been extended from only economic aspect to enlarged one including social, environmental, political, sustainable and gender perspectives. It explores the theoretical bases and analyzes the practical implementation of development strategies in global and local context. It examines the role of International and National organizations and implementation of international agreements related to gender and development. It moves on to examine critically the effects of various development policies on men and women. It also focuses on women's roles in the development process and lays emphasis on the need of recognizing women's participation as actors and not as beneficiaries alone.

Learning Outcomes:

After completing the course, the students will be able to:

- Understand the process of development from a gender perspective
- Understand the implications of development projects for both men and women
- Identify problems and critical issues obstructing women's development
- Comprehend Gender and Development from regional perspectives
- Develop a holistic understanding of development including the issues of health, economic and knowledge and information

Course Contents:

Unit 01: Introduction:

- Concept and Definition of Development
- Gender Dynamics and Development
- Aspects of Gender Inequality
- Measuring Gender Differences

- Gender-disaggregated vs. gender-sensitive indicators
- Household versus individual indicators
- UNDPs gender-related indices

Unit 02: Gender Roles, Relations and Development

- Gender-based Division and Valuation of Labour
- Gender equality and equity, and gender empowerment.
- Gender mainstreaming strategy

Unit 03: Theories of development

- Gender and Development theories
- Welfare, basic need, empowerment, equality, anti-poverty and empowerment
- Conceptualizing power and gender in development studies
- Modernization, Dependency, and World Systems
- How women emerge in development theories as a category in development

Unit 04: Gender and Development: Regional and South Asian perspectives

- Gender differences across the developing world: An overview
- Regional differences in gender inequality
- Third World, Development, Empowerment, Patriarchy, Globalization

Unit 05: Women and Development

- Women, Family, Sustenance and Power
- Traditional status of women and larger social implications
- Women and Empowerment: Concept and Tools of empowerment
- Women's role in sustenance of family

Unit 06: Gender Inequality in Labour Force Participation

- Causes and consequences of gender gaps in employment
- Gender gaps in pay
- Feminization of the Labour Force
- Valuing Women's Work
- Market and non-market production
- Biases in income accounting
- Approaches to measuring non-market work

Unit 07: Gender Inequality, Health and Mortality

- Differences in health needs by gender

- Differences in health access and use by gender
- Analysing differences in health outcomes by gender
- The missing women problem
- Causes of gender bias in mortality
- Explaining trends and differentials in gender bias in mortality

Unit 08: Development and the Role of Development Organizations

- Women's growing political engagement and activism
- United Nations and Women Conferences, Gender Reform Action Plan (GRAP), Sustainable Development Goals (SDGs)
- The role of NGOs, National and International Agencies, Community level organizations (CBOs).
- Role of Development programs: IMF; World Bank
- Reports on progress on implementing CEDAW in South Asia and Pakistan.
- Development Planning in Pakistan and Gender Component; Five Years Plans, Social Action plan, Agriculture and Industrial Sector.

Suggested Books:

- Afshar, Haleh (1991) *Women, Development and Survival in the Third World*. Longman Press, NY, USA.
- Afshar, Haleh and Stephanie Barrientos (eds) (1999) *Women, Globalization and Fragmentation in the Developing World*, ST Martin's Press, London and Basingstoke : Macmillan, New York, USA.
- Afshar, Haleh and Carolynne Dennis (eds) (1992) *Women and Adjustment Policies in the Third World*, Women's Studies at York, Macmillan Series, Basingstoke, Macmillan, UK.
- Agyeman, Julian (et.al) (2003) *Just Sustainabilities: Development in an Unequal World*, The MIT Press, USA.
- Balakrishnan, Radhika (ed.) (2001) *The Hidden Assembly Line: Gender Dynamics of Subcontracted Work in a Global Economy* Kumarian Press, India.
- Beneria, Lourdes and Shelley Feldman (eds.) (1992) *Unequal Burden: Economic Crises, Persistent Poverty, and Women's Work*, West view Press, USA.
- Boserup, Ester (1970) *Women's Role in Economic Development*, Allen and Unwin, London, UK.
- Bina Agarwal and Alessandro Vercelli (eds) (2005) *Psychology, Rationality and Economic Behaviour: Challenging Standard Assumptions*, Palgrave, London, UK.
- Derbyshire, Helen (2002) *Gender Manual: A Practical Guide for*

- Development for Policy Makers and Practitioners*, DFID, Social Development Division, London, UK.
- Gaspar, D. (2005). *The Ethics of Development*, Institute of Social Studies, The Hague, Vistaar Publications, USA.
- Ha-Choon Chang. (2003) *Globalization, Economic Development and the Role of the State*, Zed Books, London,UK.
- John Rapley. (2002) *Understanding Development: Theory and Practice in the Third World*, Boulder, Co: Lynne Rienner Publishers, USA.
- Jonathan R. Pincus and Jeffrey A. Winters (eds)(2002) *Reinventing the World Bank*, Cornell University Press, NY, USA.
- Karl, Marilee(1995) *Women and Empowerment: Participation and Decision Making* Zed books , London, UK.
- Kabeer, Naila (1994) *Reversed Realities: Gender Hierarchies in Development Thought*. Verso, London, UK.
- Mies, M. and V. Shiva (1993) *Eco feminism*, Zed Books, London.
- Moser, Caroline. O. N. and Fiona C. Clark(eds) (2001) *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*, Zed Books, London and New York, USA.
- M. Ramesh & Mukul K. Asher. (eds.)(2000) *Welfare Capitalism in Southeast Asia: Social Security, Health and Education Policies*, Palgrave Macmillan , New York,USA.
- Pisterse, J.N. (2001) *Development Theory: Deconstructions/ Reconstructions*, The Hague, Vistaar Publications, USA.
- Porter, Marilyn and Ellen Judd (eds) (1999) *Feminists Doing Development*, Zed Books, London, USA.
- Pilcher, Jane & Whelehan, I. (2004) *50 Key Concepts in Gender Studies*, Sage Publications, University of Leicester, USA.
- Rege, S. (2003) (ed) *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*, Sage Publications, University of Pune, India.
- Townsend, Janet et. al. (1999) *Women and Power: Fighting Patriarchies and Poverty* Zed Books, London, UK.
- T.R. Sareen and S.R. Bakshi (ed) (2004) *Socio-Economic and Political Development in South Asia*, Isha Books, , 3 vols, Delhi, India.
- Waylen, Georgina (1996) *Gender in the Third World Politics*, Buckingham, Open University Press, UK.

Journals:

- Development Society for International Development, Australia.
- Gender Technology and Development, Sage Publications, New Delhi, India.
- Pakistan Development Review (PDR), PIDE, Islamabad, Pakistan.

Journal of Developing Societies, Richard L Harris, Sage Publications, New Delhi, India.

Journal of Human Development, Routledge, New York, USA.

**Optional
Credit Hours 3**

**AN INTRODUCTION TO GENDER, SEXUALITY AND
SOCIETY**

Course Description:

This course will introduce students to key concepts and perspectives in Gender Studies through a focus on sexuality and gender. The course covers a wide range of topics such as classical and contemporary theories of gender and sexuality, how gender and sexuality are constructed, how issues such as work/family are gendered, and how gender intersects with other social identities such as class, ethnicity, religion, age and political affiliation. Functioning as a woman or a man, with particular sexual orientations, holds comparable significance. Thus, gender, sexuality and society is devoted to enhance our understanding of the differences among groups of women and groups of men, as well as between women and men.

It aims to examine the social and cultural imperatives that shape gendered identities and sexual relationships. It also comprehends to learn how mass media and other popular representations play an important role in defining gender and sexuality. It will enable students to gain a greater sense of the diversity of human social practices and beliefs in context of Pakistani society and compare those practices and beliefs with other cultures and societies. Ultimately, the course grapples with the issues surrounding the social construction of gender and sexuality over time and across cultures and place.

Learning Outcomes:

The primary objective of this course is to develop an understanding of the social construction of gender and sexuality in contemporary society. As a basis for this, historical perspectives will also be covered. The focus of this course will be on denaturalizing gender, sexuality and desire. It also aims to understand the ways in which heterosexual and homosexual ties are created and sustained by the gendered division of labour and patriarchal social organization.

Course Contents:

Unit 01: An Introduction to Gender, Sexuality and Society

- Key concepts and Sociological Perspectives in gender and sexuality
- Feminist Perspectives on Sex and Gender
- Is sex to gender as nature is to nurture?
- Cultural Acquisition of Gender as Learned Behaviour

Unit 02: Gender as a Social Institution

- Gender differences and gender inequality in society
- Arranged marriages and inheritance in agricultural and rural societies
- Social reproduction: reproducing formal and informal class relations
- Women in the global economy
- Gender, work and professionalization
- Gender and agency
- Tradition, construction and beliefs
- Gender construction and cultural representation

Unit 03: Gender and Sexuality as Identity

- The invention of sexuality-based identities
- Gender creation from birth to adolescence
- Other genders/sexualities
- Do western sexual identities travel?
- Sexism, racism and violence

Unit 04: Reproductive Politics and Gendered Citizenship

- De-essentializing sex/gender/kinship
- Fatal images and abortion debates
- Women's self perception: Women's role as perpetuator and custodian of tradition
- Nationalism, reproductive politics and gender
- Making modern mothers

Unit 05: The Role of Media in Construction of Gender and Sexuality

- Cultural representations of gender: print media (newspapers, magazines, digests), electronic media (television, film, radio, internet), art, performing arts (dance, theatre), literature (women writers of Pakistan and literature about women), poetry (female poets of Pakistan, women representation in poetry)
- Popular culture: hoardings, truck art, calendar art, pinup posters

Suggested Books:

- Agnes, F (1999) *Law and Gender Inequality- The Politics of Women's Rights in India*, Oxford Press, Delhi, India.
- Biswal, Tapan (2006) *Human Rights Gender and Environment*, Viva, New Delhi, India.
- Butalia, Urvashi (1998) *The Other Side of Silence: Voices from The Partition of India*, Viking Penguin, New Delhi, India.
- Chakrabarty, Dipesh (2002) *Habitation of Modernity*, Permanent Black, New Delhi, India.
- Chris, Beasley (2005) *Gender and Sexuality*, Sage Publications, London, UK.
- Craig, A. Hill (2007) *Human Sexuality*, Sage Publications, London, UK.
- Das, Veena, Kleinman, Arthur, (eds.) (2000) *Violence and Subjectivity*, University of California press, Berkeley, USA.
- Engineer, Asghar Ali (2005). *The Quran Women and Modern Society*, New Dawn Press, New Delhi, India.
- Evas, Mary (2003) *Gender and Social Theory*, Open University press, Philadelphia, USA.
- Francis, Becky and Christine Skelton (2001) *Investigating Gender*, Open University Press, Buckingham, UK.
- Geetanjali Misra and Radhika Chandiramani (2005) *Sexuality, Gender and Rights*, Sage Publications, New Delhi, India.
- George, Rosemary Marangoly (1999) *The Politics of Home, Postcolonial Relocations and Twentieth Century Fiction*, University of California press, Berkeley, USA.
- Holmes, Mary (2007) *What is Gender? Sociological Approaches*, Sage Publications, London, UK.
- Karen E. Lovaas, and Mercilee M. Jenkins (2006) *Sexualities and Communication in Everyday Life*, Sage Publications, London UK.
- Kerber, K.L. (2005) *Sex and Society*, Global Vision, New Delhi, India.
- Laura McClure (2002) *Sexuality and Gender in the Classical World*, Blackwells, Oxford, UK.
- Misra, Geetanjali, Chandiramani, Radhika (2006) *Sexuality, Gender and Rights*, Sage Publications, Delhi.
- Musallam, B. F (1983) *Sex and Society in Islam: Birth Control before the Nineteenth Century*, Cambridge University Press, NY, USA.
- O'Toole., Laura L, & Schiffman, Jessica R, (1997) *Gender Violence, Multidisciplinary Perspectives*, New York, New York University press.

- Peletz, M.G (2002) *Islamic Modern: Religious Courts and Cultural Politics in Malaysia*, Princeton University press, Princeton, USA.
- Richard, Blonna, & Jean Levitan (2005) *Healthy Sexuality*, Thomason Wadsworth, USA.
- Saliba, Therese, Carolyn Allen and Judith A. Howard (ed.) (2002) *Gender, Politics and Islam*, Orient, Longman, Chicago, USA.
- Wadud, Amina (2007) *Inside the Gender Jihad: Women's Reform in Islam*, Oneworld, Oxford, England.
- Weeks, J (1995) *Invented Moralities: Sexual Values in an Age of Uncertainty*, Polity Press, New York, USA.
- Zia, A.S (1994) *Sex Crimes in The Islamic Context: Rape, Class and Gender in Pakistan*, ASR Publications, Lahore, Pakistan.

Optional Credit Hours 3

ANTHROPOLOGY OF GENDER

Course Description:

This course examines gender and gender issues from an anthropological perspective. An anthropological approach to gender seeks to demonstrate the role of culture and society in shaping specific gender differences and the ways these gender differences in turn affect the culture and social organization of societies around the world. The aim of this course is to anthropologically engage in analyzing the contemporary gendered concerns of today and yesterday. In order to do so, the course looks into cultural, political, legal, educational, economic, religious and linguistic issues that define socio-cultural structures and the gendered agency that the members have or not within those structures. Furthermore, this course will look into the fundamental inequality between men and women that has existed since time immemorial. As such, it will examine the nuances of gender construction, expectations, and subversions.

Learning Outcomes

- To understand what is anthropology and how anthropological approach is applied to gender issues.
- To explore what is meant by culture and sub-cultures in understanding gender.
- To critically evaluate how culture(s) creates and re-creates gender identities.

- To examine the effect of intersectionality on all genders.
- To analyze the nuances of gender construction, expectations, and subversions.

Course outline:

Unit 01: What is Anthropology?

- Definition(s)
- Sub-fields of Anthropology

Unit 02: Biology, Culture, and the Production of Gender

What is Culture?

- Is Female to Male as Nature is to Culture?
- Gender order, stratification, and socialization
- Problematizing Gender

Unit 03: Gender and Sexuality

- Learning and Unlearning Gender
- Femininities: expected and subversive practices
- Hegemonic and subordinate Masculinities: expected and subversive practices
- Performing Gender

Unit 04: Aging, Gender and the Body

- Social and Cultural Context of Aging
- Sexuality and Aging
- Technology and Aging
- Media and Literary Portrayal of the Aged

Unit 05: Anthropology & Globalization

- Universalism vs. Cultural Relativism
- The Transnationalization of labor
- Global Industry of Sex Trade & Tourism
- Territorialization through Media, Food, & Fashion Industry

Unit 06: Researching Gender: Writing Ethnographies

- Experiences from the Field: Positionality and Reflexivity
- Questioning Native-ness
- The Local Turn in Anthropology of Gender
- Blurring Disciplinary Boundaries

Suggested Books:

Abu-Lughod, Lila. (2008). *Writing Women's Worlds: Bedouin Stories*. Berkeley and Los Angeles: University of California Press.

Brettell, Caroline B. & Sargent, Carolyn F. (2016). *Gender in Cross-Cultural Perspective*. 6th Edition. New York: Routledge.

Butler, Judith (1997). *Excitable Speech: A Politics of the Performative*. New York: Routledge.

(1990). *Gender Trouble: Feminism and the Subversion of Identity*. New York City: Routledge.

Byrne, Bridget. (2006). *White Lives: The Interplay of Race, Class and Gender in Everyday Life*. New York: Routledge.

Cavanaugh, John C. & Whitebourne, Susan Krauss. (1999). *Gerontology: An Interdisciplinary Perspective*. NY: Oxford University Press.

Collins, Patricia Hill. (1991). Learning From the Outsider Within: The Sociological Significance of Black Feminist Thought. In *Beyond Methodology: Feminist Scholarship as Lived Research*. Mary Margaret Fonow and Judith A. Cook (Eds.). Pp. 35-59. Bloomington: Indiana University Press.

Cook, Rebecca J. and Simone Cusack. (2010). *Gender Stereotyping: Transnational Legal Perspectives*. Philadelphia: University of Pennsylvania Press.

Delaney, Carol. (2017). *Investigating Culture: An Experiential Introduction to Anthropology* 3rd edition. Hoboken, NJ: John Wiley & Sons, Inc.

Ember, Carol R. (2004). *Encyclopedia of Sex and Gender: Men And Women in the World's Cultures*. New York: Springer.

Ervin, A.M. (2005). *Applied Anthropology: Tools and Perspectives for Contemporary Practice*, 2nd Edition. Boston: Pearson.

Hoodfar, Homa. (1997). The Veil in Their Minds and on Our Heads: Veiling Practices and Muslim Women. In *The Politics of Culture in the Shadow of Capital*. Lisa

Lowe and David Lloyd eds. pp. 248-279. Durham & London: Duke University Press.

Kimmel, M.S, and R.Plante .(2004). *Sexualities: Identities, Behaviours, and Society*. New York: Oxford University Press.

Lewin, Ellen. (2006). *Feminist Anthropology: A Reader*. London: Blackwell.

- Mascia-Lees, Frances E. & Black, Nancy Johnson. (2016). *Gender & Anthropology*. 2nd Edition. Illinois: Waveland Press, Inc.
- Merry, Sally Engle. (2006). *Human Rights and Gender Violence: Translating International Law into Local Justice*. Chicago: University of Chicago Press.
- Narayan, Kirin. (1993). How Native Is a "Native" Anthropologist? *American Anthropologist* 95(3):671-686.
- Ortner, Sherry B. (1974). Is Female to Male as Nature is to Culture? In *Woman, Culture, and Society*. M. Z. Rosaldo and L. Lamphere (Eds.). Pp. 68-87. Stanford, CA: Stanford University Press.
- Pamment, Claire. (2010). Hijraism: Jostling for a Third Space in Pakistani Politics. *TDR* (1988-), 54(2), pp. 29-50.
- Pinxten, Rik, Verstraete, Ghislain, & Longman, Chia. (2004) *Culture and Politics: Identity and Conflict in Multicultural World*. New York: Berghahn Books.
- Ramamurthy, Priti. (2010). Why Are Men Doing Floral Sex Work? *Gender, Cultural Reproduction, and the Feminization of Agriculture*. *Signs*, 35(2), pp. 397-424.
- Schroeder, Richard A. (1999). *Shady Practices: Agroforestry and Gender Politics in The Gambia*. Berkeley: University of California Press.
- Stroller, Eleanor Palo & Gibson, Rose Campbell. (2000). *Worlds of Difference: Inequality in the Aging Experience*. Third Edition. California & New Delhi: Pine Forge Press.
- Stuart-Hamilton, Ian. (2011). *An Introduction to Gerontology*. Cambridge: Cambridge University Press.
- Wright, Melissa W. (2006). *Disposable Women and Other Myths of Global Capitalism*. London and New York: Routledge.
- Yaqin, Amina. (2007). Islamic Barbie: The Politics of Gender and Performativity. *Fashion Theory*, 11(2-3), pp. 173-188.

**Optional
Credit Hours 3**

**WOMEN AND CULTURAL REPRESENTATION:
PERSPECTIVES FROM SOUTH ASIA AND PAKISTAN**

Course Description:

This course explores visual and textual culture and offers ways to learn about images and texts from a feminist perspective. This course particularly focuses on folk literature as the most common, old and effective sources to depict women's place in society. Painting historically has been a medium of expression of males, feminist perspective however has contributed to analyze the art of paintings and create a vehicle for communication and expression in the public domain. Retrieving the woman from universally accepted context is one aspect of the woman artist looking at the female body. This course also acknowledges 'non-traditional art forms' such as embroidery, *rilli* making, *phulkari*, and *chattaye* making etc. which are usually considered as skills rather than art forms.

Learning Outcomes

- Students will study projection and contribution of women in art forms briefly from various periods and places concentrating on the South Asian and Pakistani contexts.
- The course will give an insight into a wide variety of different cultures; examining painting, sculpture, folk literature, architecture, design, and performing arts depicting women.
- The course will introduce students to 'non-traditional art forms' enabling them to understand and discuss the role of women in establishing art forms and trends of past and present.
- This course will help in connecting theory and praxis for analyses of gender and cultural representation within the South Asian and especially Pakistani context.
- This course will enable the students to explore and understand the contribution of regional and local artists within a more global world.

Course Contents:

Unit 01: Women and Visual Culture

- Women artists of Pakistan
- Women painted by men
- Women painted by women

- Sculpture

Unit 02: Women and Performing Arts

- Historical perspective
- Mainstream theatre
- Alternative theatre
- Dance and singing
- Taboos and misconceptions about performing arts

Unit 03: Non-traditional Art Forms

- Embroidery
- *Rilli* making
- *Phulkari*
- *Chattaye* making
- Block printing etc.

Suggested Books:

Ahmed, Aisha and Boase, Roger. (2003). *Pashtun Tales: From the Pakistan-Afghanistan Frontier*. London: Saqi Books.

Afzal-Khan, Fawzia. (2010). Performative Interventions in the Body Politic of Pakistan.

TDR (1988-), 54(2), pp. 18-28.

Afzal-Khan, Fawzia. (1997). Street Theatre in Pakistani Punjab: The Case of Ajoka, Lok

Rehas, and the Woman Question. *TDR* (1988-), pp. 39-62.

Afzal-Khan Fawzia and Sharif, Bina. (2010). Jihad Against Violence : A One-Act Play

TDR, 54(2), pp. 60-69.

Barnes, Ruth. (1993). South-East Asian Basketry, *Journal of Museum Ethnography*, 4, pp. 83-102.

Batool, Farida. (2004). *Figure: The Popular and the Political in Pakistan*. Lahore: ASR

Buksh, M. Syultana. (1996). *Pakistani Adbiat Mein Khawateen Ka Kirdar* (The Role of Women in Pakistani Literatures). Islamabad: Allama Iqbal Open University.

Buneri, Shaheen. (2011). Dancing Girls of the Swat Valley. *World Policy Journal*, 28(3), pp. 73-81.

Dadi, Iftikhar. (2010). *Modernism and the Art of Muslim South Asia* (Islamic Civilization and Muslim Networks). Chapel Hill: University of North Carolina Press.

Fiol, Stefan. (2011). From Folk to Popular and Back: Musical Feedback between Studio Recordings and Festival Dance-Songs in Uttarakhand, North India. *Asian Music*, 42(1), pp. 24-53.

Finnegan, Ruth. (1991). Tradition, but What Tradition and for Whom? *Oral Tradition*,

- 6(1), pp. 104-124.
- Friedlander, Eva. (1975). The Mundane and Prosaic in Bengali Folk Songs. *Journal of South Asian Literature*, 11(1-2), pp. 131-146.
- Grierson, G. A. (1886). Some Bhoj'pūrī Folk-Songs. *Journal of the Royal Asiatic Society of Great Britain and Ireland*, 18(2), pp. 207-267.
- Grierson, G. A. (1884). Some Bihārī Folk-Songs. *Journal of the Royal Asiatic Society of Great Britain and Ireland*, 16(2), pp. 196-246.
- Hashmi, Salima. (2015). *The Eye Still Seeks: Contemporary Pakistani Art*. New Delhi: Penguin Books Ltd.
- Hashmi, Salima. (1997). An Intelligent Rebellion: Women Artists of Pakistan. *India International Centre Quarterly*, 24(2/3), pp. 228-238.
- Hassan, Fatima & Zarbi, Shah Mohammad. (2002). *Balochistan Ka Adab Aur Khawateen* (The Literature of Balochistan and Women). Karachi: Waada Kitab Ghar.
- Henry, Edward O. (1975). North Indian Wedding Songs. *Journal of South Asian Literature*, 11(1-2), pp. 61-93.
- Hussain, Fahmida (2001) *Image of Women in the Poetry of Shah Abdul Latif*. Karachi: Pakistan.
- Jacobson, Doranne. (1975). Songs of Social Distance. *Journal of South Asian Literature*, 11(1-2), pp. 45-59.
- Karp, Ivan. (1988). Laughter at Marriage: Subversion in Performance. *Journal of Folklore Research*, 25 (1-2), pp. 35-52.
- Kauffman, Linda, ed. (2002) *Gender and Theory: Dialogues on Feminist Criticism*, Blackwell, London, UK.
- Kolenda, Pauline. (1984). Woman as Tribute, Woman as Flower: Images of "Woman" in Weddings in North and South India. *American Ethnologist*, 11(1), pp. 98-117.
- Maskiell, Michelle. (1999). Embroidering the Past: Phulkari Textiles and Gendered Work as "Tradition" and "Heritage" in Colonial and Contemporary Punjab. *The Journal of Asian Studies*, 58(2), pp. 361-388.
- Meduri, Avanthi. (2004). Bharatanatyam as a Global Dance: Some Issues in Research, Teaching, and Practice. *Dance Research Journal*, 36(2), pp. 11-29.
- Munda, Ram Dayal. (1975). A Few Bengali Vaisnava Folk Songs. *Journal of South Asian Literature*, 11(1-2), pp. 117-129.
- Nead, Lynda. (1992). *The Female Nude: Art, Obscenity of Sexuality*, London: Routledge.

- Omar, Ghulam. (1987). *Chitral Ki Lok Khaniaen (The Folk Tales of Chitral)*. Loag Virsa: Islamabad.
- Parker, Rozsika. (1984). *The Subversive Stitch: Embroidery and the Making of the Feminine*. New York: Routledge.
- Pollock, Griselda (2007) *Encounters in the Virtual Feminist Museum: Time, Space and the Archive*. London: Routledge.
- Raeese, Qamar. (1990). *Urdu Mein Lok Adab (Folk Literature in Urdu)*. New Delhi: Simanat Parkashan.
- Reed, Susan A. (2002). Performing Respectability: The Beravā, Middle-Class Nationalism, and the Classicization of Kandyan Dance in Sri Lanka. *Cultural Anthropology*, 17(2), pp. 246-277.
- Raheja, Gloria Goodwin and Gold, Ann Grodzins. (1994). *Listen to the Heron's Words: Reimagining Gender and Kinship in North India*. Berkeley: University of California Press.
- Rehman, Saima. (1994). *In her Own Writer: Short Stories by Women Writers in Pakistan*. Lahore: ASR.
- Sogani, Rajul. (2002) . *The Hindu Widow in India Literature*. New York: Oxford University Press.
- Tyabji, Laila. (2009). Tandoori Chikan, Polyester Khadi. *India International Centre Quarterly*, 35(3/4), pp. 250-259.

Optional Credit Hours 3

GENDER BASED VIOLENCE

Course Description:

With the help of feminist theories of violence against women, this course explores the nature, causes, and spread of violence against women and its impact on gender relations. The course develops a holistic understanding of actual violence and threats of violence, encompassing all forms of violence – physical, emotional, and psychological – and critically examines how and why constitutional guarantees and religious assurances have not succeeded in protecting women's human rights. The course would investigate the diverse connections between poverty, lack of education and ill-health. The course, thus, would prepare the students to comprehend the extent and forms of gender based violence existing locally and globally. The class discussions, drawing upon students' experiences and observations would assist in the exploration of practical measures for eliminating gender based violence.

Learning Outcomes:

1. To familiarize the students with the theories of violence against women;
2. To understand the nature of gender based violence in Pakistan;
3. To assess national and global policy and programmatic responses to gender based violence.

Course Contents:**Unit 01:**

- Violence: Definitions of violence, Gender based violence, typologies of violence (self- directed violence, Interpersonal violence, and collective violence) types of violence (physical, psychological, sexual, and economic violence), root causes of violence, solution of violence

Unit 02:

- Life-cycle approach to gender based violence

Unit 03:

- The role of systems of knowledge and information in creating violence
 - a. The role of text books
 - b. The role of media
 - c. The role of literature

Unit 04:

- Theories of violence
 - a. Psychopathology theory
 - b. Learned behavior theory
 - c. Patriarchal theory
 - d. Culture of violence theory

Unit 05:

- The forms of violence
 - a. Rape, sexual harassment, women trafficking, sex work, honor killing, female infanticide, female feticide, homicide, acid throwing and burning, customs-based violence, state violence and female genital mutilation

Unit 06:

- Domestic violence
 - a. Domestic violence, Forms, Myths, Facts and figures, case studies of domestic violence
 - b. Case studies of gender based violence
 - c. International conferences and strategies to end gender based violence

Suggested Books:

- Abdo, Nahla. 2006. "Sexual violence. Patriarchy and the State: women in Israel."
Pakistan Journal of Women's Studies: Alam-e-Niswan, vol. 13, No. 2, 39-63.
- Coomaraswamy, Radhika, and Nimanthi Perera-Rajasingham. 2008. Constellations of violence: feminist interventions in South Asia. New Delhi: Women Unlimited.
- Davies, Miranda. 1994. Women and Violence: Realities and Responses Worldwide.
London: Zed Books.
- Firoze, Fawzia Karim, Rina Roy, Fayazuddin Ahmad, and Mohammad Gholam Rabbani. 2007. Landmark judgements on violence against women of Bangladesh, India, and Pakistan. Dhaka: Manusher Janno Foundation.
- Goonesekere, Savitri. 2004. Violence, law, and women's rights in South Asia. New Delhi: Sage Publications.
- Khan, Nyla Ali. 2010. Islam, women, and violence in Kashmir: between India and Pakistan. New York: Palgrave Macmillan.
- Finney Hayward, Ruth. 2000. Breaking the earthenware jar: lessons from South Asia to end violence against women and girls. Kathmandu, Nepal: UNICEF Regional Office for South Asia.
- Heinemann, Elizabeth D. 2011. Sexual violence in conflict zones: from the ancient world to the era of human rights. Philadelphia: University of Pennsylvania Press.
- Idriss, Mohammad Mazher, and Tahir Abbas. 2011. Honour, violence, women and Islam. Abingdon, Oxon: Routledge.
- Jayawardena, Kumari, and Malathi de Alwis. 1996. Embodied violence: communalising women's sexuality in South Asia. London: Zed Books.
- Raju, Saraswati. 2011. Gendered geographies: space and place in South Asia. New Delhi: Oxford University Press.
- Saikia, Yasmin. 2011. Women, war, and the making of Bangladesh: remembering 1971. Karachi: Oxford University Press.
- Sigma Huda. 2009. "Prostitution: A profitable form of trafficking and the mechanism

to counter it." Pakistan Journal of Women's Studies: Alam-e-Niswan, vol. 16, nos. 1&2, 235-254.

Thiara, Ravi K., and Aisha K. Gill. 2010. Violence against women in South Asian communities: issues for policy and practice. London: Jessica Kingsley Publishers.

Welchman, Lynn, and Sara Hossain. 2005. "Honour": crimes, paradigms, and violence against women. London: Zed Books.

Optional Credit Hours 3

GENDER AND PEACE BUILDING

Course Description:

Women generally are more collaborative than men are and thus are more inclined toward consensus and compromise. Women often use their role as mothers to cut across international borders and internal divides. Every effort to bridge divides, even if initially unsuccessful, teaches lessons and establishes connections to be built on later. **Women are highly invested in preventing, stopping, and recovering from conflict.** This course is designed to review the phenomena of different conflicts regarding destruction of world's peace and environment.

Today, more than at any other time, society in general and mothers in particular are faced with an enormous concern –how to protect their children from a course that ends in loss of lives. This course highlights the role and efforts of women as peacemakers as well as accounts for the tribulations and miseries they face during armed conflicts. Students will be able to analyse the different legislations and representation of women organizations in the process of peace making.

Learning Outcomes:

This course helps students to understand different theories of peace, politics of conflicts and women representation in the process of peace building. Through class lectures, group discussions and readings students would learn to analyze the diversity of women's position as peacemakers.

Course Contents:

Unit 01:

- Theories and Politics of Peace
- Historical Context of Women's Role in Peace Building
- Exploring the Continuum of Violence against Women
- Introduction of fundamental principles of gender theories. Peace Building – a Gender Analysis

Unit 02:

- Human and Women's Protection
- Women in the state of Terrorism
- Women and Extremism
- Women Peace Builders - Gender, Civilian Society and Peace Building
- Myths and Women's Civilian Life

Unit 03:

- Gender, Armed Conflict, and Peacemaking
- The War System and other Alternatives: Civil Disobedience and Women's Refusal to Military Service
- Human Security, Rape as a Tool of War, Piece, dignity and Peace Keeping Operations
- Gender, International Law and Human (women's) Security - CEDAW/ UNSCR 1325. United Nations

Unit 04:

- Reshaping the Future: Planning future in unity and equity
- Environmental constraints and conflicts linked to development
- Diverse proposals for sustainable development at local, national, regional and global levels
- Rural and urban sustainability, health promotion; and environmental factors as causes of conflicts, violence, and wars

Unit 05:

- NGO Working Group on Women, Peace and Security
- Women as community leaders, with formal and informal authority
- International Conferences on Peace Making and Women's Representation
- Women as adept at bridging ethnic, religious, political, and cultural divides

Unit 06:

- Role of Women's Writers in the process of Peace Making in Different areas of World

- Women's Writings, Poetry, and movie making
- Eminent Women's Activist of the world

Suggested Books

- Ackerly, Brooke A. & Stern, Maria.(2006) *Feminist Methodologies for International Relations*, Jacqui True Published, Cambridge University Press, UK.
- Anna, C. (2003) *Setting the Agenda for Global Peace: Conflict and Consensus Building*, Ashgate Publishing, Ltd., USA.
- Biswal, Dr. Tapan (2006) *Human Rights, Gender and Environment*, Viva Books Private Ltd., India.
- Crotty, William J. (2005) *Democratic Development & Political Terrorism: The Global Perspective*, UPNE, India.
- Chanchreek, Dr. M. K. Jain (2007) *Eminent Women Politician*, Sheer Publishers and Distributors, New Delhi, India.
- Cheris Kramarae (2000) *International Encyclopedia of Women: Global Women's Issues and Knowledge* Dale Spender Published Routledge, NY, USA.
- Dauids, Tine & Van Francien Th. M. (2005) *The Gender Question in Globalization: Changing Perspectives and Practices*, Driel Publisher, USA.
- Faizal, F. & Rajagoppalan, S. (eds) (2005) *Women, Security, South Asia: A Clearing in the Thicket*, Sage Publications, New Delhi, India.
- Mishra, Kavita. (2007) *Women's Role in Politics in Modern World*, Omega Publications, New Delhi, India.
- Hammer, Rhonda (2001) *Antifeminism and Family Terrorism: A Critical Feminist Perspective*,Rowman & Littlefield, USA.
- Jatava, D.R. (2007) *Violation of Human Rights: Facts & Foes*, Rajdhani Printers, Delhi, India.
- Rastogi Rebha (2007) *Women and Human Rights*, Summit Enterprises, New Delhi, India.
- Ricciutelli , Luciana & Miles, Angela. (2005) *Feminist Politics, Activism and Vision: Local and Global Changes*, Margaret McFadden Published, Zed Books London, UK.
- Shah, Ghanshyam (2002) *Social Movements and the State*, Sage Publications, New Delhi, India.
- Sweetman,Caroline. (2005) *Gender, Peace building, and Reconstruction*, Oxfam GB. Published, Oxford, UK.
- Smith, Dan & Skjelsbaek, Inger (2001) *Gender, peace and conflict*, International Peace Research Institute, USA.
- Sweetman, Caroline. (2001) *Gender, Development, and Humanitarian Work*, Oxfam, UK.
- Wendy, M. Sargent (2007) *Civilizing Peace Building: Twenty-first Century Global Politics*,Ashgate Publishing, Ltd., USA.

- Staeheli, L.A., Kofman, E. & Peake, L.J. (eds) (2004) *Mapping Women, Making Politics: Feminist Perspectives on Political Geography*, Routledge New York, USA.
- Yuval, Davis N. & Werbser, P. (eds) (1999) *Women, Citizenship and Difference*. Zed Books, London, UK.

**Optional
Credit Hours 3**

WOMEN ENTREPRENEURSHIP

Course Description:

Now-a-days women are taking a vital role in the socio-economic development of the society. In this world, there is no specific difference between men and women entrepreneurs except sex and social related attitudes. For women entrepreneurs, the selection of the business depends upon the family background, their education, attitudes, and also the training they have undergone. This course examines the nature of entrepreneurship and effects of globalization on it.

Moreover the course emphasize the changing role of women and increasing economic empowerment through small scale enterprise as well as social and cultural barriers restricted women's empowerment. Thus, this course helps students to explore ways and means for poverty alleviation.

Learning Outcomes:

This course helps students understand different sorts of entrepreneurship, complexities of women entrepreneurship and socio-cultural barriers women entrepreneurs are faced with. Through class lectures, group discussions and readings students would learn to analyze and explore the multiple efforts women perform as entrepreneurs.

Course Contents:

Unit 01:

- Historical context of Women Entrepreneurs
- The Concept and theories of Entrepreneurship
- World pattern of self-employed women/home based workers/ global scenario and human rights.
- Women's work and capitalist economy: Women and structural adjustment programs; women and the global economy.

Unit 02:

- Entrepreneurship- meaning and types; women and entrepreneurship; barriers problems; cultural, educational; technological; structural; eradication of barriers for developing women self employment
- Women entrepreneurship: Role of community based organizations, non- government organizations, and international government organizations.
- Institutions promoting women entrepreneurs: Academic, governmental, and non-governmental.

Unit 03:

- Technology and Entrepreneurship.
- The impact of Science and Technology on women in rural and urban societies in different spheres including household production reproduction, agricultural economy, micro-enterprises, and small-scale industry.
- Appropriate technology: Development of technology for women indifferent spheres including household production, Micro-enterprises, small-scale industry, and agricultural economy.

Unit 04:

- The need for women specific technological policy.
- Social Entrepreneurship
- Handicrafts and entrepreneur capacity building - means and ends towards economic empowerment of women.
- Self Help Group: an accelerate of sustainable production in agricultural entrepreneurship

Unit 05:

- Policies and Legislations for women Entrepreneurs in Pakistan
- NGO's and Governmental Institutions for Women Entrepreneurs
- Role of International Organizations

Suggested Books:

- Brush,Candida G.,Greene Patricia G. (eds) (2006) *Growth Oriented Women Entrepreneurs and Their Businesses: A Global Research Perspective*, Edward Elgar Publishing, UK.
- Bond,Christopher S. (1999) *Women-Owned and Home-Based Businesses*, DIANE Publishing, Washington, USA.
- Butler, John E. (2003) *NewPerspectives on Women Entrepreneurs*, Information Age Publishing, Greenwich, USA.
- Beaver, Graham (2002) *Small Business, Entrepreneurship and Enterprise Development*, Financial Times/ Prentice Hall, USA.

- Carr, M., M&Jhabvala (eds.) (1996) *Speaking Out: Women's Economic Empowerment in South Asia*, Vistaar Publications, New Delhi, India.
- Davidson, Marilyn, Burke Ronald J. (eds.) (2004) *Women in Management Worldwide: Facts, Figures and Analysis*, Ashgate Publications Ltd, London, UK.
- Ericksen, Gregory K., Ernst & Young (1999) *Women Entrepreneurs Only: 12 Women Entrepreneurs Tell the Stories of Their Success*, John Wiley and Sons, NJ, USA.
- Fox, Renata, Fox John (2004) *Organizational Discourse: A Language-ideology-power Perspective*, Green Wood Publishing Group, Westport, USA.
- Gundry, Lisa K., Kickul Jill R. (2006) *Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth and Reinvention*, Sage Publications, India.
- Hunter, Smith Andrea (2006) *Women Entrepreneurs Across Racial Lines: Issues of Human Capital, Financial Capital, and Network Structures*, Edward Elgar Publishing, UK.
- Halladay, Jeanne, Coughlin, Thomas Andrew R. (2002) *The Rise of Women Entrepreneurs: People, Processes, and Global Trends*, Green Wood Publishing, Westport, USA.
- Kent, Calvin A. (1990) *Entrepreneurship Education: Current Developments, Future Directions*, Green Wood Publishing Group, Westport, USA.
- Kraisanswasdi, N. (1989) *Women Executives: A Sociological Study in Role Effectiveness*, Rawat, New Delhi, India.
- Lucas, Linda E. (2007) *Unpacking Globalization: Markets, Gender, and Work*, Lexington Books, Lexington, USA.
- Malhotra, Meenakshi (ed) (2000) *Empowerment of Women.V.1-3*, Isha books, New Delhi, India.
- Neergaard, Helle, Ulhøi John P. (2007) *Handbook of Qualitative Research Methods in Entrepreneurship*, Edward Elgar Publishing, UK.
- NIIR Board of Consultants & Engineers (1998) *Opportunities for Women Entrepreneurship*, NIIR, New Delhi, India.
- Poutziouris, Panikkos, Smyrniotis Kosmas, Klein Sabine (2006) *Handbook of Research on Family Business*, Edward Elgar Publishing, UK.
- Saunders, Kriemild (2002) *Feminist Post-development Thought: Rethinking Modernity, Post-colonialism and Representation*, Zubaan, New Delhi, India.
- Sweetman, Caroline (2001) *Gender, Development and Money*, Oxfam, Oxford, UK.
- Steyaert, Chris, Hjorth Daniel (2006) *Entrepreneurship as Social Change: Third Movements in Entrepreneurship Book*, Edward Elgar Publishing, UK.

- Seligmann, Linda J. (2002) *Women Traders in Cross-cultural Perspective*, Stanford University Press, Chicago, USA.
- Sogra, khair Jahan (1994) *Women in Management Champions of Change*, University Press, Dhaka, Bangladesh.
- Wyer, Mary (2001) *Women, Science, and Technology: A Reader in Feminist Science Studies*, Routledge, New York, USA.

**Optional
Credit Hours 3**

GENDER AND HEALTH IN THE CONTEXT OF PAKISTAN

Course Description:

Women have always been responsible for the health of their family and the issues of nutrition, preserving and providing food for the household is major task for them. Women throughout ages are active in taking care of their spouses but neglect their own health even they forget their rights as human being. This course examines the different perceptions about women's health with special focus on women's own attitude and behaviours towards social patterns and practices regarding their health. Health should be seen as gender issue but often people pay no attention to it.

This course's focus is to analyze the health situation of women in Pakistan. This course looks at the reproductive health of both urban and rural women and examines their unmet needs. With the help of reading materials, class lectures, focus group, and field based studies this course encourages the students to address some key issues: a) Traditions, customs, myths and misconceptions about women's reproductive health, b) patriarchal perception of women's status and their roles in the society, and, c) efforts made by the government and non-government bodies for protecting, safeguarding and upgrading women's health through the instrument of legislation.

Learning Outcomes:

The core objective of this course is to enable students to identify the major health issues in the social structure and cultural background of Pakistan. The course also attempts at creating a scientific understanding of women's health and thus creating a recognition that reproductive health of a woman begins at birth.

Course Contents:

Unit 01:

- Defining health
- Concept of health in Pakistan
- Health as gender issue: Quality, Quantity, and Accessibility of women to health facilities
- Sources of data about health.

Unit 02:

- Gender issues and women's health of girl child, Family environment, and health Socio-economic and cultural factors effecting nutrition, Girl child from birth to puberty
- Reproduction span problems
- Child marriages, Son preference, and neglect of the girl-child
- Malnutrition and its impact on the reproductive health

Unit 03:

- Rural health issues in Pakistan
- Regional variations in health status
- Access and awareness to health facilities
- Customary Practices affecting women's health
- Effect of Environmental factors on women's Health (water, endemic diseases etc)
- Role of Lady Health Visitors and their importance for change (training, accessibility, skills development)

Unit 04:

- Urban health issues in Pakistan
- Life style issues
- Quality and feasibility to primary health care
- Occupational health
- Refugee and migrant's health

Unit 05:

- Expecting Mothers
- Reproduction: Approaches and Issues
- Proximate determinants of facility (marriage, contraception, breast feeding, induced abortion)
- Issues regarding general and sexual health
- Reproductive Technologies and Infertility Treatments

Unit 06:

- Legislation regarding general and preventative health policies in Pakistan
- Current legislation and International convention: ICPD, CEDAW
- Needs for legislation on: domestic violence, incest, sexual harassment etc
- Population policy and Development Planning in Pakistan.

Unit 07:

- Menopause for men and women
- Physical and Mental Changes & Problems during & after Menopause
- Myths related to menopause
- Early Menopause and Health Effects
- Ageing (After Menopause) Different Health Issues included Stress, Depression

Recommended Texts:

- Agenda for Health Sector Reform(2001) *The Way Forward National Health Policy*
2001 Ministry of Health, Government of Pakistan.
- Anderson, Barbara A. (2005) *Reproductive Health : Women and Men's Share Responsibility*, Jones and Bartlett Publishers, USA.
- Blonna Richard, Levitan Jean (2005) *Healthy Sexuality*, Thomson Wads Worth, UK.
- Boland Recel, (1997) CRLP: *Prolong Reproductive Rights, Centre of reproductive law of Policy*, NY, USA.
- Dyer, G. Mitchell, G and Monteith, M.(1991) *Ringing the Changes*, Routledge, New York, USA.
- Farly, O. Danna (2002) *Trends in Special Medicare Payments and Service Utilization for Rural Areas in the 1990's*, Rand Corporation, California, USA.
- Foreit, J.R. & Frejka, T. (eds) (1998) *Family Planning Operations Research*, Population Council, New York, USA.
- Hickin, Lesley (2001) *The Guide to Women's Health and Wellness*, Marshall Publishing, London, UK.
- Hewitt, Maria (1989) *Defining "Rural" areas: Impact on Health Care Policy and Research*, Diane Publishing, Washington D.C., USA.
- Hans,A.& Patri, A. (2002) *Women, Disability and Identity*, Sage Publications, New Delhi, India.

- Kalim, Nuzhat (et. al) (1997) "*Jahan Auraton ka lia Doctor na ho*"
Pakistan National Forum on Women Health, Pakistan.
- Kishore Jugal (2005) *National Health Programs of India: National Policies and Legislation*, Century Publications, Karachi, Pakistan.
- Kumar, Ram (1990) *Women, Health, Development and Administration*, Devendra Printers, New Delhi, India.
- Klien, Renate D. (ed) (1989) *Infertility: Women Speak Out About Their Experiences of Reproductive Medicine*, Pandora, London, UK.
- Lendt, David L. (et.al) (2004) *Critical Issues in Rural Health*, Black Well Publishing, Oxford, UK.
- MiddleBerg, Maurice (2003) *Promoting Reproductive Security in Developing Countries*, Springer Publishers, USA.
- Niaz, Unaiza (2000) *Women's Mental Health*, Pakistan Psychiatric Society, Karachi, Pakistan.
- Pollard, M. Tessa, Hyatt Brin Susan (1999) *Sex, Gender and Health*, Cambridge University Press, Cambridge, UK.
- Poland, D, Blake. (et.al) (2000) *Settings for Health Promotion: Linking Theory and Practice*, Sage Publications, India.
- Shepard, Forman & Ghosh Romita (2000) *Promoting Reproductive Health: Investing in Health for Development*, Lywne Rienner Publishers, Boulder London, UK.
- Seltzer, Judith R. (2002) *The Origins and Evolution of Family Planning Programs in Developing Countries*, The Rand Corporation, California, USA.
- Schettler, Ted (1999) *Generations at Risk: Reproductive Health and the Environment*, MIT Press, USA.
- Sargent, Fishel Carolyn, Bretted Caroline (1996) *Gender and Health an International Perspective*, Prentice Hall, New Jersey, USA.
- Spender, Dale, Kramarae Chervis (2000) *Routledge International Encyclopedia of Women: Global Women's Issues and Knowledge Volume 2*, Routledge, New York, USA.
- Smyke, Patricia (1995) *Women and Health*, Zed Books, London, UK.
- Zaidi, S. A. (1988) *The Political Economy of Health Care in Pakistan*, Vanguard, Pakistan.

Hickin Lesley (2001) *The Guide to Women's Health and Wellness*,
Marshall Publishing, London, UK.

**Optional
Credit Hours 3**

**SOCIO-CULTURAL AND RELIGIOUS PERSPECTIVES
OF WOMEN IN SOUTH ASIA**

Course Description:

This course is designed to introduce and help students understand the changes and continuities in the lives of women in South Asia from a historical perspective. Using gender as a lens of examining the past, we will examine how politics of race, class, caste and religion affected and continue to impact women in South Asian countries, primarily in India, Pakistan, Bangladesh and Sri Lanka. We will reflect upon current debates within South Asian women's history in order to examine some of the issues and problems that arise in re-writing the past from a gendered perspective and these are found in primary documents, secondary readings, films, newspaper articles, and the Internet.

This course features thorough lecture notes, presentations, seminars, assignments, guest lectures and a diverse collection of related resources.

Learning Outcomes:

This course will provide students a complete understanding to religious beliefs and practices from the earliest period to the present, stressing contemporary religious thought, performances, and institutions and their historical backgrounds. It also gives understanding about basic human issues such as the origin and nature of the world and society.

Islam reached South Asia in the eighth century and Muslim rulers held sway over large parts of the Subcontinent for much of the period from the late 12th century until the colonial period. However, the majority of the population never converted to Islam, and since independence in 1947 Islam--its interpretation, realization, and influence--has been a major factor underlying different political, social, economic, and religious issues. This has been true not only in the largest country, India, where Muslims form 12% (unevenly distributed) of the population, but in Bangladesh and Pakistan where non-Muslims are relatively insignificant minorities. This course explores the realities and the perceptions related to Muslim identities and the Islamic heritage in the Subcontinent, and

sets it in global context by comparison with other parts of the world which share various aspects of the South Asian experience. The course will conclude with an assessment of the larger significance--social, economic, and political, as well as religious and cultural aspects of Islam in South Asia today.

Course Contents:

Unit 01:

- South Asian women's history, India, Pakistan, Bangladesh, and Sri Lanka: The historical and social context.
- Women in power: a study of some selected women in social, economic, political, religious term during middle ages.

Unit 02:

- A critique of 18th century reform movement.
- Selected case studies of women's participation in political strategies.

Unit 03:

- Defining women: Social reforms, Comparison between men and women in the 19th century.
- Reforms in education and Law in Colonial India.
- The impact of western women on South Asian women: The missionary enterprise.

Unit 04:

- A critique of women's literature in South Asia.
- Women's participation in political movement.
- The good wife and mother, Inside out: *Andarmahal*, *harem* and political participation.
- Birth control and Public health, Organizations and activism in colonial India.
- Formation of All India women's conferences.

Unit 05:

- Independence and the beginning of new phase (1947-2000): Partitioned nations, partitioned bodies.
- Campaigns against Dowry, Rape and Sati, Personal law vs. Uniform Civil Code.
- Women's work and working women.
- Emergence of Women's Political Leadership.
- Contemporary debates on feminism, Globalization and South Asian women

Unit 06:

- Era of women leader, Iconic representations: Sexuality and gender in popular culture.
- Women in 21st Century: Emerging Global Women's Networks.

Recommended Texts:

- Aziz, Raja Ehsan. (2006) *Local Governance and Citizen Complaints*, The Network for Consumer Protection, Islamabad, Pakistan.
- Asia Pacific Forum on Women, Law and Development, (2002) *Gender and Identity- Based Politics*, Bali, APWLD, Thailand.
- Desai, Tripata (1992) *Women in India: A Brief Historical Survey*, Munshiram Manoharlal, New Delhi, India
- Forbes, Geraldine H. (1996) *Women in Modern India*. Cambridge University Press, NY.
- Jayaweera, Swarna. (2002) *Women in Post-Independence Sri Lanka*, Sage Publications, New Delhi, India.
- Kumar, A. (ed) (2006) *Women's Movement*, Annual Publications Pvt. Ltd. New Delhi, India
- Kumar, A. (ed) (2006) *Indian Women Status and Contemporary Social Issues*, Annual Publications Pvt. Ltd. New Delhi, India
- Khullar, Mala. (ed) (2005) *Writing the Women's Movement A Reader: Zubaan*, An Imprint of Kali for Women, New Delhi, India.
- Kiribamune, S. & Samarasinghe, V. (1990) *Women at the Crossroads: A Sri Lanka Perspective*, Vikas Publishing House, New Delhi, India.
- Khan, Nighat Said. (1992) *Voices Within: Dialogues with Women on Islam*, ASR, Lahore, Pakistan.
- Lipi Ghosh, Ishita Mukhopadhyay and Suchandra Chakraborty (2006) *Women A cross Asia issues of Identities*. Gyan Publishing House, New Delhi, India.
- Louise, Williams. (1998) *Wives, Mistress and Matriarchs: Asian Women Today*, Phoenix Press, London, UK.
- Mayo, Katherine (2000). *Mother India*. Ann Arbor, University of Michigan Press, MI, USA.
- Minault, Gail (1998) *Schools for Wives: Women's Education and Muslim Social Reform in Colonial India*, Oxford University Press, New York, USA.
- Maitra-Sinha, Anjana (1993) *Women in a Changing Society*, New Delhi, India.
- Morgan, Robin (ed) (1998) *Sisterhood is Global, Harmondsworth*, Penguin Books, USA.
- Sangari, Kumkum, and Sudesh Vaid, eds. (1990) *Recasting Women: Essays in Colonial History*. New Brunswick, Rutgers University Press, NJ, USA.
- Sarasyati, Pandita Ramabai (2007). *The High Caste Hindu Woman*, Kessinger

- Publishing, NY, USA.
- Shah, Ghanshyam. (2002) *Social Movements and the State*, Sage Publications, New Delhi, India
- Shaheed, Farid (2002) *Imagined Citizenship: Women, State & Peoples in Pakistan*, Shirkat Gah Women's Resource Centre, Lahore, Pakistan.
- Samiuddin, A. & Khanam, R. (ed) (2002) *Muslims Feminism and Feminist Movement* Vol.1-3, Global Vision, New Delhi, India
- Sidhwa, Bapsi. ed.(2005) *City of Sin and Splendour: Writings on Lahore*, Penguin Books New Delhi, India.
- Singh, Indu Parkash. (1990) *Indian Women: The Captured Beings*, Intellectual Publishing House, New Delhi, India.

**Optional
Credit Hours 3**

**GENDER, LAW AND HUMAN RIGHTS
IN PAKISTAN**

Course Description:

This course provides an introduction to the origin and evolution of the concept of gender equality within the international human rights system. It provides an understanding of the centrality of gender equality to human rights discourse generally and how this is addressed within the UN human rights system specifically. This course will look into the ways in which law is gendered and how this contributes to the construction of inequalities across genders. Students will gain an overview of the various legal and normative frameworks that promote women's rights, address gender inequalities, and advance practical approaches to securing gender equality.

This course is basically designed to examine the intersecting nature of various legal instruments on multiple levels i.e., international legal instruments and current legal framework in Pakistan and the ways in which such a situation of legal pluralism impacts women, men, third gender and other marginal groups. This course also examines the complexity of the legal system in the context of women and the emerging dichotomies that affect gender regimes in Pakistan. In this course the students will assess carefully whether these systems, as they exist in Pakistan, promote or discourage gender and class based discrimination. This course also assesses the efforts of the government in implementing international human rights instruments against gender discrimination. In

current legal context, the customary practices in Pakistan have the force of law have established a legal pluralism. Pakistan has ratified CEDAW and various other international instruments including but not limited to ICCPR, ICESCR, CRC, CAT, and ILO major conventions. Despite various human rights instruments extensive discrimination against women continues to exist. This course suggests that significant steps are required to be taken to build a human rights system that recognizes the need for gender equality and diversity to be inherent to approaches for securing human rights for all.

Learning Outcomes:

- To provide an understanding of the centrality of gender equality to human rights discourse;
- To gain an overview of the various legal and normative frameworks that promote women's rights, address gender inequalities;
- To examine the intersecting nature of various legal instruments on multiple levels;
- To gain an understanding of law making process and judicial system in Pakistan;
- To examine the complexity of the legal system in the context of women and the emerging dichotomies that affect gender regimes in Pakistan;
- To build a human rights system that recognizes the need for gender equality and diversity to be inherent to approaches for securing human rights for all.

Course Contents:

Unit 01:

- Origin and evolution of modern human rights
- Basic principles of human rights framework
- Origin and evolution of gender equality and its link to human rights
- Islam and human rights: The last Sermon of Holy Prophet Muhammad (PBUH)

Unit 02:

- **International Normative Framework for Gender Equality and Human Rights:**
Universal Declaration of Human Rights (UDHR)
International Covenant on Civil and Political Rights (ICCPR)
International Covenant on Economic, Social and Cultural Rights (ICESCR)

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
Convention on the Rights of the Child (CRC)

- **International Labor Organization's Major Conventions"**
Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87)
Right to Organize and Collective Bargaining Convention, 1949 (No. 98)
Forced Labour Convention, 1930 (No. 29)
Abolition of Forced Labour Convention, 1957 (No. 105)
Minimum Age Convention, 1973 (No. 138)
Worst Forms of Child Labour Convention, 1999 (No. 182)
Equal Remuneration Convention, 1951 (No. 100)
Discrimination (Employment and Occupation) Convention, 1958 (No.111)

Unit 03:

- Need for law in society
- Sources of law in Pakistan (Customs, Shariah, Common, Equity)
- Types of law in Pakistan (Constitutional, Customary, Islamic, Common)
- The process of law making in Pakistan
- Judicial system of Pakistan

Unit 04:

- Access to justice, law courts and legal remedy in Pakistan
- Constitutional Safeguards and fundamental rights guaranteed in 1973 Constitution of Pakistan
- Informal, parallel legal system in Pakistan

Unit 05:

- Family Laws in Pakistan: Marriage, Polygamy, Talaq, Khula, Maintenance, Dowry and Gifts, Parents, Child Custody, Guardianship, Will and Inheritance
- Shariah laws in Pakistan: Law of Evidence; Rajam; Qisas and Diyat
- Comparative study of Hudood Laws and Women Protection Bill

Unit 06:

- Labor Laws in Pakistan: Wages, Collective Bargaining, Maternity leave, Protection against harassment at the workplace

Unit 07:

- Third gender person's access to fundamental human rights in Pakistan
- Legal and political barriers to the protection and promotion of third gender person's human rights in Pakistan

Suggested Books

Afkhami, Mahnaz (1995). *Faith and Freedom: Women's Human Rights in the Muslim*

World, Tauris Publishers, London, UK.

Afkhami, Mahnaz (2000). *Respect, Protect, Fulfill Women's Human Rights: Government*

Accountability for Abuse by Non-State Actors, Tauris Publishers, London, UK.

Agarwal, B. R. (ed.). (1986). *Plight of a Muslim Woman: The Shah Bano Case*. New Delhi: Arnold-Heinemann.

Ahmad, Anis. (1991). *Women and Social Justice: Some Legal and Social Issues in Contemporary Muslim Society*. Islamabad: Institute of Policy Studies.

Ahmed, K. 1972. *The Muslim Law of Divorce*. Islamabad: Islamic Research Institute.

Ali, Shaheen Sardar. (2000). *Gender and Human Rights in Islam and International Law: Equal before Allah, Unequal before Man*. The Hague:Kulwer Law Institute.

Ali, Shaheen Sardar. (1994). "Are Women also Human? Women's Rights and Human Rights in Tribal Areas: A Case Study of the Provincially Administered Tribal Areas of Pakistan." *Pakistan Journal of Women's Studies: Alam-e-Niswan* 1(1), 21–26.

An-Naim, Abdullahi (1993). *Human Rights and Cross Cultural Perspective*, University of Penselvania, Philadelphia, USA.

Asghar Ali Engineer (ed.) (2001). *Islam, Women and Gender Justice*. New Delhi: Gyan Publishing House.

Ashraf, Mohammad. (1969). *Family Laws in Pakistan: as amended up-to-date with exhaustive commentary*. Lahore: Premier Book House.

Ateek, Naim Stifan (2001). *Justice and Only Justice*, Orbis, New York, USA.

Augsburger, David W. (1981). *Caring Enough to Forgive: True Forgiveness*, Herald

Press, Scottsdale, USA.

Bailie, Gil (1997). *Violence Unveiled: Humanity at the Cross Roads*, The crossroad Publishing, NY, USA.

Balchin, Cassandra. (1994). *A Handbook of Family Law in Pakistan*. Lahore: Shirkat Gah.

- Bhala, R. (2011). *Understanding Islamic Law: Shari'a*. Massachusetts, LexisNexis.
- Bhattacharyya, G. (2002). *Sexuality and Society: An Introduction*. New York: Routledge.
- Chopra, R., Osella, C., & Osella, F. (2004). *South Asian Masculinities: Context of Change, Sites of Continuity*. New Delhi: Women Unlimited.
- Connell, R. (2009). *Gender*. Cambridge: Polity.
- Connell, R. W. (1999). Making Gendered People: Bodies, Identities, Sexualities In M. M. Ferree, J. Lorber & B. B. Hess (Eds.), *Revisioning gender* (pp. 449-471). Thousand Oaks; London; New Delhi: Sage.
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, G.A. res. 39/46, [annex, 39 U.N. GAOR Supp. (No. 51) at 197, *U.N. Doc. A/39/51 (1984)*], entered into force June 26, 1987.
- Convention on the Elimination of All Forms of Discrimination against Women, G.A. res. 34/180, 34 U.N. GAOR Supp. (No. 46) at 193, *U.N. Doc. A/34/46*, entered into force Sept. 3, 1981.
- Convention on the Rights of the Child, G.A. res.44/25, annex, 44 U.N. GAOR Supp. (No.49) at 167, *U.N. Doc. A/44/49 (1989)*, entered into force Sept. 2 1990.
- Davis, Nira Yuval, and Pnina Werbner (ed.) (1999) *Women, Citizenship and Difference*, Zed Books, London, UK.
- de Lind van Wijngaarden, J. W., et al. (2012). "Sexual abuse, social stigma and HIV vulnerability among young feminised men in Lahore and Karachi, Pakistan." *Culture, Health & Sexuality* 15(1): 73-84.
- Faizal, Farah, and Swarna Rajagopalan (2005) *Women, Security South Asia*, Sage Publications, New Delhi, India.
- Firdous, Rehana. (2003). "A Permissible Step for Restraining Man's Unilateral Right of Divorce: *Talaq-i Tafwid* (Delegation Power of Divorce)." *Pakistan Journal of Women's Studies: Alam-e-Niswan* 10(1), 73-79.
- Firdous, Rehana. (2000). "Woman's Right of Separation (*Khul*) – Can She Claim it as a Matter of Law?" *Pakistan Journal of Women's Studies: Alam-e-Niswan* 7(1), 1-20.
- Fraser, Arvonne S. (1999). "Becoming Human: The Origins and Development of Women's Human Rights." *Human Rights Quarterly* 21(4): 853-906.
- Haywood, C., & Ghail, M. M. (2003). *Men and Masculinities: Theory, Research and Social Practice*. Philadelphia: Open University Press.
- Hussain, J. (2011). *Islam: Its Law and Society*. Annandale, Federation Press.

- Jahangir, Asma and Hina Jilani. (1990). *The Hudood Ordinances: A divine sanction? A research study of the Hudood ordinances and their effect on the disadvantaged sections of Pakistani society*. Lahore: Rohtas Books.
- Khan, Shahnaz. (2006). *Zina, transnational feminism, and the moral regulation of Pakistani women*. Vancouver: UBC Press.
- International Covenant on Civil and Political Rights, G.A. res. 2200A (XXI), 21 U.N. GAOR Supp. (No.16) at 52, U.N. Doc. A/6316 (1966), 999 U.N.T.S. 171, entered into force Mar. 23, 1976.
- International Covenant on Economic, Social and Cultural Rights, G.A. res. 2200A (XXI), 21 U.N. GAOR Supp. (No.16) at 49, U.N. Doc. A/6316 (1966), 993 U.N.T.S. 3, entered into force Jan. 3, 1976.
- Kandioti, Deniz (ed.) (1994). *Women, Islam and The State*, Mcmillan, London, UK.
- Lau, M. (2010). *Sharia and national law in Pakistan. Sharia incorporated: A comparative overview of the legal systems of twelve Muslim countries in past and present*. J. M. Otto. Amsterdam, Leiden University Press: 373-432.
- Lau, M. (2007). "Twenty-Five Years of Hudood Ordinances-A Review." *Washington & Lee Law Review*64(4): 1291-1314.
- Lyth, A. (2001). *Where Are the Women?-A Gender Approach to Refugee Law*, LL.M Thesis, Lund University, Sweden.
- Mac an Ghaill, M., & Haywood, C. (2007). *Gender, Culture, and Society: Contemporary Femininities and Masculinities*. New York: Palgrave Macmillan.
- Mansuri, Ghazal. (2008). "Family law and custom in Pakistan." *Pakistan Journal of Women's Studies: Alam-e-Niswan*, vol. 15(1), 1-27.
- Mehdi, Rubya. (2002). *Gender and property law in Pakistan: resources and discourses*. Lahore: Vanguard.
- Mehdi, Rubya. (1994). *The Islamization of the Law in Pakistan*. Richmond, Surrey: Curzon Press.
- Mehdi, Rubya. (1997). *Women's Law in Legal Education and Practice in Pakistan: North South Co-operation*. Copenhagen: New Social Science Monograph.
- Nash, K. (2009). "Between Citizenship and Human Rights." *Sociology*43(6): 1067-1083.
- Okin, Susan Moller (1989). *Justice, Gender and the Family*, Basic Books, NY, USA.
- Ouzgane, L. (Ed.). (2006). *Islamic Masculinities*. New York: Zed Books.
- Patel, Rashida. (2003). *Woman versus man: socio legal gender inequality in Pakistan*. Karachi: Oxford University Press.
- Patel, Rashida. (1986). *Islamization of Laws in Pakistan*. Karachi: Faiza Publishers.

- Paulo. (1970). *Pedagogy of the Oppressed*, Continuum Publishers, NY, USA.
- Peters, R. (2005). *Crime and Punishment in Islamic Law: Theory and Practice from the Sixteenth to the Twenty-first Century*. Cambridge, Cambridge University Press.
- Robinson, V., & Richardson, D. (2015). *Introducing Gender and Women's Studies*. London: Palgrave Macmillan.
- Ruddick, Sara (1989). *Maternal Thinking: Towards a Politics of Peace*, The Women Press, London, UK.
- Shaheed, Fareeda (1998). 'The Other Side of the Discourse. Women's Experiences of Identity, Religion, and Activism in Pakistan,' in Patricia Jeffery and Amrita Basu (ed.) *Appropriating Gender: Women's Activism and Politicized Religion in South Asia*. New York: Routledge, pp. 143–64.
- Shaheed, Fareeda (ed.) *Women's Law in legal education and practice in Pakistan: north south cooperation*. Copenhagen: New Social Science Monograph, 1997.
- Shah, Niaz A. (2006). *Women, the Koran and international human rights law: the experience of Pakistan*. Leiden: Martinus Nijhoff Publishers.
- Talwar, Prakash (2005). *Human Rights*, Gayan Books, New Delhi, India.
- The International Labour Organization's Fundamental Conventions. (2003). Retrieved from http://www.ilo.org/wcmsp5/groups/public/@ed_norm/@declaration/documents/publication/wcms_095895.pdf.
- Universal declaration of human rights, G.A. res. 217 A (III), U.N. Doc A/810 at 71 (1948)*.
- Warraich, Sohail Akbar. (2004). *Reading the Constitution: In Search of Rights*. Lahore, Shirkat Gah.
- Yuval, Davis, Nira (1997). *Gender and Nation*, Sage Publications, London, UK.
- Zia, Afiya Shehrbano. 1994. *Sex crime in the Islamic context: rape, class and gender in Pakistan*. Lahore, Pakistan: ASR

**Optional
Credit Hours 3**

WOMEN AND MEDIA IN PAKISTAN

Course Description:

In this course, interdisciplinary approach is used to study and explore the projection of women's images in prints, television, movies, radio, music, newspapers, comics, magazines, advertisements, and internet in both the Pakistan and international contemporary cultural context. All forms of media are included as they communicate understanding of gender, and gender influences all forms of mediated communication. The course also explores how media reflects the outlook of society. It examines the role, impact and influence of feminist understanding of women and gender issues upon the creation of various types of visuals and news reporting. It also examines and evaluates how media's portrayal of women could be used either for the empowerment of women and creating the process of democratization of the society or for solidifying patriarchal concepts of power and authority. Finally, this course is meant to be used as a tool for creating social change by projecting needs for political action.

Learning Outcomes:

This course will develop in students an awareness of the history of the mass media's representation of women and gender. The course aims to help students mapping out new techniques for the usage of media in the present century. A major goal of the course is to empower would-be media persons to act fairly and judiciously so that the voices of all the segments of the society are heard.

Course Contents:

Unit 01:

- Theoretical foundation for this course
 - a. The Media Effects Debate
 - b. Social Learning Theory
 - c. Cultivation Analysis
 - d. Critical Theory/Cultural Theory
- General Introduction to Mass Media; classification; function; introduction of mass media in Pakistan

Unit 02:

- Representation of Race and Gender: Television, Film, Advertising, Internet, music videos, Radio
- Portrayal of women in media and gender stereotypes: newspaper; magazines; books; novels; short stories; and digests

Unit 03:

- Women as work force: newspaper, magazines, books, novels, short stories, and digests
- Women and Journalism
- Women as work force: film, television, radio, advertising, websites

Unit 04:

- Women stereotype roles and sexist language: In school text books and literature.

Unit 05:

- Visual Arts; still photography; movie making.
- Media and social development: media role; formulating media message and carrying out media campaigns.

Unit 06:

- Women in the media: threats and challenges
- Violence at the work place
- Case studies of successful media women

Suggested Books:

- Baxter, Judith. (2003) *Positioning Gender in Discourse: A Feminist Methodology*. Basingstoke, Palgrave, Macmillan, Hampshire, UK.
- Bonvillain, Nancy. (2003) *Language, Culture, and Communication: The Meaning of Messages* (4th ed.). Upper Saddle River, Prentice Hall, NJ, USA.
- Burke, Kenneth. (1996) *Language as Symbolic Action: Essays on Life, Literature and Method*, University of California Press, Berkeley, USA.
- Carter, C. & Weaver, C. k. (2003) *Violence and media.*, The Open University Press, Buckingham, UK.
- Code, Lorraine. (1991) *What Can She Know? Feminist Theory and the Construction of Knowledge*, Cornell University Press, Ithaca, NY, USA.
- Crawford, Mary. (1995) *Talking Difference: On Gender and Language*, Sage Publication, London, UK.

- Cuklanz, Lisa M. (1996) *Rape on Trial: How the Mass Media Construct Legal Reform and Social Change*, University of Pennsylvania Press, Philadelphia, USA.
- Christine Gledhill (1988) *Female Spectators: Looking at Film and Television*, Verso, London, UK.
- Donnestein. Edward, Steven. Penrod and Danlinz (1987) *The Question of Pornography: Research Findings and Policy implications*, The free Press, NY, USA.
- Dines, Gail and Jean M. Humez, eds. (1995) *Gender, Race and Class in Media: A Text-Reader*, Sage Publications, California, USA.
- Elgin, Suzette Haden. (2000) *Native Tongue*, The Feminist Press at City University of New York, (Original work published 1984), USA.
- Gamman, Lorraine, & Marshmenty, Margaret. (eds.). (1989) *The Female Gaze: Women as Viewers of Popular Culture*. The Real Comet Press, Seattle, WA, USA.
- Gauntlett, David. (2002) *Media, Gender and Identity*, Routledge, London, UK.
- Goffman, Erving. (1979) *Gender Advertisements*, Harper & Row, New York, USA.
- Hasan, M. (2001) *Mass media in Pakistan*, Aziz Publishers, Lahore, Pakistan.
- Harding, Sandra, & Hintikka, Merrill. (Eds.). (2003) *Discovering Reality: Feminist Perspectives on Epistemology, Methodology, and the Philosophy of Science*. Dordrecht, (Original work published 1983), Kluwer Academic, Netherlands.
- Hunt, Lynn. (ed.). (1993) *The Invention of Pornography*, Zone Books, New York, USA.
- Jasam, S. (2001) *Honour, shame & resistance*, ASR Publications, Lahore, Pakistan.
- Jewell, K. Sue (1993) *From Mammy to Miss America and Beyond: Cultural Images and the Shaping of US Social Policy*, Routledge, NY, USA.
- Jamieson, Kathleen Hall. (1988) *Eloquence in an Electronic Age: The Transformation of Political Speechmaking*, Oxford University Press, and New York, USA.
- Minsky, Rosalind. (1998) *Psychoanalysis and Culture: Contemporary States of Mind*, Rutgers University Press, NJ, USA.
- Moi, Toril. (1985) *Sexual/textual Politics: Feminist Literary Theory*, Methuen, London, UK.
- Mohanty, M. (Ed.). (2004) *Class, Caste and Gender*, Sage Publications, New Delhi, India.
- Nochimson, Martha (1992) *No End to Her: Soap Opera and the Female Subject*, University of California Press, Berkeley, USA.
- Pamela Church-Gibson & Roma Gibson (eds.) (1993) *"Dirty Books: Women Pornography and Power*, Harvard University Press, London, UK.

Spender, Dale. (1989) *Invisible Women: The Schooling Scandal*, The Women's Press, London, UK.

Wood, Julia T. (1994) *Gendered Lives: Communication, Gender and Culture*, Wadsworth Publishing Co, USA.

Optional Credit Hours 3

WOMEN AND WORK: STRATEGIES FOR WOMEN'S

Course Description:

Women have historically remained engaged in earning money and creating resources for their family. Although women have been involved in a wide variety of work both in the formal and informal sectors of the economy, and at home, yet their role as wage earners and family bread-givers has been marginalized. This course examines the gendered nature of women's work in historical context with the purpose of evaluating women's efforts to earn, to identify the impediments women face at work, and to generate an effective dialogue aiming at mainstreaming women's economic activities in a threat-free environment. Looking holistically at women's work globally, this course' focus is the study of the experiences of women in Pakistan. This course encourages the students to address some significant questions: a) what counts as "work" when women do it, b) why are women paid less than men for the same work?, c) Why do we find women undertaking certain categories of work / types of occupations?, d) Does woman's work disables them to play the role of good home-makers and good mothers?, and e) how is women's work is an integral part of development

Learning Outcomes:

The course helps students to understand various categories of work: work as paid work (productive labour) and housework (reproductive labour). In understanding the differences in these two categories, students will draw upon feminist theories of work, family, and wages.

Course Contents:

Unit 01:

- Historical Context of the concept of work
- Biology, Culture and the Production of Gender
- Theoretical background
- Conceptual understanding of women and work
- Work and the Islamic Perspective

- Work, Gender and Economics: Paid work and Unpaid work

Unit 02:

- Gender difference and inequality in: A Survey of the Economic Global Data
- The context of South Asia
- The context of Pakistan

Unit 03:

- Gendered Division of Labour: Private Space
 - a. Family and Work
 - b. Domestic Work
- Gender and Work in the Public Space Academy
 - a. Women in Agriculture
 - b. Women in the Market Economy
 - c. Women in Higher Education
 - d. Women in Management

Unit Four

- Gender, Work, and Welfare
- Informal Economy
- Subcontracted work in the informal sector

Unit Five

- Women Home-based workers
- Motherhood and Work
- Aging Women and Work
- Health Issues of Home-based Working Women

Unit Six

- Gender Gap in Pay and Poverty, Trends
- Gender, Workplaces and Processes of Exclusion
- Devaluation of “Feminine” Skills
- Differences in Occupations and Earnings of Men and Women

Unit Seven

- Women’s work and Capitalist Economy
- Sex Discrimination in Employment
- Sexual Harassment at Work place

Unit Eight

- Women’s Experience of Work: Case Studies from Rural and Urban areas.

Unit Nine

- Labour Force Participation of Women: Changing Trends
- New Policy Interventions:
 - (a) The Role of the Stat
 - (b) The Role of the NGOs
 - (c) The Role of International Agencies
 - (d) Globalization and New Market Trends

Unit Ten

- Development Planning In Pakistan with Gender Perspective
- Government Policy and Planning for Women's Development
- Analysis Of Special Programmes In Pakistan: Income Generating Schemes, Poverty Alleviation Programme, Gender Reform Action Plan, Millennium Development Goals
- Project Designing and Planning With Gender Perspective

Suggested Books:

- Ayub, Nasreen. (1994) *The Self Employed Women in Pakistan: A Case Study of the Self-Employed Women of Urban Informal Sector in Karachi*, Karachi: Pakistan Association for Women's Studies and Noor Jahan Memorial Educational and Welfare Society, Karachi, Pakistan.
- Anuja Agarwal, (2006) *Migrant Women and Work*, Sage Publications, India.
- Aanchal Sarkar (2006) *Gender and Development*, Pragun Publications, New Delhi, India.
- Anil Bhumali and S. Anil Kumar (2007) *Women in the face of Globalisation*, Serials Publications, New Delhi, India.
- A.Kumar (2006) *Indian Women, Status and Contemporary Social Issues*, Annual Publications Pvt. Ltd., New Delhi, India.
- Boserup, Ester (1970) *Women's Role in Economic Development*, St. Martin's Press.
- Balakrishnan, Radhika (ed.) (2001) *The Hidden Assembly Line: Gender Dynamics of Subcontracted Work in a Global Economy*, Kumarian Press.
- Barker, Drucilla K and Susan F. Feiner. (2004) *Liberating Economics: Feminist Perspectives on Families, Work, and Globalization*, University of Michigan Press.
- Carr, Marilyn, Martha Chen and Renana Jhabvala (eds.) (1996) *Speaking Out: Women's Economic Empowerment in South Asia*, IT Publications on behalf of Aga Khan Foundation Canada and UNIFEM.
- Commonwealth Secretariat. (1999) *Gender Mainstreaming in Development Planning*, Commonwealth Secretariat, London.

- Dolly Sunny (2003) *Women in Leading Professions in Middle East*, Serials Publications, New Delhi, India.
- Dubeck, Paula J. and Dana Dunn. (2006) *Workplace/Women's Place: An Anthology*, Third Edition. Roxbury Publishing Company.
- E.D. Setty & P. Krishna Moorthy (2007) *Women Empowerment through Entrepreneurship Development*, Annual Publications Pvt. Ltd., New Delhi, India.
- Joan Z. Spade & Catherine G. Valentine (2008) *The Kaleidoscope of Gender: Prism, Patterns and Possibilities*, Sage Publications, New Delhi, India.
- Lipi Ghosh, Ishita Mukhopadhyay and Suchandra Chakraborty (2006) *Women A cross Asia issues of Identities*, Gyan Publishing House, New Delhi, India.
- Mary Evan (2003) *Gender and Social Theory*, Open University Press, Buckingham. Philadelphia, USA.
- Moser, Caroline (1993) *Gender Planning and Development: Theory, Practice & Training*. Routledge, NY.
- Nirmala Sharma (2006) *Dynamics of Women and Development*, Altaf Publications, New Delhi, India.
- Rehana Ghadially (2007) *Urban Women in Contemporary India: A Reader*, Sage Publications, New Delhi, India.
- Sadhna Arya, (2006) *Poverty, Gender and Migration*, Sage Publications, India.
- Sanjay Tiwari & Anshuja Tiwari (2007) *Women Entrepreneurship and Economic Development*, Sarup & Sons, New Delhi, India.
- Sangh Mittra & Bachchan Kumar (2004) *Encyclopaedia of Women in South Asia (Volume 1-8)*, Kalpaz Publications, New Delhi, India.
- Subhasini Mahapatra (2005) *Modern Encyclopaedia of Women and Development Volume 1-5* Rajat Publications New Delhi, India.
- Wilkinson-Weber, Clare M. (1999) *Embroidering Lives: Women's Work and Skill in the Lucknow Embroidery*, State University of New York Press, New York.

**Optional
Credit Hours 2 + 1**

**MANAGEMENT PRINCIPLES OF NON-GOVERNMENTAL
ORGANIZATIONS**

Course Description:

In recent years, non-governmental organizations have vastly increased in number and scope. They are increasingly influential in communities and grassroots activities, in policymaking, planning, and implementation. In today's highly competitive environment of limited resources for the

public sector, effective leaders and creative management are crucial. Non-government organisations play an increasingly important role in all aspects of development. They are key actors in the worlds of politics, industry, and commerce, influencing both development agendas and policy implementation.

In this course, features of NGO's management are compared and contrasted with the public and private sectors; highlighting issues such as funding, scale of operations, accountability, local participation, comparative advantage, and effectiveness. It also critically evaluates the role of the NGO's and CBO's as project implementers, technical assistance providers, intermediaries, partners, and advocates.

Learning Outcomes:

The main purpose of the course is to enable students to develop an awareness and understanding of the role that non-governmental organisations play in the formulation and implementation of development policy and practice, and the power relationships between NGO's and other organisations at local, national and international levels. Students will become familiar with different types of organisations and their roles, as well as key aspects of the policies and operation of development NGO's. They will develop a critical appreciation of the evolving nature of the NGO's sector and gain insights into the constraints inherent in NGO's structures and activities.

This course features thorough lecture notes, presentations, seminars, placements in NGO's, assignments, guest lectures, and a diverse collection of related resources.

Course Contents:

Unit 01:

- Historical perspective about emergence of citizen sector
- Definition of NGO's
- NGO's: Representatives of civil society

Unit 02:

- Management of NGO's
- Managing Human Resource: Human resource paradigm, the impact of human resource on board executives, staff, and volunteers
- Productivity and management approaches, Agenda setting
- Information Resources
- Analytical tools

- Program planning and strategies

Unit 03:

- Financial management: Fund raising, function and relationships among board of trustees, skills of direct solicitation, annual fund raise, organizing special events, donors, ethics of funding

Unit 04:

- Laws of non-profit organization: Registration, management, tax exemption, fund raising and lawsuits, legal liabilities involving boards, staff, and volunteers.

Unit 05:

- Development and Role of NGO's in providing international public investment in the context of Pakistan
- Case Study: Role of NGO's in implementation the platform of Action adopted by UN conference on women
- Limitations and constructs at National level

Unit 06:

- Issues related to NGO's and their work in Pakistan
- Islamic Relief Organisations: Between Islamism and Humanitarianism
- Humanitarianism and Islam after 11 September
- NGO's engaged in development, humanitarian, relief, and advocacy.
- The internal organisational challenges NGO's face, including evaluation, accountability, legitimacy, and planning.

Unit 07:

- Community Based Organisations (CBO's): Human, financial and information resource management

Suggested Books:

- Argyris, Chris and Donald A. Schon(1996)*Organisational Learning II: Theory, Method and Practice*, Addison-Wesley, Massachusetts, USA.
- Britton, Bruce. (2005) *Organisational learning in NGOs: Creating the motive, means and opportunity*, INTRAC, Oxford, UK.
- Chambers, R. (1995) *Putting the Last First*, Addison-Wesley, London, UK.
- Cooke, B and Kothari, U.(2002) *Participation: The New Tyranny*, Zed Books, London, UK.

- Edwards, M and Hulme, D (eds.) (1995) *NGOs – Performance and Accountability: Beyond the Magic Bullet*, Earthscan and Save the Children Fund, London, UK.
- Fowler, Alan (1997) *Striking a Balance: A Guide to Enhancing the Effectiveness of Non-Governmental Organisations in International Development*, Earthscan, London, UK.
- Goetz, Anne Marie (1997) *Getting Institutions Right for Women in Development*, Zed Press, London, UK.
- Lewis, David (2002) *The Management of Non-governmental Development Organisations: An Introduction*, Routledge, NY, USA.
- Lewis, David and Tina Wallace (2000) *New Roles and Relevance: Development NGOs and the Challenge of Change*, Bloomfield, Kumarian Press, CT, USA.
- Mawdsley, Emma et al.(2002) *Knowledge, Power and Development Agendas: NGOs North and South*, INTRAC, Oxford, UK.
- Miller, Carol and Shahra Razavi (1998) *Feminist Engagements with Development Institutions*, IT publications, London, UK.
- Mohan and Hickey (eds.) (2004) *From Tyranny to Transformation: Exploring New Approaches to Participation in Development*, Zed Books, London, UK.
- Morgan, Gareth (1997) *Images of Organisation* (2nd edition), Sage publications, London, Thousand Oaks, New Delhi, India.
- Pearce, Jenny (2000) *Development, NGOS, and Civil Society: Selected Essays from Development in Practice*, series editor: Deborah Eade, Oxfam, Oxford, UK.
- Porter, Marilyn and Ellen Judd(1999) *Feminists Doing Development: A Practical Critique*, Zed Press, London, UK.
- Rao, Stuart and Kelleher (1999) *Gender at Work: Organisational Change for Equality*, Kumarian Press, West Hartford, USA.
- Robinson, Dorcas, Tom Hewitt, and John Harriss (1999) *Managing Development: Understanding Inter-organisational Relationships*, Sage, London, UK.
- Van Rooy, Alison (2004) *The Global Legitimacy Game*, Palgrave, USA.
- Wallace, Tina (ed.) (2000) *Development and Management*, a Development in Practice Reader, Oxfam: Oxford, UK.

Optional Credit Hours 3

GENDER, SEXUALITY AND SOCIETY

Course Description:

This course seeks to examine how a society, historically and contemporaneously, experiences gender. It will explore how gender and

sexuality relate to other categories of social identity and difference, such as race and ethnicity, economic and social standing, urban or rural life, etc. One goal of this course is to learn how mass media and other popular representations plays an important role in gender and stereotypes. It will enable students to gain a greater sense of the diversity of human social practices and beliefs in context of Pakistan and compare it with the world.

Thus this course will enable students to study gender relations with in intersections of race, class, sexuality, related concepts in Pakistani society. It will add up to scholarly work done in the field of gender. Through the researches, it will also explore and develop the Pakistani gender related concepts.

Learning Outcomes:

The primary objective of this course is to develop an understanding of the social construction of gender and sexuality in contemporary society. As a basis for this, historical perspectives will also be covered. The focus of this course will be on denaturalizing gender, sexuality, desire, masculine, and feminine sexualities, heterosexualities, and homosexual ties to understand how these create and sustain, and are created and sustained, by the gendered division of labour and patriarchal social organization. This theoretical grounding is necessary in order to grasp the phenomenon of common knowledge around what “sexual orientation,” gender “identity” or “gender roles” mean when used in current social interactions. Implications on the study of gender, sexuality, and society in a post “9/11” era will be discussed throughout the semester, as well as on a comparative basis with other world regions. This course features thorough lecture notes, presentations, seminars, assignments, guest lectures, and a diverse collection of related resources.

Course Contents:

Unit 01:

- Concepts and Themes.
- Introduction to the Study of Gender and Sexuality: Definition and theories.
- Approaches to understanding the Sex/Gender System.
- Is Sex to Gender as Nature is to Culture?
- Cultural Acquisition of Gender as Learned Behaviour.
- The Muslim concept of active women’s sexuality.

Unit 02:

- Gender as a Social Institution: Gender difference and gender inequality in society.
- Arranged Marriage and Inheritance in Agricultural and rural Societies.
- Social Reproduction: Reproducing Formal and Informal Class Relations.
- Women in the Global Economy.
- Gender, Work and Professionalization.
- Gender and Agency.
- Tradition, construction and beliefs.
- Gender construction and cultural representation.

Unit 03:

- Gender and Sexuality as Identity: The Invention of Sexuality-based Identities.
- Gender creation from birth to adolescence.
- Other Genders/Sexualities.
- Do Western Sexual Identities Travel?
- Sexism, Racism and Violence.

Unit 04:

- Reproductive Politics and Gendered Citizenship
- De-essentializing Sex/Gender/Kinship.
- Fatal Images and Abortion Debates.
- Nationalism, Reproductive Politics and Gender.
- Making Modern Mothers.

Unit 05:

- Women's self perception: Women role as perpetuator and custodian of tradition.
- Women working as anti women units.

Unit 06:

- Construction of Gender and Role of Media.
- Cultural Representations of Gender: Print Media (Newspapers, Magazines, Digests), Electronic Media (Television, Film, Radio, Internet), Art, Performing Arts (Dance, Theatre), Literature (Women Writers of Pakistan and Literature about women), Poetry (Female Poets of Pakistan, Women Representation in Poetry).
- Popular Culture: Hoardings, Truck Art, Calendar Art, Pinup posters.

Recommended Texts:

- Agnes, F (1999) *Law and Gender Inequality- The Politics of Women's Rights in India*, Oxford Press, Delhi, India.
- Biswal, Tapan (2006) *Human Rights Gender and Environment*, Viva, New Delhi, India.
- Butalia, Urvashi (1998) *The Other Side of Silence: Voices from The Partition of India*, Viking Penguin, New Delhi, India.
- Chakrabarty, Dipesh (2002) *Habitation of Modernity*, Permanent Black, New Delhi, India.
- Chris, Beasley (2005) *Gender and Sexuality*, Sage Publications, London, UK.
- Craig, A. Hill (2007) *Human Sexuality*, Sage Publications, London, UK.
- Das, Veena, Kleinman, Arthur, (eds.) (2000) *Violence and Subjectivity*, University of California press, Berkeley, USA.
- Engineer, Asghar Ali (2005). *The Quran Women and Modern Society*, New Dawn Press, New Delhi, India.
- Evas, Mary (2003) *Gender and Social Theory*, Open University press, Philadelphia, USA.
- Francis, Becky and Christine Skelton (2001) *Investigating Gender*, Open University Press, Buckingham, UK.
- Geetanjali Misra and Radhika Chandiramani (2005) *Sexuality, Gender and Rights*, Sage Publications, New Delhi, India.
- George, Rosemary Marangoly (1999) *The Politics of Home, Postcolonial Relocations and Twentieth Century Fiction*, University of California press, Berkeley, USA.
- Holmes, Mary (2007) *What is Gender? Sociological Approaches*, Sage Publications, London, UK.
- Karen E. Lovaas, and Mercilee M. Jenkins (2006) *Sexualities and Communication in Everyday Life*, Sage Publications, London UK.
- Kerber, K.L. (2005) *Sex and Society*, Global Vision, New Delhi, India.
- Laura McClure (2002) *Sexuality and Gender in the Classical World*, Blackwells, Oxford, UK.
- Misra, Geetanjali, Chandiramani, Radhika (2006) *Sexuality, Gender and Rights*, Sage Publications, Delhi.
- Musallam, B. F (1983) *Sex and Society in Islam: Birth Control before the Nineteenth Century*, Cambridge University Press, NY, USA.
- O, Toole., Laura L, & Schiffman, Jessica R, (1997) *Gender Violence, Multidisciplinary Perspectives*, New York, New York University press.
- Peletz, M.G (2002) *Islamic Modern: Religious Courts and Cultural Politics in Malaysia*, Princeton University press, Princeton, USA.
- Richard, Blonna, & Jean Levitan (2005) *Healthy Sexuality*, Thomason Wadsworth, USA.
- Saliba, Therese, Carolyn Allen and Judith A. Howard (ed.) (2002) *Gender, Politics and Islam*, Orient, Longman, Chicago, USA.

- Wadud, Amina (2007) *Inside the Gender Jihad: Women's Reform in Islam*, Oneworld, Oxford, England.
- Weeks, J (1995) *Invented Moralities: Sexual Values in an Age of Uncertainty*, Polity Press, New York, USA.
- Zia, A.S (1994) *Sex Crimes in The Islamic Context: Rape, Class and Gender in Pakistan*, ASR Publications, Lahore, Pakistan.

Optional Credit Hours 3

WOMEN IN SOUTH ASIAN HISTORY

Course Description:

Women in South Asia represent a paradoxical scenario. In South Asia, there is a long lineage of Goddess worship and feminine mystique since antiquity and women have served as leaders of the nation in several South Asian countries in the modern era; yet in real life, women are subjected to various kinds of oppression, degradation, discrimination, and exploitation. This course aims to address some of the pertinent issues facing women in South Asia by exploring the historical conditions since the 19th century. Our attempt will be to identify, retrieve, reconstruct, and analyze the historical issues and events that directly or indirectly had a bearing on women's lives in South Asia. It will examine women's presence and participation, question their absence and silence, and seek to analyze the implications of their subdued or overt actions in major historical developments in South Asia.

Learning Outcomes:

This course is designed to introduce to the students to the prominent themes in South Asian history and historiography with special attention to women and gender and help students understand the changes and continuities in the lives of women in South Asia from a historical perspective. The purpose of the course is to engage in the current debates concerning women's issues and gender through an examination of mainly primary, as well as secondary sources. Using gender and women's issues as a lens of looking at the past, we will examine how politics of race, class, caste, and religion affected and continue to impact women in South Asian countries, primarily in India, Pakistan, Bangladesh, and Sri Lanka. Both Colonialism and Gender are of critical importance in contemporary South Asian scholarship.

This course features thorough lecture notes, presentations, seminars, assignments, guest lectures, and a diverse collection of related resources.

Course Contents:

Unit 01:

- Introduction to South Asian History
- India: The Historical and Social Context, Women in the Vedic Age, Manusastra and women's status, Good wives and bad women in the Hindu epic Ramayana: Women's versions of the epic
- Chaste and Wrathful epic heroines: Draupadi, Savitri and Kannaki

Unit 02:

- Advent of Islam: Women's status, the criteria of sovereignty in Islam
- Razia Sultan, Women's status during the Mughal Age, Nurjahan: court politics
- Patronage of art and architecture by women, Women in sufi literature-women Sufis

Unit 03:

- Women's Question in the Nineteenth Century South Asia, Muslim women and the reform movement, Social and economic life-status of women, Sir Syed & the Aligarh movement.
- The Christian missions and the question of Indian women, Writing Women's History, Rethinking Colonial History.

Unit 04:

- Colonialism and Its Impact on Women's lives: Social, and Cultural Implications, Economic Consequences
- Education for women: Reforms in Education and Religion, Local efforts, Shaikh Abdullah and Muslim girls' education, Begams of Bhopal and their role, The Bihishti Zewar and its impact, The new school system

Unit 05:

- Women, Family and the Nation: Domesticity as a new Cultural Construct
- Women in Muslim families; the institution of Purdah, Debate over purdah

Unit 06:

- Gender and Law in Colonial India

- Women writing: The view from nineteenth-century Urdu Journals for women, *Women Through Their Own Words and Writings*
- Feminist Consciousness, Women's Organizations and Women's Rights

Unit 07:

- Women and the Nationalist Movement, Women in the Muslim League
- New Directions in Struggle: Contemporary Women's Movements

Suggested Books:

Ali, Azra Asghar. *The Emergence of Feminism Among Indian Muslim Women*, OUP.

Brij Bhushan, Jamila (1990) *Sultan Razia, her Life and times: A Reappraisal*, Manohar Publications, New Delhi, India.

Bharati, Ray, ed. (1995) *From the Seams of History*, Oxford University Press, Delhi, India.

Butalia, Uvashi (2000) *The Other Side of the Silence. Voices from the Partition of India*, Duke University Press, Durham, USA.

Forbes, Geraldine (1996) *Women in Modern India*, Cambridge University Press, Cambridge, U.K.

Hamdani, Agha Husain (1978) *Fatimah Jinnah hayat aur khidmat*, National Commission for Research, History and Culture, Islamabad, Pakistan.

Hossain, Rokeya Sakhawat (1988) *Sultana's Dream*, Feminist Press, NY, USA.

Hussain, Salma Tasadduq (1987) *Azadi ka safar tehrick-e- Pakistan aur muslim Khwatin*, Pakistan Study Centre, University of the Punjab, Lahore, Pakistan.

Hussain, Salma Tassadduq (1987) *Tahik-i Pakistan aur Muslim Khwatin: Azadi ka Safar*, Punjab University, Lahore, Pakistan.

Ikramullah Shaista (1963) *From Purdah to Parliament*, Cresset Press, London, UK.

Jalandhari, Shamim (1981) *Tahrik-i Pakistan men Khwain ka Kirdar, 1947: a Gaur Khun Mein Dubi Hui lek Haqiqat*, Isha'at-i-Adab, Lahore, Pakistan.

Khan, Shaharyar M (2000) *The Begums of Bhopal: A Dynasty of Women Rulers in Raj India*, I. B. Tauris, London, UK.

Kumar, Radha (1997) Reprint. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990.*, Kali for Women, New Delhi, India.

Minault, Gail (1998) *Secluded Scholars. Women's Education and Muslim Social Reform in Colonial India*, Oxford University Press, New Delhi, India.

Menon, Ritu & Kamla Bhasin (1998) *Borders and Boundaries: Women in India's*

Partition, Rutgers University Press, New Jersey, USA.

Mirza, Sarfaraz Hussain (1969) *Muslim Women's Role in the Pakistan Movement*.

Research Society of Pakistan, Punjab University, Lahore, Pakistan.

Qidwai, Anis (1974) *Azadi ki chaon men* [Under the shade of freedom], *Qaumi Ekta* Trust, New Delhi, India.

Shah Nawaz, Jahan Ara (1971) *Father and Daughter: A Political Autobiography*.

Nigarishat, Lahore, Pakistan.

Optional Credit Hours 3

GENDER, RELIGION AND THE CONTEMPORARY WORLD

Course Description:

After completing the course, the students will be able to:

This course provides a general understanding of the lives and experiences of Muslim women and men in the context of new considerations that have merged in relation to the study and understanding of Islam and Muslim women and men after the events of September 11, 2001.

The focus of this course is on the lives of contemporary believing women and men, the factors informing the construction of gender in the world and in societies. The aim of the course is to help students think critically about the place of men and women in different religion of the world and the role and status of women and men in their religion. Some of the critical questions raised in this course include the impact of women's movement and social movement and new research methodologies and thoughts on the lives of women and men across societies. The course also prepares to explore and experience the libratory aspects of religion and identifies sources of empowerment, justice, and equity. The course will focus on contemporary believing women and men in a number of different cultural contexts in order to highlight a variety of issues

significant for the understanding of challenges faced by women and men: veiling and seclusion, kinship structures, violence, feminist activism, literary and aesthetic expressions, etc.

Learning Outcomes:

The goals of the course are to introduce students to the Islamic view of gender issues; to acquaint them the diversity of Muslim women's lives and experiences; and to help them use this knowledge and understanding to think critically about connections between how Muslim women see themselves and how other see them.

Course Contents:

Unit 01:

- Significance, Role and Impact of Religion in Human life.

Unit 02:

- Women in World religious perspective/Women in the perspective of various religions. Common heritage, parallel traditions:
- Women in Hinduism
- Women in Buddhism
- Women in Judaism: - Eve and Adam: Jewish post- biblical traditions
- Women in Christianity: - Early Christian interpretations Women in Islam: Women in Pre-Islamic society, Modern approaches in scholarship on women in Islam.

Unit 03:

- Status of Women in Islam: Social status, Abolition of female infanticide, Women's economic freedom and gain full employment, Property/ inheritance rights, Right to marriage and divorce, Birth and birth control and abortion, Custody of children.

Unit 04:

- Women in Quran: Major themes of Quran, Women and gender in Quran, Women female figures in the Quran, Quranic law about slavery.

Unit 05:

- Women in Islamic history: The family of the Prophet (PBUH)

Unit 06:

- Sexuality in Islam: Female circumcision, Menstruation, Virginity and chastity, and Reproductive rights of women.

Unit 07:

- Hadith and Islamic Fiqah: Hadith and status of women, Modesty and Islamic dress, Fatawa and women, Islamic Fiqah- New perception in women in Islam.

Unit 08:

- Challenges and issues of the 21st century and Muslim women.

Suggested Books:

- Barlas, Asma (2004) *Believing Women in Islam, Un reading Patriarchal Interpretations of the Quran*, Sama publishers, Karachi, Pakistan
- Boutas. (1983) *Women in Islamic Societies: Social attitudes and historical Perspectives*, Curzon Press, London.
- Chaturvedi, Archana. (2004) *Muslim Women and Law*, Commonwealth Publishers, New Dehli, India.
- Engineer, Asghar Ali. (2008) *Islam: Misgivings and History*, Vitasa Publishing Pvt. Ltd. New Dehli, India.
- Engineer, Asghar Ali. (2005) *The Qur'an: Women and Modern Society* (2nd ed) New Dawn Group, UK.
- Fatam, Shabana (2007) *Women and Islam*, Sumit enterprises, New Delhi, India.
- Farid, Arifa (1994) *Muslim Women in the World Religion's Perspective* BCC& T, University of Karachi, Karachi.
- Joseph S. (2007) *Encyclopaedia of Women and Islamic Cultures* (Vol 1-6), Brill Publishers.
- Khairabadi, Mail (1997) *Quran Ma aurat ki Haisiyat*, Niyu Krisent Pablising Haus, India.
- Khan, Badr A. (1995) *Economic Rights of Women Under Islamic Law and Hindu Law*, Royal Publishers , New Delhi, India.
- Khan, Muhammad Shabbir (1996) *Status of Women in Islam*, APH Publishing Corporation, New Delhi.
- Khan, Qamaruddin (1990) *Status of Women in Islam*, Sterling Publishers, New Delhi.
- Khan, Wahiduddin (1991) *Women between Islam and Western Society*, Royal Publishers, New Delhi, India.
- Karan, Azza M. (1998) *Women Islamism and the State: Contemporary Feminism in Egypt*. MACMILLAN, London.
- Mernissi, Fatima (1991) *Women and Islam: Historical and Theological Enquiry*, Basil Blackwell, Oxford.
- Maududi, AbulA'la(1990) *Purdah and the Status of Women in Islam*, Lahore, Islamic Publications.

- Naseef, Fatima Umar ((1999) *Women In Islam: A Discourse In Rights And Obligations*, Sterling, New Delhi, India.
- Poya, Maryam.(1999) *Women Work and Islamism*, Zed books, Lahore.
- Seema Sharma & Kanta Sharma (2006) *Muslim Women*, Annual Publications, Pvt. Ltd., New Delhi, India.
- Seangpolist, Pramote. (2007) *Other Religions of the World*, Gyan Publishing House, New Delhi, India.
- Siddiqui, Mohammad Mazheruddin (1991) *Women in Islam*, New Taj Office, New Delhi, India.
- Sheikh, N.M. (1991) *Women in Muslim Socitey*, Kitabbhavan, New Delhi, India.
- Therese, Saliba. et.al. (2006) *Gender Politics and Islam*, Orient Longman Pvt. Ltd., India.
- Wadud, Amina. (2007) *Inside the Gender Jihad: Women's Reforms in Islam*, One world Publications, England
- Warsi, Khursheed (2000) *Status of Women in Islam*, Warsi Publications, Karachi, Pakistan.

Optional Credit Hours 3

GENDER, POLITICS, CIVIL SOCIETY AND HUMAN RIGHTS

Course Description:

This course is an introduction to a broad range of theoretical and empirical approaches to the study of women and politics, including feminist theory and the history and evolution of the organized women's movement.

Learning Outcomes:

The main objective of the course is to examine the role of women in politics, focusing on how and to what extent women participate in politics. It also examines the possible barriers to women's involvement in politics and how does the political system treat women's issues. Other topics include women's status in traditional political thought, feminist theory, women, and political parties, and women in political elites.

Course Contents:

Unit 01:

- Theories of political science.
- Gender and politics: Gender hierarchy, construction of masculinity and femininity shape and are shaped by interacting economic, political, and ideological practices.

Unit 02:

- Women and political leadership: Explore difference between women and men in leadership positions, historical exploration why there have been so few women political leaders.
- Women leaders in several areas of politics: non-profit organizations, political parties, legislatures, the courts and executive office.

Unit 03:

- Women and politics: General concept of women's political participation (comparative study e.g. attitudes and behaviour of society towards women participating in politics, social constraints regarding women's political participation.
- Broad range of issues involving gender and politics: history of women's movement, voting differences, political divisions amongst women.
- What we mean when we refer to 'women's issues'.
- Ongoing development of women's participation and explore the varied roles attained and denied women in Pakistan.

Unit 04:

- Women as emerging political players in society: strategies for gaining political power, the evolution of public policies that effect the lives and opportunities of women, the present political status of women in Pakistan and globally.

Unit 05:

- Women politics and public policies: Issues of gender as it pertains to politics and public policy in Pakistan and internationally.
- Variety of ways gender issues intersect with Pakistan's Politics, in term of leaders, voters, and roles of women.
- Theoretical constructions that emerge from candidate and politician behaviour, media representation, and public perceptions.

Suggested Books:

- Blondel, Jean (1980) *World Leaders: Heads of Government in the Postwar Period*, Sage Publications, Beverly Hills, USA.
- Boserup, E. (1970) *Women's Role in Economic Development*, Allen and Unwin, London, UK.
- Brickhill, P., C.O. Hoppers, and K. Pehrsson (1996) *Textbooks as an Agent of Change*, Sida, Stockholm, Sweden.
- Burn, Shawn Meghan (2005) *Women Across Cultures: A Global Perspective*, 2nd ed., McGraw-Hill, New York, USA.
- Burrell, Barbara C. (2004) *Women and Political Participation: A Reference Handbook*, ABC-CLIO, CA, USA.
- Chanchreek, K.L., Dr.M.K.Jain (2007) *Eminent Women Politicians*, Shree Publishers, New Delhi, India.
- Commonwealth Secretariat (1999) *Women in Politics: Voices From the Commonwealth*, Commonwealth Secretariat, London, UK.
- Coole, Diana H. (1998) *Women in Political Theory: From Ancient Misogyny to Contemporary Feminism*, Wheat sheaf Books, Sussex, UK.
- D'Amico, Francine and Peter R. Beckman, eds. (1995) *Women in World Politics: An Introduction*, Bergin and Gravey, London, UK.
- DuBois, Ellen C. (1998) *Women Suffrage and Women's Rights*, New York University Press, New York, USA.
- Gal, Susan and Gail Kligman (2000) *The Politics of Gender after Socialism: A Comparative Historical Essay*, Princeton University Press, Princeton, USA.
- Hale, Sonda (2001) *Liberated, But Not Free: Women in Post-War Eritrea*, Zed Books, London, UK.
- Hill, Collins, Patricia (2000) *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*, 2nd ed., Routledge, New York, USA.
- Hooks, Bell (2000) *Feminist Theory: From Margin to Center*, 2nd ed., South End Press, Boston, USA.
- Inter-Parliamentary Union (2000) *Politics: Women's Insight*, Inter-Parliamentary Union,

- Geneva, Switzerland.
- Lerner, Gerda (1986) *The Creation of Patriarchy*, Oxford University Press, New York, USA.
- MacKinnon, Catharine (1989) *Towards a Feminist Theory of the State*, Harvard University Press, Cambridge, USA.
- Mehta, Vaikunth (2006) *Women and Political Issues: An International Perspective*, ABD Publishers, Jaipur, India.
- Paxton, Pamela, Melanie M. Hughes (2007) *Women, Politics, and Power: A Global Perspective*, Pine Forge Press, Los Angeles, USA.
- Phillips, Anne (1995) *The Politics of Presence: The Political Representation of Gender, Ethnicity and Race*, Clarendon, Oxford, UK.
- United Nation Development Programme (2006) *Human Development Report*, Oxford University Press, New York, USA.
- United Nation Development Programme (2000) *Women's Political Participation and Good Governance: 21st Century Challenges*, United Nation Development Programme, New York, USA.

Optional Credit Hours 3

GENDER AND DISASTER MANAGEMENT

Course Description:

The aim of the course is to introduce disaster management practical knowledge and skills among students to enable them effectively reduce risks, prepare, mitigate and respond to manmade and natural disasters. The course will teach in the form of training workshop so that students will have opportunity to learn the practical skills of how to conduct gender analysis in disaster management.

Learning outcomes:

At the end of the course, students will be able to:

- Analysis disaster reduction & management with gender and feminist perspective.
- Understand distribution of relief and rehabilitation efforts through mainstreaming a gender equitable approach.

- Learn new skills about various types of disasters, and basic techniques to decrease the impact of disaster by involving community.

Course contents:

Unit 01: Introduction to gender, disaster and management:

- Key concepts of disaster, disaster as development agenda, source of information on gender and disaster

Unit 02: Gender and natural disasters:

- Natural disasters and their impact on women and men, Why are Women more Vulnerable? Women Responding to Disasters, violence against women in pre-disaster and post-disaster situation

Unit 03: Ecology and feminist political ecology:

- Eco-feminism and system, ecological anthropology in addressing environmental hazards, political ecology as theory and dominant framework, feminist political ecology in addressing natural resource degradation.

Unit 04: Disaster Risk Reduction:

- Integration gender into risk reduction, how to build gender sensitive disaster risk reduction indicators, The Hyogo framework for action, Sendai framework for disaster risk reduction from 2015- 2030

Unit 05: Gender and Disaster Risk Management:

- Gender dimensions of emergency management, Recovery, Reconstruction, Gender Based Identification of Hazardous Sites: Use of Baseline Data and Community Involvement in Planning and Reconstruction.Rehabilitation, Restoration, Gaps and opportunities in emergency management systems

Unit 06: Gender, natural resource management and disaster:

- Definition, nature, scope and national framework for natural resource management, gender and natural resource management, women's role in natural resource management, women and youth leadership in community resource use, role of natural resource in disaster reduction.

Suggested Books:

- Andersen, ML. and Dana, Hysock (2006) Thinking about Women: Sociological Perspectives on Sex and Gender. Allen & Bacon, New York.
- Ariyabandu, M. M. and Wickramasinghe, Maithree. (2005) Gender Dimension in Disaster. Raj Press, New Delhi. 27
- Enarson, Elaine and Morrow Betty H. (2000). The Gendered Terrain of Disaster: Through Women's Eyes. International Hurricane centre. USA
- Kathy, D., Mary, E. and Lorber, J (2006) Handbook of Gender and Women's studies, Sage, UK
- Myers, Mary (1994). Women and Children first. Introducing gender strategy in disaster preparedness, Oxfordshire: Carfax publishing limited.
- Phillips, B.D. and Morro, B.H. (2008) Women and Disasters. Bloomington: Xlibris Corporation (United states)

**Optional
Credit Hours 3**

GENDER AND RURAL DEVELOPMENT

Course Description:

Both women and men play critical roles in agriculture throughout the world, producing, processing and providing the food we eat. Rural women in particular are responsible for half of the world's food production and produce between 60 and 80 per cent of the food in most developing countries. Yet despite their contributions to global food security, women farmers usually have more limited access to resources and opportunities and are frequently underestimated and overlooked in development strategies.

The students will understand that in some cases the time spent on productive and reproductive work can overlap - for example, women can be engaged in home-based income-generating activities (sewing, making pickles, etc.) while also looking after small children. When mothers engage in paid work to meet household consumption needs, the burden of domestic responsibilities tends to fall on the girl child and in some cases on both girls and boys. From a life-cycle point of view it will also be useful for the students to understand how women's home-based activities have changed over time and age - as an old mother she may no longer go to collect fuel wood or water, unless she is living on her

own, and most of the time will be spent in cooking and/ or caring for small children.

Learning Outcomes:

After completing the course, the students will be able to:

- To understand the different types of reproductive work that rural men and women from different caste/class backgrounds do (roles and responsibilities);
- To look at how the time spent on different unpaid activities by men and women is valued;
- To use photographs as a method of understanding and studying life situations and issues of poverty and livelihoods;
- To interpret visual clues and analyze their meanings;
- To learn about gender roles in agriculture in diverse regional and sectoral contexts;

Course Contents:

Unit 01:

- Gender relations and rural livelihoods

Unit 02:

- Poverty, livelihoods and sustainability

Unit 03:

- Understanding gender: Can men and women be equal?
Policy approaches to women and development: from WID to GAD

Unit 04:

- Gender and agriculture: An overview

Unit 05:

- Understanding gender roles in agricultural systems

Unit 06:

- Gender and land rights

Unit 07:

- Technological change and gender relations

Unit 08:

- Promoting access to credit: The role of women's self-help groups

Unit 09:

- Gender, biodiversity and food security

Unit 10:

- Empowering rural women: Participation and governance

Unit 11:

- Livelihoods in transition: disasters, vulnerability and adaptive capacity

Unit 12:

- Gender and organizational change: Institutional practice in extension, training and research

Suggested Books:

Chambers, R. (1988) Poverty in India: Concepts, Research and Reality. IDS Discussion Paper 241. Sussex: Institute of Development Studies.

Chambers, R. and G. Conway (1991) Sustainable Rural Livelihoods: Practical Concepts

for the 21st century. IDS Discussion Paper 296. Sussex: Institute of Development Studies.

Cross, N. (2002) Sustainable development explained. Developments 18.

DFID (1999) India: Country Strategy Paper. New Delhi / London: Department for International Development.

Dreze, Jean and Amartya Sen (1996) eds. Indian Development: Selected Regional

Perspectives. Delhi: Oxford University Press.

Joshi, D. and B. Fawcett (2000) Water projects and women's empowerment. www.eng4dev.soton.ac.uk/eng4devpdfs.R6575%20WEDC%20Paper.PDF.

Kabeer, N. (1997) Tactics and trade-offs: revisiting the links between gender and poverty. IDS Bulletin 28 (3). Sussex: Institute of Development Studies.

Murthy, R. K. and N. Rao (1997) Addressing Poverty: Indian NGOs and their Capacity Enhancement in the 1990s. New Delhi: Friedrich Ebert Stiftung.

Razavi, S. (1999) Gendered poverty and well-being: Introduction. Development and Change. UNDP (1997) Human Development Report. New Delhi, Oxford: Oxford

University Press.

UNDP (2003) Human Development Report: The Millennium Development Goals - A compact among nations to end human poverty. New Delhi, Oxford: Oxford

University Press.

**Optional
Credit Hours 3**

GENDER AND SOCIAL POLICY

Course Description:

The course reflects extensive social changes in women's participation at work, education and political participation. It also reflects policy changes aimed at producing a mixed economy of welfare, increasing family responsibility in health, community care, housing education and income security. It examines the changing pattern of welfare provision, with increasing reliance on women's unpaid work, the gendered nature of welfare structures, the continuing dependence of women on men's income and on welfare benefits, the public private divide, and the legal frameworks with gender dimension.

Learning outcomes:

After completing the course, the students will be able to:

- Understand the process of social change from a gender perspective
- Understand the policy process, its significance and need for feminist policy analysis framework
- Comprehend economic and social policy

Course Contents:

Unit 01: Understanding a 'Policy':

- Elements, Definitions, The Policy Cycle, The Policy Process, Making a policy, who makes policy?

Unit 02: What is Social Policy:

- Evolution of Social Policy, Scope of Social Policy, Theoretical Principles and Concepts, Traditional Theories of Welfare, Contemporary Theoretical Perspectives.

Unit 03: Policy Analysis:

- Definition, Significance and process, Need for Feminist Policy Analysis Framework.

Unit 04: The Politics of Social Policy, a Theory or Practice, Slogan or Reality:

- Issues of Legitimacy in Social Policy, Practical implications of Hadood Ordinance, CEDAW, and the National Commission on the Status of Women-Expectations and Reality.

Unit 05: The Economics of the Social Policy:

- The Issues of Access, Poverty and poorest of the poor. Women and work. First Women's bank in Pakistan. The Institutions of Zakat in gender perspective. Care economy, equality, rights and responsibilities. Social Protection Floor.

Unit 06: Key Stakeholders in the formulation and execution of Social policy- Rulers

vs. People- Women and Men?

- Social Relations and SP, The issues of mobilisation, organization and representation, social safety network/structures, The Phenomenon of Community Participation, (CP). Are Women part of the Communities, Culture and Tradition?

Unit 07: Social Policy and its Impact on People- Women and Men:

- Phenomenon of Devolution, Examples from social sector, Education and Health.

Unit 08: The Role of Civil Society in Social Policy:

- What is a civilized society? What are CSOs, Human Rights/Advocacy, Development and Women's Empowerment NGOs, Issues faced by CSOs, Media and SP.?

Suggested Books:

Alcock, P., May, M. & K. Rowlingson. (2003). *The Student's Companion to Social Policy* (2nd ed.). London: Blackwell Publishing.

Alcock, C., Payne, S. & Sullivan, M. (2004). *Introducing Social Policy*. London: Pearson Education Ltd.

Bock, G. and Thane, P. (1991). *Maternity and Gender Politics: Women and the rise of the European Welfare States, 1880s-1990s*. London: Routledge.

Dominelli, L. and E. McLeod. (1989). *Feminist Social Work*. London: Macmillan Education Ltd.

Freire, P. (1972). *Pedagogy of the Oppressed*. London: Penguin Books.

Gracia, J., Kilpatrick, R. & M. Richards. (1990). *The Politics of Maternity Care:*

Services for Child Bearing Women in Twentieth Century Britain. Oxford: Clarendon Press.

- Hill, M. (1993). *Understanding Social Policy* (4thed.). London: Blackwell Publishers.
- Jilani, H. (1998). *Human Rights and democratic Development in Pakistan*. Lahore: MaktabaJadeed Press.
- Lavalette, M. & A. Pratt. (Eds.). (2007). *Social Policy: Theories, Concepts and Issues* (3rded.). London: Sage Publications.
- Noman, O. (1988). *Pakistan. Political and Economic History Since 1947*. London: Kegan Paul International.
- Razavi, S. & S. Hassim. (Eds.). (2006). *Gender and Social Policy in a Global Context: Uncovering the Gendered Structure of "the Social"*. Basingstoke: UNRISD & Palgrave Macmillan.
- Sabatier, P.A. (ED). (1999). *Theories of the Policy Process*, Oxford: Westview Press.

Recommendations

To further strengthen and enhance the quality of research and teaching in the discipline of Women and Gender Studies, the members of the Curriculum Revision Committee held on 20-22 April 2017 at HEC Regional Centre, Karachi made the following recommendations.

The recommendations of the committee are as under:

1. The committee unanimously recommended that the name of Discipline **“Women and Gender Studies”** may be replaced with **“Gender Studies”**. The rationale of changing the name of the discipline is that the term **“gender”** encompasses all genders, so there is no need to mention the word women separately in the title of the discipline.
2. It was also recommended that all universities/degree awarding institutes may be directed by HEC to change the name of the discipline accordingly.
3. The Program Learning Outcomes (PLOs) should be customized to the regional strengths of various universities and norms of Pakistani Society.
4. The committee also suggested that the universities should align the PLOs with the university’s vision and mission.
5. HEC should arrange teachers training workshops for building the research and teaching capacities of the faculty in Gender Studies.
6. Special grants for library development in Gender Studies should be instituted.
7. The discipline of Gender Studies may be introduced in universities/colleges where it is not yet offered.
8. A component/paper of gender studies should be introduced in the syllabi of other disciplines as well.
9. Concentrated efforts should be made for introducing Gender Studies at intermediate level.
10. An effort should be made to incorporate Gender Studies perspective in the preparation of textbooks at school and college levels.
11. Active collaboration should be developed between the various departments, centres and institutes teaching Gender Studies in Pakistan with the purpose of sharing expertise.
12. A concentrated efforts should be made to prepare translations in Urdu (or any other language of Pakistan) of key-texts in Gender Studies.

13. Anthologies consisting of texts written about women or by women in different languages in Pakistan should be prepared and translations of the same should be made available in Urdu and English.
14. Efforts should be made to develop the research and teaching capacities of the faculty of Gender Studies.
15. Concentrated efforts should be made for introducing Gender Studies at undergraduate level.
16. Academic linkage programmes with centres/ programmes of Gender Studies in the developed countries should be established.
17. Appointment of a National Professor in Gender Studies should be made.
18. An active national collaboration within the Gender Studies departments and faculty should be activated.
19. The core readings in gender studies may be placed online at HEC database so the students and instructors could have access to them