M.Sc. Sociology

Study Guide

Sociology of Gender Issues: Theoretical Background
Code: 4685 Units: 1-7 & 11& 18

Sociology of Gender Issues: Gender Dynamics
Code: 4690 Units: 8-10 & 12-17

Department of Sociology, Social Work & Population Studies
ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD
Sociology of Gender Issues
Theoretical Background

Code: 4685  Units: 1-7 & 11 & 18

Sociology of Gender Issues
Gender Dynamics

Code: 4690  Units: 8-10 & 12-17

DEPARTMENT OF SOCIOLOGY, SOCIAL WORK & POPULATION STUDIES
ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
SOCIOMETRY OF GENDER ISSUE

CONTENTS

Unit No. 1  SEX, GENDER AND BIOLOGY
Unit No. 2 & 3  THEORETICAL ANALYSIS OF GENDER
Unit No. 4  FEMINIST PERSPECTIVE OF GENDER (Theories)
Unit No. 5.  LEARNING GENDER
(Growing up Feminine or Masculine)
Unit No. 6.  CHANGING GENDER ROLE WITHIN THE FAMILY
Unit No. 7.  THE GREAT COMMUNICATION
(Language and the Media)
Unit No. 8.  GENDER AND HEALTH
Unit No. 9.  SEXISM IN HEALTH CARE
Unit No. 10.  GENDER, SPORTS AND FITNESS
Unit No. 11.  GENDER AND 19th CENTURY MOVEMENT
Unit No. 12 & 13.  GENDER, POLITICS AND GOVERNMENT
Unit No. 14 & 15.  GENDER, EMPLOYMENT AND THE ECONOMY
Unit No. 16 & 17.  GENDER, CRIME AND JUSTICE
Unit No. 18.  FEMINIST MOVEMENT / FEMINISM
COURSE TEAM

Chairman : Prof. Dr. Muhammad Iqbal Saif
Writer : Mrs. Farhana Shams Khattak
Reviewer : Prof. Dr. Muhammad Iqbal Saif

Course Committee :
1. Prof. Dr. Muhammad Anwer, Punjab University, Lahore.
2. Prof. Dr. Karam Ellahi, Peshawar University, Peshawar.
3. Prof. Ishfaq Hussain Mirza, Arid Agricultural University, Rawalpindi.
4. Dr. Muhammad Latif Virk, UGC, Islamabad.

Editor : Umar Siddique Khattak

Course Coordinator : Mrs. Farhana Shams Khattak
PART ONE
ORGANISATION OF THE COURSE

I. STRUCTURE OF THE COURSE

The course has been structured to make it as easy as possible for you to complete the required course work. This course consists of eighteen units. This will include studying the prescribed reading material and carrying out the various self-learning assessments.

We have organized this course to enable you to acquire the skill of self-learning. You will find a course introduction at the end of this part, which will provide you an overall view of the course. This study guide has been written to enhance the foundation of sociological ideas and issues, which are presented in the textbooks. For each unit, outline provides a basis for organizing segments of information. Specific learning objectives are given which identify the basic knowledge; explanation, comparison and understanding, a student should have after studying the unit.

For each unit prescribed reading material has been classified as compulsory and suggested readings. Studying all this material is compulsory for successful completion of the course. This study guide is based on prescribed reading; we have given you a few self-assessment questions and activists. The questions are meant to facilitate you in understanding self-assessment that how much you have learned.

For this course “fortnightly tutorials” are arranged in university’s Regional Study Centers. These tutorials are not formal lectures given in any formal university, rather these are meant for group and individual discussion with a course tutor to facilitate you. So before going to attend a tutorial, prepare yourself to discuss course material with your tutor.

After completing the study of first four units “assignment No.1” is due. Second, third and fourth assignments are due after the completion of every next four units. Last two units will be covered in the final examination along with first sixteen units.

II. HOW TO USE READING MATERIAL

As this is a “Distance Education” course, we have organized the required course work in the following manner to help you in evolving a self-learning process in absence of formal class room teaching.

i. A detail course description

ii. Objectives of the unit
iii. The major theme of the units is divided into sub-theme. They are listed in the beginning of every unit. A brief and simplified introduction of major topics is given in the study guides so that you can get acquainted with the material.

iv. Required reading for each unit is listed as compulsory and suggested reading.

v. At the end of every unit we have given you few self-assessment questions for each topic or theme. These questions are not only meant to facilitate you in understanding the required reading but also to provide an opportune it to assess yourself how far you have learned. Although you choose your own way of studying the required reading material, you are advised to follow the steps, which are given in the study chart.

III. STUDY CHART

Step 1. For clear identification of your reading material, thoroughly read description of the course.

Step 2. Read carefully the way the reading material is to be used.

Step 3. Complete the first quick reading of your required study materials.

Step 4. Carefully make the second reading and note down some of the points you were not able to fully understand.

Step 5. Carryout the self-assessment questions with the help of your study material.

Step 6. Revise your notes. It is quite possible that many of those points which you did not understand previously become clear to you during the process of carrying out self assessment questions.

Step 7. Prepare yourself for the tutorial meeting, i.e. note down the points for discussion with other members of your group and with your course tutor.

Step 8. Make a third and final reading of your study material. At this stage, students are also advised to keep in view the homework assignments. These assignments are compulsory for the successful completion of the course.

IV. HOW TO ATTEND A TUTORIAL

Before attending the tutorial you are required to prepare yourself in the following manner to get maximum benefit. The first tutorial is an “introductory tutorial” for which you are required to do the final work:

Step 1. Go through first part of the study guide, which includes:

1. Organization of the course
2. Structure of the programme
3. How to use the reading material and
4. Assessment
Step 2. Read carefully course introduction 2-3 times to have a better understanding of the course. It will give you an overview of the whole course. Make notes of those points which you could not understand or wish to discuss with your course tutor in tutorial 2-9. You will complete course work containing 18 study units. The way you have arranged these tutorials, it will give you an opportunity to discuss two units in one tutorial. Please see schedule of the semester.

V. METHODS OF ASSESSMENT

For each course the registered student will be assessed as following:

ASSIGNMENTS

Assignments are those written exercises which students are required to complete while being at home or places of work after having studied their required material prescribed in the study guide. They are designed in a way to motivate the students in reading the required readings and enabling them to relate their reading with their own objective. For this course you will receive "FOUR" assignments.

After completion, you will send these assignments to your tutor within a time schedule for assessment and necessary guidance. The tutor is supposed to return the same after making and providing necessary academic abundance and supervision.

The successful completion of assignment will make you eligible to take final examination to be held at the end of the semester.

To qualify each assignment, you have to obtain a minimum 40% marks.

WORKSHOPS

Workshops are compulsory component of the MSc. programme. These will be organized by the university near the end of every semester for every course. Details of these workshops will be sent to you with the course materials.

FINAL ASSESSMENT

Final examination (a three hour written examination will take place at the end of the semester.)
These two components contribute 30:70 to the students final course grade.

The conditions to qualify each component are given below:

1. A minimum of 40% in each assignment
2 A minimum of 33% of the final written examination

3 An aggregate of 40% of the both components i.e. assignment and final examination.

4 To take final examination the student has to pass assignment component.

The grade will be determined as follow:

| 40% - 54% | C     |
| 55% - 69% | B     |
| 70% - Above | A |
PART TWO
COURSE INTRODUCTION

INTRODUCTION:

Sociologists define gender as social distinctions based on culturally conceived and learned ideas about appropriate behavior and appearance for males and females. "Appropriate" varies according to time and place in 1950s, for example, men were not expected to witness their children’s births. To day, however, it is taken for granted that the father will be present. As another example, women in the United States typically remove the hair on their faces (even very small amounts of hair), on their legs, and under their arms. In contrast people in many European countries and elsewhere do not expect women to be hairless in these areas.

If we simply think about the men and women we encounter every day, we quickly realize that people of the same sex vary in the extent to which they meet their society’s gender expectations, some people conform to gender expectations, and others do not. This variability, however, does not stop most people from using their society’s gender expectations to evaluate their own and other’s behavior and appearances in: virtually every other aspect of human experience, including modes of dress, social roles, and even ways of expressing emotion and experiencing sexual desire.”

Sociologists find gender a useful concept, not because all people of the same sex look and eave in uniform ways, but because a society, s gender expectation are central to concern to gender expectations, even if they fail deliberately or conform only reluctantly, is a source of intense confusion, pain, and /or pleasure. In this study guide we explore the concepts used by sociologists to analyze the connection between gender and life chances. In outlining this connection sociologists distinguish between sex (a biologically based classification scheme) and gender (a socially constructed phenomenon) they also focus on the extent to which society is gender-polarized—that is, organized around a clear-cut male-female distinction. In addition sociologists need to explain gender stratification and the mechanisms by which people learn and perpetuate their society, s expectations about gender-appropriate behavior and appearances. Finally sociologists explore the interactions between gender and such variables as race and ethnicity; we turn first to a definition of feminism.

Learning Objectives of the course:

1) To help the students to understand the feminist perspective of gender issues.
2) To make the students understand how the behaviour associated with women leads to gender discrimination.
SEX, GENDER AND BIOLOGY
INTRODUCTION

We describe ourselves in many different ways. One of the most fundamental ways is to say "I am a man" or "I am a woman". That is to describe oneself in term of biological sex. When a biological given sex (i.e. Maleness or Femaleness) is used as the basis for constructing a social category, we call it gender. "Although many people use the terms "sex" and "gender" interchangeably, they do not have the exact same meaning. Sex is a biological concept; gender is a social construct". It may be that few of your socially defined characteristics relating to gender describe you accurately, but this perhaps is less important than the fact that people believe their assumptions to be true or appropriate and they act on their beliefs, treating women and men differently, even as opposites.

Significantly, this differentiation occurs not only on an interpersonal level between individuals but also on a structural level within a given society. Every society prescribes traits, behaviours and patterns of social interaction for its members on the basis of sex. These prescriptions are embedded in the institutions of the society: in its economy, political system, educational system, religion, family forms and so on. This institutionalized patterns of gender differentiation is referred to as a society's sex / gender system to examine sex / gender system, as well as its consequences for women and men is the major focus of this unit.

OBJECTIVES

After reading this unit along with suggested material you will be able to:

- Define the meaning of gender
- Explain the sociological perspective on gender

MAJOR TOPICS

- Introduction
- Meaning and definitions
- Sociological perspective on gender

GLOSSARY

1. Feminist Paradigm: Explains gender in terms of the political and socio-economic structure in which it is constructed. It emphasizes the importance of taking collective action to eradicate sexism in society as well as in sociology, and to reconstruct gender so that it is neither a harmful nor oppressive social category.

2. Gender: Socially generated attitudes and behaviours, usually organized dichotomously as masculinity and femininity.
THEORETICAL ANALYSIS
OF GENDER
THEORETICAL ANALYSIS OF CENDER
INTRODUCTION

In this unit you will be studying different theories about gender socialization. First comes identification theory. According to Sigmund Freud, children pass through a series of stages in their personality development. During the first two stages, referred to respectively as the oral and anal stages, boys and girls are fairly similar in their behavior and experiences. For both boys and girls, mother is the chief object of their emotions since she is primary caretaker and gratifies most of their needs. It is around age four, however, that an important divergence occur in the personality development of boys and girls. It is at this age that children become aware both of their own genitals and of the fact that genitals of boys and girls are different. This realization signals the start of the third stage of development, the phallic stage. It is during the phallic stage that identification takes place that is children begin to unconsciously model their behavior after that of their same sex parent, thus learning how to behave in gender appropriate ways. Significantly the identification does not occur for girls the same way it occurs for boys.

According to Bandura, Social learning theory is more straightforward than identification theory as it focuses on observable events and their consequences rather than on unconscious motives and drives. Social learning theory is appealingly, as children can be great imitators. However, social learning theory is not without difficulties.

According to psychologists Jean Piaget and Lawrence Kohl Berg, cognitive development theory holds that children learn gender through their mental efforts to organize their social world, rather than through psychosexual processes or rewards and punishments. For the young child who is literally new to the world, life must seem chaotic. Thus, one of the child’s first developmental tasks is to try to make sense of all the information he or she receives through observation and interaction in the environment.

Theory of gender formation was developed by psychologist Sandra Bemand. She concentrates her analysis on the lenses of gender. There are three gender lenses in most cultures: gender, polarization, and rocentrism, and biological essentialism.

OBJECTIVES

After studying the unit along with suggested readings you should be able to explain:

- The Identification Theory
- The Social Learning Theory
- The Cognitive Development Theory and
- Gender Formation Theory
MAJOR TOPICS

- Introduction
- Identification Theory
- Social Learning Theory
- Cognitive Development Theory
- Theory of Gender Formation

GLOSSARY

1. **Androcentrism**: Male centered notion that males are superior to females and that males and the females experiences are the normative standard against which women should be judged.

2. **Biological Essentialism**: A cultural lens that rationalizes and legitimizes both rocentrism and gender polarization by portraying them as the natural and inevitable products of the inherent biological difference between the sexes.

3. **Gender polarization**: The assumption that males and females are fundamentally different from one another, and the practice of using these differences as a central organizing principle for the social life of the society.

4. **Identification**: A central concept of the Freudian based theory of gender socialization, the process by which boys and girls begin to unconsciously model their behavior after that of their same sex parent in their efforts to resolve their respective gender identity complexes.

5. **Modeling**: The process by which children imitate the behavior of their same sex parent, especially if the parent rewards their imitations or is perceived by them to be warm, friendly, or powerful, a central concept of the social learning theory of gender socialization.

6. **Reinforcement**: A cultural principle of the social learning theory of gender socialization which states that a behavior consistently followed by a reward will likely occur again, whereas a behavior followed by a punishment will rarely occur.

**SELF ASSESSMENT QUESTIONS**

1. Describe the stages in child development in the light of Freud's theory of identification.
2. Discuss the Social Learning Theory with Reference to Gender Analysis.

3. Describe the Cognitive Development Theory with examples from Pakistani culture.

4. Define the Bem's Theory of Gender Formation.

5. Write comprehensive note on the following:
   a) Gender lenses
   b) Learning gender

SUGGESTED READINGS


FEMINIST PERSPECTIVE
OF GENDER
(Theories)
Feminist Perspectives on Gender (Theories)
INTRODUCTION

Apparently feminism is a single, undefined approach, whereas actually it has several feminist perspectives. Jaggar and Rothenberg (1084) have identified at least four feminist approaches to the analysis of gender inequality. Other argue that there are even more perspectives. (Tong 1989; Chafetz 1988; King 1988; Offen 1988).

One perspective known as liberal feminism, views gender inequality as simply a form of discrimination. Liberal feminists maintain that gender inequality is produced by unequal access to civil rights and certain social resources, such as education and employment, on the basis of sex. Missing from the discussion is any clear cut analysis of why such opportunities became blocked in the first place, but this perspective nevertheless has important policy implications. The concern of liberal feminist is to provide all individuals with a chance to succeed, regardless of their sex. This may be accomplished through protection of the rights of individuals. If each person is given the same chance to achieve his or her goals, the failure will be the product of personal inadequacies, not socially imposed one. The liberal feminist perspective underlies many mainstream programmes and policies aimed at ending sex based discrimination, including laws prohibiting sex discrimination in the workplace.

There are other feminist perspectives that are more far reaching. Marxists Feminists, for example see gender inequality as rooted in social class inequality. It is capitalist system of production that generates social class inequality as well as women economic dependence on men. From this perspective, gender inequality can only be eliminated by replacing capitalism with socialism, then social classes will be Abolished and women alongwith men will be fully integrated into the economy. Once women are equal economic contributors, equality in other areas will follow, although some re-socialization may be necessary to change entrenched sexists attitudes (Jagger and Rothenberg 1984). Marxist feminism, however, has been criticized for downplaying the importance of sex and gender as well as race in its analysis of capitalism “While Marxism theorizes a genderless mode of production and genderless classes, capitalism is very aware of workers, sex and race and uses the subordinate groups to its advantage in the labor market” (Danner 1989).

In contrast, socialist feminists take issue with the notion of the primacy of social class inequality and point out that some forms of gender operation cut across class boundaries. Socialist feminists maintain that capitalism and patriarchy are interdependent systems, consequently both must be overthrown if gender inequality is to be eliminated (Harmann 1984) “The essence of socialist feminism is seen in two major points. First, the mode and relation of production and reproduction are interconnected, indeed, inseparable. And, second, gender class and race intersect in ways that result in important differences in life experiences in both the productive and reproductive realms for persons” (Danner 1989).
Finally, radical feminism sees women operation as primary relative to all other operations and maintains that gender inequality is rooted well as in the structure of social institutions. Sexism, then, must be addressed not only in the public sphere but also in the private sphere. Both are seen as arenas of political struggle (Crowley and Himmelweit 1992, Jagger and Rothenberg 1984). Some radical feminists go so far as to advocate separatism recommending the establishment of female only communities free of male dominance. Radical feminism has been criticized for ignoring the significant differences in power and privilege among various groups of women, such as those between white women and women of color (Crowley and Himmelweit 1992, Danner 1989, King 1988).

OBJECTIVES

After studying this unit along with study material you should be able to:

- Explain the Liberal Feminism
- Identify the Marxist Feminists
- Discuss the Socialist Feminists
- Describe Radical Feminism

MAJOR TOPICS

- Introduction
- Liberal Feminism
- Marxist Feminists
- Socialist Feminists
- Radical Feminism

GLOSSARY

1. Gender: Socially generated attitudes and behaviors, usually organized dichotomously as masculinity and femininity.

SELF ASSESSMENT QUESTIONS

2. What is Liberal Feminism?

3. Discuss the Marxist Feminists school of thought.

4. "Socialist Feminists maintain that capitalism and patriarchy are interdependent". Elaborate the statement.

5. Discuss in detail the Radical Feminism.
6. Which one school of thought you will support regarding feminism, and why?

SUGGESTED READINGS


LEARNING GENDER
(Growing up feminine or masculine)
INTRODUCTION

If you ask parents whether they treat their children differently simply on the basis of sex, most would probably say "no". However, there is considerable evidence that what parents say they do and what they actually do are often not the same.

It has been argued by some that gender socialization actually may begin in utro by those parents who know the sex of their child before it is borne. As Koler and Burke (1992: 12-13) explain, the knowledge of sex implies more than chromosomal or anatomical differences. It implies gender, and with it images of personality and social role expectations. Such a hypothesis is difficult, if not impossible to test, but what currently known is that gender socialization gets underway almost immediately after the child is bore. Research shows for instance, that the vast majority of comments parents make about their babies immediately, following birth concern the babies' sex (Woolett et al. 1982) moreover, although there are few physiological or behavioral differences between males and females at birth, parents tend to respond differently to newborns on the basis of sex. For example, when asked to describe their babies within twenty four hours of birth new parents frequently use gender stereotypes. Infant girls are described as tins, soft and delicate, but parents of infant boys use adjectives such as strong, alert and coordinated to describe their babies. Interestingly, fathers provide more stereotyped descriptions than mothers (Powers, 1981). We will also examine the variables of race and social class in the allied material.

OBJECTIVES

After studying the unit along with the suggested readings you should be able to:

- Discuss specific nature of Children’s environments.
- Define early peer group socialization.

MAJOR TOPICS

- Introduction.
- The Gender Specific Nature of Children’s Environment.
- Early peer group socialization.
- By the time a child is five.

GLOSSARY

1. Complexes Modeling: the process by which children imitate the behavior of their same sex parent, especially if the parent rewards their imitations or is perceived by them to be warm, friendly, or
powerful; a central concept of the social learning theory of gender socialization.

2. **Socialization**: The process by which a society's values and norms, including those pertaining to gender, are taught and learned.

**SELF ASSESSMENT QUESTIONS**

1. "The style of children's clothing also varies by sex." Elaborate the statement.

2. Why and what are differences in toys for girls and boys' toys?

3. "Children socialize one another through their everyday interactions in the home and at the play." Elaborate the statement with example.

4. Write comprehensive note on the following:
   a) Early peer group socialization.
   b) The importance of adults' behaviors and attitudes in child socialization.

**SUGGESTED READINGS**


Roscoe, W. "The Zuni Mam-Woman", University of New Mexico Press 1991

CHANGING GENDER ROLE
WITHIN THE FAMILY
INTRODUCTION

Human sex differences, except for purely physical differences, are due largely to different socialization. Sex roles are changing as a result of (1) discrediting of sexists beliefs (2) work role changes brought by industrialization and urbanization and (3) organized action. Most forms of sex discrimination in the world have been outlawed but have not disappeared. Affirmative action programmes seek to implement existing legislation, while the drive for the equal rights amendment seeks to complete the legal barriers to sex discrimination.

Marxist perceive sexism is a form of class exploitation with sex equality. Evidence for this theory is un-convincing, although Marxist societies have been substantially reducing sex discrimination. Whether androgynous sex roles are possible or desirable is sharply debated but not yet known.

OBJECTIVES

After studying this unit alongwith suggested readings you should be able to discuss the:

- Sexual foundations of human social life.
- Changing gender role within the family.
- Normal gender behavior.
- Marxists analysis of sexism and future sex roles.

MAJOR TOPICS

- Introduction
- Sexual foundations of human social life
- Changing gender role with the family
- Normal gender behavior
- Marxists analysis of sexism
- Future sex roles

GLOSSARY

1. **Affirmative action**: Process for actively locating, recruiting, training, hiring and promoting women until some stated goal has been attained.

2. **Sex drive**: A biological urge to mate, in humans the biological basis for elaborate systems of socially learned sexual sentiments and practices.

3. **Sexism, sexist**: Treating males and females according to traditional stereo typed assumptions about appropriate sex roles.
SELF ASSESSMENT QUESTIONS

1. Under what circumstances do you think traditional patterns of male dominance might be restored?

2. What evidence is there that sex role socialization in Pakistan is changing?

3. When both partners work, what difficulties are created if one career is considered primary and the other subordinate? What then if both are considered equally important?

4. What evidence is there for and against the Marxists theory that sex equality and economic equality are inseparable.

5. What is meant by the statement that “Ndmal” sex roles are normal for only a specific time and place?

REQUIRED / SUGGESTED READINGS


THE GREAT COMMUNICATION
(Language and the Media)
THE GREAT COMMUNICATION
(speech and the media)
INTRODUCTION

Obviously, the mass media are an important part of our every day lives. Through them, we are both entertained and informed. We will learn in this unit what is conveyed to us through the mass media infused with particular values and norms, including much about gender. In other words, the media survey is gender socializers and our focus in this unit will be on what various media communicate about gender and how do they communicate it. We will examine the gender image depicted in print media (newspapers and magazines) in audiovisual medium (television), as well as a communication from common to both (advertisements).

Before we look at the content of specific media it would be instructive for us to examine the primary means by which media messages are conveyed, that is through language. While “a picture paints thousand words”, the specific language itself expresses the specific cultures underlying values and expectations about gender.

OBJECTIVES

After studying the unit along with suggested readings you should be able to:

- Define sexism, language, gender and the media.
- Identify images of gender in media.
- Analyze language and media as shapers of gender.

MAJOR TOPICS

- Sexism and language
- Gender and the media
  (a) Gender messages in newspapers and magazines
  (b) Television: the ubiquitous media socializer
- Images of gender in the media
- Language and media as shapers of gender

GLOSSARY

1. Linguistic sexism: Ways in which language devalues members of one sex
2. Reflection hypothesis: The belief that media content mirrors the behaviours, relationships, values and norms most prevalent or dominant in a society.
3. Semantic derogation: The process by which the meaning or connotations of words are debased over time.
4. **Symbolic annihilation**: Symbolically ignoring, trivializing or condemning individuals or groups in the media.

**SELF ASSESSMENT QUESTIONS**

1. Do women and men speak different languages?

2. "The reason for the gender gap in newspaper is that newspapers often do not speak to women" elaborate your answer with examples.

3. Write comprehensive note on the following:
   a) Effectiveness of television
   b) The importance of feminist programmes
   c) The importance of children programmes

4. Discuss the role of visual aids in gender awareness about health problems.

5. "Media is helpful in stopping the domestic volition", Elaborate the statement.

**REQUIRED AND SUGGESTED READINGS**


GENDER AND HEALTH
INTRODUCTION

Although research has established direct links between diet, lifestyle and health but what we eat and how we live is less of a choice for some people than for others. One’s health and one’s access to healthcare along with one’s diet and one’s lifestyle, are influenced to a considerable extent by a number of factors over which individuals have little control.

In this unit, we will consider how sex and gender relations affect health status and how they interact with other factors like social class, age, sexual orientation to shape not only health status but also the physician-patient relationship and one’s treatment within the healthcare system.

It is important to keep in mind that our conception of health encompasses more than simply the absence of illness. Health is, as the World Health Organization takes multidimensional.

OBJECTIVES

After studying the unit along with suggested readings you should be able to:

- Identify the heart diseases and stroke.
- Identify the different causes of cancer
- Occupational hazards and morbidity in male and female
- Aids prevention

MAJOR TOPICS

- Sex and life expectancy in the third world
- Heart diseases and stroke.
- Cancer
- Occupational hazards to male and female workers
- Aids prevention
- Women, men and morbidity

GLOSSARY

1. **Acquired Immune Deficiency Syndrome (AIDS)**, a virus that attacks a person’s immune system, destroying his or her ability to fight off other diseases.

2. **Anorexia**: an eating disorder in which an individual, because of the fear of becoming overweight, literally starves, characterized by a distorted body image, as 25% loss of body weight, and refusal to eat, 90 to 95% of anorectics are females.
3. **Bulimia**: an abnormal and constant craving for food, also known as high purge syndrome, in which the individual consumes large quantity of food and duced vomiting to purge the food, effects primarily young women fearful of gaining weight.

4. **Life expectancy**: the average number of years of life remaining to individual date at a given age.

5. **Morbidity rate**: the illness rate of a given population.

6. **Mortality rate**: the number of deaths in proportion to a given population.

**SELF ASSESSMENT QUESTIONS**

1. Define gender health

2. How do heart disease and stroke affects the social health of individual.

3. "Smoking habits contribute to cancer" elaborate the statement.

4. Discuss the effect of occupational hazards on female workers.

5. Write comprehensive note on the following:

   a) Drinking habits contribute to accidental death.
   b) The social reasons of suicide in Pakistani society.
   c) AIDS prevention.

**SUGGESTED READINGS**


SEXISM IN HEALTH CARE
INTRODUCTION

This unit deals with sexism in health care. Medical practitioners in the United States subscribe to a functional model of health, which uses the human body as analogous to a machine. Illness temporarily disrupts the normal functioning of the "machine", preventing its owner in fulfilling his or her usual responsibilities. Curative medicine specializes in the scientific repair (i.e. diagnosis, treatment and cure) of the malfunctioning human machine. "Once 'fixed' the person can be returned to the community", (Rothman 1984). This unit also deals with the feminist healthcare movement of 1960s that was an out growth of the broader feminist struggle against sexism and gender inequality.

Feminist health activists have also organized "know your body courses" in which women not only learn about their bodies there by demystifying them but also learn how to provide themselves with basic care through, for example, breast self exams and pelvic self exams. In the way of alternative medical care, women have opened their own clinics to provide a variety of services such as gynecological care, pregnancy testing, counseling and abortion services. Similarly another contribution of feminist health care movement has been to give women "a sense of pride and strength in their bodies."

OBJECTIVES

After studying this unit alongwith suggested readings you should be able to Define:

- Patriarchal hierarchy of health care work.
- Feminist health care.

MAJOR TOPICS

- Introduction
- Patriarchal hierarchy of health care work.
- Feminist health care.

SELF ASSESSMENT QUESTIONS

1. Discuss in detail the feminist health care movement

2. Define sexism in health care

3. Elaborate the statement "female physicians do appear to care for female patients better than male physicians".
4. Write down comprehensive note on the following:
   a) Working class women and health care.
   b) The natural biological events in women's life
   c) The effect of clothing styles on women's health
   d) "The doctor could not appear to be indifferent or inattentive or useless. He has to establish his identity by doing some things, referable something to make the patient feel better". Elaborate the statement with examples.

**SUGGESTED READINGS**


Leach, W "True love and perfect union: the feminist reform or sex and society". N. Y. Basic books 1980.

GENDER, SPORTS AND FITNESS
INTRODUCTION

The main ingredients of sports in our society are competition and domination, self control and toughness, and violence and aggression. From their earliest encounters with sports, males are taught to develop a “tiller instinct” on the playing field or court. Man and boys, in fact typically approach sports and fitness as work. Exercise for example, is a “workout” that must entail a certain degree of pain, exhaustion, and sweat to be satisfying. A few men, the professional athletes even play sports as their jobs.

Females have not been excluded from sports and physical fitness activities altogether, but their participation historically has been limited. Those women who seriously pursue sports have often done so under great stress, being labeled “mannish” and “unfeminine”. For instance, in one study, audience reactions to an announced basketball score (41-40) showed that when the audience was told that the players were women they attributed the low score to lack of skill, but when they thought the players were men, the low score was explained in terms of strong defense. In the early 1970s a number of developments begin to transform both women’s and men’s participation in sports and fitness activities. This unit also deals with gender issues in mental health and illness.

With regards to physical health, traditional masculinity appears to put men at greater risk for a variety of physical conditions such as heart disease and stroke, various forms of cancer and chronic liver disease. Their greater likelihood to smoke, drink alcohol and engage in violence renders them more susceptible not only to these diseases but also to accidents, homicide, successful suicide, and alcohol and illicit drug abuse. In fact it seems that the more a man conforms traditional masculinity, the greater is the risk to his health. The same appears to be true with regards to women who firmly adhere to traditional femininity. For them, however the greatest threat appears to be to their mental health. Those who embrace the traditional feminine role are more prone to depression and other psychological disorders such as histronic personality, agoraphobia, bulimia and anorexia. In addition, though women tend to live longer than men, their quality of life appears to be poorer. This is evidenced by mental health statistics as well as their higher morbidity, their higher number of restricted activity days, and their greater likelihood of institutionalization.

In response to the inadequacies and abuses of traditional health care, feminists have begun to offer alternative services. These have as their basic premises a nonhierarchical structure, and egalitarian and mutually educational relationship between patient and provider, recognition of external (i.e. societal rather than personal). Causes for individual's physical and psychological troubles, and a commitment to advocacy and action to bring about social change.
GENDER AND 19TH CENTURY MOVEMENT
GENDER AND 19TH CENTURY MOVEMENT
INTRODUCTION

The primary achievement of the women movement has been to place women's question on the national agenda and to get recognition of the fact that women matter. Government, political parties, legislators and even the religious right have been forced to address women and to acknowledge, however, inadequately, that gender disparities do exist.

In struggling against a doctoral and unjust military regime, the women's movement has succeeded in setting a precedent for other women's organizations, groups and movements to follow. It has succeeded in bringing about a general awareness and consciousness of women's issues. It has also shown the linkage between women's rights and human rights and that all human rights are women's rights, by participating in the struggles of minority groups and against all forms of justice.

The women's movement is also extending to all classes, that is, it is making women conscious of their subordination within the prevailing family structures. Related issue of dowry, deaths, rape, abortion, prostitution and violence at the familial, societal and state level are being discussed and condemned which is exposing all forms of the male domination which underlie social practice in Pakistan. Despite the persistence of social reformist tendency, women's organizations have broken from the old paternalism of charitable work by focusing on issues which touch the average women.

Serious research combined with activism and women's issues are slowly being considered central rather than peripheral to economic, social, political and legal rights.

OBJECTIVES

After studying this unit along with study material you will be able to discuss:

- Women's struggle for Pakistan
- Women's movements after independence
- Effects of the movements in different sectors

MAJOR TOPICS

- Introduction
- Women's movement in Pakistan today
- Limitations and opportunities of the women's movement in Pakistan
- Creativity and the women's movement
- The performing arts and the women's movement
- Women writers in Pakistan
- Organizing women factory workers in Pakistan
- A case study in the training of feminist organizers
- Historical continuities and discontinuities in the women's movement in Pakistan
- Historical overview of the women's movement in Pakistan

**SELF ASSESSMENT QUESTIONS**

1. Discuss one of the women's movement in Pakistan, today.

2. Discuss the limitations and opportunities of the women's movement in Pakistan.

3. Define the role of the women writers in the prosperity of Pakistan.

4. Write down the importance of women's movements for a country, like Pakistan.

5. Discuss the historical continuities and discontinuities in the women's movement in Pakistan.

6. Write comprehensive note on the following:
   a) Creativity and the women's movement.
   b) The performing arts and the women's movements.
   c) The importance of training of feminist organizers.
   d) The problems of women factory workers in Pakistan.
   e) Women's movement for Pakistan.

**SUGGESTED READINGS**

"Feminism and Nationalism in the Third World" by Kumari Jayawardena. ASR-Publications, Lahore, Pakistan 1994.


GENDER, POLITICS
AND GOVERNMENT
INTRODUCTION

In continuation of the unit 12, we will focus on some of the similarities and differences in women's and men's political roles and behavior historically and in contemporary society, as sociologists have repeatedly pointed out, when we speak about politics, we are essentially speaking about power, the power to distribute the scarce resources to institutionalize particular values, and to legitimately use force or violence. To the extent that men and women have different degrees of political power, they will have unequal input into political decision making and, consequently and their interests and experiences would be unequally represented in law and public policy. What is the political power differential between the sexes today? We will address this question on one level by assessing men's and women's relative success in winning public office and securing political appointments. In addition, we will examine the roles of men and women in defense and national security by discussing the issue of gender and military services. In the unit we will take a look at the differences in men's and women's political attitudes and participation, or what has become known in government circles as the gender gap.

OBJECTIVES

After studying this unit along with suggested readings you should be able to discuss the:

- Political attitudes, activities and public office.
- Powers and functions of local government
- Women and men in the federal government, and the politics of gender

MAJOR TOPICS

- The gender gap: Political attitudes and activities
- Gender and public office
- Powers and functions of local government
- Women and men in the federal government
- The politics of gender

GLOSSARY

2. **Gender Gap**: Differences between the voting patterns and political opinion of men and those of women.

3. **Gladiator Activities**: The highest level of political activism in Milbrath's typology, including working on a political campaigning taking an active role in a political party or running for public office.
4. **Spectator Activities:** The lowest level of political activism in Milbrath's typology, including roting, wearing a campaign button, or displaying a political bumper sticker.

5. **Transitional Activism:** The mid range of political activism in Milbrath's typology that includes writing to public officials making campaign contributions, and attending.

**SELF ASSESSMENT QUESTIONS**

1. Why women's political attitudes and activities are different from men?
2. Write comprehensive notes on the following:
   a) Gender and public office
   b) Gender and local government
   c) Gender and Federal Government
   d) Gender and Military services
3. Discuss the politics of gender
4. Enlist the functions of local government
5. Highlight the issues regarding women's participation in politics.

**SUGGESTED READINGS**


GENDER EMPLOYMENT AND THE ECONOMY
GENDER EMPLOYMENT AND THE ECONOMY
INTRODUCTION

Our focus in this unit is on the different economic and employment experiences of women and men and the differential values and rewards that have been attached to their work. Both men and women have always worked, but the kinds of work, opportunities available to them and the reward they have accrued have typically dependent less on their talents as individuals than on culturally prescribed and enforced notions of "women's work" and "men's work". We know from our previous discussion that such prescriptions vary from society to society. They also vary historically within a single society. We will begin this unit, with a brief historical overview of men's and women's labor force participation in the United States, and then we will study the situation in Pakistan.

OBJECTIVES

After studying this unit along with suggested readings you should be able to discuss:

- Patriarchy and Production
- Gender inequality and the Sexual Division of Labor
- Earning gap
- Work World: ideology and the role of law

MAJOR TOPICS

- U. S. women and men in historical perspectives.
- Sex segregation in the work place
- The male/female earnings gap
  a) the earning gap, poverty and welfare policy
  b) gender and homelessness
  c) Explaining the wage gap
  d) The child care dilemma
- The work world: ideology and role of law
- Gender and work in Post-socialist Societies

GLOSSARY

1. Comparable worth: The policy of paying workers equally when they perform different jobs that have similar value.

2. Dissimilarity index: A measure of occupational sex segregation, reported in percent that indicates the proportion of workers of one sex that would have to change to jobs in which members of their sex were under-represented to achieve a balanced occupational distribution between the sexes.
3. **Dual labor market**: A labor market characterized by one set of jobs employing almost exclusively men and another set of jobs, typically lower paying with lower prestige, employing almost exclusively women.

4. **Economy**: The system for the management and development of a society's human and material resources.

5. **Equal Pay Act of 1963 of United States**: Forbids employers from paying employees of one sex more than employees of another sex when these employees are engaged in work that requires equal skill, efforts, and responsibilities and is performed under similar working conditions, although exceptions, such as unequal pay based in seniority, merit, the quality or quantity of production or any other factor besides sex are allowed.

6. **Human capital theory**: Explains occupational sex segregation in terms of women's free choice to work in jobs that make few demands on workers and requires low personal investment in training or skills acquisitions based in the assumption the women's primary responsibility is in the home.

7. **Occupational sex segregation**: The degree to which men and women are concentrated in occupations that employ workers of predominately one sex.

**SELF ASSESSMENT QUESTIONS**

1. Define patriarchy and production.

2. Do you agree that female face occupational sex segregation in the working place, if yes, How?

3. What are the major effects of male and female earning gap on a family?


5. Write comprehensive notes of followings:
   a) Equality in the work place.
   b) Gender and work in post.
   c) Gender and homelessness.
   d) The child care dilemma
   e) The intersection of home and the work world.
SUGGESTED READINGS


GENDER, CRIME AND JUSTICE
INTRODUCTION

In these units we will discuss about men and women as offenders. First, we will examine men's and women's relative crime rates. In addition, we will address their differential processing through the criminal justice system from arrest to prosecution to conviction to sentencing in imprisonment. In studying the administration of justice, we will also have the opportunity to discuss issues pertaining to men's and women's roles as criminal justice professionals. Finally, we will conclude the unit by examining differences in the criminal victimization of men and women with special attention given to sexual and other violent crimes against women.

Similarly, institutionalized discrimination is the established and customary way of doing things in society ___ the collection of unchallenged rules, policies, and day to day practices that impede or limit people achievement and keep them in subordinate and disadvantaged position on the basis of ascribed characteristics. This situation is systematic discrimination through regular operations of social institutions.

OBJECTIVES

After studying these units alongwith suggested readings you should be able to discuss:

- Women and men as offenders
- Corrections and criminal victimization
- Institutionalized violence against women

MAJOR TOPICS

- Introduction
- Women and men as offenders
- Drugs, crime, and genders
- The administration of justice
- Do the punishments fit the crimes?
- Gender and correction
- Criminal victimization
- Hate crimes
- Rape
- Pornography
- Institutionalized violence against women
- Violence against women as human right violations.
GLOSSARY

1. **Acquaintance Rape**: An incident of sexual assault in which the victim knows or is familiar with the assailant.

2. **Chivalry Hypothesis**: The belief that female offenders are afforded greater leniency before the law than their male counterparts.

3. **Emancipation Theory**: Posits that female crime is increasing and/or becoming more masculine in character as a result of the women's liberation movement.

4. **Sentencing Disparity**: Widely varying sentences imposed on offenders convicted of similar crimes, usually based on irrelevant factors, such as the offender's sex or race, or other inappropriate considerations.

5. **Status Offences**: Behavior considered illegal if engaged in by a juvenile, but legal if engaged in by an adult.

SELF ASSESSMENT QUESTIONS

1. Discuss the emancipation theory of female crime.

2. What can be the social reasons behind women and men as offenders?

3. What is the relevance between drugs and crimes?

4. How punishments reduce the crimes?

5. How you will describe gender and corrections?

6. Write comprehensive note on following:
   a) Sociological efforts of rape.
   b) Pornography and its psychological effects on male.
   c) Crimes in the name of custom.
   d) Violence against women as human right violations.
   e) Power and crimes.

7. Criminal Behavior.

8. Criminal activity.

9. Effects of drugs on females.


11. Importance of vocational training programmes in women's prisons.
SUGGESTED READINGS


Senn, CY., "The research on women and pornography: The many faces of harm". 1993 NY Teachers College Press.

FEMINIST MOVEMENT / FEMINISM
INTRODUCTION

In the broadest sense, a feminist is a man or a woman who actively opposes gender scripts (learned patterns of behavior expected of males and females) and believes the men's and women's self image, aspirations, and life changes would not be constrained by those scripts. For example, a man should be free to choose to stay home and take care of the children rather than pursuing a full time career, a female athlete should be able to develop her physique beyond what is considered feminine.

Unfortunately, the term "feminist" evokes in many people extremely negative images and stereotype of "mannish" looking women who hate man and who find vocations such as mother and wife oppressive and unrewarding. Remember, however, that people who call themselves "feminists" are not a homogeneous group and about this we will discuss in unit. This unit is about the discussion of the term "feminism" or how to discuss "feminism" in a constructive way.

OBJECTIVES

After studying this unit along with suggested readings you should be able to explain the:

- Feminist movement in the 19th century.
- Physical and psychiatric correlations of sexist discrimination
- Remedies of sexist discrimination

MAJOR TOPICS

- Introduction
- The major historical roots
  a) Feminism 1600 - 1960
  b) Sociology and Feminism 1830 – 1960
- Varieties of contemporary feminist theory
  a) A feminist Sociological Theory
  b) A Micro-Macro Synthesis