Zubia Saeed 32₁₂56 Batch-369

Gender Studies

PART-ILS umonotus sil

Studies have important contributi

Guestion # 2

Discuss in detail what the autonomy and integration debate in gender Studies have important contribution for the development of the field of knowledge

Introduction

Gender Studies is a field of Ismowled ge that covers the basic details about different gender roles and identities Gender studies intitudined as a subject from women. Studies The major chuck of this subject highlights the knowledge regarding women, their struggles and initiatives for their empowerment globally. Gender studies as a subject can be studied in autonomy and as well as integration with other subjects. The debate of autonomous gender studies and integrated gender studies has immense importance in development of the field of knowledge

Gender Studies Bata-3-9 The autonomy debate in gender I-Studies have important contribution for the development of the field of Discoss in detail what the appearance and integration debate in gender studies The autonomy debase of gender studies focuses on the norms that the subject Should be Studied as a separate field of knowledge. Moreover, it focuses on having Bachelor's or master's degree on this Specific Subjet as a separate domain. and distinger Grander A- Benefits of gender Studies as a separate domain in field of knowledge There are multiple benefits for Studing gender studies in autonoming. This would help everyone to have better understanding about identies and roles of all existing genders ; focusing on the notion that we people are not prevery male or fernale, but human as a whole. The individuals would be able to represent themselves more prominently without hestitation of cultural

Rubia Saeed

| | and social restrictions. Furthermore, creating | |
|----|--|-----|
| | awareness among people about different | -T |
| | problems faced by different gendus in | |
| | a society. Non-Governmental Organizations could- | |
| | be storrted based on the domain of gender | |
| | Studies which would further empower individuals? | |
| | to express their real self. | |
| | gode should complet to the understanding | |
| | the supported of press milkers out out | |
| B- | Restrictions of genoer studies as a separate | |
| | domain in field of knowledge | |
| | Inspire of the benefits of | |
| | gendu studies as a separate domain strore | |
| | one ecutain restrictions to it also. The autonomy | |
| | of gender studies may no servive as a separate | |
| | field, it enhances harred for different sexes | |
| | but highlighting their needs and derives. It | |
| | pay theas continued and saderal rational to | - A |
| | development a praise field : lestry, it does not print | |
| | provide promise job openioning into the sovery. | |
| | waste in werd of produced to many | |
| | here it, to stay, many a sound surence surpect | |
| | and the sound of t | |
| | in our event he intelled and ones | |

| | printers commented, institutes posses but | 1 |
|-----|---|-----|
| II- | The integration debate in gender | |
| | Studies have important contribution | |
| | for development of the field of | |
| | Knowledger chamb sit to be be be bettered at | |
| | Strates would forther employee individuals | |
| | The integration debate in | |
| | gender studies complies to the understanding | |
| | That the subject should be integrated with | |
| | Other isubjects or different fields to develop i | |
| | as a field of knowledge. It swould be monit | |
| | provided as a course incombination with | |
| | other subjects or even as optional subject | |
| | for competitive examinations of feducal and | |
| | Provincial level. Silvers our pose solders associated | |
| | fulds it enhances himed for different sexes | -11 |
| | but individualist your needs and doing IF | |
| A- | Benefits of gender Studies as a separate | - |
| | integrated domain in the field of knowledge. | |
| | Gender studies as a integrated | |
| | Subject in field of knowledge has many | |
| | benefits. Firsty, being a social sciences subject | |
| | it can easily be integrated with other | - |
| | Social suences subjects, such as Sociology, | _ |
| | godowy , | _ |
| | | |

freid gendu studies would have opportunities
to reach more avidences, thouby, large number
Of people will have awareness regarding
different rows and identities. Through these means
awareness would spread with larger phase.

Maycover, as an integrated field a gendur Studies
will portray the withral and solicital
discrimination to arger widence and increasing
the Chances for acceptibilities of other gendu
other than binary genders.

B- Drawbacks of gendu studies as a integrated domain in the field of knowledge.

NUCKTION IF 3

There are few chawbacks of genelu studies as a integrated domain, in .

Combination with other domains of gendu

Studies oright loss the essence or importance.

The Students might not oft for gendur studies as their course during. Bacheloris or masker's degree programs. The instructors might misintagret the teachings of subject in order to facilitate self-interest based on subject.

| Kindly | elaborate the development part |
|--------|--------------------------------|
| 11- | camples |

Conclusion and how which ward but

In light to benefits and obsawbacks of autonomy and integration alcoase in gender studies the subject in a manner it partrays it real areaning and meme. Gender studies might perform better as a conformation subject or integrated subject based on sodery and reaction of people.

Ester up of hebology. It am utes

other Harry Empery genders.

Question #3

Write a detailed note on the colonial and capitalistic Perspective of gendu.

hove and few chamballes of

Introduction

Gender is the defined roles or identifies which are sould consmucted in a manner to gain sould acceptance.

Gender can be viewed through colonial and capitalisms perspective seach one of it describe gender in a different manner.

of money haved on subject.

I-Colonial Perspective of gender The Colonial Perspective is driven from colonilism of highlights the description of gender from the perspective of Colonial era when sovienes or States who were under control of dominating southers or states. Colonial Perspective Gender Female Milauxal amon The idea of colonial Perspective omerges from European binary genders, it depicts that gender is divided into two major. classes of: male and female and there are nother genders. The colonial perspective focuses on mas wline and feminine roles only which are a creation of societas horms and values. Dress codes were designed for males and female; on which they had to agree to be socially

recognized or acceptable. Colonial Peupeutine divided every major domain, sup as education, economic or politics on the lasts of two binary known genders. Colonies Perspective focuses on male role as public roles, bread winner or leader, whereas females as house keepers nurthring and child rearing. This peupeutie had greater contribution in compriance of min, values and traditions of bully Moreover, collectal perspective criminalized person acts which were against the norm of heterosexuality or binary gerden. alonia perspective was again homo sexuality or existance of any other gendu except male or furnale.

II. Capitalistic perspective of gendu

the idea of colonial Pospective amongs

The capitalistic respective of gender merely focuses on the division of wealth, Property and Power. This perspective portrays that the society i divided into two classes, that is dominating and dominated.

The dominated class always Subjugates the dominated and lower class. The women

subjugated by dominating made classes. This perspective focuses on notion that made are the dominating partial archaet class subjugated dominated class subjugated dominated class of sovery. The women are subjugated dominated class of sovery. The women are doprived of economic resources and higher positions. This perspective does not vestrict the genders into binary division but into many other roles and identifies.

Capitalist Perspettive

Dominating

Dominated

Gender

Queer

Male / female

Moreover, capitalistic peupeutre also highlights the importance of women in economic field and believe that women subjugation could be overlooked through giving them economic autonomy. However the market has enaless restricting for women in market, for example, wage disparities, glass cetting, harrassmont, foor working conditions. According to world Bank, women are paid Ticenk in compuison to men. Men are paid \$1 dollar for the same work. Lastry - capitalismy enspective focuses on different classes based on their monerous rawe and power which is mainly eithhold by patriaring souther and malling CIAN ouetles.

Condusion

In a nutshew, genda can be described by two main ferspectives treat are capitalistic perspective and colonial perspective. Capitalistic perspective focuses on economic domain of gendu and colonial ferspective highlights binary divison of gendu.

Question #7

Explain the Structural and direct froms of violence against women in the Pakistani soviery with special rebelence to theories of violence in genda Studies. Political Shydwe

Introduction

Economic

Gendu Based Violence is like a disease to every women existing in this world. According to UN Institute in Pakistan (UNIP) almost 60% of women faces any kind of domestic violence before soyears. Gender Based Violence is birting women Physical, Psychologically somotimally, sexually or economically, given by European council. Violence against women in pakotan is majorly divided into two forms, that are structural and direct forms of violence. I was made so wood.

I- Structural forms of violence against women in Pakistani society

Structural forms of violence portray, the type of violence Practiced because

of the existing society or cultive of Pakistan. The structural violence is divided into violence because of economic shuttures lotthical invictives reingroof structure or sadal structure. society with special repairments to theories of violence in gender Efonomic Political Structure Sharras is like a Structural moterial of violence According Social smutre Bulgious Structure Parstani society is based on Partrianchal domain's there is obvious dominancy and power of man. Husband, brother, father or son can Infirst any type of violence to be female of house. Resource theory, explains this violence as an action to maintain their power or supremary the maje members of society inflict Pain and violence on females. The families of Pakistan are more joint families, large families live together in some house on colony. The violence

| racticed by male members in a joint family |
|--|
| re learned or modeled by younger mombers. |
| of forming through sould learning theory these |
| nembers learn violence and display it in |
| their actions in future to bein wives, daughters |
| or other female members. In Pakistani sovery |
| violence is even prevolant because of Yeligious |
| misinterpretarion or religious oppression. The |
| male members misintrepret religious teaching |
| in a morniner to Subjugate and suppress women. |
| Further more , in Amale controlled economic |
| system females are harrassed or sexually |
| abused in exchange of incentives or promotions. |
| Exchange thery highlights the rasons of |
| Violence, mostly in workplace in order to get |
| any benefits or incentives. The prevailing ethnicing |
| and without diversity in Palastan because of: |
| His high liversing, stands out to be one of the |
| Shudway from of violence against women in |
| Pakistani souety. |
| |
| Structural form of violence cause direct |
| form of violence, and direct form of |
| violence enforces Structural form of violence |

| II- | Direct forms of violence against women |
|-----|--|
| т- | in Pakistani Soulety |
| | Direct forms of violence depicts |
| | that violence is directly enforced to person |
| | Investment of any other reason. Direct form of |
| | violence are more dangerous than Structure |
| | forms of violence. The horting and pain the |
| | intensity inflicted upon victim is greater. |
| | According to CEDAW report 2023, 75% of |
| | violence inflicted upon female member of |
| | Soviety are direct forms of violence. |
| | bused as explande of the common or brown overing. |
| | Physical violence |
| | HOLD STONE WALKER OF THE SOLD OF THE SOLD OF |
| | Psychological /emorronal |
| | Direct form |
| | of violence > sexual abuse |
| | and women thinks something the support |
| | Eco nomic deprivation |
| | Direct Comment of Matrice Annual Annu |
| | Direct forms of violence are divided into |
| | four major domains; Physical physical physical physical physical physical physical physical sexual or erreonomical violence. The violence |

| nder these | dornding range from bitting, Pushing |
|--|---|
| | instimate partner. In direct form of |
| | victim and preparetor are directly. |
| w. la. | circley, the intensity of direct violence |
| greater t | them structural violence. In reperence |
| Psycholog | gical theory of GBV, individuals |
| ho are su | Pfering from Psychological disorder, |
| July as Co | nduct disordu, ADHD on anti-soual |
| isorder, a | re noted to inflict greater direct |
| iolence. Ti | he violence inflicted by Psychopathers |
| | re commony, bitting, burning phyring |
| | rowing on victim. Honor Killing is one |
| | 13 CADV conducted in Palentami sou etg o. |
| women or o | girls of family are killed in respect of |
| onarr of fo | mility. Morgover, sexual abuse, is a |
| ommonly. | nairced violence in racisism union |
| | for raping , peneration without contest |
| AND REAL PROPERTY AND ADDRESS OF THE PARTY AND | ng the General. Apart Romanis the |
| 1 chms are | economically deprined by withing of |
| w moneta | my or Financial access of the victim. |
| hological | and Neurological disorder theory, |
| ixplains tha | + the prepatator practices violence |
| we to som | re biological or eneurological disordu |
| such an Sho | ape of genital, harmmal disbalance, |

Chemical imbalance in brain or degeneration of brain tissues. Such inividuals, inflict emotion al and physical abuse to victim street can be labeling, name calling, kid napping or tourt tortowing. The list of direct violence is so long to mention completely which are commonly practiced in lakestan. who are supported Donos-itmo no mi John as conduct disording Conclusion of the of the order of water There are many theories of gendu Studies, such as social learning theory, social control theory or Psychological theory, which clearly explain the undulying causes of gendu based violence as structural or dried forms. According to Global Gender Gap Index reports lakistan ranks on 145 out of 146. It is a clear and and learnon that women living in Parastan are facing immense chauengy and wounce is shuctural and direct forms. might purpoint since and amount i therefore access of the state.

Write 8-10 headings

meganity produce victoric

mount for transment of the form

| | There of and the state of the s | |
|----|--|-----|
| | Questim #8 | |
| | Write Short not on following: | |
| | of rection each by internant them about their | |
| a- | WOMEN AND GLOBALIZATION | |
| | In 2010 used sound media platform to reach | |
| | Globalization is a prenomina of | |
| | interconnecting the world without any boundaries | |
| | between the major states and places. Through | |
| | globalization is the world is interdependent on | |
| c | each other for information or survival. Women makes | |
| | the half of population of world synich cleanly | |
| | shows that more than half of grobalization is | |
| | interrelated to women. Globalization and wimen | |
| | op alongside each other which cannot be separate. | |
| | Glapatizairm has certain benefits for women and | |
| | some drawback for women. | |
| 1 | | |
| I- | Benefits of globalization to women | |
| | Globalization increases information: | II. |
| | follow, thereby, through globalization women | |
| | could reach to large group of people. It helps the | |
| | women in process of empower ment oglobalization | |
| | provide alot of benefits to women. It opens | |

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gateways to apportunities for women to awall Thom irrespective of any restrictions. Through mass media, women can reach larger segment of People can by informing them about per suppression and subjugation. For example, malaia. In 2010 used sound media platform to reach BBC news and told from about supprenions of Taliban. Globathanon helps in reach to accommens opportunities, women through globalization are aware of their basic fundamental rights and programs processed by the united Narms. For thermores it also economically strengthens the women by moviding them employment opportunities entines Such as freelanding or starting bome-based businers. Gobalization empowers women by providing to them enalers opportunities through global accessibility.

II- Drawbacks of globalization to women

Inspite, the benefits, obcurbacks
of globalization connot be overlooked. Globalization
becomes a media to yread Violence and harved,
thereby, people team new forms of violence through

Remove of mitter the dile to estimate

| | sould media. Moreover, at time globalization put. |
|----|---|
| _ | the privary of women at risk and inveases |
| _ | causes of Grandy Based prolence which spreads |
| _ | like a disease through global barron. |
| _ | Depose engine recent of the respirations asolded |
| _ | Conclusion and part supplied dossesso and |
| _ | the 21st century 2 world could not |
| _ | gradua green seconde w mout glabalitation. |
| | my analed to globalization in |
| | to empould women on larger |
| | coale. Therefore , it is stated that |
| | be removed or searcegated from concept of |
| | |
| | क्वार असे अवश्वास त्यावार प्राप्त स्थाप |
| | WID, WAD, GAD, showing the sounds |
| b- | WID, WAD JOINT to at the sentions |
| | WID. WAD and GAD comes |
| 3 | mental theories of gender stodies. |
| | Through these approaches the developmental |
| | a clifated - |
| | 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
| 1 | a diament: |
| 1- | ANIAMED III |
| | explains the role of women in developmental |
| | |

| - | |
|-----|---|
| | procedure. Many proponents of this opproach state |
| | that women in development has a vital role |
| | to enhance or uprich any development. Women |
| | have better capacity to withstand things and |
| | propose creative ideas in development procedure. |
| | This approach hightights that women should |
| | be integrated in economics rollinear, educationar, |
| | religious or social developmental Spheres. It |
| | enhances the development and the society of |
| | acceptance is promoted through WID. Thereby, |
| | reducing any kind of suppression. |
| | |
| | I removed as scapegared from for the traceror |
| II- | Women and Development |
| 11- | This approach indicates the roles |
| II- | This approach indicates the roles |
| 11- | This approach indicates the role of women in response to any developments better the |
| 11- | This approach indicates the role of women in response to any development. Both the clomain across separately by one innavary interlinked. It portrays that the # button |
| 11- | This approach indicates the role of women in response to any development. Both the clomain across separately by are innavery interlinked. It portrays that the # better the development in a sodery, these would be dealer |
| 11- | This approach indicates the role of women in response to any development. Both the clomain across separately by are innavery interlinked. It portrays that the # better the development in a sodery, these would be dealer |
| II- | This approach indicates the role of women in response to any development. Both the clomain across separately by are innavely interlinked. It portrays that the # better the development in a sodery, there would be betterning position of women. This is evident through rural and urban divide the women of rural lives. |
| 11- | This approach indicates the role of women in response to any development. Both the clomain across separately by are innavely interlinked. It portrays that the # better the development in a sodery, there would be betterning position of women. This is evident through rural and urban divide the women of rural lives. |
| 11- | This approach indicates the role of women in response to any development. Both the clomain across separately by are innavely interlinked. It portraits that the # better the development in a society, there would be betterned for them of women. This is evident through rural and urban divide the women of rural, where the level of development is less swomen face measer subjugation as compared to women as |
| 11- | This approach indicates the role of women in response to any development. Both the clomain across separately by are innavely interlinked. It portrays that the # better the development in a sodery, there would be betterning position of women. This is evident through rural and urban divide the women of rural lives. |

is a property for the state of memory in general states

| Important Note to get Good marks in Gender | |
|--|---|
| Studies: | |
| Marks would be given on the following | |
| parameters 2. Content 50% Peferonces 15% Subject | |
| a- Content 60% References 15% Subject specific language 45%. Graphs and Charts 16% | |
| Add 12-13 headings in each question a rewon is asigned withit through social | |
| the questions carry 3_4 parts each part has a great equal weitage so discuss all equally | |
| influence on elevelopment. The areas which we | |
| | |
| entrenched traditional values etc. Also, do not | |
| add blunt state monts twiding gender and greater acceptance | |
| use types, waves and theories of feminism as | |
| references that development takes place even by beyond | / |
| attempt all parts in the question gender heter gender plays | |
| one acrudal role in development strevely turning | |
| add facts and rightes to support your figure and your figure your figure and your figure and your figure and your figu | |
| add pictorial description as well | |
| add pictorial description as well | |
| Add names of marry Wollstonecraft craft, Judith Butler, Stuart mill, Simone de Beauvoir, | |
| Rafia zakria, Rubina Seghal Paran Bafilety. Ove interemnented | |
| attractive women and other | |
| the state of the s | |
| good luck Thereby, moving societies towards developmental | |
| and incomed socialis towards according the | |
| | |
| advancements. | |
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