

# ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

(Department of Gender & Women Studies)

## Warning

Plagiarism or hiring of ghost writer(s) for solving the assignment(s) will debar the student from the award of a degree/certificate, if found at any stage. Submitting assignment(s) borrowed or stolen from others as one's own, will be penalized as defined in 'AIOU Plagiarism Policy'.

**Please read the following instructions for writing your assignments (AD, BS, BED, MA/MSc, MEd, MPhil and PhD)**

1. All questions are compulsory and carry equal marks, but within a question, the marks are distributed according to its requirements.
2. Read the question carefully and then answer it according to the requirements of the question.
3. Handwritten scanned assignments are not acceptable.
4. Upload your typed (in Word or PDF format) assignments on or before the due date.
5. Late assignments can't be uploaded on the LMS.
6. Your own analysis and synthesis will be appreciated.
7. Avoid irrelevant discussions/information and reproducing from books, study guide, or allied material.

**Course: Psychology of Gender**  
**Level: BS/MSc**  
**Total Marks: 100**

**Code: 9151/4641**  
**Semester: Spring, 2026**  
**Pass Marks: 50**

## **ASSIGNMENT No. 1** **(Units 1-5)**

***Note: Attempt all questions. All questions carry equal marks.***

- Q.1** Trace the historical evolution of the 'Psychology of Gender' as a distinct scientific subfield. How did early research on intelligence shift into modern frameworks regarding gender as a social category? **20**
- Q.2** Critically analyze the biological paradigms of gender. To what extent do differences in brain architecture and physiology support or fail to support evolutionary psychology's claims regarding sex typing? **20**
- Q.3** Deconstruct the cognitive, affective, and behavioral components of gender-role attitudes. Define hostile and benevolent sexism and evaluate how they drive explicit sex discrimination in contemporary society. **20**

- Q.4** Examine gender variations in cognitive and intellectual performance. How do social expectations, self-fulfilling prophecies, and stereotype threat impact academic achievement profiles between genders? **20**
- Q.5** Evaluate Social Learning Theory and Gender Schema Theory. Explain how children internalize gender roles, behaviors, and cultural definitions through observation and structural categorization. **20**

**ASSIGNMENT No. 2**  
**(Units 6-9)**

**Total Marks: 100**

**Pass Marks: 50**

*Note: Attempt all questions. All questions carry equal marks.*

- Q.1** Analyze the relationship between gender roles and aggression. Compare biological theories of violence with gender-role socialization and social learning perspectives regarding aggressive behavior. **20**
- Q.2** Investigate the psychological impacts and characteristics of victims and perpetrators in cases of domestic abuse and sexual harassment. Why are reporting mechanisms influenced by gender-role expectations? **20**
- Q.3** Examine how changing economic dynamics and dual-earner households are reshaping traditional masculine and feminine relationship dynamics. Discuss the psychological stressors tied to negotiating 'new relationships.' **20**
- Q.4** Critically review gender differences in psychopathology. Why do specific mental health issues (like depression or anxiety) show higher prevalence rates in women, while others (like substance abuse) appear more in men? **20**
- Q.5** Analyze gender-related psychological challenges specific to the Pakistani socio-cultural context. How do property ownership issues, legal codes (PPC & Shariah), and systemic discrimination affect individual mental well-being? **20**