

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Department of Environmental Science)

WARNING

- 1. PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.**
- 2. SUBMITTING ASSIGNMENT(S) BORROWED OR STOLEN FROM OTHERS AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Course: Classical Sociological Theories (4204)

Semester: Autumn, 2026

Level: BS

Please read the following instructions for writing your assignments. (AD, BS, BEd, MA/MSc, MEd) (ODL Mode).

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. Avoid irrelevant discussion/information and reproducing from books, study guides, or allied material.
4. Handwritten scanned assignments are not acceptable.
5. Upload your typed (in Word or PDF format) assignments on or before the due date.
6. Your own analysis and synthesis will be appreciated.
7. Late assignments can't be uploaded to the LMS.
8. The students who attempt their assignments in Urdu/Arabic may upload a scanned copy of their handwritten assignments (in PDF format) on the University LMS. The size of the file should not exceed 5 MB.

Total Marks: 100

Pass Marks: 50

ASSIGNMENT No. 1

(Units 1-4)

- Q. 1** Explain Structural Functionalism, Conflict Theory, and Symbolic Interactionism in simple words. Using an environmental issue in Pakistan, such as waste management, pollution, or resource use, explain how each theory provides a different understanding of the same problem. Finally, discuss which theory you think is most useful and why. **(20)**

- Q. 2 Explain how voluntary organizations and social groups help build social capital. Using examples of NGOs or youth groups in Pakistan, discuss how they can increase environmental awareness, encourage people to take environmental action, and promote environmental justice. (20)
- Q. 3 Explain the difference between individualism and collectivism. Using examples from Pakistan and Western societies, discuss how these cultural differences may affect environmental behaviour, such as waste segregation at home and community-based conservation. (20)
- Q. 4 Explain how Durkheim, Weber, and Marx understood the role of culture in society. Using examples from Pakistan, discuss how beliefs, values, social norms, and religious teachings can encourage or discourage people from adopting environmentally responsible behaviour. (20)
- Q. 5 Using Conflict Theory, discuss the differences between resource use by wealthier urban households and conservation practices in mountain and pastoral communities in Pakistan. (20)

Total Marks: 100

Pass Marks: 50

ASSIGNMENT No. 2 **(Units 5-9)**

- Q. 1 Using Durkheim's functionalist theory, explain how family, religion, the economy, and education help create social unity and pass environmental values and practices from one generation to the next in Pakistan. (20)
- Q. 2 Explain Tönnies' ideas of Gemeinschaft and Gesellschaft and Durkheim's concepts of mechanical and organic solidarity. Using examples from Pakistan, discuss how urbanization is changing social relationships and community unity. (20)
- Q. 3 Explain agenda-setting, framing, and cultivation in simple words. Using an environmental issue in Pakistan, such as smog, floods, or water scarcity, explain how media coverage can influence people's understanding of the problem and its importance. (20)
- Q. 4 Explain Weber's concept of rationalization in simple words. Using examples from Pakistan, discuss how the increasing use of rules, scientific knowledge, technology, and formal procedures can influence environmental management and decision-making. (20)
- Q. 5 Explain how collective behaviour and social movements can help solve environmental problems such as water shortage, pollution, and climate change in Pakistan. Discuss how shared concerns, communication, and support from institutions encourage people to take part in environmental activities. (20)