



Course and Examination Fact Sheet: Spring Semester 2025

8,625: Gesellschaft/Society: The Bottom Line Mentality and the (Re)production of Gender Inequalities

ECTS credits: 3

Overview examination/s

(binding regulations see below)

decentral - Presentation, Analog, Group work group grade (30%)

Examination time: Term time

decentral - Written work, Digital, Individual work individual grade (70%)

Examination time: Term time

Attached courses

Timetable -- Language -- Lecturer

[8,625,1.00 Gesellschaft/Society: The Bottom Line Mentality and the \(Re\)production of Gender Inequalities](#) -- English -- [Dick Penny](#)

Course information

Course prerequisites

None

Learning objectives

Students actively participating in this course learn

- why gender inequalities continue to be the most pressing social problems of our time
- how to look beyond workplace norms and behaviour favouring men for explaining ongoing inequality,
- to analyse how the roles women occupy and are attracted to are characterised by invisible work,
- to understand why these roles are not seen as relevant for the generation of financial profit and reputational advantage.

Course content

Gender inequalities continue to be seen as one of the most pressing social problems of our time. Decades of research and many policy initiatives across the world have succeeded in improving the position of women. Even in countries (e.g. Saudi Arabia) that have traditionally kept women in their place (the home) through strict cultural norms and legal regulations, there is now a move to empower women by relaxing these norms and regulations. Nonetheless, in Western contexts, where women's positions have been culturally and legally targeted for improvement for many decades, there is a persistent gender wage gap; a lack of female representation at very senior or elite levels; and continued gender segregation both within and between occupations.

Current orthodoxy on this situation is that these problems are related to workplace norms which favour men. Behaviours and norms that are seen to be important for senior roles and for career mobility are those that, in general, represent men's behaviours and preferences. This line of thinking sees the answer to gender inequalities as residing in efforts to promote female behaviours as critical to effective performance which can happen if women are given access to jobs and roles that enable them to show these capabilities.

In this course, I want to challenge this orthodoxy by arguing that the norms and behaviours that enable some individuals to progress to higher wages and socially valued positions in workplaces are less a reflection of masculinity and more of how certain behaviours (and not others) are seen to be central to the generation of financial profit and reputational advantage. Using the theoretical lens of visibility, we will explore how women are disadvantaged largely because they are attracted to and



occupy roles that are characterised by invisible work, a situation exacerbated by the fact that women continue to bear the bulk of responsibility for all things “home”. We will explore these issues from both theoretical and practical perspectives and you will have the opportunity to debate these ideas and consider their practical implications through both lectures and workshops.

Course structure and indications of the learning and teaching design

The course topic will be explored from both theoretical and practical perspectives. Students will have the opportunity to debate these ideas and consider their practical implications through both lectures and workshops. The course is organised as a block seminar. Further information will be provided in an online opening session.

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own responsibility to ensure that there is **no timetable clash** between the courses they have chosen. A detailed course outline and all relevant documents will be made available on **StudyNet**. Only the current timetable as published on **Courses** does apply.

Course literature

Dick P (2024) Rethinking Gender Inequalities in Organizations. Edward Elgar Publishing. The book is available open access: <https://www.elgaronline.com/monochap-oa/book/9781802207385/front-3.xml>

Additional course information

Penny Dick is a Professor of Organizational Psychology at Sheffield University Management School. She has a longstanding research interest in gender inequality and the role of power and politics in producing taken-for-granted ideas about social reality. This term Penny Dick is a visiting professor at our School for Humanities and Social Sciences.

Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Group work group grade
Weighting	30%
Duration	--

Examination languages

Question language: English
Answer language: English

Remark

--

Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.



Supplementary aids

--

2. Examination sub part (2/2)

Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	70%
Duration	--

Examination languages

Question language: English

Answer language: English

Remark

--

Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

--

Examination content

1. Presentation (30%, in Groups)
2. Paper (70%, individual, min. 12.000 characters)

Examination relevant literature

See Course Literature



Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 13 (Monday, 25 March 2025) are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 23 January 2025);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 17 March 2025);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 14 (Monday, 31 March 2025);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 15 (Monday, 07 April 2025).