

PANTEION UNIVERSITY Centre for Gender Studies

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INTERNATIONAL CONFERENCE

**'Changing Gender! Research, Theory and Policy
for Gendered Realities of the 21st century'**

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ABSTRACT

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Constructing gender and History Education.

Research regarding genders in the field of History Education constitutes an important issue relating to gender history. A first thesis of the above research –and simultaneously a common place of the critics addressed to school's history- concerns the absolute absence of women from history taught in schools. The absence of women, according to the hermeneutical schemes proposed, was mainly attributed to the factual structure of the traditional history teaching. The investigation of the consequences of this silence in the formation of girls' identity is, finally, proved to be a meaningful field of relative research activities, aiming at the importance of a new definition of the past taught in schools with respect to gender.

This announcement first introduces the research work achieved in the domain. In a second step, based on Greek textbooks of history, it relativises the thesis of absence of women, proposing the hypothesis of selected and canonistic presence of women and men in historical account. History Education via the text but also 'paratext' participates in the construction of sexes, 'historising' the male subject of historical evolution and 'naturalising' the female. Consequently, history taught in schools functions as a regulating model for the formation of gendered dimension of the past as well as the power relationships between boys and girls and the expectations shaped by each gendered group.

The presentation looks through the readability of the gendered dimension of History Education, by the learning subjects themselves, and it attempts a first synthesis for the relative consequences.