



## Curriculum Adaptation Document Proposal

Women, Gender and the Fight for Gender Equality in Europe

Course: Secondary Education and High School

Didactic Objectives:

- To understand how the structures of gender history shape how we perceive the relationship between the sexes but at the same time give us space to change this perception.
- To understand that the history of women is part of history and not something we can call women's history.
- To be able to describe the change and continuity of European gender history in broad outline and find patterns in this development.
- To understand that different groups of women and at different times have had different experiences of and opportunity to challenge patriarchy.
- To be able to place foreground figures for the women's struggle in the historical context they acted in and understand their work based on this framework of analysis.

Contents:

The syllabus is divided up into historical periods in order to create order and structure. These are: Prehistory, Antiquity, Middle Ages to 1700s, 1700s and the Enlightenment, 1800s and 1900s. This does create a simplified picture of historical change processes but also makes it easier for the reader and creates an overview. This means, for example, that certain periods overlap each other thematically.

In order to create structure in the extensive material we have chosen to focus on themes that act as a common thread throughout the syllabus. One such theme is the view of gender, reproduction and sexuality. Another theme is linked to food production, earning a living and working life. Working roles have been designated as male and female depending on various factors such as distance between workplace





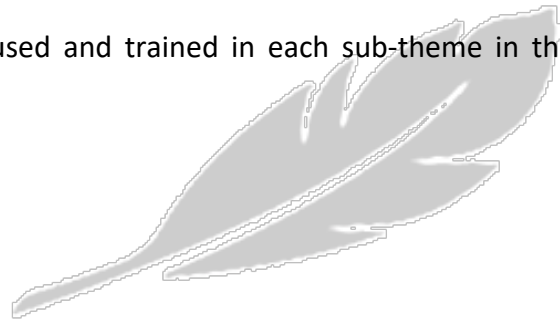
and home, as well as whether equipment and more advanced machinery is needed for carrying out the work. This is connected to views about which roles are considered to be public and private throughout history and how these have become charged with different levels of social status.

Although European history dominates in the periods selected, there are also in depth looks at other places around the world to provide occasional opportunities for comparisons with the historical development in Europe.

#### Competences – Skills:

The listed second order concepts are used and trained in each sub-theme in the course:

- Power
- Intersectionality
- Structure and agency
- Historical empathy
- Continuity and change



#### Disclaimer

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