

THE INCORPORATION OF THE GENDER PERSPECTIVE IN THE TEACHING OF ARCHITECTURE

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Abstract

Women are leading a profound, essential change in the understanding of the architectural discipline. The massive incorporation of it into working life and the public sphere in recent years has meant a radical change in the conception of daily life that, however, the cities and spaces in which we live are not prepared to assume. Adapting to the new demands of society requires a constant and new review of the usual criteria applied to housing design and the definition of meeting spaces between public and private that facilitate the reconciliation of work, family and leisure life. From the university environment, it is necessary for the student to explore, from a critical observation, the contemporary social scene that surrounds him. It is necessary to bring the discussion on these issues to the classroom with the aim of training professionals sensitive to gender issues and with the ability to propose from architecture, in all its wide spectrum of action possibilities –programs, social organizations, urban solutions, architectural proposals, etc.-, concrete answers that assume the commitment to connect with people and face these complex problems of reality. In this sense, the incorporation of the gender perspective in the teaching of architecture is considered necessary. Currently we observe how, despite the fact that the gender perspective should be legally included in all the subjects taught in Architecture studies, this transfer has not occurred to the teaching programs. The objective of this communication is to delve into the development of teaching-learning processes in architecture that contemplate a gender vision and arouse in students the interest and sensitivity for the real and effective construction of equality between men and women with the objective of to guarantee the training of future architects capable of thinking and executing their work from this sensibility. As a methodology, it is proposed to develop a contemporary interpretation of works and projects belonging to the recent history of architecture. This will be carried out from the values that her readings contribute from a feminist position, that is, from more sensitive views towards the plurality of ways of being and being in the world. As a result, this study will lead us to question the parameters in which architecture currently moves in order to pronounce ourselves on a series of teaching principles and strategies that, on occasion, differ from those taught in architecture schools and that contemplate a reflection from the perspective and experience of women in the city and its immediate surroundings. The development of this research will lead us to conclude that the introduction of the gender perspective in the teaching of architecture and urban planning is a legal and, in addition, a curricular obligation, given that the knowledge, procedures and attitudes that the student develops will be those that he/she needs to face him/her professional life from that effective equality to which every society should aspire, not only in terms of gender, but also of identity, between people with different abilities and resources, etc. through the development of a critical, rigorous, permeable and sensitive thinking, open to the perception and understanding of the complex reality of the contemporary world.

Keywords: Teaching, architecture, gender perspective, equality in education.