

Making Difference

Reflections on teaching “Architectures of Gender”

Torsten Lange & Gabrielle Schaad

In this essay we reflect on our experiences of collaboratively conceiving and teaching the tripartite seminar series “Architectures of Gender,” held at the Department of Architecture, ETH Zürich as part of our appointment to the Visiting Lectureship of the Theory of Architecture between 2017 and 2019. Doing so, we will first address the particular institutional and disciplinary context in which our course sought to intervene, before sketching out some of its wider ambitions, contents and methods. In closing, we consider the legacy and contribution of our seminar to discourse within the department—given its disappearance from the curriculum after we left the school.

To start, a few words to situate ourselves: One of us trained in architecture, coming to this discipline—using the contemporary jargon of institutional diversity—from a “non-traditional background,” and later transitioned to architectural history and theory within the Anglo-Saxon academic system. The other is an art historian with an interest in contemporary spatial practices as well as the relationship between art and architecture, having lived and worked in Japan for several years before teaching at an art and design college prior to joining the architecture faculty of the ETH Zürich. In different ways, our personal and professional histories have shaped our way of navigating this peculiar academic setting, which we joined with a sense of excitement but also bewilderment. Our *modus operandi* as researchers and, foremost, as pedagogues was driven by this productive friction with our day-to-day work environment. Understanding our labor as a form of practice that critically engages with its context and seeks to transform it, we act in a collaborative, transdisciplinary and transversal manner.

Before working together, we were both active members of a large grassroots initiative called the Parity Group, which came together in 2014 and

Making A Difference Research Guide

Amanda Ince, Eleanor Kitto



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