

Repositório ISCTE-IUL

Deposited in *Repositório ISCTE-IUL*:

2025-11-17

Deposited version:

Publisher Version

Peer-review status of attached file:

Peer-reviewed

Citation for published item:

Silva, L. M. & Milheiro, A. V. (2025). Women in Southern European architecture syllabi: Contributions toward fostering gender inclusion. In Sara Jensen Carr & Rubén García Rubio (Ed.), 113th ACSA Annual Meeting Proceedings. (pp. 304-310). New Orleans: ACSA.

Further information on publisher's website:

10.35483/ACSA.AM.113.39

Publisher's copyright statement:

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Women in Southern European Architecture Syllabi: Contributions Toward Fostering Gender Inclusion

LEONOR MATOS SILVA

Dinâmia'CET / University Institute of Lisbon

ANA VAZ MILHEIRO

Dinâmia'CET / University Institute of Lisbon

Keywords: Architectural Education, Women in Architecture, Syllabi, Southern Europe, Gender equity.

The history of architecture demonstrates that architectural education often reflects trends within the profession. While the presence of women in teaching and research has been widely studied, their representation in the syllabi of major graduate architecture courses remains largely overlooked. This paper addresses the prevalence of references to women in the architecture schools of five Southern European countries, chosen as representative of the region and its curriculum model.

Recently, Silva (2024) highlighted a significant discrepancy in Portugal between the attention given to the biographies of women architects—through exhibitions, publications, and colloquia on their lives—and the recognition of their intellectual contributions, such as their inclusion as key authors and thinkers in architectural course syllabi. This study begins by identifying women historians and critics in Greece, Italy, Portugal, Serbia, and Spain. These countries were selected based on the authors' visits to their architecture schools, where the work of male architects often eclipses that of women. The long-term goal is to determine which women have transcended this imbalance to become prominent figures in the history and theory of architecture, fields predominantly shaped by bibliographical references, and to highlight significant omissions.

The paper explores the distinction between women's practical achievements (e.g., buildings, exhibitions, and professional accomplishments) and their intellectual contributions (e.g., writings, theories, and critiques). It includes analytical tables illustrating the representation of women in History and Theory of Architecture-related syllabi across the case studies. The findings, discussed and summarised, aim to contribute to the potential revision—and repair—of curricula in the schools examined and beyond.

Recent historical research on women's contributions to the built environment has expanded the boundaries of architectural history. (...). Yet, our study of architectural history texts indicates that such critical thinking continues to remain marginal to the grand narrative of architecture.

—Meltem Ö. Gürel & Kathryn H. Anthony, *The Canon and the Void: Gender, Race, and Architectural History Texts*.

INTRODUCTION

The objective of this paper is to examine the presence and representation of women in Southern European architecture syllabi, highlighting their contributions as a foundation for fostering greater gender balance in architectural education. It is an ambitious objective given the potential scope and depth of the topic. The variety of possible methodological approaches led us to focus the study on specific viewpoints; to avoid making the work unmanageable, we concentrated on a useful and balanced geographical and curricular limitation which led to the definition of five representative study objects: in Greece, Italy, Portugal, Serbia, and Spain. Geographically, we chose Southern Europe as a delimited zone, a cultural cluster with roots ancestrally linked to the visual arts and architecture. Southern Europe is characterised by a group of countries whose culture centres on the family. In these contexts, the male parent is a fundamental element. This makes it urgent to question the role of women in contemporaneity. Other reasons for choosing the case studies were 1) the importance of the foundational historical environment, as is the case of NTUA in Athens; 2) the institution's place at the top of international rankings such as the QS World University Ranking 2024, as is the case of the Polytechnic University of Milan; 3) the notoriety and recognition in the milieu, as is the case of the "Porto school" (FAUP); 4), the key positioning in relation to Non-Aligned Movement countries, as in the case of the UBFA in Belgrade; 5) and finally, the tradition

of the school in activism and gender studies, as in the case of the Polytechnic University of Valencia, which is reflected in the holding of congresses such as the ICAG-International Congress of Architecture and Gender. It should also be noted that we visited these five schools and have relative first-hand knowledge of them.

The second decision that guided this study, ensuring a methodological focus, was the concentration on the most recent official syllabi related to History and Theory of Architecture (HTA-related). HTA programmes are undeniably becoming increasingly scarce in architectural curricula, and we could have considered several of them: not only HTA-related but also design studio, and even technological ones. However, of all the pedagogical variants that can occur in the classroom—from the teacher's own options to the proportion of female staff—this was the one that appeared most objective. There are multiple forms of transmitting skills and knowledge that can hinder a rigorous conclusion for this study, and quantitative data on the number of women in academia does not necessarily reflect greater gender equity. Additionally, among all curricula, syllabi generally refer to written works. Although they may contain suggestions of film, television, or literary resources, the bibliography is usually formally published. Therefore, HTA-related subjects are the most likely to reflect the didactic orientation—or what the teacher intends as the contents of the curricular unit from the outset. Naturally, this method is fallible; however, it represents a viable approach given the expansive scope for reflection.

This study is also based on an important assumption: that the contribution of women to the history of the built environment is much greater than believed when they appeared in formal and institutionalised architectural education (which varies from country to country, but essentially at the turn of the 19th century). Trained in architecture or merely 'creators' of space, the work of these women today resonates in research such as "Women Writing Architecture 1700-1900"¹. Another project, with the same name, developed on the website *womenwritingarchitecture.org*², also offers a collective contribution to deconstruct the phenomenon of women's invisibility through the creation of a comprehensive annotated bibliography of women writers of architecture, bringing forth "the vivid realm where women speak up for themselves"³.

Other hypotheses underpin this study, such as the widespread recognition that women architects have often worked in partnership with their husbands, male colleagues, or companions, focused on 'minor' works, or specialised in design critique. Many female authors have been overlooked by historiography and have only recently started to appear in bibliographies. This study is motivated by the belief that examining the representation of women in the bibliographies of architecture courses can reveal a significant underrepresentation of female authors. This underrepresentation, in the context of a canon dominated by male voices, suggests a glaring injustice. While this study focuses on bibliographic data, a broader investigation should

also explore hypotheses about female representation among both academic staff and the student body. The central question would be whether young women and girls feel represented in the classroom considering the few women in the indicative bibliography of the topics and subjects debated in the classroom. This analysis represents the initial phase of a more comprehensive investigation. It could be the case, for example, that one single female author has a greater impact on students than a set of male authors combined. That is why the study presented here refers to the first steps of an in-depth investigation, one that is intended to be developed in the future. This approach is known in other disciplines—such as Economics⁴, or STEM⁵—but not specifically directed at architecture.

METHODOLOGY

The methodology applied for this preliminary study was mixed, combining quantitative and qualitative methods. Initially, a brief survey of the general structure of each course was conducted, identifying the HTA-related subjects. In cases where this was not possible (NTUA and Polimi), a notable HTA-related course was observed. Additionally, syllabi provided by some professors from the institutions, along with supplementary information from the schools' websites, were collected. References to female authors, both architects and from other fields, in these subjects were then catalogued. With this data, it was possible to confirm the empirical understanding of the educational environment, reaching some initial conclusions for this phase—such as that references to female authors are indeed underrepresented in the bibliographies.

To deepen this study, it would be necessary to overcome certain methodological constraints, such as distinguishing between original works versus translations, first editions versus the most recent editions, and works by the regent or other staff versus 'universal' authors. Similarly, determining the gender of authors based on their names could be a constrain and would ideally require familiarity with each author's works. However, there are authors not included in major repositories, specialised scientific journals, or even as non-specialised books available to the public. The central repository of knowledge is now virtual. Tools like Siri (Apple), Google AI (Google), or ChatGPT (Open AI) rely on content from Wikipedia (Wikimedia Foundation); and Wikipedia does not adequately represent women⁶. Considering students use these tools for work, it is crucial for syllabi and their scrutinised knowledge sources to be open to other authors and works.

FRAMEWORK

The Bologna Process standardised the European Higher Education Area (which includes the courses analysed in this paper) transforming the traditional five-year architecture programmes into a system with three cycles and assessment based on ECTS credits. The first cycle typically lasts three years, awarding a Bachelor's degree; the second cycle spans two years, awarding a Master's degree; and the third cycle, which has an indefinite duration, is geared towards the PhD.

To achieve as uniform an evaluation as possible, it is necessary to distinguish between the curriculum structure and the syllabi: the curriculum structure refers to the number and names of subjects, as well as whether they are annual, or semester based. The syllabi are detailed guides that include specific information about the didactic/curricular unit, the hours assigned to each topic, the objectives and methods, the evaluation criteria, and the required (or sometimes recommended) reading materials; these were observed particularly in the pivotal years. As said, the case studies were selected for their geography but also by to the empirical knowledge we gained from our visits to the respective schools. Conducting this type of research was particularly difficult at the Greek school due to a lack of all available of specific materials. The Italian course presented challenges as well

given the vast amount and variety of subjects taught in the fields of History and Theory. The most thorough examination was carried out at the Porto school, where the number of authors included in the course bibliographies and the number of female authors was established. As for Serbia, our analysis only included the total number of courses and the number of female authors. In Valencia, the analysis focused on the specific theory and history-related courses and the number of references within that category, including female authors, which we will discuss in more detail. Though it was not possible to fully standardise the analysis, the following five case studies may offer some insights on the enunciated topic.

NTUA – Course in <i>House and home in modernity and hypermodernity</i> *Greek translated title		
Author(s)	Title	Year
Stephanie Coontz	Marriage, a History: From Obedience to Intimacy, or How Love Conquered Marriage	2005
John Muncie, Margaret Wetherell, Mary Langan, Rudi Dallos, Allan Douglas Cochrane (Authors & Series Editors)	Understanding the Family	1999
Loukia Mousourou	Family and family policy*	n.d.
Christina Nova Kaltouni	Texts on the sociology of marriage and the family*	2004
Dimitra Vassiliadou	The Tropic of Writing. Family Ties and Emotions in Modern Greece, 1850-1930*	2018
Anna Matthaiou	Family and sexuality: Between tradition and modernity (Greek testimonies, 17th–early 19th centuries)*	2019
Anastasia-Valentini Riga	The family in Greece today: Theoretical approaches and research data	2012
Tony Chapman, Jennifer Lorna Hockey	Ideal Homes?: Social Change and Domestic Life	1999
Monique Eleb-Vidal, Anne Debarre-Blanchard	Architecture domestique et mentalités. Réflexions sur les méthodes et les sources	1985
Monique Eleb-Vidal, Anne Debarre-Blanchard	Architectures de la vie privée. Maisons et mentalités, XVIIe-XIXe siècles	1989
Monique Eleb-Vidal, Anne Debarre-Blanchard	L'invention de l'habitation moderne. Paris 1880-1914	1995
Mariette Beyeler	Métamorphose	2014
Beatriz Colomina	Privacy and Publicity	1994
Beatriz Colomina	Collaborations: The Private Life of Modern Architecture	2000
Diana Fuss	The Sense of an Interior	2004
Alice Friedman	Women and the making of the modern house, a social and architectural history	1998
Nana Last	Transgressions and Inhabitations: Wittgensteinian Spatial Practices between Architecture and Philosophy	1998
Sylvia Lavin	Open the Box: Richard Neutra and the Psychology of the Domestic Environment	1999
Victoria Rosner	Modernism and the Architecture of Private Life	2005
Paulette Singley	Living in a glass prism: the female figure in Ludwig Mies van der Rohe's domestic architecture	1992
Penny Sparke, Anne Massey, Trevor Keeble, Brenda Martin	Designing the modern interior: from the Victorians to today	2009
Sarah Wigglesworth	Maison de Verre: sections through an in-vitro conception	2001
Myrto Kiourti	The parlor, the kitchen, and civilized manners: residential space, practices, and beliefs in Greek houses of the 1970s	2018
Myrto Kiourti, Tsiambaos, Kostas	The architect, the resident, and a murder: the case of a house by Aris Konstantinidis	2020
Annie Vrychea	Housing and residence: Exploring the limits of architecture*	2003
Myrto Kiourti	The redefinition of perceptions and everyday practices as a means to design housing (unpublished doctoral dissertation at H.M.P.)*	2012
Myrto Kiourti	Repopulation*	2018
Myrto Kiourti	Residence: Designing, Constructing, Thinking: Texts for teaching and designing housing*	2015

Table 1. NTUA – References by female authors in the course House and home in modernity and hypermodernity in Special topics in History & Theory, 7th semester, 2024/25. Based on the information available through <https://helios.ntua.gr/2023-24/enrol/index.php?id=1988> and on documentation provided by Prof. Kostas Tsiambaos.

CASE STUDIES: AN OVERVIEW

NTUA - School of Architecture, National Technical University of Athens (Athens, Greece)

Despite adopting the Bologna structure, the School of Architecture at NTUA in Athens still retains the terms ‘undergraduate’ and ‘post-graduate’, with the latter having a specialisation character. The undergraduate course is simply called ‘Architecture’ and is a generalist programme that lasts for five years (10 semesters) offering, among five, a module of History and Theory named *Special topics in History & Theory*. The postgraduate studies consist of six programmes: Architecture, Urban Planning, Monument Protection, Environmental Studies, and Material Technology. The Architecture programme is divided into two tracks—Track A (more theoretical) and Track B (more practical)—and includes mandatory subjects related to History and Theory, although not as comprehensive as those in the undergraduate course. As for a curriculum content that would clarify the introduction of the feminine authors in the objectives, structure, and bibliography, it was not easy to access all of them. The main obstacles were the Greek language, which governs most of the documents, and the private nature of all the syllabi, which are only accessible to accredited students through an online platform. However, if we observe the syllabus table for one of the main courses (*House and home in modernity and hypermodernity*), we can extract some data. One notable point is the inclusion of social sciences, reflecting the importance given to housing, which is evident in the selection of female authors who write about domestic space. Additionally, various titles by female authors are chosen, many of whom are local.

Politecnico di Milano (Milan, Italy)

Italy has the largest number of architects in Europe with 152 000 architects⁷. The Architecture course at the Polytechnic of Milan (also known as Polimi) is one of the oldest and most prominent in Southern Europe. Its current structure follows the Bologna model, and, like the Greek course, it has distinguishing features. The four current campuses of the Polytechnic, in addition to the one in Milan, allow for decentralisation and the expansion of offerings for a significant number of students. The new School of Architecture, Urban Planning, and Construction Engineering (AUIC), established in 2016 in Milan, offers a Laurea (equivalent to a Bachelor of Science) in *Architecture Design*, along with five different Architecture-related Laurea magistrale (equivalent to Master of Science) programmes. The structure of these various study plans is highly complex, with an array of options available. The first cycle of studies lasts three years, but courses in the History and Theory of Architecture are only found in the first two years. Regarding the second cycle, the programme most relevant to this analysis is titled *Architectural Design and History*, offered at the AUIC, at the Mantova campus. This programme could potentially address the shortcomings of the first cycle.

Polimi – Women authors in <i>History of Architecture 1</i> bibliography for 2024/25		
Author(s)	Title	Year
Isabella Balestreri, Hangxu Liu, Junrong Zhang	Costruire a Milano. Architettura fra IV e XVIII secolo	2019
Elisa Boeri & Fabio Marino	Communicating Culture: the Role of Women and Female Architects Inside Casabella Magazine. The Gaze of Giulia Veronesi (1906-1970) and Gae Aulenti (1927-2021)	2023
Elisa Boeri	Rome by fragments: A brief analysis of the invention and ‘restoration’ of Antiquity between the nineteenth and twentieth centuries	2023
Donatella Calabi	La città del primo Rinascimento	2001
Claudia Conforti	La città del tardo Rinascimento	2005
Donata Battilotti	Andrea Palladio	2011
Chiara Silvestrini	Dizionario illustrato plurilingue di arte italiana	2005

Table 2. Women authors in the History of Architecture 1 course at the Polimi. Based on the information available through <https://www.adh.mantova.polimi.it/>.

In this paper, we zoom in on the course *History of Architecture 1* (1st cycle, 1st year). With five different lecturers, it presents five different syllabi, each with varying bibliographies in terms of length and content. Of the 26 official titles, the course presents six authors whose gender is identifiable as women, representing a notable 19%. This is a relatively high number compared to the usual percentages in such cases. However, this analysis is not based solely on a quantity criterion, the female authors stand out because 1) they appear in collaborative works, 2) are often the teaching assistants of the curricular units, 3) are authors of relatively recent works, 4) and most notably, are locals—this pattern being consistently observed across all the countries where bibliographical references were gathered.

FAUP – Faculdade de Arquitectura da Universidade do Porto (Porto, Portugal)

The Faculty of Architecture of the University of Porto is also a leading school within the European context. It has the highest entry scores in Portugal, which is significant considering that Portugal, like Italy, is one of the European countries that trains the most architects (currently over 20 000). It is the alma mater of two Pritzker laureates who also taught there (Álvaro Siza, 1992; Eduardo Souto de Moura, 2011). The school offers a single master’s programme in Architecture, and as such, its curriculum is relatively simple, making it more transparent and organised compared to the other programmes analysed here. The course has a highly theoretical focus; the syllabi are rigorously complete and publicly available, reflecting the pedagogical principles followed by the school. History and Theory are given separate emphasis. Two units stand out for their distinction:

FAUP – References by female authors in all theory or history of architecture Units 2023/24		
Author(s)	Title	Year
Lina Bo Bardi	Stones Against Diamonds	2013
Beatriz Colomina	X-Ray Architecture	2019
Beatriz Colomina	Privacy and Publicity: Modern Architecture as Mass Media	2000
Jane Jacobs	The Death and Life of the Great American Cities	1961
Susan Jellicoe	The Landscape of Man	1975
Alessandra Latour	Louis I. Kahn: Writings, Lectures, Interviews	1991
Maria Filomena Molder	Rebuçados Venezianos	2016
Kate Nesbitt	Theorizing a new Agenda for Architecture (...)	1996
Camille Paglia	Sex, Art and American Culture	1992
Susanne Schmid, Dietmar Eberle, Margrit Hugentobler (eds.)	A History of Collective Living	2024
Denise Scott-Brown	Having Words	2009
Ana Tostões	Cultura Arquitectónica e Tecnologia da Construção	2002
Ana Tostões	Os Verdes Anos na Arquitectura Portuguesa dos Anos 50	1994

Table 3. All the titles in the curricular units of the FAUP Architecture course by female authors. Based on the information available through https://sigarra.up.pt/faup/en/cur_geral.cur_planos_estudos_view?pv_plano_id=586&pv_ano_lectivo=2024&pv_tipo_cur_sigla=MI&pv_origem=CUR and on documentation provided by Prof. Carlos Machado e Moura.

the first is the first-year Theory unit, titled ‘General Theory of Spatial Organisation’, based on a 1962 publication; the second is a fourth-year unit titled ‘History of Portuguese Architecture’.

An analysis has already been started regarding the representation of women, which states that “in Porto, perhaps because the bibliography covers a greater number of authors [than in Lisbon or Coimbra], with a total of 130, the percentage of female authors [is] 8.5% with a total of 11 names”⁸ (Table 3). In this case, in addition to counting the female references in the bibliographies of all the History and Theory courses, we can conclude that, across 9 curricular units, only 12 women are pointed.

UBFA - University of Belgrade, Faculty of Architecture (Belgrade, Serbia)

The UBFA is maybe the leading higher education institution for architecture and urban studies in the Western Balkans region and it aims to “stay abreast of current trends and issues”⁹. The Architecture course is a validated RIBA course being highly oriented towards construction and urban planning. The studies are

organised into “study units” and “modules” and follow an integrated, single-cycle 5-year programme, spanning 10 semesters. The school also offers a double degree through a partnership with La Sapienza University of Rome. The 1st cycle presents only one course that covers the field of Architectural Theory or History: ‘Contemporary Architecture and Art’ (3rd year, Bachelor). The 2nd cycle is structured into 3 elective courses known as the ‘Theoretical Discourses’. The first and second are offered in the 4th year, and the third in the 5th year. Theoretical Discourses cover 7 subjects. Many of these topics are *practical* in nature; albeit the name, the course has a very limited purely theoretical or historical component.

The architecture programme is very insular, having many internal references, some directly related to the history of Serbia. Its programmes are not publicly accessible, and even those that are translated contain significant portions in Cyrillic, which presents an added challenge for an upcoming analysis. It is only empirically that it can be concluded that the number of female authors is small. Still, in this Master’s complete syllabi for 2024/25, we are able to point out feminine references (Table 4). A total of 83 courses in the programme were reviewed, with dozens of authors attributed to them. Among these, 16 were identified as women. As at Polimi, some women are furthermore listed

UBFA – Feminine references in the complete master’s syllabi for 2024/25 *Cyrillic translated title		
Author(s)	Title	Year
Linda Groat, David Wang	Architectural Research Methods	2002
Jane Jacobs	The Death and Life of Great American Cities	1961
Robert Venturi, Denise Scott Brown, Steven Izenour	Living in Las Vegas	1988
Cindy Harris, Pat Borer	The Whole House Book (2nd ed.)	2005
Mirjana Roter-Blagojević	Stambena architecture in Belgrade in the 19th and early 20th centuries*	2006
Ljiljana Blagojević	Modernism in Serbia: The Elusive Margins of Belgrade Architecture, 1919-1941	2003
Michaela Giebelhausen	The Architecture of Museums: Symbolic Structures, Urban Contexts	2003
Iain Borden, Katerina Ruedi	The Dissertation: An Architecture Student’s Handbook	2000
Ruth Slavid	Wood Architecture	2005
Mariana Correia, Letizia Dipasquale, Saverio Mecca	VERSUS - Heritage for Tomorrow	2014
Niki Frantzeskaki, Vanesa Castán Broto, Lars Coenen, Derk Loorbach	Urban Sustainability Transitions	2017
Ilaria Mazzoleni	Architecture Follows Nature: Biomimetic Principles for Innovative Design	2013
Ajla Aksamija	Sustainable Facades: Design Methods for High-Performance Building Envelopes	2013

Table 4. All the titles in the curricular units of the Master of Architecture at UBFA by female authors. Based on the information available through <https://www.arh.bg.ac.rs/en/studies/study-programmes/> and on documentation provided by Prof. Marija Milinković.

alongside male authors, many of whom are local (Slavic), being the vast majority from the 21st century.

UPV - Universitat Politècnica de València [Catalan name] (Valencia, Spain)

Valencia is the third most populous city in Spain. Located on the Mediterranean coast, the Polytechnic University of Valencia is a renowned institution specialising in science and technology. It is home to the Escuela Técnica Superior de Arquitectura de València, the only public architecture school in the city. The school offers the master's programme 'Fundamentals of Architecture', which lasts for five years and accounts for 300 ECTS—as required by the Bologna Process. Regarding the presence of female authors in the syllabi, a survey of HTA-related courses was conducted, and it was found that, in the five courses identified, the representation of female authors is approximately 8%. Interestingly, all the female authors are found in the third year, in the specific course of *History of Architecture 2*. After analysing the 8 titles of that syllabus included among the 46 in that course, it is furthermore concluded that, as in the previ-

units often treated as electives rather than core components, reflecting a predominant emphasis on practice. Moreover, given that the theoretical field is one where women have made significant contributions as thinkers and historians, it is particularly striking that, in the courses where they could potentially feature more prominently, a notable gender imbalance persists, with male authors receiving greater attention. It is believed that this happens particularly in Southern Europe, with a clear difference between this set of countries and those in Northern Europe, namely those with an Anglo-Saxon tradition. How is theory and practice in architecture reconciled in the latter? It is believed that, in schools like Cambridge, and even Princeton, Columbia or Berkeley, the theoretical profile of the courses is better defined. For some reason, female theorists and historians whose work has crossed borders are essentially based in these institutions. This is the case, for example, of Denise Scott-Brown: born in Northern Rhodesia (1931) and having attended the Architectural Association in London, it was in the American context that she gained the most visibility in the struggle for recognition of her work, both in practice and theory. Extremely critical of "sexism and the star system"¹⁰, she is a major reference for studies on women architects that have been developing, for example, in Portugal¹¹, essentially since the beginning of the 21st century. The authorship, compilation and editing of texts for the publication "Being a Woman" (Milheiro 2011) —made by women architects about women authors and theorists of architecture—is precisely proof of how Portuguese women, from various backgrounds, look to Scott-Brown and other major references of Western architecture. As mentioned, in Southern Europe, academics are still fighting for cross-border recognition like the one that Scott-Brown achieved in good time. These women's work has no equivalent with that of Northern authors, often being reduced to local geography and with an epiphenomenal character. Even between Porto and Valencia there are few migrations, let alone between Porto and Milan, for instance.

UPV – Female author references in the course of <i>History of Architecture 2</i> for 2024/25		
Author(s)	Title	Year
Beatriz Colomina	X-Ray Architecture	2019
Beatriz Colomina	Privacy and Publicity: Modern Architecture as Mass Media	1996
Josena Hervás y Heras	Las mujeres de la Bauhaus: de lo bidimensional al espacio total	2020
Carmen Espejel	Heroínas del espacio: mujeres arquitectos en el Movimiento Moderno	2021
Carmen Espejel	Aires modernos. E.1027: maison en bord de mer - Eileen Gray y Jean Badovici, 1926-1929	2010
Carmen Espejel	Women architects in the Modern Movement	2017
Joan Ockman, Rebecca Williamson	Architecture school: three Centuries of educating architects in North America	2012
Ana Esteban Maluenda	La arquitectura moderna en Latinoamérica: antología de autores, obras y textos	2010

Table 5. The eight references of female authors in the History and Theory bibliography of the Architecture programme at UPV. Based on the information available through https://www.upv.es/titulaciones/GFA/menu_1013973c.html and on the documentation provided by Prof. Eva Alvarez.

ously analysed schools, the authors suggested to the students are mostly local (or Latin) and with works predominantly from the 21st century.

CONCLUSION

Among the conclusions drawn from this exploratory study, one notable observation is the minor role of History and Theory of Architecture (HTA) subjects in the curricula of the courses analysed. These courses are largely studio-driven, with HTA-related

It was precisely the objective of this research to examine the extent to which female perspectives are incorporated into existing themes and curricula in Southern Europe. In this regard, the sample available for analysis proved inherently subjective. This is likely for two reasons: firstly, as noted at the outset, what occurs in the classroom is fundamentally at the discretion of the professor—meaning the professor can, for example, adjust the references that accompany their initial reading proposals. Secondly, it is challenging to establish parameters for comparing syllabi across curricula with such varied structures. Although the institutions operate under a shared general framework, their curricula differ significantly in content, scope, and objectives. Nonetheless, we believe the case study overview presented here facilitates a deeper analysis of architecture programmes across the schools under consideration.

The analysis was informed by our experiences as academics in the architectural field, and combined with insights from our travels, which were primarily manifested in exchanges of documents and knowledge. Regarding research resources, and given our focus on the current situation, the documentation available online—despite its complexity—proved indispensable, as did materials provided by the HTA professors we consulted.

Our bibliographic analysis reveals a significant underrepresentation of women as both authors and critics within the architecture curricula examined. Furthermore, our findings indicate that a limited number of female authors are cited repeatedly throughout the syllabi. Notable exceptions include Beatriz Colomina and Jane Jacobs, whose works, particularly Jacobs' seminal *The Death and Life of Great American Cities*¹², have achieved widespread recognition. Jacobs, who was not graduated nor a professional in the architectural field, was a pioneering critic of modernist urban planning, her work resonating deeply with feminists due to its challenge to male-centric urbanism and its broader political implications. This suggests that female pioneers in architecture may face unique obstacles in gaining recognition and achieving significant public discourse compared to their male counterparts. The socio-political and cultural contexts of educational institutions can also influence the extent to which gender equity is pursued. For instance, former socialist countries in Eastern Europe, such as Serbia—formerly part of Yugoslavia—were among the first European nations to legalise abortion and promote what was believed to be the women's rights. However, this progress has not always been reflected in architecture curricula. Despite a general trend toward increased female representation in academia across Europe, there is evidence of a recent decline in the inclusion of women's work in architectural education, though some educators are actively working to counter this trend.

Looking at the broader trends, we note that most female authors listed in the analysed syllabi belong to the late 20th and early 21st centuries. Regarding the other women included in geographically specific bibliographies, they are often from those same regions or cultures and are similarly active in the 21st century. This highlights the growing presence of women in science and research, often as text compilers, as seen in the examples of Kate Nesbitt¹³ or Joan Ockman¹⁴, who are also listed in the tables and played crucial roles in disseminating the works of other authors, male and female.

The findings underscore the need for continuous efforts to reshape—and repair—syllabi to address gender biases and promote a more inclusive architectural discourse. Based on the data gathered, one of the first steps in this direction would be to identify female references from earlier historical periods, as such sources undoubtedly exist. Another important step would

be to expand the geographical scope of references. Additionally, achieving a quantitative balance is essential: if women constitute half of the professional community in Southern Europe¹⁵, why should they not account for half of the recommended references in study programmes?

ACKNOWLEDGEMENTS

The authors would like to acknowledge the contributions of Prof. Francesca Vita, as well as Prof. Carlos Machado e Moura, Prof. Eva Alvarez, Prof. Kostas Tsiambaos, and Prof. Marija Milinković.

This work is funded by the European Union (ERC, ArchLabour, 101096606). Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or the European Research Council. Neither the European Union nor the granting authority can be held responsible for them.

ENDNOTES

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