

**Alberto Foyo**

**CourseNo:** ARCHA6671\_001\_2014\_1  
**Meeting Location:** BUELL HALL 300 S  
**Meeting Time:** T 11:00A-01:00P

## **FORMING ALLIANCES & DISMANTLING OPPOSITIONS**

### **ANTAGONISMS AND/OR ARCHITECTURE**

GLOBAL	AND/OR	LOCAL
GENETIC	AND/OR	CULTURAL
ARCHAIC	AND/OR	SOPHISTICATED
RURAL	AND/OR	URBAN
GENIUS LOCI	AND/OR	LOCUS GENII
TRADITION	AND/OR	MODERNITY
AND/OR		
AND/OR		

### **A course on the reformulation of architectural concepts**

**The uncertainties of our epoch are growing exponentially; collaterally, the certainties are growing at an equal rate. Both ought to stop denying each other and instead work jointly to foster a sustained cultural yield.**

The course will offer an open ended set of primordial binary relations that contribute to contextualize architecture. All too often in our epoch, both sides of these binary relations are antagonistically played against each other in pathological opposition (i.e.: we render tradition as the opposite of modernity). Following up on the analysis of the offered binary relations the students will then propose new dichotomies. A concerted effort will be placed on formulating these dichotomies as complementary and not as oppositional. The course intent is to foster the critical use of language as a generative-liberative tool that can inspire more holistic and meaningful design criteria and/or design methodologies and/or design decision making. The objective is to stimulate freethinking and to let go of the use of language as a hollowed out lexicon; a hollowed out lexicon reduced to the quality of the sound bite; a sound bite that potentially fosters stereo typified thinking (advertisement and marketing at the gate).

Students will synthesize their findings by introducing paradigmatic architectural case studies that embody the dichotomies that they have proposed. They will use the case studies to further reframe and give new meaning to these sets of relationships.

Every class meeting will include a lecture by the instructor, a debate, and an electronic case study presentation and review.

Students will work in teams so as to stimulate the potential for critical debate.