

## **Architectural thresholds: critical theory as *soglia* in teaching architecture**

Camillo Boano

In Architecture and urban design education, critique it is hard to find anymore: it does seem lost in the call for a renewed disciplinary autonomy, localised territorial interests and the sole artistic and sovereign agency of the maestro: it seems hidden in the sustainability solutionism that made “green the new good” as Angelo powerful diagnoses or reduced to margins, the sole negative with its arrogant tone, stripped from the forms of seminars and discussions and forced to be ancillary to design studios extremisms. The same happen to any form of critical theory, being Marxist, relegated to its obsolescence, Feminist labelled as activist and anti disciplinar or Decolonial, still misjudged as infused in the rhetorics of social justice and exoticism. Starting from these assumptions and grounding the reflections in the pedagogical experiences in different geographies and epistemically horizons of the author, the paper ask “how is then possible to reconfigure critique for the present within a planetary (non-innocent) condition where we know that we are always/already implicated and entangled; What visions of critique are required to intervene into the tangle of ecological, economic, cultural, and sociopolitical conditions of today? What form this could take in architectural and urban design education? Mobilising a Foucault definition of critique as gesture that arrest, disorganise, denaturalise and de-hegemonise and expanding it with a partial reading of abolitionist literature.

Camillo Boano is Full Professor of Architecture and Urban Design at Politecnico di Torino, Italy. His research sits between critical theory and the architecture of inhabitation.

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