

THROUGH THE DESIGN OF ARCHITECTURE

Philosopher Jonathan Powers argues that current culture and society are engaging a utopian ideology. This model began in the 16th century when the educational system sought to reduce all knowledge to eidetic content. At this time, figures such as Tommaso Campanella created top down educational models which boxed out the importance of learning through our experience of the world. Recently, this universal model of education has been criticized by many, including Hannah Arendt, who claims that the current autonomous learning approach only responds to politics, and that learning does not equal education.

This thesis examines how architecture can challenge the existing machine-like view of education in the design of a school in Wicker Park, Chicago. Through the use of diffuse spaces, the architecture challenges the clear, surface thinking of a typical school and instead creates an atmosphere where the imagination can come to life.

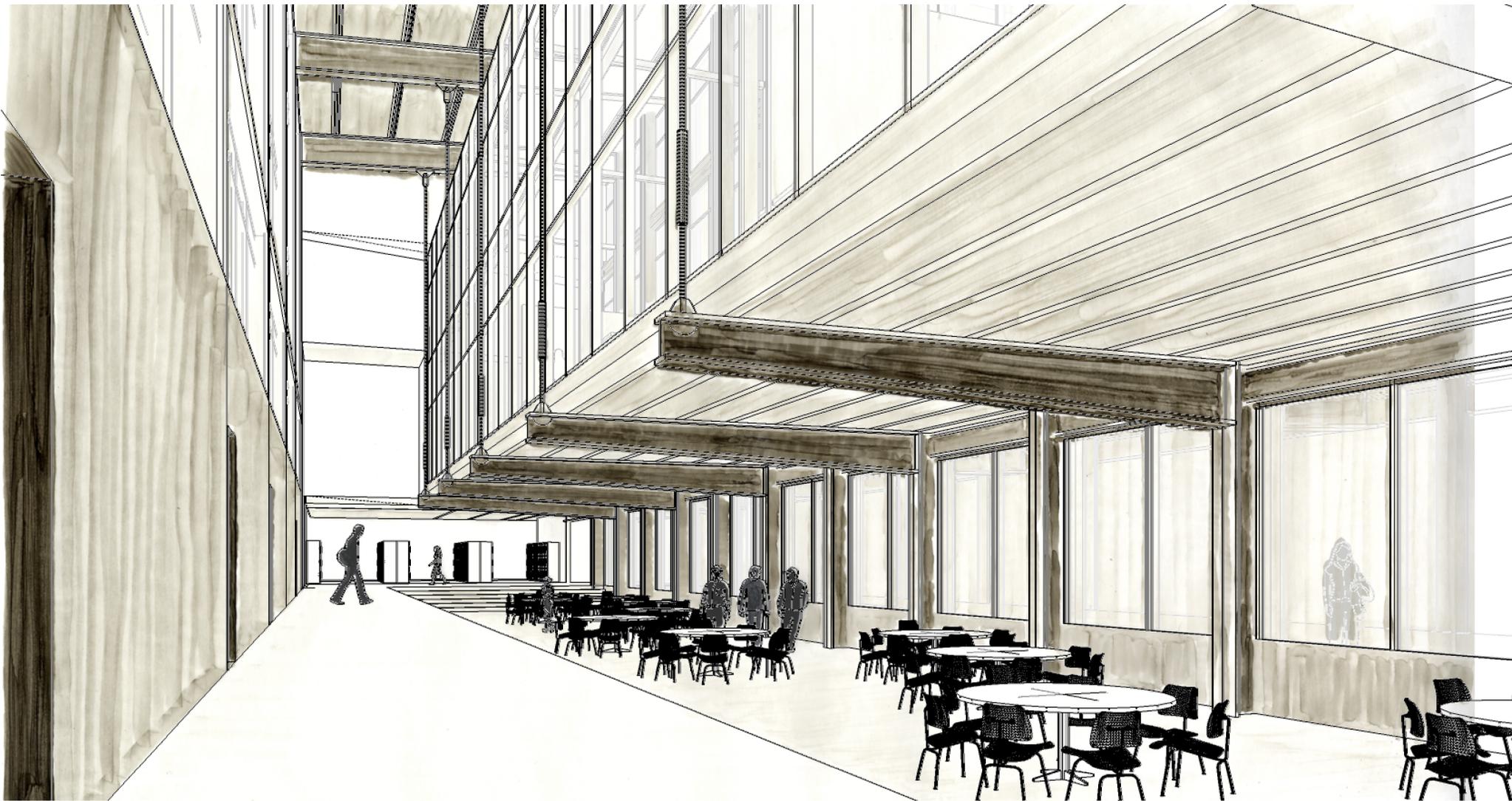


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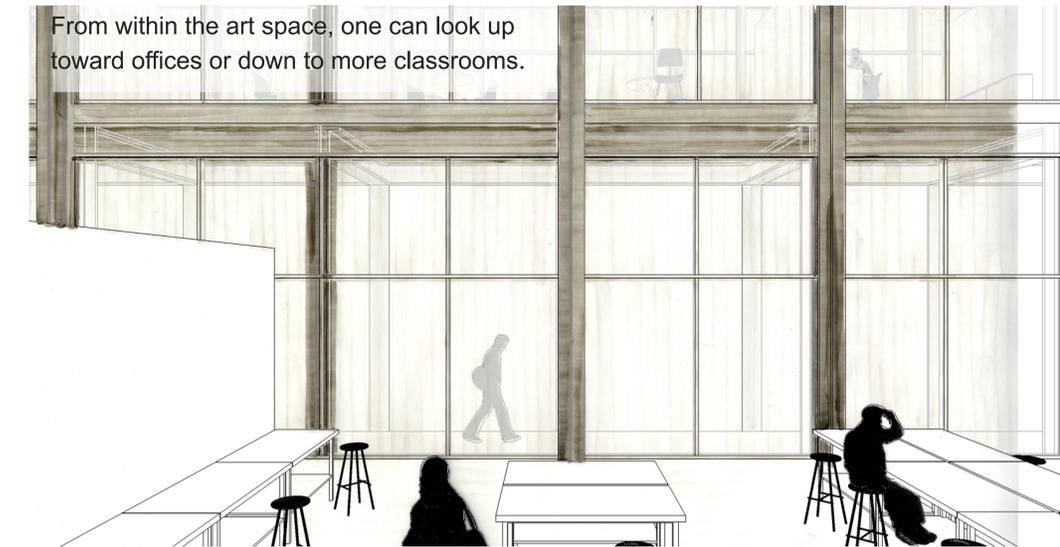
LIVING UTOPIA

CHALLENGING EDUCATION AS A MACHINE

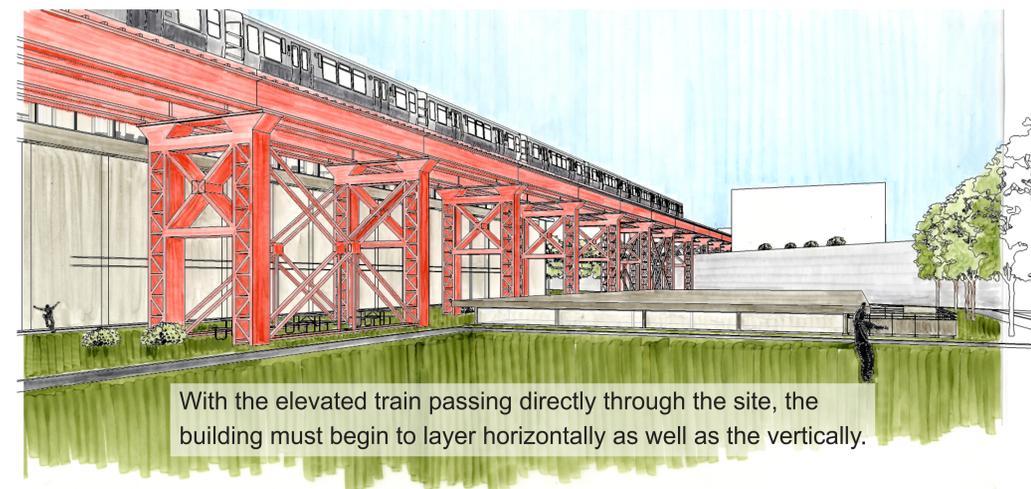
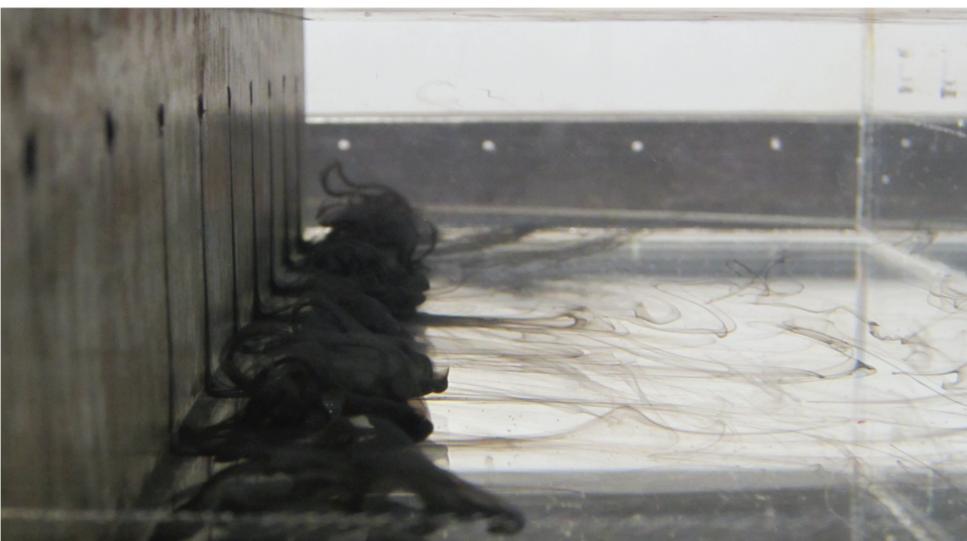




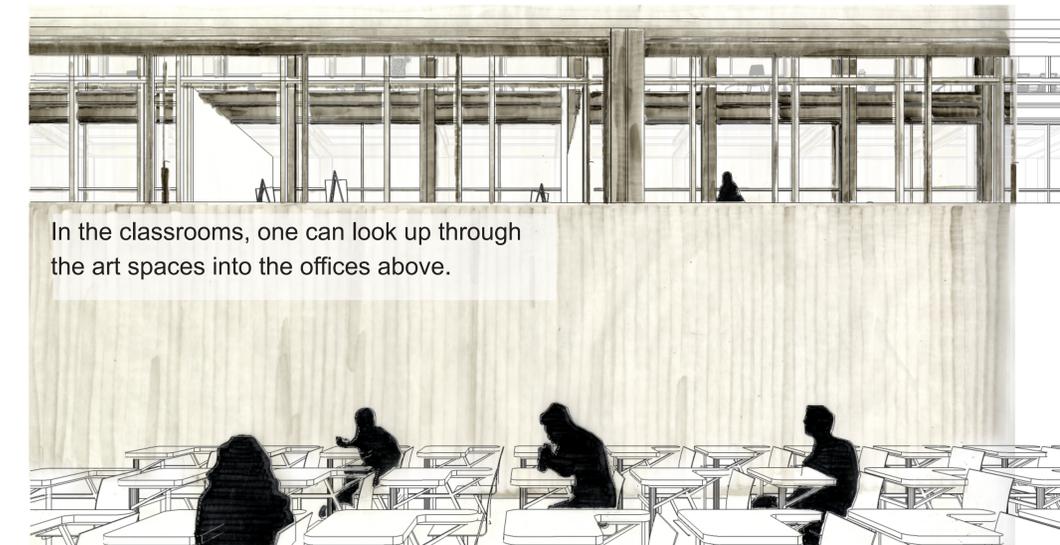
View looking out from upper level at passing trains.



From within the art space, one can look up toward offices or down to more classrooms.

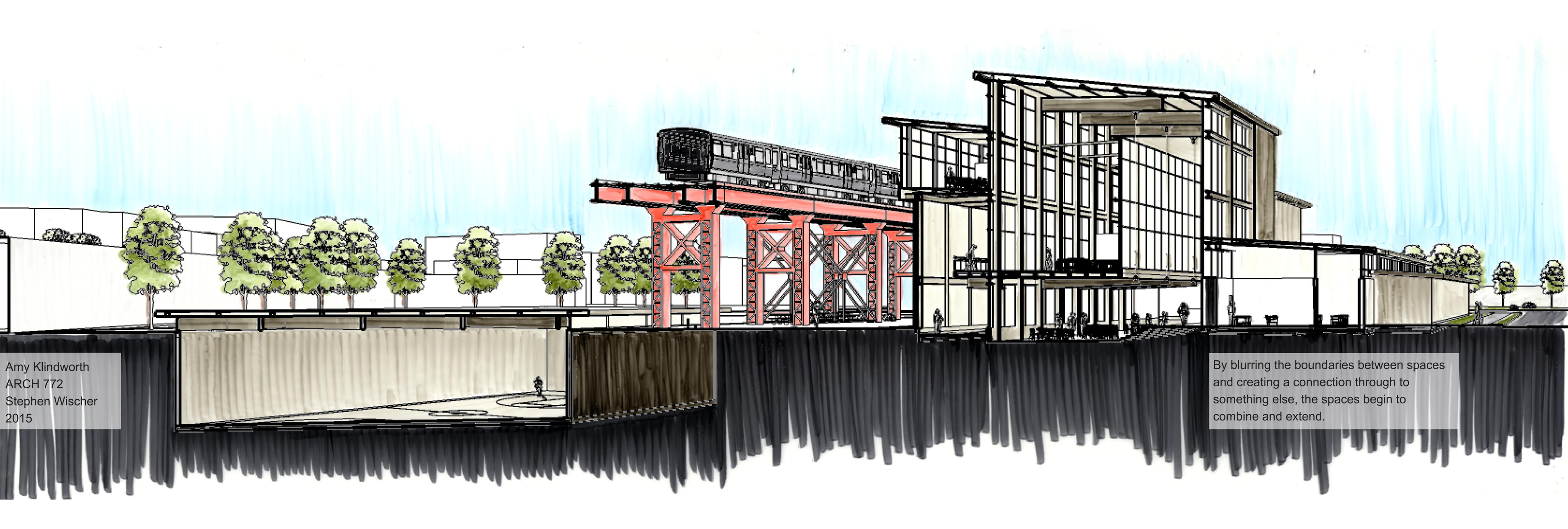


With the elevated train passing directly through the site, the building must begin to layer horizontally as well as the vertically.



In the classrooms, one can look up through the art spaces into the offices above.

Inspired by the mechanistic, utopian educational system originating in the 16th century, I created a pataphysical machine that challenges clear focused vision by cultivating shadows and dreams. This led to the architecture becoming diffuse and containing indeterminate spaces, with the boundaries between them beginning to blur, and the spaces extending throughout the entire building.



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ARCH 772
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2015

By blurring the boundaries between spaces and creating a connection through to something else, the spaces begin to combine and extend.