ARCHITECTURE AND THE LITERARY IMAGINATION: T.S. ELIOT'S THE WASTE LAND REINTERPRETED AS READING AND PEDAGOGICAL SPACE



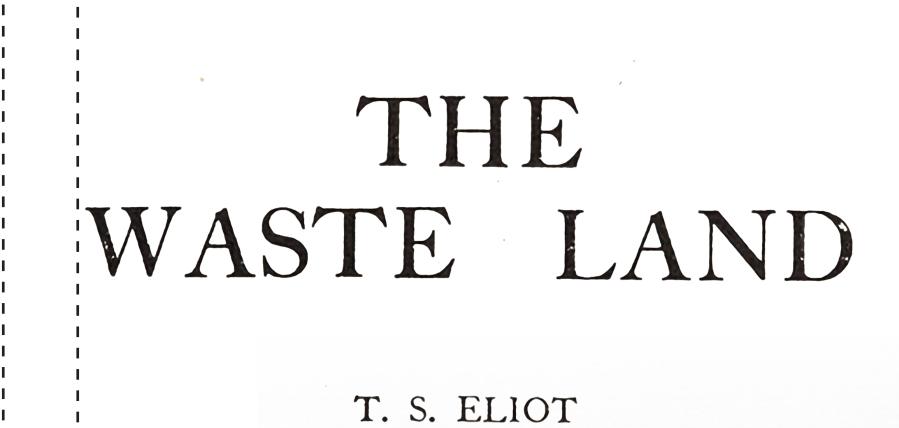
How can architecture, together with poetic language, challenge approaches to education and learning in an efficient world? How can the realm of architecture and its typical methods of representation and design be tested? this thesis uses poetic and historical fragments to create a new reality of connection between people, place, and history; one that questions what a world beyond immediate information could be like, and instead encourages one to read and learn through imagining. It sets to prove the importance of language in both education and all of life. existing buildings are transformed. The first, a library dedicated to unpublished work relating to t.s. eliot in boston, ma, a place known for its literary tradition. the other a living translation of the poem; pieces of a wasteland in three abandoned spaces in detroit, mi. spaces echo and overlap between site and history. Oneis placed between the pages of a book to celebrate both the individual and collective; an atmosphere created by *the waste land*. Language, drawing, and model unite to challenge even the education of architecture.

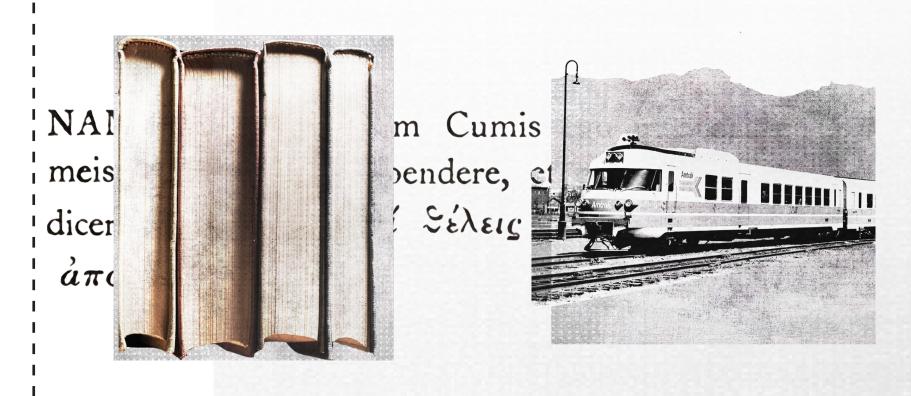
THE ARCHITECTURAL REPRESENTATION IS GUIDED BY LANGUAGE. LANGUAGE IS NOT AN AFTERTHOUGHT OR USED TO DESCRIBE, BUT IS EQUAL. A FRAGMENT OF MODEL REFLECTS A DRAWING; WE ARE CALLED BACK TO SOMETHING THAT HAS ALREADY BEEN SEEN, AS ELIOT REVISITS QUOTES AND AUTHORS THROUGHOUT THE WASTE ! LAND. FROM TEXTURE, AND **\$TORIES** PAST ARE RECALLED BUILDING AND THEY ARE THE CALLING PROLOGUE; FULL CIRCLE. FRAGMENTS : FORCED APART CREATE DEEPER MEANING HROUGH DISTANCE EELINGOF EING WITHI PAGES BACK ! IN ALL THREE DIFFERENT TRANSLUCENT BUILDINGS. MATERIAL EACH ATMOSPHERE EMBODIES TH

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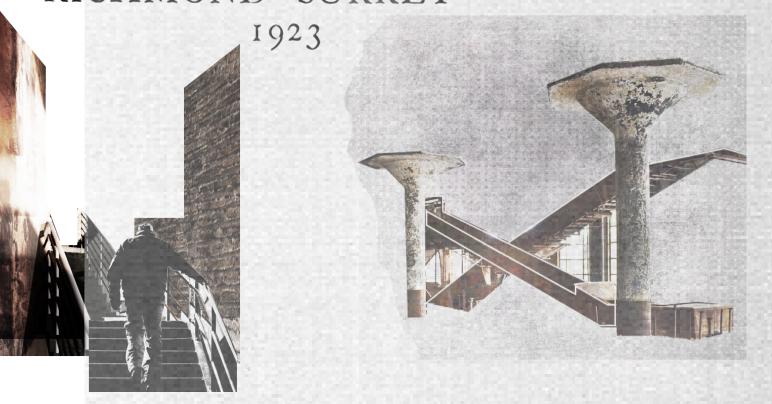
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