• **Paper / Proposal Title:**
  Drawing Out: Architectural Research and Education based on Literature

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• **Abstract (300 words):**
  Stemming from interdisciplinary research between the disciplines of architecture and literature, this paper examines pedagogical experimentations that foreground literary imagination for drawing and design. The educational approach presented emerges from a theoretical framework which examines how imagination—an often-overlooked aspect of architectural education—works. Through recent findings in neuroscience (H. Mallgrave), that corroborate philosophical underpinning from hermeneutical phenomenology (P. Ricoeur and R. Kearney), this methodology explores ways to cultivate students’ literary imagination. Literary imagination—emerging from the polysemic and metaphorical language of literature (A. Pérez-Gómez)—negates the common understanding of imagination as a form of vision, a special or modified way of seeing the world. The related discourse postulates that imagination works less in terms of ‘vision’ and more in terms of ‘language’. It advocates that only through language can imagination lead to original spatial understandings and become a catalyst for dreaming up original and unique architectural possibilities (M. Frascari).
  Presenting this theoretical framework, the paper then details how cultivating students’ literary imagination holds the potential to shape and alter the way they conceive, draw and design space. Through selected assignments, this paper explores two main questions: How can disciplines, not traditionally associated with architecture, such as
literature, draw out unexpected, rich spatial understandings and enrich architectural representation? How might research and research findings lead to new and innovative approaches which compliment existing pedagogical frameworks? The paper addresses these questions by presenting undergraduate and graduate architectural design studio coursework that enabled students to explore their personal and distinctively unique imaginations through the making of drawings and designs. The selected examples exhibit innovation in the representation of space and the design of artifacts.

• Author(s) Biography (200 words each):
Angeliki Sioli, is an assistant professor of architecture at the Chair of Methods of Analysis and Imagination, TU Delft. She completed her PhD in the history and theory of architecture at McGill University. Her research seeks connections between architecture and literature in the public realm of the city, focusing on aspects of embodied perception of place in the urban environment. She recently edited the collected volume Reading Architecture: Literary Imagination and Architectural Experience (Routledge, 2018). Before joining TU Delft, Sioli taught both undergraduate and graduate courses at McGill University, in Montreal; Tec de Monterrey, in Mexico; and Louisiana State University in the U.S.

As a licensed architect with over a decade of experience teaching architectural design, Kristen Kelsch is passionate about architecture and beginning design education. She is a Professional-in-Residence and Undergraduate Coordinator at Louisiana State University School of Architecture where she teaches students fundamental design principles and methods of representation. Her research focuses on architectural pedagogy and teaching. She is also Director of Operations and Strategic Partnerships for Ripple Effect, an education nonprofit that provides interdisciplinary, environmental science instruction about real communities and places impacted by climate change in order to educate and empower the next generation of water-literate leaders.