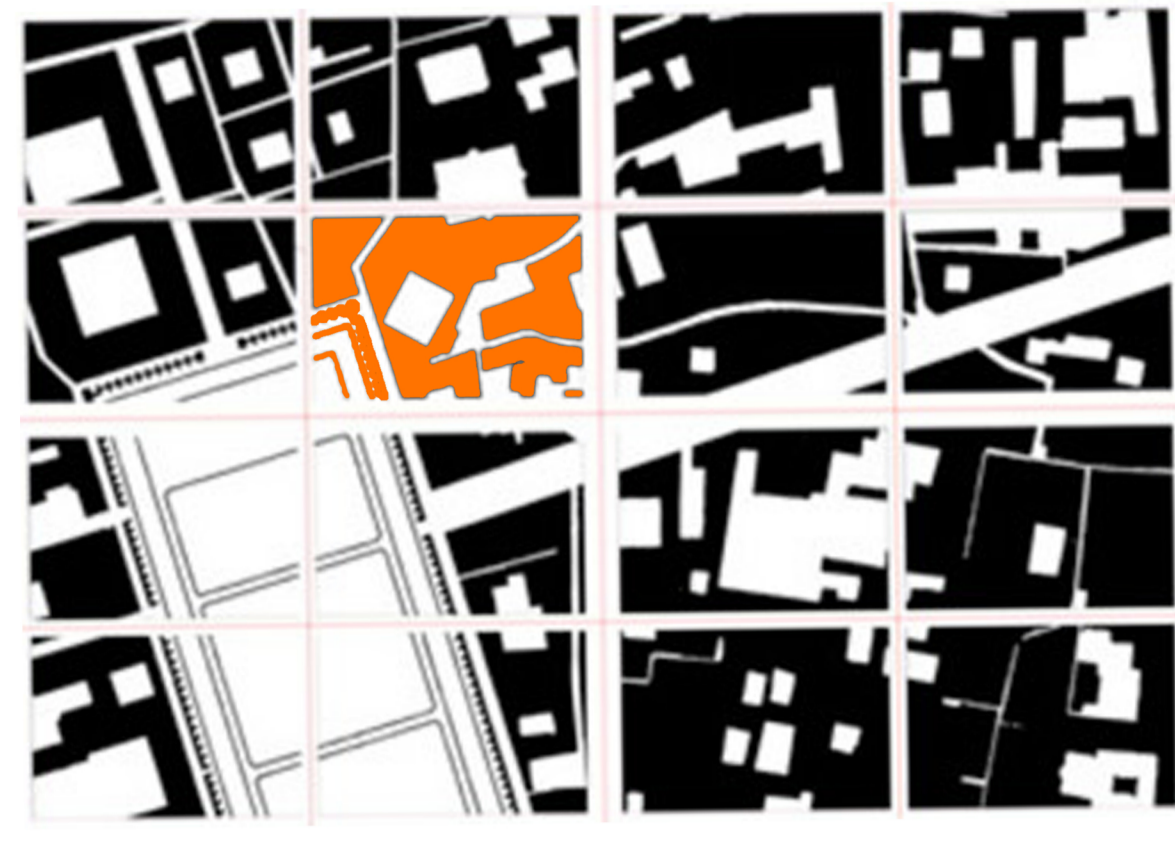
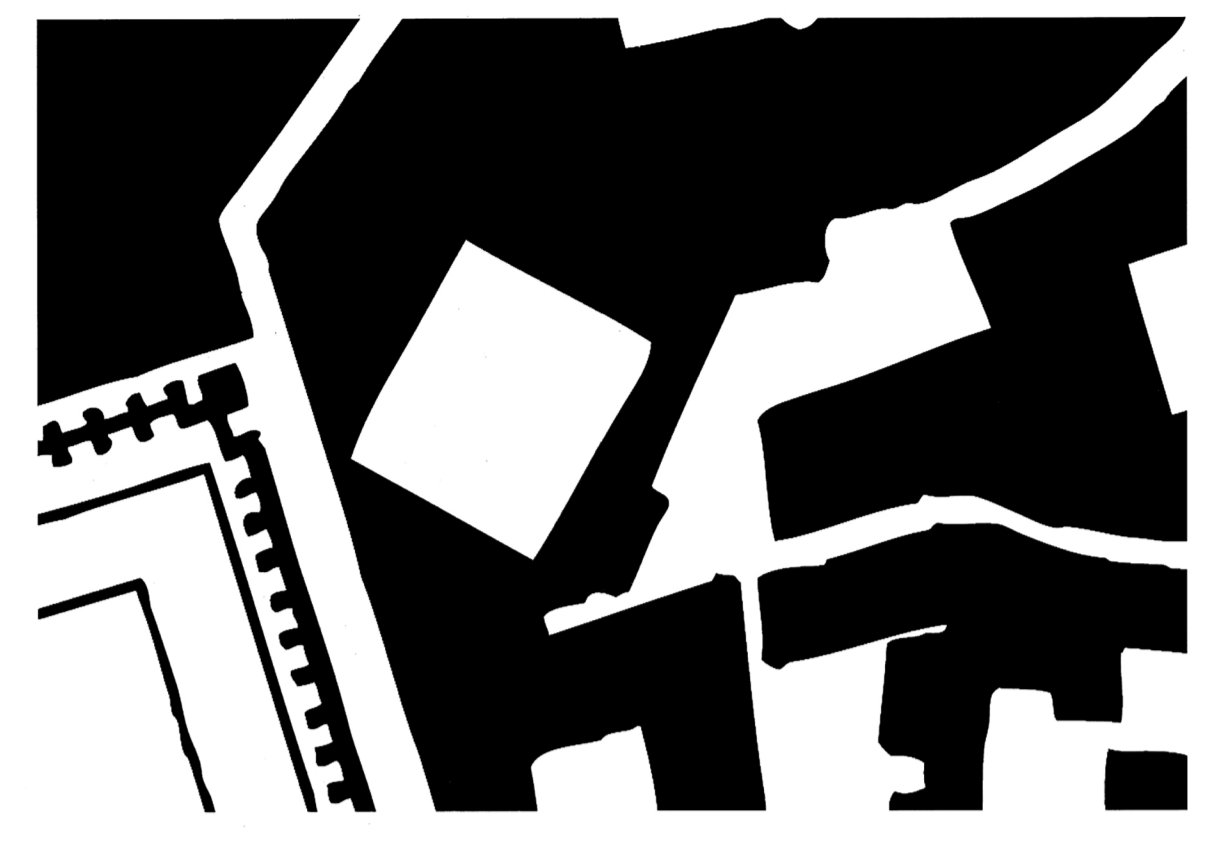


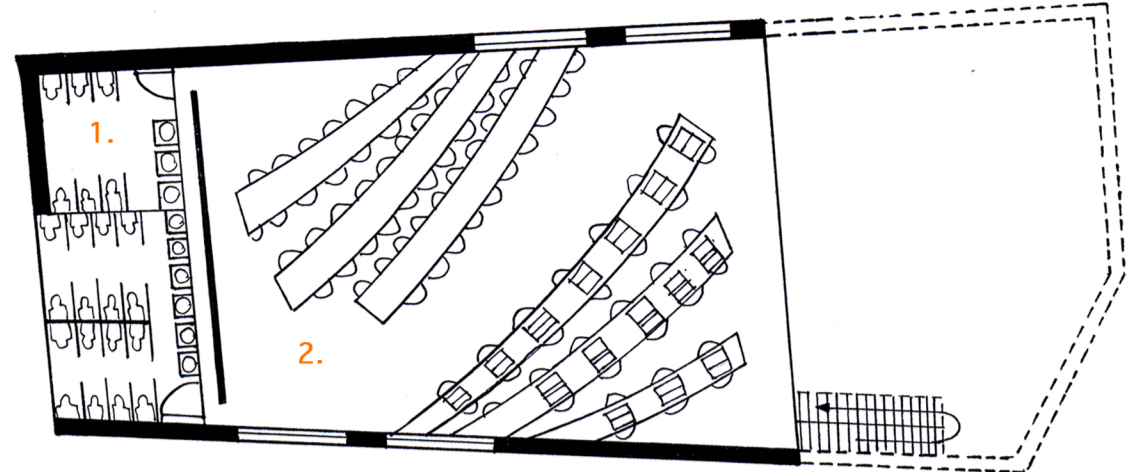
CITY MAP



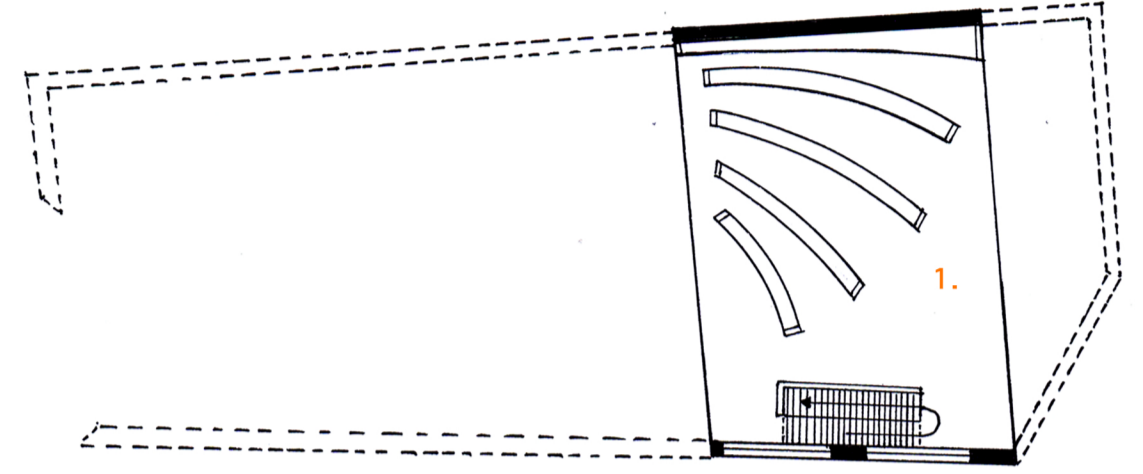
ISFAHAN MAP



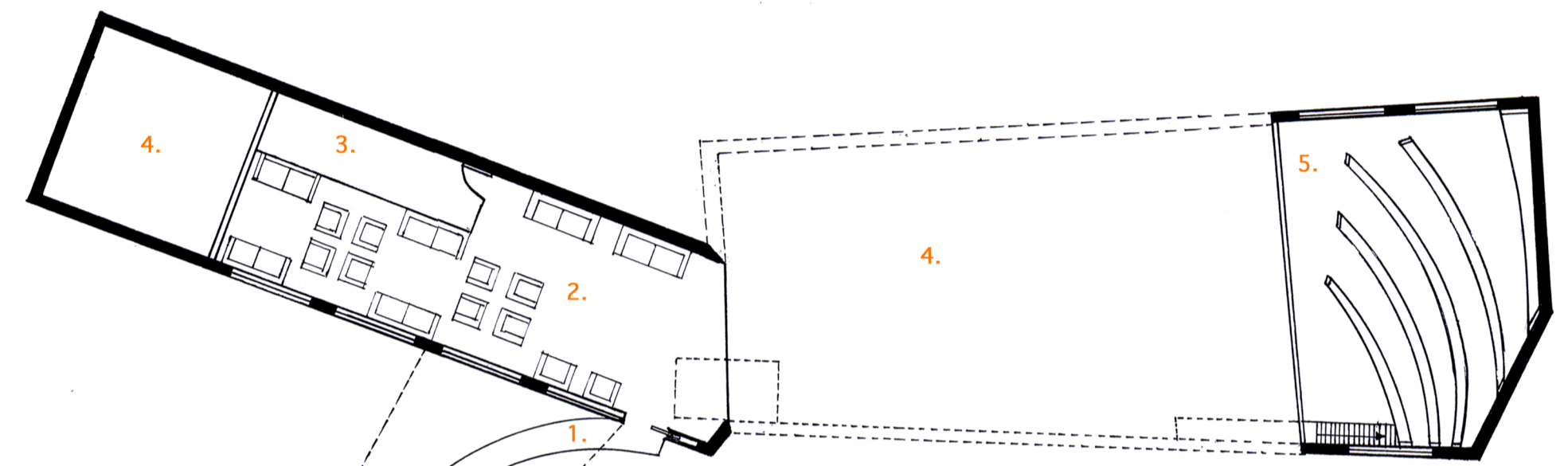
SITE PLAN: B14



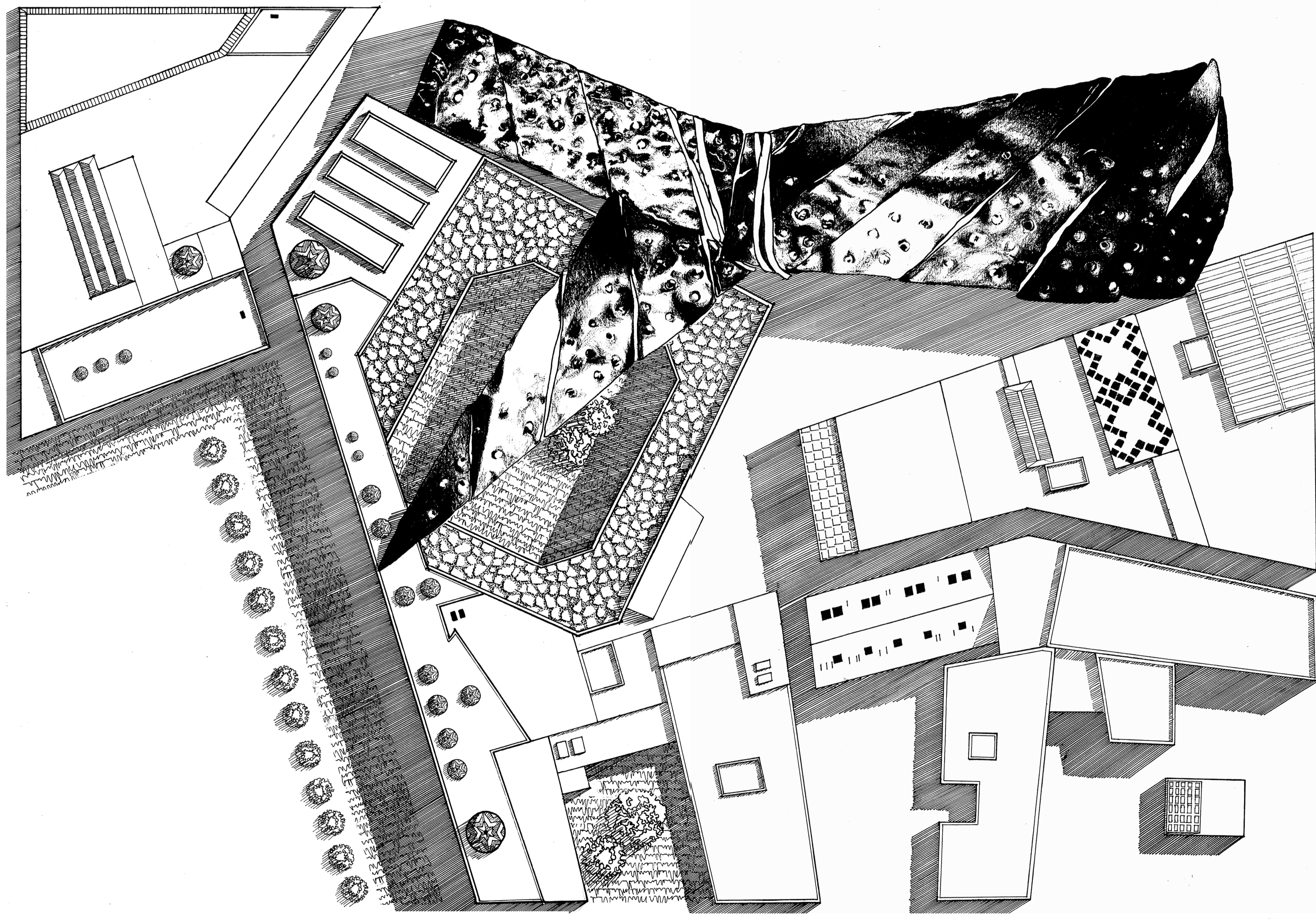
THIRD FLOOR PLAN
1. BATHROOMS
2. SELF STUDY AREA



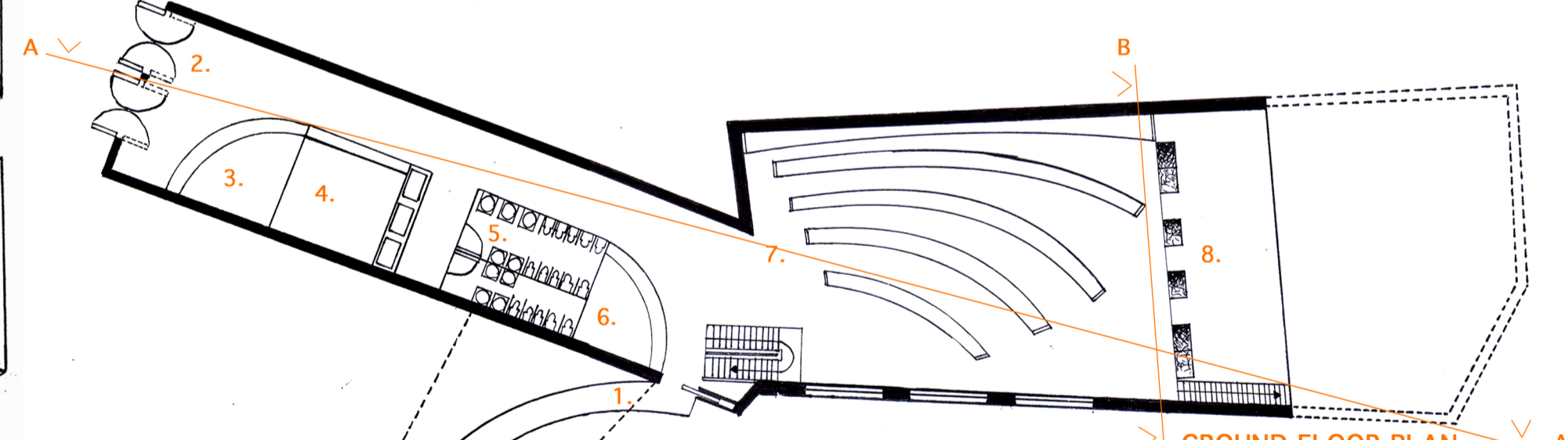
SECOND FLOOR PLAN
1. COLLECTION



FIRST FLOOR PLAN
1. RAMP FROM THEOLOGICAL SCHOOL COURTYARD
2. READING AREA
3. STAFF ROOM
4. VOID
5. COLLECTION



AERIAL SITE PLAN



GROUND FLOOR PLAN
1. PATH FROM THEOLOGICAL SCHOOL COURTYARD
2. ENTRY
3. RECEPTION
4. BORROWING
5. BATHROOMS
6. RESEARCH ASSISTANCE
7. COLLECTION
8. SLOPED READING AREA

THIS DESIGN ENVELOPS A PROGRAM OF A THEOLOGICAL LIBRARY, CONSIDERED APPROPRIATE DUE TO THE SITE'S LOCATION NEXT TO A THEOLOGICAL SCHOOL AND IN CLOSE PROXIMITY TO IMAM SQUARE, AND HAS BEEN INTENDED TO FACILITATE AND ATTRACT USAGE BY TWO MAIN GROUPS: STUDENTS AND TOURISTS. THE DESIGN OF THIS LIBRARY WAS INITIALLY DRIVEN BY THREE MAIN FACTORS: PHYSICAL SITE CONSTRAINTS AND CULTURAL SENSITIVITY; TWO POSSIBLE USAGE PATTERNS FROM THE TWO GROUPS, AND AN UNDERLYING THEME OF KNOWLEDGE, AND HOW KNOWLEDGE IS GAINED. THE SHAPE OF THE BUILDING EVOLVED FROM AN INTERWEAVING OF TWO PATHS DIRECTED BY THE USAGE OF THE TWO TARGET GROUPS, WHICH FORMED A CONTINUOUS AND LINEAR FORM AROUND AN UNDERLING AND REPEATED CIRCULAR SHAPE REPRESENTING CONTINUITY, LEARNING AND KNOWLEDGE. THE THEME OF KNOWLEDGE BINDS THESE TWO FOCUS GROUPS AND THE PURPOSE OF THE LIBRARY, AND HENCE THE DESIGN OF THE LIBRARY MUST ENCAPSULATE THE IMPORTANCE OF LEARNING AND KNOWLEDGE. THE CIRCLE IS A PROMINENT SYMBOL OF KNOWLEDGE, REPRESENTING THE CONTINUITY OF LEARNING. IMPORTANTLY, A CUT WAS INTRODUCED INTO THE DESIGN TO DISJOIN THESE ELEMENTS AND RECREATE TWO SEPARATE PATHS, WHICH CREATED INTERESTING AND UNEXPECTED SPACES. THIS DISPLACEMENT DIRECTED THE FOCUS OF THIS DESIGN TO THE COMBINATION AND JUXTAPOSITION OF BINARY AND OPPOSING ELEMENTS SUCH AS AN EXPLORATION OF METAL MATERIAL WHICH IS USED BOTH AS A SOLID AND TRANSPARENT MATERIAL, AND USED LIKE A SOFT MATERIAL THROUGH WEAVING TECHNIQUES DESPITE ITS HARD CHARACTERISTICS.