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**DESIGN RESPONSE TO HUMANITARIAN CRISIS:  
AN ANALYSIS OF LOW-INCOME LABOR CAMPS IN DOHA,  
QATAR IN THE CONTEXT OF A STUDENT CHARRETTE**

by

**Holly Murdock**

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of the requirements for the degree**

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in

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**Logan, UT**

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“Imagine a future where design can alter the quality of life.” So began the instructions for “Charrette: A 48 hour Design Challenge” hosted by Virginia Commonwealth University’s School of the Arts in Qatar. (“Charrette,” 2007.) Combining sustainable design solutions with issues of human rights, an experiment in design education was created to challenge students to improve the quality of life for some of the world’s most disadvantaged workers.

#### Virginia Commonwealth University in Qatar

Established in 1998, Virginia Commonwealth University School of the Arts in Qatar (VCUQ) was the first of several American universities to open a campus in the Qatar Foundation’s Education City. Striving to create a multicultural atmosphere, VCUQ fosters an atmosphere of artistic expression and individual growth. These goals make the university unique in the region and provide a global perspective of design for students in an Islamic environment (“Virginia Commonwealth,” 2006). Education city was established to bring quality education to Qatar and has grown to include campuses of Carnegie Mellon, Georgetown University, Texas A & M, and Weill Cornell Medical College.

For nearly ten years His Highness the Emir of Qatar, Sheikh Hamad Bin Khalifa Al-Thani, and Her Highness Sheikha Mozah Bint Nasser Al-Missned, have led the efforts to reform the country’s educational system. Her Highness Sheikha Mozah serves as the Vice-President of the Supreme Education Council, as well as leading the efforts at Education City, striving to improve student learning (“Her Highness - Education”, 2006). It is also through her efforts that environmental initiatives have been launches to help

the Qatari people deal with the rapid urbanization the country faces, without losing touch with nature and the fragile ecosystem of the Persian Gulf (“Her Highness – Environment,” 2006).

To further enhance the education of its students, VCUQ organizes Tasmeem Doha, an annual international design conference to bring the world’s best designers to Qatar. Arabic for design, Tasmeem is meant to introduce students to new ideas relating to the global world of design, and expose them to the professional realities they will face upon graduation. In 2006, in response to the success of Tasmeem, Sheikah Mozah requested that a student charrette be implemented as part of the conference. She felt that in addition to hearing the world-renowned speakers that were brought to Doha, students would benefit from working directly with the invited designers on an issue that would benefit Qatar. (K. Woolley, personal communication, April 19, 2007). On this recommendation VCUQ added “Charrette: A 48 Hour Design Challenge” to the conference.

The focus of Tasmeem Doha 2007, held March 5-8 on the campus of VCUQ, was sustainability, under the theme “Sometimes, You Just Have to do it Yourself.” Now in its fourth year, the conference brought together the world’s foremost leaders in sustainable design. Geneticist Dr. David Suzuki was joined by activist Anita Ahujah, industrial designer Gijs Bakker, graphic designers Jonathan Barnbrook, Sheila Levrant de Brettville, Nicholas Blechman and Dawn Hancock, fashion designers Natalie Chanin and Rebecca Earley, architects Yasser Elsheshtawny, Cameron Sinclair, Yasmeen Lawry and Pliny Fisk, interior designer Kirsten Childs, writer Susan Szenasy, and automotive designer Dan Sturges (“Conference Speakers,” 2006).

To facilitate the charrette, three of these speakers were invited to work directly with students on the weekend preceding the conference. It was the first exercise of its kind at the school. Natalie Chanin, Dawn Hancock and Gijs Bakker were chosen to guide a group of students chosen from VCUQ and Virginia Commonwealth University (VCU) in Richmond, Virginia.

The goal of charrette organizers was to provide an atmosphere where students would be given the freedom to define the problem for themselves (K. Woolley, personal communication, April 22, 2007). It was hoped students would be exposed to a real problem, but be allowed to explore possible solutions without the limitations and boundaries imposed by the world (K. Woolley, April 29, 2007). For Event Coordinator Donna Duffett, "The idea of the charrette was not to make judgment but to come up with feasible alternatives to the current conditions for the low income workers." (personal communication, April 29, 2007).

The facilitators were given the following instructions by charrette supervisor Kevin Woolley, assistant professor of interior design at VCUQ.

You will begin the charrette 48 hour design challenge at 9:00 am Saturday, March 3. Attached is the charrette "idea" that we have come up with. You will find that it is very loose and flexible for you to facilitate. The end result is really up to you to decide. All you have to do is present your group's final: work? product? designs? at 4:00 pm Sunday afternoon . . . Sounds easy, right? Well at least what you don't know will become part of your adventure (February 21, 2007). (See Appendix A)

The information given to participants before the charrette provided basic information on Qatar and the principles behind sustainable design. It also profiled the lives of three low-income expatriate laborers currently working in Qatar ("Charrette," 2007). Students were challenged to come up with sustainable solutions to address the problems facing low-income workers in Doha. The worker profiles gave students insight into the lives of many expatriates living around them. This topic was chosen by VCUQ to fit with the conference theme and provided a way to introduce students to the contrast that surrounded them in Qatar. Many faculty members at VCUQ are also expatriates from outside Qatar. According to Professor Woolley, he and others at VCUQ were,

concerned about the lives of the common laborers and what a sad contrast our Qatari experience was: observing the entitled, pampered lives of our rich students compared to the very poor nannies, cleaning ladies, security guards, and construction workers working very hard with little or no appreciation or even acknowledgment from anyone. (personal communication, April 22, 2007)

It was with the goal of introducing students to real-world challenges that the charrette proceeded. The were intentionally left in a loose format to provide students with an opportunity in exploratory learning and abstract reflection. Enough historic context was provided to give participants a framework to present their solutions in (K. Woolley , April 22, 2007).

### Labor Camps in Doha, Qatar



Figure 1. Students tour ERE Labor Camp in Doha, Qatar.

Problems facing low-income expatriate laborers are not new, nor are they unknown. The conditions they live in go unnoticed by many in Qatar, but their plight has gained media coverage in recent years. Reports of worker's living conditions are given, however briefly, on a regular basis in Qatari newspapers. According to these reports life for unskilled and semi-skilled laborers who have come to the Gulf to earn money, and create a better life for themselves, can be grim. Thousands of these workers now live in overcrowded conditions in the Industrial Area of Doha.



Figure 2. The Corniche, Doha, Qatar. Top: Skyline in 2005. Bottom: Skyline in 2007.

The economy of Qatar is booming. The country holds the world's third largest gas deposits and the economy has tripled since 1998. Annual growth is expected to continue by nearly ten percent until 2012 ("Qatar to Show Strong Growth," 2007). Construction can't keep up with current demand and housing costs are skyrocketing. According to Qatar's Ministry of Economy and Commerce, it is the country's mission to "support the opening and diversification of the economy leading to the development of a vibrant private sector able to compete regionally and internationally" ("Ministry Message," 2006). In order to accomplish this the country has implemented a massive building program. The number of buildings in Doha has increased dramatically in a few short years, and this growth is possible only with the help of foreign laborers. Promises of good wages and a way to provide for their families lure workers who are recruited in countries like India, Pakistan, Sri Lanka and the Philippines by companies who offer them employment contracts. Construction, plumbing, cleaning, security, and other service companies sponsor worker visas for those who are willing to sign a contract, take out a loan, and surrender their passports once they enter Qatar.





Figure 3. Kitchen Worker in ERE Labor Camp.

According to an interview in *The Peninsula*, Cryshantha Herath, a labor attaché for the Sri Lankan embassy in Doha, only ten percent of labor camps provide acceptable living conditions for workers. He described a full 40% of compounds as “pathetic”. In some camps as many as 20 men are huddled into small rooms that ideally should house only two or three. Herath described the economics of life for laborers.

QR400 is the average salary the cleaning companies pay. A worker spends around QR150 to QR200 out of this on food, clothing and other essentials and remits the remaining sum home. This is important since his family has to repay the loan he took to get a job here. [The loan is usually] around QR50,000. A loan is often sought by a job seeker by mortgaging his ancestral property at

exorbitant interest rates (“Conditions at some labour camps are pathetic,” 2007).

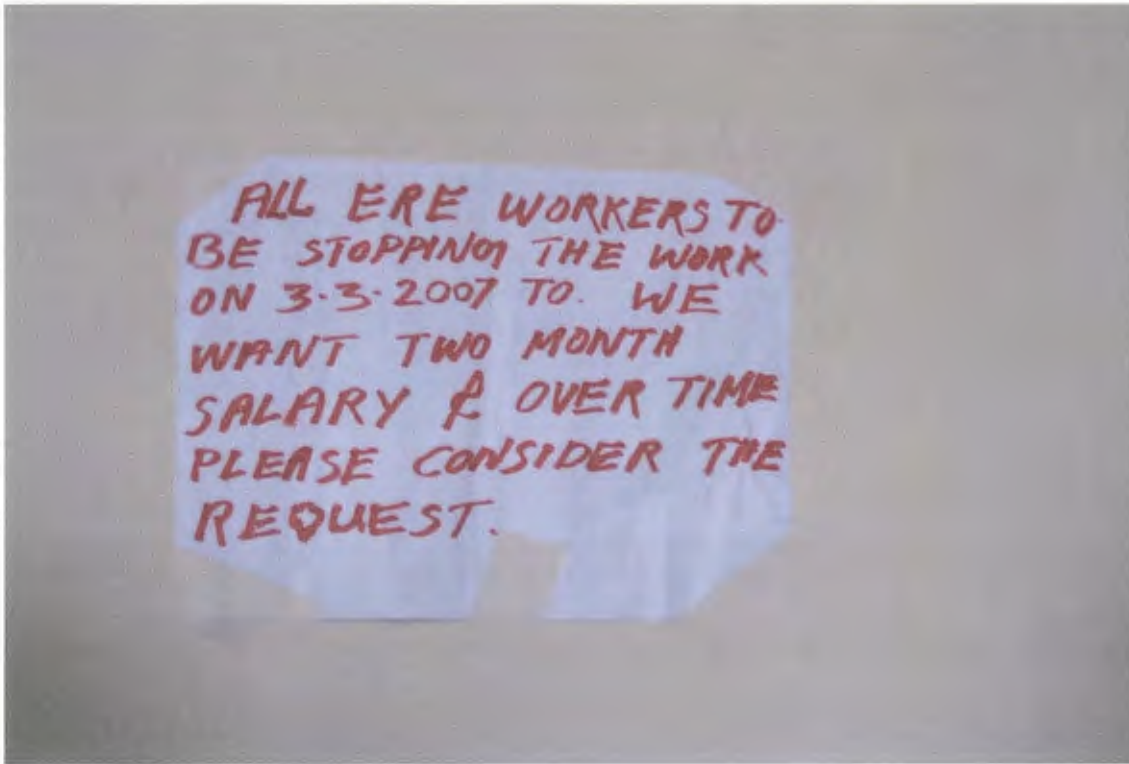


Figure 4. Strike request posted on common room wall.

In spite of the sacrifice made to come to Qatar, workers often find that salaries and conditions are not what they expect. In January 2007 fifteen workers from India came to the Indian Embassy, complaining that they and their fellow laborers were suffering emotional distress due to the conditions they were living in. Over-crowded housing, backed-up toilets and rodents in the kitchens were just a few of their grievances. They reported that they had not been paid in five months and didn't have enough money to buy two meals a day. Worker Samuel Thomas said, "We have no money and work. We are tired of braving starvation and insults . . . It's been three long

years of torture and tension. We have not been sending any money home, so our families are suffering. All we want now is to go back home, no matter if we starve there.” (“Workers on verge of nervous breakdown,” 2007). The men were given food and promises of help, but conditions are slow to improve.

Pilipino workers report similar conditions at another company labor camp. One worker told *The Gulf Times*:

We are forced to work 10 hours a day without any commitment to pay overtime. If a worker falls sick, there is nobody to take him to the hospital. When the worker manages to resume duty after fending for himself, the employer serves memos saying that the salary for the period of absence will be deducted. One employee who suffered a mild stroke was not provided any medical assistance. It was the workers who saved his life by taking him to the hospital. Our families back home are suffering because we have not been able to remit any money to them (“Workers accuse firm of violating contract,” 2006).

Complaints have been brought to Qatar’s National Human Rights Committee on behalf of workers. Various companies are accused of failure to pay wages, refusal to give time-off, inhumane living conditions, unfair deportation of workers and attempts at intimidation if they speak up (“Workers Seek Help,” 2006). The government of Qatar has admitted that there is a problem at the labor camps and unscheduled raids of company facilities have forced some companies to improve their compounds (“Conditions at some labour camps are pathetic,” 2007). In spite of this attention conditions in many camps remain unacceptable and reform needs to continue to

adequately address the issue. United Nations representative Sigma Huda from the Office of the High Commissioner on Human Rights recently visited Qatar to investigate reports of human trafficking. In a press conference she told reporters, "Though judicial mechanisms and procedures have been adopted to settle labour disputes, access to justice for abused domestic helpers and other expatriate workers remains inadequate." ("Human Rights Expert," 2006). She urged Qatar to ratify the Palermo Protocol to protect victims of human trafficking and punish those found guilty of the crime. While touring the country she found that "a significant number among expatriate workers become victims of human trafficking," and pointed out that these workers are excluded from protection under Qatar's Labor Laws ("Human Rights Expert," 2006).

#### Student Tour of Labor Camps



Figure 5. Dawn Hancock and VCU students tour labor camp.

To begin the charrette, students were taken on a tour of two labor camps in Doha's Industrial Area. The tour was meant to be a way to demonstrate that the charrette topic was not simply an academic problem, but an example of real social injustice (K. Woolley, April 29, 2007). The decision to organize the tour was a controversial one for VCUQ and almost fell through. According to Donna Duffett, The Ministry of Civil Service Affairs and Housing had originally agreed to take students on a tour of selected labor camps, but pulled out at the last minute. The Ministry made the decision not to be directly involved, but would not stop the tour either (D. Duffett, April 29, 2007). Companies were contacted directly for permission to tour their compounds and all of them declined because of fear of possible repercussions. Finally a liaison officer for VCUQ, agreed to lead the tour. Two different labor compounds were chosen at random, and students were allowed to walk through the facilities, with no prior notice given (K. Woolley, April 22, 2007).



Figure 6. Eight men sharing one room in labor camp.

According to John Lockerbie, an architect who has worked in Doha for many years, the conditions the students saw were neither the best, nor the worst that exist in the city (personal communication, March 5, 2007). The day of the tour workers at one compound were on strike to protest the two months they had gone without pay. Up to eight men were seen sharing a single small room, bathing and toilet facilities were inadequate for the number of men housed there, and kitchens were unsanitary. The conditions of the second compound toured were improved, but still a sad reminder to students about the luxuries they take for granted.



Figure 7. Restroom in ERE Labor Camp.



Figure 8. Natalie Chanin and Kevin Woolley discuss conditions as ERE laborers look on.

Student reaction to this experience was emotional. One VCUQ student said, “I’ve seen squalor back in Lebanon but I take it for granted that everyone lives well in Doha. This is a country made of denial and this [concept for a charrette] was a perfect idea.” She added that the tour made her uncomfortable. “It felt too much like we were looking at zoo animals and invading some people’s privacy.” (Z. Hamdy, personal communication, April 17, 2007). Another said, “I felt very sorry for the workers and I never expected to see people living in such conditions.” (H. Akkawi, personal communication, April 24, 2007). The workers were equally surprised to see the students. Hundreds of men came out of their rooms to watch the group touring the compound, many with cameras of their own. Students took pictures of the workers,

while workers took pictures of the students. The men respectfully kept their distance and allowed the visitors access to public areas and private rooms. As the students returned to the bus, workers followed them out of the housing complex and spontaneously applauded the attention they received.

The American students were more surprised by the reactions of the Qatari students than they were by the living conditions. One interior design student observed, "The living conditions were horrendous, but the bigger shock was seeing the reaction of the VCUQ students; the fact that this problem was so close to them and they for the most part had no knowledge of such happenings." (L. Clark, personal communication, April 22, 2007). Another American student agreed. "It was more distressing to see how the VCUQ students were incapable of handling the situation and were absolutely repulsed by the sights and smells." (J. Wootton, personal communication, April 21, 2007). A third student appreciated the balanced view of Qatar that the tour provided. "I love the fact that we were taken to see another aspect of Qatar—the real Qatar that natives know but visitors never get to see because it isn't pretty enough." (Anonymous, personal communication, April 17, 2007).

Charrette facilitator Dawn Hancock believes the tour was vital to understanding the problem.

I thought it was amazing to be able to see [the labor camps]. Of course sad and disheartening, but what an opportunity. The Qatari students said they had never seen anything like that and were positive most Qatari folks didn't know the conditions under which these people lived (D. Hancock, personal communication, April 30, 2007).



It was this exposure to a real world humanitarian issue that gave the groups focus and motivation as the charrette began.

### Charrette Groups

Upon returning to the school students were assigned groups and met for the first time. Groups were randomly selected, consisting of five students from VCUQ and five students from VCU in Richmond. Interior, graphic and fashion design were represented, along with communication arts, kinetic imaging, art foundation and fashion merchandising. This mix of cultures and backgrounds proved to be rewarding and one student credited this with the success of her group. "We needed the interior students for their practical solutions, and graphic designers for their conceptual strength and the fashion students who are more down to earth." (Z. Hamdy). For one American student the mixture enhanced her understanding of the problem. "The VCUQ students supplied the internal perspectives of the country and its people, laying the foundation for the development of our design solutions . . . The interaction . . . was the most rewarding part of the Charrette." (L. Clark).

The experience changed cultural perceptions, especially among the Americans. According to one, "The issue generated so much conversation, it allowed the VCUQ students to see how westerners solve problems and the VCU US students to see how the middle east addresses them. I learned more about Islamic culture that weekend than at any other point during the trip." (J. Wootton).

### Charrette Facilitators

The shape of the solutions each group formulated was dictated by the professional who was assigned to facilitate. Each designer brought a different personality and focus to their group of students.

Natalie Chanin is a renowned fashion designer, manufacturer and filmmaker who works to preserve the arts as an integral part life. She believes that preserving craft and tradition is an essential part of creating truly sustainable communities ("Natalie Chanin," 2006). Chanin challenged her students to rethink the design of the buildings the laborers are housed in. To her, the solution to the problem lies in redefining a sense of community for the workers, allowing them to feel a connection to place while away from their homeland. Chanin brought a strong work ethic to her group, which the students respected. When asked about working with her one student said, "She was great! You could tell she was exhausted from flight and all and she still sat and put as much effort as everyone in there. She organized the process to begin with, which was fantastic." (Z. Hamdy). Another responded, "She helped us with the research and she gave us ideas on how we can try to solve the problem. She cleared it out for us; she broke the problem into different parts and suggested how we can tackle it." From Chanin this student learned "how to work as a team and how to look at a problem from different points." (H. Akkawi).

Dawn Hancock, a graphic designer from Chicago, brought a unique perspective to her group. Through her studio, Firebelly, she is dedicated to socially-conscious design and donates her services to nonprofit organizations ("Dawn Hancock," 2006). For

Hancock education was the key to bringing relief to the workers. After carefully discussing the lives of the profiled workers the groups were given, she focused on an educational campaign to inform the world of the worker's plight in order to bring help and support from the public. For one student, "Working with Dawn was a pleasant experience; she was very enlightening and inspiring. I feel that most of my group members including Dawn have very similar working and design ethics; but we also respectfully appreciate and understand the differences in our design aesthetic." (L. Clark). From Hancock she learned that "in the design process, no idea is a bad idea, and that all initial ideas place you one step closer to the right solution." Another student said, "I LOVE LOVE LOVE Dawn. She is such an amazing genius. . . She helped generate a creative environment, and gave off such amazing energy throughout the charrette." (J. Wootton).

The third group was led by Gijs Bakker, an industrial designer from Amsterdam and founder of Droog Design ("Gijs Bakker," 2006). As the only European participating in the charrette, he challenged the students to look at the problem from a completely different perspective. According to Bakker, "I have a long experience in working together with young designers . . . This means I am able to open up the minds of the young kids." (G. Bakker, personal communication, April 25, 2007). For him good design must be for all. Any solution for the workers must be equally valuable for the Qatari people, as well as Westerners, in order for it to be successful. Bakker said the tour of the labor camps, "stimulated me to work not only for the poor labour but to design the same objects suitable for the local people." (G. Bakker).

This approach was a surprising one, especially to the Americans. According to one student, "He told us that as Americans we are trained to solve problems and that this wasn't the process he wanted us to work through." (S. Tabb) Another remarked,

I found his design approach to be fresh, gutsy, and fun. . . [He believed] that the charrette topic was too large of a problem to solve in the 48 hour window.

While the other two groups tackled the entire problem of worker's rights, Mr. Bakker gave us the direction to take one aspect of the worker's lives and make it simpler, but with a good design aesthetic. (Anonymous).

The approach to design Bakker introduced his group to challenged the way they have been taught to address problems. He wanted them to abandon their perceptions of defining and solving a problem, and explore design on a more fundamental level, separate from a solving a problem. This changed the way one student thought about the designer – client relationship.

I am trained as an illustrator, so I am expected to show a client exactly how the finished image will look the first time I give them an idea. Gijs will meet with a client many times, so his clients are able to be more active in the process. After Gijs explained this to me, I stopped giving him finished projects and rather conceptual representations of ideas. (S. Tabb)

With the experience and guidance of each facilitator playing a significant factor in the development of ideas, the charrette continued over two days as students from different backgrounds and cultures learned to work together on a common problem.

### Breaking Down Barriers

The most significant aspect of the charrette was the opportunity it gave students from both schools to work together and change perceptions about their respective cultures. One student remarked, "The best part of the conference was getting to know the students at VCUQ. They were open to all of our questions about their country and culture, as well as extremely helpful . . . experiencing life in Qatar teaches you very quickly not to generalize about the Middle East." (S. Tabb). Another added that the charrette, "broke down the barriers, and made the US students fall in love with the Qatari students." (J. Wootton).

Before coming to Qatar many of the Americans had no idea what to expect from their trip to the Middle East. One admitted his complete ignorance about the country, "I had the thoughts that we were going into rough desert land full of the Taliban." (J. Wootton). Another said, "I was very open to the idea that their culture would be inherently different from what I was used to. . . I was expecting a very formal and subdued presence from the people but mostly the women." This student found through the charrette process her perceptions of the VCUQ students changed. "I was very impressed by their work ethics, passion for art and cultural enthusiasm, and politics. I was elated to see that the Qatari students were determined and reserved, but in a sense of solidity not passivity or submissiveness." (L. Clark).

The students at VCUQ were less surprised by cultural differences than the American students, but valued the experience. For one student from Lebanon the charrette, "was really successful in actually getting to know these students on an

academic level. You gain more respect for them and actually understand them better than you ever would after having spent a week just messing around.” (Z. Hamady).

Another VCUQ student worried that American students “were not going to give us the chance to take part in the team work and that they will not consider our opinions and ideas.” After the charrette she found, “they were extremely kind, polite and different from what I expected. They were fun to work with.” (H. Akkawi)

### Design Solutions

Over the two days Natalie Chanin divided her group into smaller working units to address specific aspects of the design in their attempts to improve living conditions in the labor camps. The group explored ways in which a sense of community could be provided for the workers. They felt it would be important to workers if companies provided visas for their family members to come and live in Qatar with them. They designed a housing complex that incorporated a day care, playground, healthcare facilities and community areas (“VCUQ Students Dismayed,” 2007). A living wall was also a part of the sustainable design. This entailed planting native vegetation on exterior walls that would be watered with recycled grey water, and would help cool the building, cutting down energy costs. The students in Chanin’s group were happy with the results of their two days of work. One said, “I feel like if we actually got the funding, we could actually accomplish this here in Qatar. Which feels great!” (Z. Hamady)

Dawn Hancock’s group focused on developing an advertising campaign directed at Qatari nationals to raise awareness of the conditions in the labor camp. Using the slogan, “Our Destruction is not Construction,” they challenged officials to regulate

conditions, and mandate that no more than four people be housed in one room, with a minimum of 1.5 square meters of living space provided for each worker. They also wanted a minimum of 50 liters of water to be provided to each person for showering and cleaning (“VCUQ Students Dismayed”).

The student’s satisfaction with this design solution were mixed. One said, “In a period of 48 hours time, I think the design solutions were suitable. There was enough diversity [in the ideas] to see development, consideration and a collective thought process. . . It effectively communicated the impact that we wanted to get across.” (L. Clark). Another student was less optimistic about the impact the ideas would have on worker’s lives. “Hopeless.” he said. “Until you teach the culture to value other nationalities, no action will take place. . . . I would have loved to see the legal department step in and take action to benefit the situation, but there seemed to be no expressed reaction of concern.” (J. Wootton).

Guided by his experience in industrial design, Gijs Bakker focused his group on designing products that would be a benefit to workers, but that would also be functional and appealing for a larger market. His group came up with ideas that included a mattress and pillow that could fold into a backpack, a shade device made out of native palm fronds, and knee pads made from recycled plastic bags that would also be appealing to skateboarders (“VCUQ Students Dismayed”). While students in Bakker’s group enjoyed working with him, they felt their solutions were inadequate. One student said that to properly address the problem, “I would have needed to spend much more time

in the environment, do a large amount of research, and talk extensively with our clients, the workers, to see what would best benefit their needs.”

The solutions of all three groups were presented at a 15 minute press conference to school officials and the media. Each group had a few minutes to describe their solutions accompanied by images in a PowerPoint slideshow. For some students this was a frustrating and inadequate way to convey their ideas. One student presenter said, “It was a fun way to present my argument, but very nerve-wracking and exhausting after a long long long weekend.” He felt preparing for a press conference inhibited the group’s work throughout the charrette. “We all felt like we didn’t have the ability to do what we really wanted to do for the project because we were afraid of offending some of the guests present at the media questioning.” (J. Wootton). Another expressed her worries over the public presentation by saying,

I just hope the people of Qatar didn’t see us as a group of naïve foreign artists proposing solutions for a culture we haven’t fully experienced. Everyone in Qatar, including the students, faculty, and expatriate workers made a huge effort to welcome us and teach us about the intense lack of concern for labors that is ever-present. I wanted to be able to enact change as a part of the community, rather than propose grandiose schemes with no purpose to the press.

A third student was critical of the press conference and worried about the perception the Qatari people would have of their work.



I felt that the Americans presenting the solutions came off as “high and mighty”, meaning that we came, were appalled by the condition of Qatari immigrant workers, and gave a laundry list of things to make the problem go away, because the Qataris couldn’t do this on their own and the Americans had come to the rescue.

In spite of student frustrations the school felt the charrette and press conference were a success. An article was published the next morning in the newspaper *The Peninsula* under the headline “VCUQ Students Dismayed by Labour Camp Conditions”. According to Kevin Woolley, “After the presentation, there were many Qatari’s who were very impressed with the student’s work . . . It seemed that everyone, including many students, were talking about the charrette.” (April 23, 2007). The press conference highlighted the student’s work in a way that received notice by officials who could make a difference. Sheikha Mozah and the Minister of Civil Service Affairs and Housing both requested copies of the presentations (D. Duffett).

### Conclusion

The charrette was a significant experience for those who took part. For some it provided a new focus for their work. One VCUQ student said, “Personally, I found purpose. Students need to be subjected to these kinds of themes early on because that is how you kind of find your ‘calling’.” (Z. Hamady).

Others struggled with the concept of holding a charrette to address such an overwhelming issue. “How could we have been prepared for such a heavy topic as

'globalized worker's rights as it applies to sustainable design?'" (Anonymous). Another was frustrated by the concept. "We based the whole project on assumptions of what we, as onlookers, saw as concerns making the project itself an abstract interpretation of the problem." He felt that without the opportunity to interview the workers that no appropriate solution to the problem could be found (J. Wootton). One American student disagreed with the premise of the weekend.

It was a good idea to have a project at a sustainable design conference attempt to be sustainable and socially productive, but because the charrette was a fake assignment, it was literally and conceptually inadequate. The conference offers incredible opportunities, and having a project that does more than pretend to be involved in the surrounding community would be a strong move (S. Tabb).

Not everyone agreed with this assertion. Another student was encouraged by Qatar's willingness to address a controversial issue. She felt the charrette, "shows the nation's acceptance of such a problem and a possible willingness to resolve it." (L. Clark).

Dawn Hancock felt the project would have been more successful if the charrette guidelines had given more structure. "I think the students had a hard time coming up with ideas in such a loose setting, especially since half of them were coming from the US and just learning about the Qatari culture in general." (D. Hancock). One VCU student agreed, "I felt overwhelmed and a bit confused as to what we were specifically supposed to be doing. Perhaps [the charrette should address] an overall topic with a few related but distinct options." (Anonymous).

Many felt they weren't sufficiently prepared for the experience. Not enough notice was given beforehand to facilitators or the students that the charrette would take place (Anonymous). With only days to prepare none felt like they could give the topic the attention it deserved (D. Hancock). Participants flying in from the United States universally felt they needed more time to recover from the trip and adjust to the time difference. Jet-lag affected their ability to work, especially in the afternoons.

The most remarkable result of the charrette was the opportunity it gave students from both schools to work together. Cultural stereotypes were broken and new friendships were formed. Interaction among students continued throughout the week of the conference and continued after everyone returned home. The "VCU Tasmeem 2007" group was formed on Facebook, a social networking website, as a way for students to share photographs and keep in touch.

Knowing that an issue like human rights was a provocative topic to be addressed by design students, charrette organizers proceeded with the expectations that new thought would emerge among the participating students. "I hope that the legacy of the first charrette was a positive learning experience which opened the doors of design to all - even the invisible expatriate worker in Qatar." (K. Woolley, April 29, 2007). For everyone involved, the Tasmeem charrette design challenge was a memorable experience that broke down cultural boundaries and provided new expectations among students of the challenges that design can address.

### Recommendations

While the charrette was considered a valuable experience by participants, changes can be made to improve the learning environment and productivity of the weekend. More background information and preparation time before the charrette would allow the participants to come to the event ready to work. Dawn Hancock would have appreciated more notification of her responsibilities. Discussing her preparation before the event she said,

I would have liked to do more, but honestly I didn't know enough about what to expect to prepare anything. We didn't receive the final charrette challenge until a few days before we were leaving and by that point, I was so swamped with work and making sure everything was in order before I left, that I couldn't really put any effort into research or strategy (April 30, 2007).

Students at VCU weren't informed of the charrette until two days prior to their departure when they received the project brief, and would also have appreciated more notification (Anonymous). Many wished that computer access was more readily available, and would have brought laptops with them to work in their groups in the evening if they had known wireless internet was available at the hotel (J. Wootton). Future charrettes should give more notice of the project to participants and inform students of the resources that will be available to them, at the school and the hotel, before hand.

Problems also arose with the VCUQ students who were working to complete projects in other classes while participating in the charrette. This additional work load surprised the facilitators and prevented the students from fully participating in the event (D. Hancock). Charrette activities should be coordinated with professors at both schools so that students are free to devote their full attention to the challenge over the weekend. Doing so will allow the students to more fully learn from this unique experience.

For all participants who flew in from the United States, jet-lag played a detrimental role in their ability to work over the weekend. The visitors arrived after a twenty-four hour flight on Friday evening and began the charrette at 9:00 the next morning. It is recommended that visitors arrive a full day before the charrette begins to give them time to rest before a working weekend. The schedule of the charrette could also be adjusted to compensate for the jet-lag. Instead of beginning at 9:00 a.m. each day, and working until 4:00 p.m., it would be beneficial to begin and end the charrette earlier. If the work began at 7:00 a.m. and ended at 2:00 p.m., the schedule would more closely match the circadian rhythms of those working on an eight hour time difference. The greatest fatigue was felt in the late afternoon and this schedule would allow students more time to rest (J. Wootton).

It would also have been beneficial if students were introduced to their groups earlier on the first morning, before they were taken on the tour. This would have allowed them to sit together on the bus and tour the compounds with their facilitators,

providing more time to get to know each other before they began working (D. Hancock).

As the days progressed the groups tended to loose focus. This is due not just to fatigue, but to the way each facilitator addressed the challenge. The loose guidelines left the project open to interpretation and at times participants floundered, not knowing which direction they should pursue (K. Woolley, April 29, 2007). Over the weekend there were several professors from both schools, as well as conference speakers, available on campus. It might have helped the direction of the groups if at predetermined times speakers like Cameron Sinclair and other professors had visited the groups to give feedback on their direction and progress. Explaining their projects to an observer would help students articulate their decisions and new input from experts would have stimulated more thought and ideas in the groups. This interaction might have helped the facilitators, some of whom had no prior teaching experience, to work through their ideas with the students (D. Hancock).

Final results of the projects were presented to the media at a press conference at the end of the charrette. Each group had five minutes to explain their concepts, and after two full days of work it proved to be an inadequate way to express their concerns over the plight of the workers. If the students, along with their facilitator, had more time to present their ideas in an informal setting, along with an opportunity to discuss their solutions with the other groups, they would have felt more satisfaction with the final results (Anonymous). Students could have then refined their presentations further before presenting them to the press. A formal presentation to conference attendees

would also be an appropriate way to further highlight the student's work and bring greater attention to the condition of the labor camps.

Throughout the charrette students were given the unique opportunity to explore a real humanitarian issue in a setting where no boundaries were placed on their creativity. They were allowed to experience the problem first hand and any avenue they wished to explore was open to them. This is a rare opportunity in education and should be preserved at Tasmeeem. Students expressed a desire for more structure in the way the problem was presented to them. Focusing on a narrower issue could lead to more useful or concrete results, but the format for future charrettes should never compromise the freedom the students experienced to explore and push creative boundaries.

The single most valuable outcome of the 2007 Tasmeeem Charrette Design Challenge was the opportunity for students from different countries and different cultures to come together to address an issue of human rights. It was an experience that challenged perceptions and changed expectations for the future of students at both schools. To further this result it would be beneficial to also involve the Tasmeeem student project winners in the charrette. Doing so would increase the cultural diversity and depth of thought as students from other universities are involved.

Virginia Commonwealth University School of the Arts in Qatar has created a unique opportunity for its students to explore powerful and provocative issues that effect the future, not just of Qatar, but of the world. As the charrette continues to evolve, so will the lives of those who have the opportunity to participate.

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Appendix A



**Charette facilitators**

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**Charette participants**

Maram Al Mahmoud  
Fatima Burshaid  
Tamader Al Sulaiti  
Dirra Masoud  
Reem Al Thari  
Issra Osmah  
Linda Clark  
Christine Werner  
Gabriel Williams  
Meriam Ahari  
Justin Wooten

Pega Simi  
Engy Hashim  
Aisha Nasr  
Fatima Al Khater  
Malak Al Mahmoud  
Sahar Mari  
Clayton Williams  
Sera Katherine Tabb  
Jennifer Lamendola  
Kathleen Aliberti  
Joseph Mueller

Madeline Mc Gehee  
Zeina Hamady  
Hala Akkawi  
Sali Qubrosi  
Fatma Al Mansoori  
Bothina Al Muftah  
Sarah Nakfoor  
Tyler Binsted  
Katherine Padua  
Marina Brock  
Andrea Quam



### QATAR PROFILE

**Head of State:** His Highness the Emir Sheikh Hamad bin Khalifa Al Thani

**Capital:** Doha

**Area:** 11,400 sq km

**Population:** 800,000

**Language:** Arabic, English is widely spoken

**Religion:** Islam

**Currency:** 1 Qatari Riyal (QR) = \$1

**Working hours:** Sun-Thurs 0800-1200 and 1600-1900

**Government office hours:** Sun-Thurs 0700-1400

**Banks:** 0730-1400 Sunday to Wednesday and until 1330 Thursday

**Electricity:** 220-240 volts

Websites: [www.heritageofqatar.org](http://www.heritageofqatar.org)  
[www.qatar-tourism.gov.qa/](http://www.qatar-tourism.gov.qa/)



### DESIGN CHARETTE

#### Think About the Future

*Imagine a future where design can alter the quality of life.*

Each Charette team will include 5 students from VCU Qatar and 5 students from VCU Richmond. A Tasmeem guest speaker will be the team facilitator. You will be given general facts about the country of Qatar. You will also have information about sustainable design. We want you to look at the "people profiles" provided for you. Your charette focus will be to improve the quality of life for these people using sustainable design solutions.

What type of dialog will lead your team to defining problems facing the labor population? Look at precedents. Look at trends. Differentiate between standard modes of operation and connect your ideas to the community. Write an observation statement. Focus on a manageable goal and come up with a creative solution. Apply your solutions in a schematic format that can be easily understood by everyone.

**For example:** The number of lower-income male workers over the past five years has exceeded the number of available housing resulting in over-crowded living conditions (problem). Lightweight, tensile structures may be erected as a low-cost temporary housing solution. The material from these structures could be further used as a soil barrier in agriculture after their tent-life has expired (sustainable solution).

The charette is not just about housing – it is about using sustainable design as a tool for change and applying it to Doha, Qatar.

#### QATAR PROFILE: What will the future of Qatar be?

Qatar is a country of enormous potential. Qatar is listed as one of the fastest growing countries in the world. How will this affect its economy? How will this affect its culture? How will this affect its people?

Qatar is a largely barren peninsula bordering Saudi Arabia and the United Arab Emirates. Doha is the capital city and major sea port. The country is a constitutional monarchy ruled by an Emir. The economy of Qatar is fueled by oil and natural gas. Oil and gas revenues have been used to diversify the economy.

**PEOPLE PROFILE #1**

**Occupation** Cleaning staff, commercial  
**Age** 34 year old female  
**Country** Philippines



**Personal** I graduated from secondary school. I speak English and Arabic. Other ladies speak Arabic, Nepali, and Hindi—no English. Some of the women I work with are single but most of the Philippines are married. I am separated from my husband. I have one son who is five years old. He lives with my parents and my sister in the Philippines. I don't have any other relatives here in Doha.

**Typical Salary** My salary is 700 QR (\$192) a month. I use 100 riyals for food and the remaining 600 is sent back to my family in the Philippines. Sometimes I make extra money with cleaning jobs or giving manicures.

**Typical Day** I get up at 4:30 in the morning so that I can be ready for the bus that picks

me up from my compound. The bus arrives at 6:15 to take me to the building where I work. My duties include mopping floors, cleaning bathrooms, and usual janitorial tasks. I work with five other ladies and one supervisor. The supervisor watches me to make sure I do a good job and that I don't break anything. If something goes wrong—she will get blamed. At lunch time, the ladies eat lunch at a table in the cafeteria. People stare at us. They tell us we don't belong there even though it is allowed. I feel that I am treated less because of my job and the color of my skin. At 9:30 in the evening, I ride the bus back to my compound. I usually eat a small dinner and go to sleep.

**Typical Week** My job requires that I work six days a week. I have one day off which is Friday. I wash my clothes and shop for food. I have to pay for the taxi when I want to go anywhere. I would like to go to church but my employer won't allow women to go out until 1:00 on Friday.

3.

**Vacation** I will take a vacation after I have completed my two year contract. I want to return to the Philippines and see my son. If I want to return to Doha, I have to find a new contract and sponsor.

**Living Conditions** There are five ladies in one bedroom. We sleep on bunk beds (2-hi). Some rooms are larger and have ten ladies. We share one bathroom. There is a small kitchen on our floor for about 35 women. We have air conditioning but our room is very crowded. I can't complain too much. Women's accommodations are better than the men's. The men have 25 people in a room, no air-conditioning and little water.

**Why Did You Come to Qatar?** I came here to work. I can earn money here in Qatar that I can not earn in my home country. I need to provide for my son.

**What Would You Like to Change?** I do not want to work 15 hours a day. Sometimes my employer doesn't pay me but I am afraid to complain to the labor department. I am afraid that if I complain, I will lose my job.

**PEOPLE PROFILE #2**

**Occupation** Security Guard  
**Age** 27 year old male  
**Country** Nepal



**Personal** I graduated from secondary school. I speak a little English and Arabic. My native language is Nepalese. I have ten people in my family. I have a brother who lives in Doha. He works at a restaurant as a server. Most of the men I work with are single. I plan on getting married when I am 30. There are people from eight different countries who work for my company: Nepal, Sri Lanka, Egypt, Sudan, India, and Pakistan...

**Typical Salary** My salary is 950 QR (\$260) a month. I can live on 300 QR a month and send the rest back to Nepal.

**Typical Day** I get up at 5:00 in the afternoon because I work the night shift. A bus picks me up from my compound at 6:30 to take me to work. My duties include manning the guard desk, opening the gate,

4.

**People** The population is small, around 885,000. There is an influx of 40,000 new people (expatriates) arriving each year. A minority of the population are Qataris (20%), the rest are largely other Arabs, Palestinians, Pakistanis, Indians, and Iranians. Arabic is the official language, but English is also widely spoken.

**Geography** Qatar is a large flat peninsula surrounded by water on three sides. The terrain is barren desert with very little agriculture. The country has hot, humid summers and mild winters with temperatures range from 220 C (730F) to 410 (1060F). Sandstorms and duststorms are natural occurrences. Fresh water comes from several large desalination plants.

**Tourism** Qatar is rapidly expanding its travel and tourism industry with a new international airport under construction. The 2006 Asian Games held in Doha, attracted hundreds of thousands of people to Qatar.

**Architecture** Doha's skyline is changing rapidly as the city moves towards modernization. Qatar still retains its traditional Islamic style buildings in the shape of palaces, mosques, and old forts. Modern steel and glass skyscrapers are sprouting up all around New Doha. Construction materials of all kinds can be found, however most low-rise structures are primarily concrete based.

**Food** Doha has many options for food. Authentic Indian and Pakistani food is found throughout the city, ranging from family oriented places to very basic eateries catering to the Indian and Pakistani workers. Traditional Arabic cuisine may consist of fish, chicken, lamb or mutton and vegetables with rice. Pork is not eaten. Other foods include salad, humus, cheese, yoghurt, fruit, dates and sweet puddings.

**Conclusion** Qatar is experiencing tremendous change brought on by explosive growth and urban development. The long term impact of this change in culture is yet to be determined.

"You are a powerful agent of change in a marketplace looking to fit into the 21st century...think of yourself as an active participant in reshaping the old industrial marketplace into a cleaner post-industrial system."  
*Susan Szenasy, editor in chief, Metropolis magazine*

#### **What is Sustainable Design?**

Sustainable Design involves using design methods, products, and processes that minimize the ecological impact of design upon the earth and all species. Sustainable design's goals are to create designs that are:

- Comfortable as they are healthy
- Energy and resource efficient
- Functional and aesthetically pleasing
- Life-cycle investments instead of least-cost decisions
- Non-polluting benefits to the user as well as the earth

Sustainable Design considers the long term environmental effects of design decisions including the use of energy and resources; how products are made, transported, installed, maintained, and disposed.

#### **Examples of Sustainable Materials**

Recycled or easily renewable, non-toxic materials:

- Wheatboard or formaldehyde-free MDF (medium density fiberboard) instead of particleboard
- Reclaimed or FSC Certified Wood products
- Bamboo, cork, or linoleum instead of petroleum based materials such as polyvinyl chloride
- Carpet made of natural materials (wool) or recycled materials
- Ceramic tile made from recycled glass or other products

Non-toxic, water based chemicals and low or no-VOC products:

- Water based finishes for surfaces
- Water based inks and dyes
- Low or no-VOC products, finishes, and adhesives (VOC's are off-gasses that are harmful to humans and the environment)

#### **Conclusion**

Sustainability means more than just being environmentally conscious. It is about changing attitudes and ensuring that design solutions fit within its communal context. A primary goal is to promote awareness and to incorporate sustainable practices that make sense.

patrol check, and taking care of visitors. My shift lasts for 12 hours. I finish at 7:30 AM and ride the bus back to my compound. Then I usually eat and sleep.

**Typical Week** My job requires that I work seven days a week. I never have a day off. I wash my clothes and shop for food before I go to work. My employer will dock my pay if I miss my shift.

**Vacation** Ha! Ha! When do I have time for vacation? I will travel back to Nepal after I have completed by contract in two years.

**Living Conditions** There are eight men in my room. We sleep on double beds (2-hi) and share a kitchen. It is very crowded. No room for any extra furniture. There is a common bathroom for 22 people. Our building houses 300 people. We have a washing machine. There is no TV in our room. Others have put their money together and purchased their own TV.

**What Do You Do For Fun?** Nothing. I have never seen the Corniche. I never have any personal time to do these things.

**Why Did You Come to Qatar?** I come from a very poor country. I had a job in a garment factory. The factory was sold and shut down so I had no work. I make more money here than I did in my home country. I like working in Doha.

**What Would You Like to Change?** Life is ok. I would like more personal time.

### PEOPLE PROFILE #3

**Occupation** Construction worker - carpenter  
**Age** 32 year old male  
**Country** India

**Personal** I come from a farming community and went to school as much as I could. My native language is Hindi. I can also speak Urdu and a little Arabic. I was a farmer but I came to Qatar as a carpenter. The agency in Kandla advertised for skilled laborers. When I gave them the required money, I was told I was a carpenter even though I had never used a hammer or saw.

**Typical Salary** My salary is 700 QR (\$192) a month. But my employer pays me every two months. I can live on 100 to 200 niyals a month and send the rest back to my

family in India. I work more when overtime is available.

**Typical Day** I get up at 5:00 in the morning. People may think I am going to school on a school bus, but really I am going to work. I like my job but it is very difficult to work hard. Even if I work extra hard, I will not make any more money because I am from India. When it gets dark the bus comes to take me back to my compound.

**Typical Week** I work six full days a week and half day on Friday. When I am not working, I do the chores. Sometimes, the bus will take me to the supermarket for shopping.

**Vacation** No one thinks about vacation at this time of their life. I am lucky to have a job where I can earn money for myself. The manager allows us to have a day off for festivals or special holidays. I will travel back to India to find a wife after I have completed my contract next year.



**Living Conditions** There are ten men in my room. We sleep on bunk beds and share a kitchen with three other rooms. We share a bathroom with the other rooms. I was in a fight once with a man who drank shampoo and went crazy. The Camp Boss sent that man away. Who is the Camp Boss? The "Camp Boss" decides who stays where and takes care of all of the people's needs (repairs, bedding, cooking supplies). Even though it is very crowded the Camp Boss makes sure that everyone has a place to stay and nobody fights.

**What Do You Do For Fun?** I like to work overtime.

**Why Did You Come to Qatar?** Some people leave their country because of problems with the government. Not me, I just wanted to get out to make money for my family. I want my future sons to go to school and have a better life. I want them to become an engineer—not a laborer like me.

**What Would You Like to Change?** We need to have more water in my compound. Sometimes we don't have any water to cook or bathe. A worker has to go find water to cook our food. It smells very bad when there is no water to bathe.

Appendix B

Interviews with VCUQ Faculty

**Kevin Woolley**, Assistant Professor of Interior Design

April 19, 2007

How did the charrette come about and where did the idea for labour camps come from? What were the hopes of VCUQ that it would produce? Where might it go from here?

Her Highness, Sheikha Mosa responded to Tasmeem speakers saying something to the affect "Why bring these speakers from all over the world and just have the student's sit and listen. It would be better if the speakers and the students design something that will benefit Qatar..." She had a good point and Dean Toscan, Dean of the School of the Arts in Richmond, told her it would be incorporated into the next Tasmeem. How did I get involved? I was absent for one meeting... just one meeting - and so was "volunteered" to take on this additional responsibility. No lie.

April 22, 2007

Why were labour camps chosen as the charrette topic? What were VCUQ's goals in choosing this topic and what was hoped the results would be - for your students, and for the Richmond students?

They are building a housing compound next to Al Shallal and I have watched it daily for the last year and a half. Every morning and every evening about a hundred men line up in little lines, like at school when you were a little kid, waiting for a rickety old bus to



take them back to their compound. I often wondered where do they go? What do they do there? What kind of life is this?? It seemed that others at VCU were also concerned about the lives of the common laborers and what a sad contrast our Qatari experience was: observing the entitled, pampered lives of our rich students compared to the very poor nannies, cleaning ladies, security guards, and construction workers working very hard with little or no appreciation or even acknowledgment from anyone.

The goal was less noble. It was like "Hey let's see what the students can do..." Some thought was given to whether this would be thought provoking and somewhat controversial but it seemed to be a topic that tied in with the conference theme and was what I was interested in at the moment. Not everyone thought it was such a hot idea, however they probably felt that if it went bad then I would carry the blame.

The way the topic was presented to the students was very large and vague as to what the possible results could be. Why this particular method of presentation?

I went to a charette that Richmond brought over here the previous semester. That charette was even more vague and did not have any guidelines or background information. I thought that the students did ok but that overall it was poorly planned and poorly executed. This time around, I wanted to at least provide some historical and present day information so that the students would have a little narrower context in which to envision what I was seeing through my own eyes. JP Rouer, the committee chair, was also very influential in setting the charette course in a loose direction. He is excellent at guiding students through exploratory learning and abstract reflection. I am much too functional. My solutions involved designing "things" and using my architectural

"schema" to solve other's problems. This would inhibit the type of outcome solutions for the Tasmeem charette. So I pulled back a little bit and purposely made part of the charette solution a problem of defining the actual problem through the student's eyes. My hope was to have new thought emerge - and that is exactly what happened.

Why were those specific facilitators chosen? Any particular reasons?

I don't know, I didn't choose them. I can tell you that the students were placed in their groups through a random order, I did not know the students or the facilitators.

Are you happy with the results of the charrette? Do you feel it was successful?

I felt it was more successful than I thought it would be. The ministry backed out of it at the last minute and we didn't have anywhere to go and nobody to lead us. I spent hours calling people asking to let us go see their housing compounds and no one would allow it (they were very afraid). JP and I met with Mohammed Ali who said "Sure I will take you, no problem." I didn't sleep. The next day, the bus showed up, the students showed up, but most importantly, Mohammed Ali showed up. That was a good sign. I drove with Mohammed Ali. When we got over to the industrial area, he turned down a road and pointed to the first apartment building. "You want to go there?" "Sure." That was exactly what happened. So, it could not have been planned any better, because it wasn't planned at all - it was just blind luck.

April 23, 2007

What is the Ministry? What exactly did they back out of, and why?

There is a Qatari gentleman by the name of Abdul Aziz who is the head of one of the ministries on housing. He is a young man who politely agreed to provide a personal guide for the student field trip. However, his real intention was to do nothing.

Who is Mohammed Ali and who does he work for? What was his reaction to the students? Did he have any comments about all of this?

Mohammed Ali is VCU's "liason officer" for the "office of the dean"

Have you had any response from anyone (ministry, school, government, etc.) since the press conference, positive or negative?

After the presentation, there were many Qatari's who were very impressed with the student's work. Abdul Aziz especially came up afterwards and shook my hand. It seemed that everyone, including many students, were talking about the charette. So this along with the showing of the Al Gore documentary to the students two weeks prior set up the tone for the Tasmeeem conference.

April 29, 2007

What do you think worked well with the charrette? What do you think needs to be done differently?

I purposely did not make any prior expectations about the charette, I just wanted to give the students the opportunity to grow. My main goal was to prepare the Richmond students for their trip to Qatar and to make them feel comfortable. What they did with the charette or how they interacted in the groups was out of my control. So I didn't

have an expectation. What worked well? I think the field trip was good - it opened up people's eyes that this was not an academic problem but a real social injustice. I think the groups floundered a bit - we both talked about that and how the facilitators approaches were very different. The three outcomes were better than I thought. The students seemed to have learned something. I probably wouldn't have changed anything except give the students more time to recover from the long flight over.

I've been thinking a bit more about the students wanting to actually "do" something rather than just "think" about something. The main goal of the charette (for me at least) was one of exposure - exploration of possibilities - thinking without the limitations and boundaries of our imposed world. The learning outcome was definitely achieved from both the student and the facilitator's perspective. The sharing of the group thought provided greater insight. Some good will come out of it. I don't think that it was my university's job to solve the problem, though.

I hope that the legacy of the first charette was a positive learning experience which opened the doors of design to all - even the invisible expatriate worker in Qatar.

**Donna Duffett**, Projects and Events Coordinator

April 29, 2007

*How did the charette come about? What was Sheikah Mozah's role in it?*

When Sheikha Mozah attended the opening ceremony of our 2006 Tasmeem conference she was talking to Dr. Toscan (vice provost of VCU) that it would be nice to

see the students do a project during Tasmeeem that would impact Qatar in some manner. That is when we decided to include the charette in the conference this year

Where did the idea to address labour camps come from? Was this considered a controversial topic?

The conditions in the labour camps had been in the papers a lot in the past 6 months due to the lack of clean living conditions, lack of clean water and sewage and garbage problems. It was decided with the committee that this issue would have the biggest impact and could well address the conference theme of sustainability. Yes this topic was controversial and still is.

I was told that Abdul Aziz agreed to take the students on the tour of the labour camps but then backed out. What are the reasons for this? Was the Ministry uncomfortable with the attention the charette might bring?

The Ministry of Civil Service Affairs and Housing is responsible for living conditions of workers in Qatar. It was believed that the Ministry could not be directly involved in the charette but would not stop it either. It was a political move.

What were VCUQ's hopes that the charette would produce? What were the goals of the project, for the VCUQ students, and for the Richmond students?

The idea of the charette was not to make judgment but to come up with feasible alternatives to the current conditions for the low income workers. The goal was that

the students were to look at a problem/issue and to come up with solutions through sustainable design that could be implemented economically.

What role was the press conference meant to play in the charette?

The press conference was to present the issues/ideas of the charette to the Qatar public. It was also a tool to high light the students work and to show that the issues of the low income workers can be addressed through sustainable design.

How do you feel about the results of the charette? Was it was successful? Were the solutions and interaction between the students what you expected?

I thought the results were very good. The issues were addressed by the students in a very non confrontational manner. Sheikha Mozah and the Minister of Civil Service Affairs and Housing both requested copies of the presentations, the work was noticed by those who can make a difference and on that level it was very successful.

The students really enjoyed the charette. It was one of the high lights of the conference for them.

What do you think worked well in the charette process, and what do you think needs to be improved?

I think the charette process worked very well, the one improvement would be more time to complete the charette and presentation. We are going to implement the charette again for Tasmeeem 2008 with some changes. The charette will be over 2 ½

days and the findings of each charette will be presented during the conference itself by the students.

Appendix C

Interviews with Charrette Facilitators

**Dawn Hancock**, Graphic Designer

Firebelly Design, Chicago

What were your perceptions of Qatar and Qatari culture before you were invited to speak at Tasmeem? Were they changed by the experience?

Honestly I didn't have much of one. I didn't know anyone who had ever been there and there isn't much that I found online to help me gain a real perception. I thought though that it might be a bit homophobic given what I know of Muslim culture and honestly I didn't experience that at all (which might have been a result of who I spent time with while i was there, but honestly it didn't seem to be the worry I anticipated - which was great!).

What, if anything, did you do to prepare for the charrette?

I would have liked to do more, but honestly I didn't know enough about what to expect to prepare anything. We didn't receive the final charette challenge until a few days before we were leaving and by that point, I was so swamped with work and making sure everything was in order before I left, that I couldn't really put any effort into research or strategy.



The guidelines you were given were very loose and open to interpretation. Did you like this format for the charrette?

I don't know if it was as successful as it could have been with the loose structure, however it was very interesting to see what all the groups came up with. I think the students had a hard time coming up with ideas in such a loose setting, especially since half of them were coming from the US and just learning about the Qatari culture in general. They integrated really well with the others, but much of the time was spent just learning about one another (which was great, but given the two day timeline, it made the final product a little thin).

And for me, I have never taught before either -- which both Natalie + Gijs have - so it took me a minute to get a handle on that too. While I suppose I do 'teach' as the owner of a company, its definitely a different experience.

What did you think of the tour of the labour camps you were taken on? How did this affect the rest of the charrette?

I thought it was amazing to be able to see them. Of course sad and disheartening, but what an opportunity. The Qatari students said they had never seen anything like that and were positive most Qatari folks didn't know the conditions under which these people lived. I think because we were given the opportunity to visit the camps, we also were able to photograph the conditions and use the images as inspiration in the work that was created.

How did you feel about the size of your group?

It worked fine, although because some of the Qatari students had projects in other classes to do, I think that hindered the work they were able to do. I didn't expect that they would be working on other things during the charrette.

What were your observations of the interaction between the VCU Qatar and the VCU

Richmond students? How do you feel they worked together?

The integration of the two campuses was amazing to see -- and I think watching the women and men work together was pretty great too. I didn't really think about that until I got home, but it was probably pretty strange for some of the girls to work so closely with the guys from Richmond. They seemed to really get along nicely. I hope that my open collaborative style of working was 'appropriate' for the group.

How did you feel about the mixture of students from different design disciplines? How did this affect the group's final product?

I loved that they were from all walks of life -- whether design, culture or whatever -- to me, it made the end result more successful. Our final piece integrated both interior, interactive and graphic design, and a whole lot of research which every discipline should be doing. I was hoping everyone was able to make their voice heard.

How do you feel about the solution your group came up with? Was it appropriate for the problem you were presented with?

I was very happy, although I think one more day and/or a bit more structure would have made it more successful. I did take the work that everyone had completed and put together a cohesive presentation. That made the final piece of so many voices, a bit more polished. I think the students were happy with that way of working too, because it gave everyone the ability to say they were part of a whole.

What did you think worked particularly well during the charrette? What do you think could be improved?

Definitely being able to experience the conditions in plain sight. Without that, we would have all been coming from completely different biases on what those camps actually were. Sometimes you just have to see it with your own eyes to believe it. It might have been nice to know who was in our group before we set out on the trip to be able to discuss and talk as a group on the bus and at the camps.

What suggestions would you give to anyone facilitating next year's charrette?

I think get the materials out sooner to give the designers time to prepare a little. The conference seemed like it was planned so far in advance and that the charrette was an afterthought. Give it a bit more structure with regards to expectations on final product. Maybe even have check points throughout the 48hrs with smaller 'working' presentations between groups -- that might get kinda difficult, but if there is a way, it would be nice.

Any other thoughts?

For me...it was very difficult to arrive in Qatar at 11pm and not get to bed until 1:30am and then have to get up and run a workshop at 8am two days in a row -- with some amount of jet lag. I'd say the same was probably true for the Richmond students too. I suppose the only way to solve that would be to have everyone arrive one day earlier or so...but it might be helpful. I had a rough time, especially after lunch.

**Gijs Bakker**, Industrial Designer

Droog Design, Amsterdam

What were your perceptions of Qatar and Qatari culture before you were invited to speak at Tasmeeem? Were they changed by the experience?

This was my first time in the oil states. I was completely open to absorb this new experience

What, if anything, did you do to prepare for the charrette?

I have a long experience in working together with young designers at Droog Design and by my activity at the Design Academy in Eindhoven, where Droog is responsible for the master course. This means I am able to open up the minds of the young kids.

The guidelines you were given were very loose and open to interpretation. Did you like this format for the charrette?

I was inspired by the topic "do it your self" it's what I did all my creative live.

What did you think of the tour of the labour camps you were taken on? How did this affect the rest of the charrette?

It stimulated me to work not only for the poor labour but to design the same objects suitable for the local people.

How did you feel about the size of your group?

OKAY

What were your observations of the interaction between the VCU Qatar and the VCU Richmond students? How do you feel they worked together?

I know the US mentality to well. For me it was more interesting to tease the local (woman) students in elegant black.

How did you feel about the mixture of students from different design disciplines? How did this affect the group's final product?

This I always prefer the most.

How do you feel about the solution your group came up with? Was it appropriate for the problem you were presented with?

I liked them all but the roller-skater/street worker, the most

What did you think worked particularly well during the charrette? What do you think could be improved?

Better materials for model making

What suggestions would you give to anyone facilitating next year's charrette?

Go on

Appendix D

Interviews with Student Participants

**Zeina S. Hamdy, VCUQ**

Junior, Graphic Design

What did you think the American students would be like before you met them?

well we'd met students from richmond the preceding years as well so we had a pretty good idea. but it's always a surprise. we get a very distinct bunch every time. this time we got to work on the charrette with them (a first) and it was really succesful in actually getting to know these students on an academic level. you gain more respect for them and actually understand them better than you ever would after having spent a week just messing around.

What did you feel about the subject of the charrette? Is the problem of worker housing an appropriate topic for a student project?

oh yes definitely. everyone here needs a wakeup call. i've seen squalor back in lebanon but i take it for granted that everyone lives well in doha. this is a country made of denial and this was a perfect idea. plus, now we know what we should be working on after we graduate. personally, i found purpose. studnets need to be subjected to these kinds of themes early on because that is how you kind of find your "calling".

How did you feel about the tour you were taken on? What are your personal feelings about the

living conditions you saw and the experience you had on the tour?

i didnt much like the way the tour was conducted.. it felt too much like we were looking at zoo animals and invading some people's privacy... BUT the workers who were on strike didnt seem to mind the exposure at all. it all turned out for the best i guess.

How did you like the size of the group you were put in? Were there too many people or not enough?

it was perfect. we had just enough people for every task to be completed right on time and with the exact amount of feedback and attention it needed. and we very harmoniously split into two groups, which made things much easier to handle.

What did you think about the mix of students from VCU Richmond and VCU Qatar? Did you have an opportunity to get to know the Richmond students? Did they change the perceptions you had of American students and American culture before you came?

i'm quite aware of what american culture is like so no, no perceptions were changed. but i loved seeing how richmind handled things versus how VCUQ handled them. the standards are not as different as i thought, and i learned that whoever can make it in qatar can also integrate quite well with the richmond standard and student body if they ever went to VCUR

What did you think about the mix of students from different design disciplines? What was it like working with students studying a different area of design? How did this impact your group's approach to the problem?



you always need students that are good at different things, otherwise the team just doesn't function. We needed the interior students for their practical solutions, and graphic designers for their conceptual strength and the fashion students who are more down to earth.

What did you think of Natalie Chanin? What impact did she have on the direction your group took? Do you think she was effective as a facilitator of the charrette?

Oh she was great! You could tell she was exhausted from flight and all and she still sat and put as much effort as everyone in there. She organized the process to begin with, which was fantastic. I love her.

How do you feel about the final solution your group came up with?

Very satisfied. I feel like if we actually got the funding, we could actually accomplish this here in Qatar. Which feels great!

Was the 48 hours your group was given appropriate? Should it have been held the weekend after Tasmeem ended, rather than before?

I thought it was pretty perfect. Got our brains going and interested in hearing what the speakers had to say. But I would also like to see what a charrette after the conference would be like... but maybe everyone would be too tired by then.

How did you feel the press conference went? Was it an adequate way to present your solutions?

I would have liked more guest designers to be there giving their feedback.

Would you like me to keep your identity confidential?

i dont really care

What is your major? Are you a freshman, sophomore, junior or senior?

i'm a junior in graphic design

Any other thoughts?

how are ya?

**Hala Akkawi, VCUQ**

Sophomore, Interior Design

What did you think the American students would be like before you met them?

I thought that they were not going to give us the chance to take part in the team work and that they will not consider our opinions and ideas. I also thought that they were not going to socialize with the VCUQ students

What did you feel about the subject of the charrette? Is the problem of worker housing an appropriate topic for a student project?

Yes it was very interesting to see the bad and poor side of Qatar

How did you feel about the tour you were taken on? What are your personal feelings about the living conditions you saw and the experience you had on the tour?

I felt very sorry for the workers and I never expected to see people living in such conditions. As in no hygiene, 8 in a room, dirty food and more.

How did you like the size of the group you were put in? Were there too many people or not enough?

It was a good number of people

What did you think about the mix of students from VCU Richmond and VCU Qatar? Did you have an opportunity to get to know the Richmond students? Did they change the perceptions you had of American students and American culture before you came?

Yes they were better than last years visitors and they were extremely kind, polite and different from what I expected. They were fun to work with.

What did you think about the mix of students from different design disciplines? What was it like working with students studying a different area of design? How did this impact your group's approach to the problem?

Each student from each major took part, the graphics were helpful in putting together the presentation, and the interiors helped us come with a space plan for their residence. However they all gave some information which had nothing to do with their major, it was all common sense and knowledge

Which group were you in, Gijs Bakker, Dawn Hancock or Natalie Chanin?

Natalie Chanin

What did you think your group leader? What impact did s/he have on the direction your group took? Do you think s/he was effective as a facilitator of the charrette?

She helped us with the research and she gave us ideas on how we can try to solve the problem. She cleared it out for us; she broke the problem into different parts and suggested how we can tackle it. Her input was helpful

What did you learn about the process of design from him/her?

How to work as a team and how to look at a problem from different points

How do you feel about the final solution your group came up with?

I am happy with the result

Was the 48 hours your group was given appropriate? Should it have been held the weekend after Tasmeem ended, rather than before?

No, it was appropriate

Do you have any suggestions for future charrettes? What do you think worked best? What needs to be improved? The charrette was very educational; I think it went extremely well.

Having us divided into groups was a good idea and to work on a problem in Qatar is also an interesting thing to look at

How did you feel the press conference went? Was it an adequate way to present your solutions?

Yes, it was very professional

What is your major? Are you a freshman, sophomore, junior or senior?

Interior design- sophomore

**Linda Clark, VCU**

Junior, Interior Design

What was your perception of Qatar before you went to Tasmeeem?

I was very open to the idea that their culture would be inherently different from what I was used to. As far as cultural behavior, I was expecting a very formal and subdued presence from the people but mostly the women.

What did you feel about the subject of the Charette? Is the problem of worker housing an appropriate topic for a student project?

A 48hr Charette topic addressing the problem of worker housing might have been a bit ambitious for a student project, but I felt it was a step in the right direction. It's not likely that the perfect solution for such a socially and politically based problem would be acquired in such little time from a group of students who, (a.) are not aware of the situations because of social divisions and estrangements, and/or (b.) are from a completely different culture/nation without the knowledge or understanding of how a

society's government might take action or operate. All design solutions derive from a real life problem or situation, so the choice of addressing this issue in a design Charette shows the nation's acceptance of such a problem and a possible willingness to resolve it.

How did you feel about the tour you were taken on? What are your personal feelings about the living conditions you saw and the experience you had on the tour?

I'm sure by American standards, the living conditions would be classified as inhumane, but I've seen conditions worst than those. The living conditions were horrendous, but the bigger shock was seeing the reaction of the VCUQ students; the fact that this problem was so close to them and they for the most part had no knowledge of such happenings. As an outsider, seeing the substandard living conditions of the workers helped to paint a picture of the problem, and though unhealthy they were, they represented not the worst, nor the best but a moderate account.

How did you like the size of the group you were put in? Were there too many people or not enough?

The size of my group was adequate. It was enough people to get the work done and to collectively brainstorm ideas and concepts.

What did you think about the mix of students from Richmond and Qatar? Did you have an opportunity to get to know the VCUQ students? Did they change the perceptions you had of the Qatari students and culture before you came?

The interaction between the VCU Q and Richmond students was very successful. The diversity in backgrounds provided a lot of coverage in addressing the project topic. The VCUQ students supplied the internal perspectives of the country and its people, laying the foundation for the development of our design solutions. This process helped a great deal in giving us a better understanding of how to help and reach the people. Working with the VCUQ students, I got to know them on a personal level. I was very impressed by their work ethics, passion for art and cultural enthusiasm, and politics. I was elated to see that the Qatari students were determined and reserved, but in a sense of solidity not passivity or submissiveness.

What did you think about the mix of students from different design disciplines? What was it like working with students studying a different area of design? How did this impact your group's approach to the problem?

The mix of disciplines was also very successful. In my group the different disciplines worked well together because we were conceptually on the same page but had different approaches and perspectives to communicating and reading the design solutions. The interaction with the mix of disciplines as well as the interaction between VCUQ and Richmond students was the most rewarding part of the Charette.

What did you think of Dawn Hancock? What impact did she have on the direction your group took? Do you think she was effective as a facilitator of the charette?

I think our group was well placed. The students were viewing the project in the same light as our facilitator, Dawn Hancock. Working with Dawn was a pleasant experience;

she was very enlightening and inspiring. I feel that most of my group members including Dawn have very similar working and design ethics; but we also respectfully appreciate and understand the differences in our design aesthetic.

What did you learn about the process of design from Dawn?

I learned from Dawn that in the design process, no idea is a bad idea, and that all initial ideas place you one step closer to the right solution. Dawn also encouraged lots of research and brainstorming, including word mapping and concept webs.

How do you feel about the final solution your group came up with?

In a period of 48 hours time, I think the design solutions were suitable. There was enough diversity in the design solutions to see development, consideration and a collective thought process. Overall, I was satisfied with my group's final solution because it effectively communicated the impact that we wanted to get across.

Was the 48 hours your group was given appropriate? Should it have been held the weekend after Tasmeem ended, rather than before?

If more time was given, the solutions and presentations would have been a lot stronger, but for the purpose of a charette it was appropriate. It would have been helpful if the design charette was held after Tasmeen. We would have known more about sustainable design to incorporate in our design solutions.

Do you have any suggestions for future charettes? What do you think worked best? What needs to be improved?



The interaction between the students was the most successful.

How did you feel the press conference went? Was it an adequate way to present your solutions?

I think our ideas could have been presented well if we had a little more time to prepare for the presentations. The presentations seemed rushed and not as important. I don't know if that was because it was a press conference, but I felt it should have been handled with more consideration.

Are you a freshman, sophomore, junior, senior or grad student?

(Sophomore/Junior) -I am technically a junior by the university's standards, but a sophomore in my Major- (Interior Design). I switched majors last year, so I also have a background in illustration and graphic design.

Would you like me to keep your identity confidential?

No, you can disclose my identity.

**Justin Wootton, VCU**

Junior, Graphic Design

What was your perception of Qatar before you went to Tasmeem?

I had the thoughts that we were going into rough desert land full of the Taliban. My level of ignorance going into the trip was ridiculous. Yet, I was not worried or even remotely

concerned about my safety or health. I had never seen anything about Qatar, but had seen Kuwait before, so I was remotely expecting something like that.

What did you feel about the subject of the charrette? Is the problem of worker housing an appropriate topic for a student project?

This topic was not addressed the correct way at all. The topic was an issue of social injustice... and the coordinator wanted us to focus on creating remedial solutions that did not address the issue of the cause at all. Projects like knee pads and palm leave overhangs provided us with several hours of laughter over dinner that night. It was as if everyone was competing to come up with the most ridiculous idea to present as a solution. We all felt like we didn't have the ability to do what we really wanted to do for the project because we were afraid of offending some of the guests present at the media questioning.

How did you feel about the tour you were taken on? What are your personal feelings about the living conditions you saw and the experience you had on the tour?

It was something I have confronted in the section 8 housing of Richmond Virginia and the slums of Cleveland Ohio. Also, I have seen families living the same way on the island of Nasau Bahamas. It was more distressing to see how the VCU students were incapable of handling the situation and were absolutely repulsed by the sights and smells. The reality I find though is that the workers were willing to live in the environments provided for them... but we never had an interview or translator that told us WHAT the needed and what the WORKERS concerns were. We based the whole project on

assumptions of what we, as onlookers, saw as concerns making the project itself an abstract interpretation of the problem. And so, no solution was necessarily the needed one.

How did you like the size of the group you were put in? Were there too many people or not enough?

It felt as if there were at times too many people per group, but the end result needed so much completed work that it was necessary to flood the room with people. Plus with the jet lag, many of the US students found that the amount of people was helpful when we needed to sneak downstairs for a nap.

What did you think about the mix of students from Richmond and Qatar? Did you have an opportunity to get to know the VCUQ students? Did they change the perceptions you had of the Qatari students and culture before you came?

They kept telling us how we were their favorite group of students. This is because they didn't start off any year with a charrette before. This really broke down the barriers, and made the US students fall in love with the Qatari students. The issue generated so much conversation, it allowed the VCUQ students to see how westerners solve problems and the VCU US students to see how the middle east addresses them. I learned more about Islamic culture that weekend than at any other point during the trip.

What did you think about the mix of students from different design disciplines? What was it

like working with students studying a different area of design? How did this impact your group's approach to the problem?

I still can not figure out what the fashion merchandising program had to offer the trip. I am soo happy that Kate was there though, but when I first met her, I was thinking... why are you here again? Are we going to the mall the whole trip? But it turned out the be for the best because everyone that went on the trip had a very different perspective to add to the projects. It was fun bringing good and bad designers together to produce a final piece that everyone was semi satisfied with.

What did you think of Dawn Hancock? What impact did she have on the direction your group took? Do you think she was effective as a facilitator of the charrette?

I LOVE LOVE LOVE Dawn. She is such an amazing genius. She was in such shock hearing about the Arab world and how the girls live and what the mentality of the culture was. Being extremely liberal, there were points where she would zone out in shock after hearing some of the opinions the men had towards women and some of the traditions the girls had to go through. She helped generate a creative environment, and gave off such amazing energy throughout the charrette.

How do you feel about the final solution your group came up with?

Hopeless. Until you teach the culture to value other nationalities, no action will take place. That's the issue with a class system though... there is no way to get off the bottom. I would have loved to see the legal department step in and take action to benefit the situation, but there seemed to be no expressed reaction of concern.

Was the 48 hours your group was given appropriate? Should it have been held the weekend after Tasmeem ended, rather than before?

NO.. it was essential for the function of the week to get to really know the group. It should never be at the end. The time really sucked though. We were all so so so so so so so tired that it was truly a challenge to work on the second day. If we had known it was as safe as it was on the trip, we would've brought our laptops and worked some at the hotel. The first two days were way to long, and made me feel extremely ill from exhaustion. Also, it effected the VCUQ students too because they had work for other courses on top of the charrette. A two hour break in the middle of the day would have greatly benefited the students.

Do you have any suggestions for future charrettes? What do you think worked best? What needs to be improved?

- Break time to counter act jet lagg... a trip back to the hotel was necessary but not provided.
- The food and drink acessablity was amazing and very helpful
- The project was bogus and unresearched so the students found the challenge too vague
- An example of what was expected as a final product would have been helpful
- Computer access back at the hotel would have helped greatly
- the press conference was very unexpected and rushed... shocking actually

How did you feel the press conference went? Was it an adequate way to present your solutions?

It was a fun way to present my argument, but very nerve racking and exhausting after a long long long weekend. I felt sick after it, and I am never nervous to get up in front of a crowd... I do catwalk show at fashion week in NY for goodness sake, and I was never as nervous as I was for the press conference. I think it was from absolute exhaustion.

Are you a freshman, sophomore, junior, senior or grad student?

Junior

Would you like me to keep your identity confidential?

NO!

Any other thoughts?

It was the best way to start the trip... I really bonded with the students and it allowed the walls to be broken down. It was better than going on a field trip around town or something non interactive like that. I want that picture of me on the skateboard! Find it for me ASAP!

**Gabriel Williams, VCU**

Senior, Kinetic Imaging

What was your perception of Qatar before you went to Tasmeeem?

I tend not to travel with expectations or perceptions. When I travel I take the experience as is. I did a little research and saw that Qatar was a very wealthy country.

What did you feel about the subject of the charrette? Is the problem of worker housing an appropriate topic for a student project?

I honestly feel as though the problem of worker housing is an appropriate topic for students...However the students should be consulting with the corporate leaders and the government to assess this problem.

How did you feel about the tour you were taken on? What are your personal feelings about the living conditions you saw and the experience you had on the tour?

The tour was fairly informative. I do not however feel as though the 20-minute tour is enough time to truly assess the problems within the compound. Personally it is disturbing to see the living conditions of the industrial workers. I think it would be beneficial to have the workers engaged in the project as well so that they have a voice and provide perspective.

How did you like the size of the group you were put in? Were there too many people or not enough?

The group size was just right.

What did you think about the mix of students from Richmond and Qatar? Did you have an opportunity to get to know the VCUQ students? Did they change the perceptions you had of the

Qatari students and culture before you came?

The mix was a good because it provoked dialogue about the two cultures and allowed us to really get to know the VCUQ students. Again my perception is shaped from the experience and not from preconceived notions.

What did you think about the mix of students from different design disciplines? What was it like working with students studying a different area of design? How did this impact your group's approach to the problem?

The mix of disciplines worked well and allowed an interesting collaboration to take place. Most were graphic and interior designers, so there we created a graphic campaign and our presentation included elements of interior design.

What did you think of Dawn Hancock? What impact did she have on the direction your group took? Do you think she was effective as a facilitator of the charrette?

Dawn Hancock was great! Her design sense and professional experience worked well in directing the focus of the group.

What did you learn about the process of design from Dawn?

I learned a lot about the investigative process that comes before the design. It was interesting seeing how she goes about brainstorming ideas.

How do you feel about the final solution your group came up with?

I was satisfied with the solution. I think it was practical. I only wish that these projects



were not done in vain because at the end of the day, the industrial workers are still exploited and their living conditions are still the same. I would like to see something happen with the design projects that will actually benefit these people.

Was the 48 hours your group was given appropriate? Should it have been held the weekend after Tasmeeem ended, rather than before?

It was hard doing the project under the fatigue of jet lag. The project should still be held on the first weekend, however the group should just arrive 2 days earlier to have time to adjust to the time difference.

Do you have any suggestions for future charrettes? What do you think worked best? What needs to be improved?

Refer to previous question.

How did you feel the press conference went? Was it an adequate way to present your solutions?

The conference went well and was adequate.

Are you a freshman, sophomore, junior, senior or grad student?

Graduating senior

Would you like me to keep your identity confidential?

No you do not have to.

Any other thoughts?

No.

**Anonymous, VCU**

What was your perception of Qatar before you went to Tasmeeem?

I really had not heard about Qatar too much. I did know that it existed because I used to use it as my “q” word in Scrabble (1. I know that proper names are not allowed in Scrabble; 2. Since I was around 7 or 8, grown-ups were impressed that I knew that Qatar existed; 3. Qatar is one of the only words in the dictionary that does not necessitate a “u” after the “q”). I knew that Qatar was in the Middle East near Saudi Arabia, that it was a country that most inhabitants practiced the Muslim religion, and that the country was rich from oil.

I do like to travel a lot, so I have found that the best policy for me is to have an open mind. Different people live different ways, and the best way to fully experience different surroundings is to be open—that way you will never be disappointed with unfulfillment of preconceived notions.

What did you feel about the subject of the charrette? Is the problem of worker housing an appropriate topic for a student project?

I have a lot of feelings about the charrette that I will express here. First of all, I got the first inkling that I would be participating in a charrette when I was given an email

by VCU to pick up an “important package that had just been shipped from VCUQ”. In this package was a folder, a logo pen, a fancy logo notepad, and an impressive looking charrette brochure that had been printed wrong (it was obvious that whoever had printed it had had a comprehension of the English language because the pages were out of order—it left an extremely bad impression; I think I still have it somewhere if you need to see it). We were told to pick up this package by Tuesday February 27, 2007, and we left on Thursday, March 1, 2007. Even our teacher, Mrs. Linda Lee, was not aware of the charrette’s occurrence so had not advised us. So, in a nutshell, I feel a bit upset that the students before us got to have free time, and we had to work on the charrette.

I feel that the subject of the charrette was an applicable problem to both the world and to Qatar, but I also feel that the topic was too large of a problem to deal with in the 48-hour window that was given to us. I know that the people in my team felt very overwhelmed, including me, by the fact that we were supposed to solve the problem of worker housing in a sustainable fashion in just 48 hours. This is a lot to take in, especially since the only indication we had that we would be participating in the charrette was the “info packet” we had picked up. Again, not even the department heads/professors that accompanied us were aware of the charrette. So how could we have been prepared for such a heavy topic as “globalized worker’s rights as it applies to sustainable design”. We thought we were all on vacation and would not have to think. So we didn’t, or at least I didn’t.

How did you feel about the tour you were taken on? What are your personal feelings about the living conditions you saw and the experience you had on the tour?

I absolutely loved the tour we were taken on. I think that it served to give a face to the problem that we were supposed to be tackling in the charrette. Besides the fact that we got to see the worker's conditions, I love the fact that we were taken to see another aspect of Qatar—the real Qatar that natives know but visitors never get to see because it isn't pretty enough. That is the reason I love to travel; not the tourist spots, but to see how all aspects of life play out on a daily basis.

As for my personal feelings about the living conditions that we experienced, I can sum it up in a few words: appalled but not surprised. I do realize that I travel internationally much, much more than other people in my age group. I have seen situations on several occasions (namely in Guatemala and Turkey) where it was told that workers live in such situations, but I have never laid eyes on one before. That is where my feeling returns to appalled but not surprised. You have to remember, I am not the norm. I hold two nationalities and passports (American and Irish), spend my summers in Çesme, Turkey (you should go), and travel whenever I get the chance, and spend extra vacations in exotic locales (honeymoon: 15 day private camping safari throughout the parks of Botswana, Africa). I do not mention this to be snooty, not at all, but just to outline the fact that, yes I have traveled outside of the USA whereas many of my accompaniments had not.

How did you like the size of the group you were put in? Were there too many people or not enough?

I feel that the group size was perfect. There were twelve people (6 VCU, 6 VCUQ) in my charrette section, whence we divided it into three groups based on individual selection of three identified ideas that would be followed into fruition. Thus, I had four people in my group. Out of the four in my group, none were Qatari, but since we all had agreed on one singular idea, our group flowed well.

I will note that although I did not highly interact with any Qataris students (although I would have liked to), we chose our groups based on common ideas, that unfortunately none of the Qataris shared with our group idea.

What did you think about the mix of students from Richmond and Qatar? Did you have an opportunity to get to know the VCUQ students? Did they change the perceptions you had of the Qatari students and culture before you came?

See above. Although disappointed that I didn't get to work with any VCUQ students in my group, I felt that it was pertinent to our work that we were allowed to choose our group on what ideas we felt most inclined to pursue.

What did you think about the mix of students from different design disciplines? What was it like working with students studying a different area of design? How did this impact your group's approach to the problem?

See above, I enjoyed working with the diverse mix that was my group because we got to analyze the problem from four different angles (we were four with four different design backgrounds, which gave us a good overall understanding)

What did you think of Gijs Bakker? What impact did he have on the direction your group took?

Do you think he was effective as a facilitator of the charrette?

Personally, I loved Mr. Bakker. As you probably know, he was my charrette leader. I found his design approach to be fresh, gutsy, and fun. I can see how the organizers confused him with a sustainable designer, based mainly on the old clothing chair (the first that I think of). But I do think that he did not really fit into the sustainable, meaning reuse, recycle theme that the organizer thought of. But I do think that he added (to be trite) a certain "je ne sais quois" to the whole event. He did use many instances of reusable therefore sustainable design, but I felt that his idea has on a higher level than the rest. Plus that whole pushing the envelope thing.

There were a few people who did not understand my group's results at the press conference. And then they saw Mr. Bakker speak. And it made so much sense.

I think that Mr. Bakker was exceptionally effective as a facilitator. I liked the fresh, new perspective that he brought to the table. From talking to the different charrette groups, Mr. Bakker's facilitation of our group was more laid back than the other facilitators. He agreed in my thinking that the charrette topic was too large of a problem to solve in the 48 hour window. Therefore, while the other two groups tackled the entire problem of worker's rights, Mr. Bakker gave us the direction to take one aspect of the worker's lives and make it simpler, but with a good design aesthetic.

What did you learn about the process of design from Gijs?

If you are going to design something, make it functional and aesthetic. Make it have a purpose.

How do you feel about the final solutions your group came up with?

I was pleased with my charrette group's solutions. However, I was not pleased in the context of the other groups' work. I felt stupid at the press conference where two out of the three groups chose to tackle the entire problem of worker's rights. Their outcomes were not based on design—how does a press campaign relate to design? But I also guess that their outcomes were based on a different interpretation of the challenge.

Was the 48 hours your group was given appropriate? Should it have been held the weekend after Tasmeem ended, rather than before?

I do not think that 48 hours was enough time for the task at hand. I think that we should have been given a smaller problem to tackle, or at least a more specific one. I think that more than 48 hours would have been overkill though—too much time.

I do not think that it would have been beneficial to have the charrette after Tasmeem. After long days of lectures, it would have been tiring to sit through long days of charrette.

Do you have any suggestions for future charrettes? What do you think worked best? What needs to be improved?

I think that the time frame of 48 hours and the group size worked well. As for suggestions, I would like to have seen a more specific task given to us to solve,

something more manageable for the 48 hour time period. I felt overwhelmed and a bit confused as to what we were specifically supposed to be doing. Perhaps an overall topic with a few related but distinct options. So for this past charrette, the overall topic being worker's rights, it would have been a nice option to choose specifically what to work on: redesign an everyday object to make it easier to use; take unused materials seen on the tour and give them a functional purpose; design a campaign to bring awareness to the plight of immigrant workers; reconfigure the living spaces of the workers, etc.

Being given an option to choose something that I would have liked to work on would have made me work a little harder because I could have at least picked a topic that I liked.

How did you feel the press conference went? Was it an adequate way to present your solutions?

I was extremely disappointed with the outcome of the press conference, and for several reasons. First, since the topic was worker's rights, I felt that the Americans presenting the solutions came off as "high and mighty", meaning that we came, were appalled by the condition of Qatari immigrant workers, and gave a laundry list of things to make the problem go away, because the Qataris couldn't do this on their own and the Americans had come to the rescue. Most of this had to do with the fact that the Qatari students were not willing to present since they didn't want to risk the chance of having their picture taken. To solve this problem, it would have been better to have one single person to present all three group's ideas.



Second, and this mostly applies to my group, the presentation was reported incorrectly. Upon talking to one of the professors, I learned that it was not the press that had written the article printed in the paper, but instead a VCUQ faculty member that had submitted a press release to the paper. Therefore, I felt that it was absolutely unacceptable that my group's results were reported wrong. The faculty member had ample opportunity to clarify with each individual group. The gist of the article said that the problem of worker's rights was tackled in the charrette, and then it pointed out that Mr. Bakker's group thought that a laundry shade would solve their problems, and workers should be given kneepads made out of old plastic bags. That was not the idea we were going for. This publicity made me feel stupid, because the publicity indicated that our group thought we should make the workers use their laundry as an awning—that they didn't get new awnings because they were too poor.

I also felt that those in charge were unorganized. It was hard for me to feel calm when those in charge didn't know what was going on either. I also did not like the fact that the last group chose not to pay attention to the rules of one representative per group. It gave a cluttered, unprofessional feel to the whole ordeal. This could have been solved by having one person relate each group's findings.

Would you like me to keep your identity confidential?

Yes.

Any other thoughts?

I loved the opportunity I got to see Qatar. It is a wonderful place. I just didn't like having to do a forced charrette. I would have rather been shown more sights.

**Sera Tabb, VCU**

Junior, Communication Arts

What was your perception of Qatar before you went to Tasmeeem?

My roommate went the year before I did, so I had fairly accurate expectations.

What did you feel about the subject of the charrette? Is the problem of worker housing an appropriate topic for a student project?

It was a good idea to have a project at a sustainable design conference attempt to be sustainable and socially productive, but because the charrette was a fake assignment, it was literally and conceptually inadequate. The conference offers incredible opportunities, and having a project that does more than pretend to be involved in the surrounding community would be a strong move.

How did you feel about the tour you were taken on? What are your personal feelings about the living conditions you saw and the experience you had on the tour?

As someone who has volunteered in the United States, I have experienced worse poverty than what we saw in Qatar. This is not to say that the conditions for workers weren't horrible, but I believe the tour had a greater impact on the Qatari girls who, as

it was explained to me, are not supposed to see or be on the workers communes as Qatari citizens. After the tour I definitely felt like a complete jerk, eating buffets for the rest of the week, toying with ideas of sustainability, and then going off-roading with SUVs in the desert. This conference was the wrong time to be decedent, though I appreciated the wonderful hospitality we were offered by everyone at VCUQ. I felt the need to reach out to the people we met in a more constructive manner.

How did you like the size of the group you were put in? Were there too many people or not enough?

My group was about the right size, about 5 people.

What did you think about the mix of students from Richmond and Qatar? Did you have an opportunity to get to know the VCUQ students? Did they change the perceptions you had of the Qatari students and culture before you came?

The best part of the conference was getting to know the students at VCUQ. They were open to all of our questions about their country and culture, as well as extremely helpful. Meeting people you've only heard about always changes your perception of them, and it was very exciting to do this with a group of artists! I wish that more from the US could have the experience that I did; experiencing life in Qatar teaches you very quickly not to generalize about the Middle East.

What did you think about the mix of students from different design disciplines? What was it like working with students studying a different area of design? How did this impact your group's approach to the problem?

I'm in Communication Arts, so I was especially interested in working with the graphic designers since our fields overlap. Unfortunately, no one from Qatar was in my charrette group. I think that for other groups, the charrette allowed people from VCU and VCUQ to get to know one another. The group work was a positive element of the charrette; it is the charrette itself that needs to be altered in order to come full circle with the ideas behind the conference.

What did you think of Gijs Bakker? What impact did he have on the direction your group took?

Do you think he was effective as a facilitator of the charrette?

It was fantastic to get to work with someone like him. He told us that as Americans we are trained to solve problems and that this wasn't the process he wanted us to work through. We both had very different ideas of what constitutes the design process, so he was great to learn from. I wanted him to push us harder, but this might not have been a good idea since we were all confused and jetlagged, which I suppose he realized.

What did you learn about the process of design from Gijs?

I am trained as an illustrator, so I am expected to show a client exactly how the finished image will look the first time I give them an idea. Gijs will meet with a client many times, so his clients are able to be more active in the process. After Gijs explained this to me, I stopped giving him finished projects and rather conceptual representations of ideas.

How do you feel about the final solutions your group came up with?

They were inadequate. I would have needed to spend much more time in the environment, do a large amount of research, and talk extensively with our clients, the workers, to see what would best benefit their needs.

Was the 48 hours your group was given appropriate? Should it have been held the weekend after Tasmeem ended, rather than before?

Perhaps in the middle?

Do you have any suggestions for future charrettes? What do you think worked best? What needs to be improved?

I've been involved in a charrette before, and I disagree with the concept. I don't think that a large problem should be oversimplified and crammed into a short period of time—this leads to shallow solutions. The idea that stress produces great work is false in a scenario where people not used to working together are suddenly thrown an issue they don't understand. Encourage students to work in a rash manner is also irresponsible—and only made more so by the fact that the entire charrette was a fake assignment for people who needed genuine advocates.

How did you feel the press conference went? Was it an adequate way to present your solutions?

Due to a computer error, our piece wasn't shown at the conference. I just hope the people of Qatar didn't see us as a group of naïve foreign artists proposing solutions for a culture we haven't fully experienced. Everyone in Qatar, including the students, faculty,

and expatriate workers made a huge effort to welcome us and teach us about the intense lack of concern for labors that is ever-present. I wanted to be able to enact change as a part of the community, rather than propose grandiose schemes with no purpose to the press.

Would you like me to keep your identity confidential?

No, but please let me know where/when you'll be using it beforehand.

Are you a freshman, sophomore, junior, senior or grad student?

Junior

Any other thoughts?

We have to find a way to be sustainable for a wide commercial market, designing for the couture will have no large environmental impact based on economics, and this fact cannot be ignored.

**CREATIVE PROJECT:  
ADBUSTERS CORPORATE HEADQUARTERS**

by

**Holly Murdock**

**UTAH STATE UNIVERSITY  
Logan, UT**

**Spring 2007**

STRUCTURE  
ADJUSTERS 460  
The Pulitzer Prize  
has become the new  
MTV awards - with  
Hudj as Sheryl Crow  
and Ben Kallman  
as Moby. Gaby of  
Concert in Road.

Utopia...  
Did Walter Gropius  
Design from  
FEAR or LOVE??

- COLUMBUS  
INDIANA?
- M. FEI
  - SOM
  - RICHARD MEIER
  - RAM STERN
  - KEVIN ROCHE
  - HARRY WESSE
  - ROBERT VENTURI
  - DAN HECKLA
  - ROCHE DINKELDO
  - JAMES FUSHER
  - CARLOS JIMENEZ
  - WM BIRD
  - SUSANA TREBE
  - WA BROWN
  - EUEL SAARINEN
  - FRANK ADAMS
  - EERO SAARINEN
  - PAUL KENIGON
  - FISHER-SPELLMAN
  - GUNNAR EKBERG
  - JOHN WARENECKE
  - NORMAN FETTER
  - CHARLES SPARELL
  - J. MILLER INT.
  - JAMES K. PAOS
  - JOHN M. JOHANSEN
  - ELIOT NOYES
  - RATIO ARCH
  - CEGAR TELU
  - ED BOENES
  - TAFT ARCH
  - ISAAC HODSON
  - THOMAS BERRY
  - GARY ANGELO
  - ED BASKETT
  - MITCHELL-GIERGHA
  - KEVIN KENNAN
  - HARRY WESSE
  - JAMES S. TUSHEK
  - HARRY HOLZMAN PFEIFER
  - DALE CHINULY
  - HARRY WESSE
  - LEIGHTON BOWERS
  - HENRY MOORE
  - JOSEPH KEVIN
  - HARRY WESSE
  - NOLAN BINGHAM
  - HARRY WESSE
  - BRUCE ADAMS
  - HARRY WESSE

LEADERSHIP IN ENERGY + ENVIRONMENTAL DESIGN (LEED) GREEN BUILDING RATING SYSTEM  
IS THE BENCHMARK FOR THE DESIGN, CONSTRUCTION & OPERATION OF HIGH PERFORMANCE GREEN BUILDINGS.

"LEED has become the Premier Brand,  
like Nike in athletics, Coca Cola or Dell in  
personal computers... LEED is fast  
becoming its own best enemy."  
- Arthur Schindler-Rodgill  
www.gyrf.org



200 AdBusters Exterior of the Mental Environment 087



AdBusters Corporate Headquarters in Columbus, Indiana.  
Exterior Rendering



*Handwritten notes at the top of the page, partially obscured.*



ADBUSTERS - FIRST FLOOR

A SWORD SHALL  
PIERCE THROUGH  
THE SOUL ALSO,  
THAT THE THOUGHTS  
OF MANY HEADS  
MAY BE RELEASED

ESCAPE



FOR PEOPLE WHO WANT THEIR  
STRAIGHT LINES TO BE STRAIGHT,  
LIFE ITSELF IS THE PROBLEM  
- WATSON WELSH



ADBUSTERS - 2ND FLOOR



Design seen as  
a luxury, a  
jewel for the  
elite is in  
contrast that  
is fundamentally  
universal.

The perspective - the aesthetic - of our sustainable future has yet to take hold. But we can appreciate it's an honest, simple way of being. It follows organic cycles and merges nature's wisdom. It's not so much about being moral or "good" as being a little bit wild and honestly determined. The message is growing through chaos in the corporate. It's about "being" rather than "having" and "process" rather than "form." As this case way of expanding the world steps into our imaginations, it begins to change our clothes, our houses, our shops, streets, food, music.



ADBUSTERS - 3RD FLOOR

- \$193 COST OF PRINTING THREE (20x30) COLOR PRESENTATION BOARDS
  - \$100 COST OF FEEDING 500 PEOPLE IN WEST AFRICA WITH CLEAN DRINKING WATER FOR THE NEXT 15 YEARS
  - \$1860 TOTAL COST FOR THE SENIOR QMS TO PRINT THIS PROJECT
  - \$1800 COST OF DRILLING A NEW WELL FOR AN AFRICAN VILLAGE
- www.adbusters.org

In the simple process  
of creating and  
maintaining the  
world we live in  
we are all  
designers

- Arts & Crafts Movement, 1890s
- Art Nouveau, 1890-1910 / Futurism, 1909
- Sinkistelli, 1917
- De Stijl, 1917
- The Bauhaus, 1919
- Art Deco, 1920s
- Constructivism, 1920s
- Swiss Design, 1940s
- Bauhaus School, 1940s-1950s
- Ruskin Style, 1960s
- Postmodern Design, 1980s
- New Wave Typography, 1990s
- Design Anarchy, 2000s

# 200 AdBusters Plans of the Mental Environment

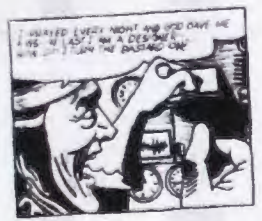
085



How many pills  
 (Vaccination) could  
 you give the the  
 cost of that  
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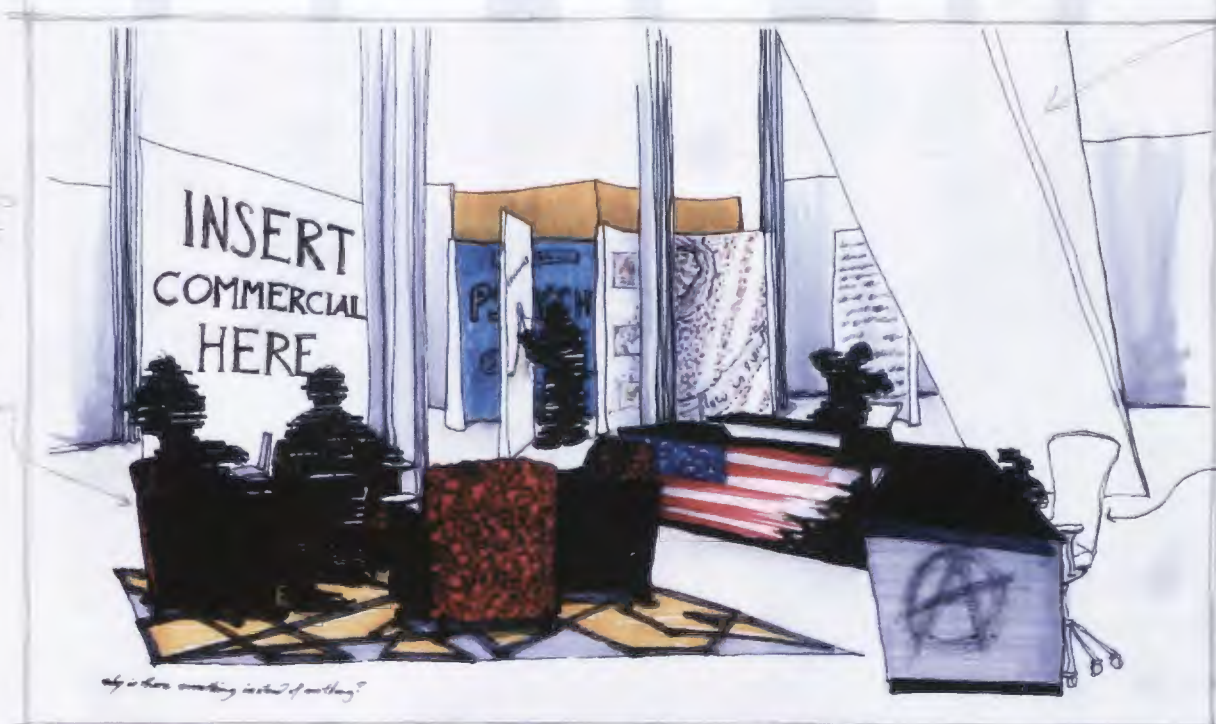
Interlocking...  
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STONER



OUR CRISIS IS  
 A CRISIS OF  
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why is there something instead of nothing?

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What | design needs  
 is | ten years |  
 | of total turmoil...  
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 after that | (maybe it will  
 | mean something again |  
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 | something again... |

ZOO CHAIR BY HANSON  
 MBDC CRADLE IS CRADLE COST  
 CONTRIBUTES DIRECTLY TO  
 LEED MR CREDIT 4.42 020  
 RECYCLED CONTENT  
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 FURNITURE + FIXTURES



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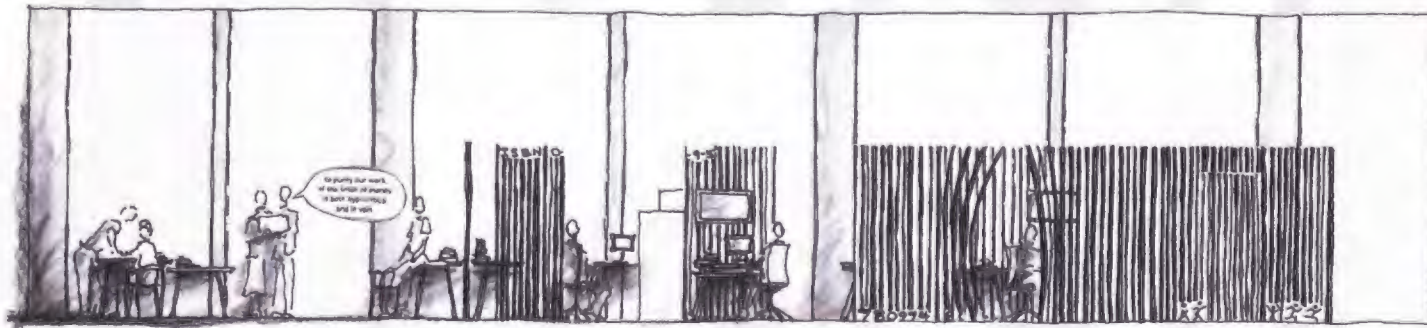
Who  
 Designs  
 THAT BUSTS?

200 AdBusters

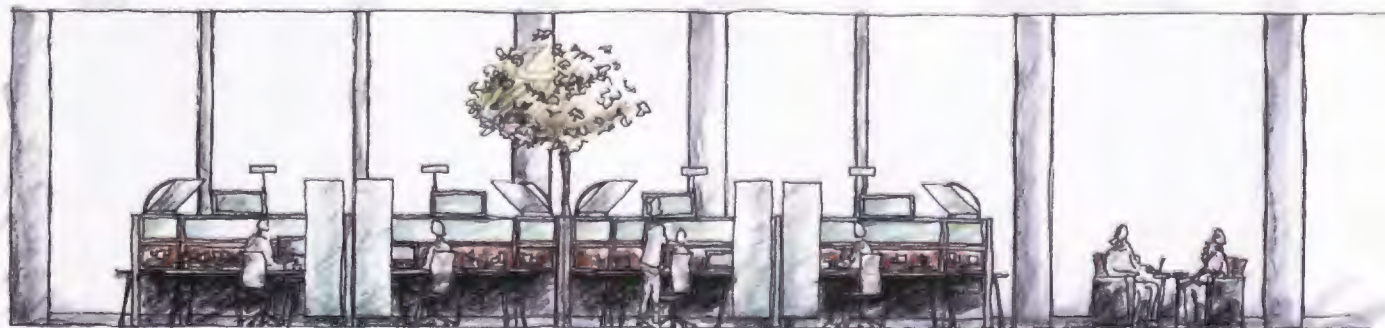
Views of the Mental Environment

087





The Great Escape First floor North Elevation



The Elysian Fields First floor South Elevation

I'm going to get on my voice-mail.  
 soothe my aching nasal tunnel  
 synchronise with 800 eulogiums of  
 morphine, smoke a Marlboro Light.  
 Go home alone to re-read of "Love  
 Connection," my stolen incense  
 driver Alanis Morissette and a  
 closet full of worn out clothes. Turn  
 off the telephone ring and let the  
 machine eat the message from my  
 workaholic boyfriend with his head  
 stuck in 3-D modeling, calculus,  
 a PDA and some ancient pathetic  
 quilt-bag from the babe across the  
 country who won't let go. Maybe  
 I will take a walk on the beach and  
 pick up some trash. Maybe I will  
 smoke a clove, play some guitar,  
 cry over my VISA bill.

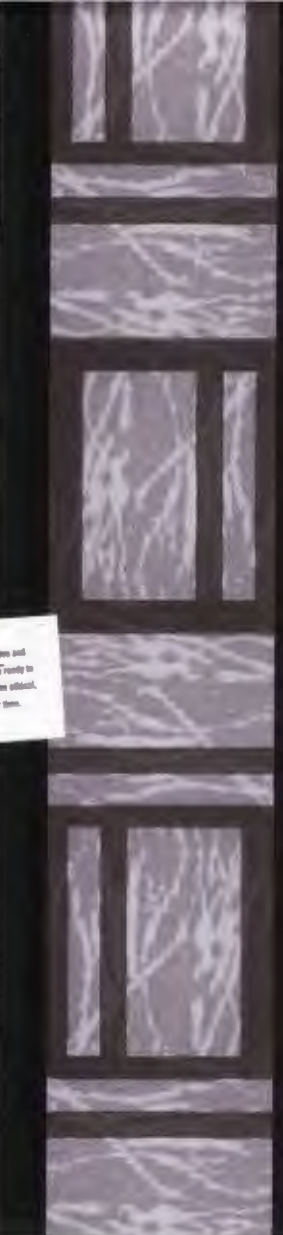
I'm going to get on my voice-mail.  
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 country who won't let go. Maybe  
 I will take a walk on the beach and  
 pick up some trash. Maybe I will  
 smoke a clove, play some guitar,  
 cry over my VISA bill.

my concern is with the rhythms of nature  
- PAVUK



200 AdBusters Elevations of the Mental Environment 085

Dressed Kill Carpet - open offices



Letters Fabric - reception chairs



Recycled Glass Terazzo - lobby



Glass Plastique Laminate - counters



Checker Fabric - chairs

Vellum Fabric - panels



Reclaimed Teak - flooring, conference table



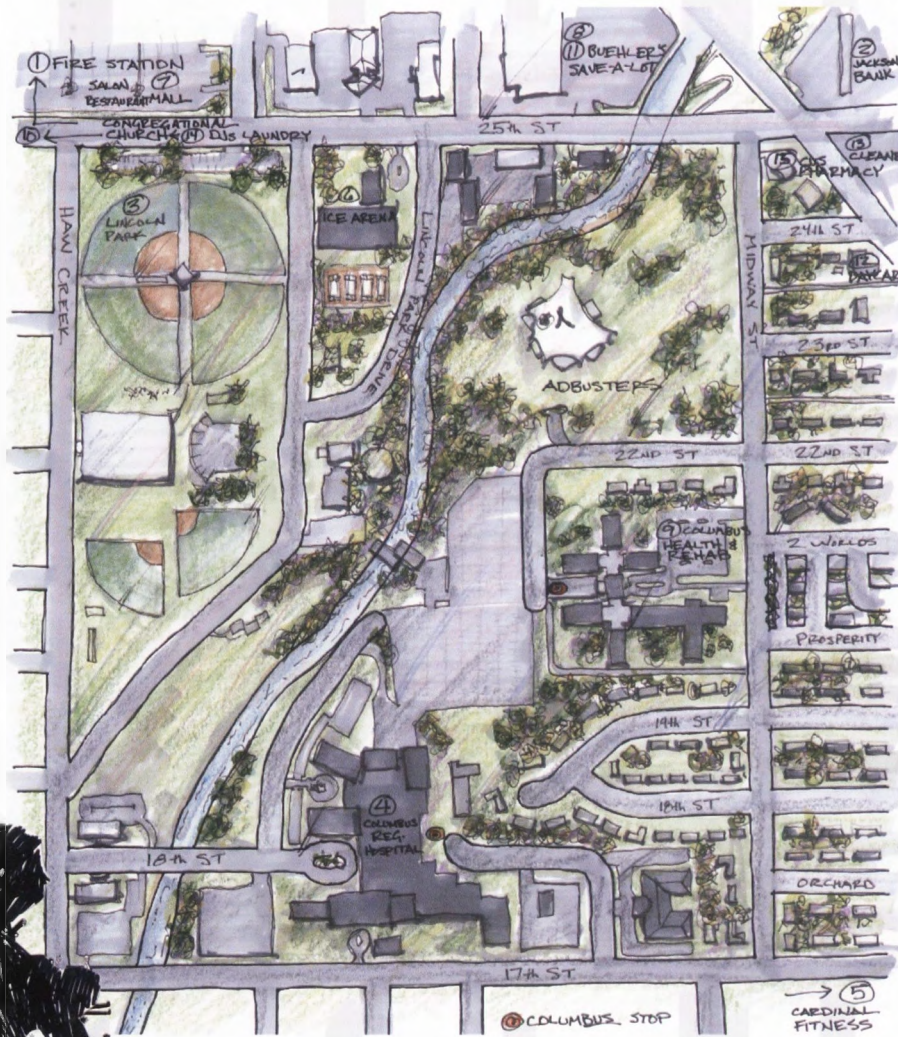
What does design look like after all commercial/ppe pretensions have been stripped away?

GAO ready to revolutionize the organization and leadership traditions of design. GAO ready to move from the margins to center stage in the cultural, ecological and political debates of our time.

Micro Perforated Metal - cabinetry, reception desks

# 002 AdBusters Materials of the Mental Environment 087

AdBusters Corporate Headquarters in Columbus, Indiana.  
Interior Materials



LEED for New Construction v2.1  
Registered Project Checklist

Prerequisite	Requirement	Required
Prereq 1	Erudition & Redundation Control	Required
Credit 1	Site Selection	
Credit 2	Development Density	
Credit 3	Greenfield Redevelopment	
Credit 4.1	Alternative Transportation: Public Transportation Access	
Credit 4.2	Alternative Transportation: Bicycle Storage & Changing Station	
Credit 4.3	Alternative Transportation: Accessible Fuel Stations	
Credit 4.4	Alternative Transportation: Parking: Accessible and Carpooling	
Credit 5.1	Reduced Site Disturbance: Public and Accessible Open Space	
Credit 5.2	Reduce Site Disturbance: Temporary Erosion Control	
Credit 5.3	Stormwater Management: Run and Quantity	
Credit 5.4	Stormwater Management: Treatment	
Credit 5.5	Stormwater Management: Non-Road	
Credit 5.6	Stormwater Management: Non-Road	
Credit 5.7	Stormwater Management: Non-Road	
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Credit 5.72	Stormwater Management: Non-Road	
Credit 5.73	Stormwater Management: Non-Road	
Credit 5.74	Stormwater Management: Non-Road	
Credit 5.75	Stormwater Management: Non-Road	
Credit 5.76	Stormwater Management: Non-Road	
Credit 5.77	Stormwater Management: Non-Road	
Credit 5.78	Stormwater Management: Non-Road	
Credit 5.79	Stormwater Management: Non-Road	
Credit 5.80	Stormwater Management: Non-Road	
Credit 5.81	Stormwater Management: Non-Road	
Credit 5.82	Stormwater Management: Non-Road	
Credit 5.83	Stormwater Management: Non-Road	
Credit 5.84	Stormwater Management: Non-Road	
Credit 5.85	Stormwater Management: Non-Road	
Credit 5.86	Stormwater Management: Non-Road	
Credit 5.87	Stormwater Management: Non-Road	
Credit 5.88	Stormwater Management: Non-Road	
Credit 5.89	Stormwater Management: Non-Road	
Credit 5.90	Stormwater Management: Non-Road	
Credit 5.91	Stormwater Management: Non-Road	
Credit 5.92	Stormwater Management: Non-Road	
Credit 5.93	Stormwater Management: Non-Road	
Credit 5.94	Stormwater Management: Non-Road	
Credit 5.95	Stormwater Management: Non-Road	
Credit 5.96	Stormwater Management: Non-Road	
Credit 5.97	Stormwater Management: Non-Road	
Credit 5.98	Stormwater Management: Non-Road	
Credit 5.99	Stormwater Management: Non-Road	
Credit 5.100	Stormwater Management: Non-Road	

200 AdBusters Site of the Mental Environment 087

AdBusters Corporate Headquarters in Columbus, Indiana.  
Site Plan





## LEED for New Construction v2.1 Registered Project Checklist

Project Name: AdBusters Corporate Headquarters  
Project Address: 2655 25th Street, Columbus, Indiana, 47201

Yes ? No

11		3	<b>Sustainable Sites</b>	<b>14 Points</b>
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Y			Prereq 1	<b>Erosion &amp; Sedimentation Control</b>	Required
		1	Credit 1	<b>Site Selection</b>	1
1			Credit 2	<b>Development Density</b>	1
		1	Credit 3	<b>Brownfield Redevelopment</b>	1
1			Credit 4.1	<b>Alternative Transportation, Public Transportation Access</b>	1
1			Credit 4.2	<b>Alternative Transportation, Bicycle Storage &amp; Changing Rooms</b>	1
1			Credit 4.3	<b>Alternative Transportation, Alternative Fuel Vehicles</b>	1
1			Credit 4.4	<b>Alternative Transportation, Parking Capacity and Carpooling</b>	1
1			Credit 5.1	<b>Reduced Site Disturbance, Protect or Restore Open Space</b>	1
1			Credit 5.2	<b>Reduced Site Disturbance, Development Footprint</b>	1
1			Credit 6.1	<b>Stormwater Management, Rate and Quantity</b>	1
1			Credit 6.2	<b>Stormwater Management, Treatment</b>	1
1			Credit 7.1	<b>Landscape &amp; Exterior Design to Reduce Heat Islands, Non-Roof</b>	1
1			Credit 7.2	<b>Landscape &amp; Exterior Design to Reduce Heat Islands, Roof</b>	1
		1	Credit 8	<b>Light Pollution Reduction</b>	1

Yes ? No

4		1	<b>Water Efficiency</b>	<b>5 Points</b>
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1			Credit 1.1	<b>Water Efficient Landscaping, Reduce by 50%</b>	1
1			Credit 1.2	<b>Water Efficient Landscaping, No Potable Use or No Irrigation</b>	1
1			Credit 2	<b>Innovative Wastewater Technologies</b>	1
1			Credit 3.1	<b>Water Use Reduction, 20% Reduction</b>	1
		1	Credit 3.2	<b>Water Use Reduction, 30% Reduction</b>	1

Yes ? No

11		2	<b>Energy &amp; Atmosphere</b>	<b>17 Points</b>
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Y			Prereq 1	<b>Fundamental Building Systems Commissioning</b>	Required
Y			Prereq 2	<b>Minimum Energy Performance</b>	Required
Y			Prereq 3	<b>CFC Reduction in HVAC&amp;R Equipment</b>	Required
6			Credit 1	<b>Optimize Energy Performance</b>	1 to 10
				15% New Buildings or 5% Existing Building Renovations	1
				20% New Buildings or 10% Existing Building Renovations	2
				25% New Buildings or 15% Existing Building Renovations	3
				30% New Buildings or 20% Existing Building Renovations	4
				35% New Buildings or 25% Existing Building Renovations	5
		6		40% New Buildings or 30% Existing Building Renovations	6
				45% New Buildings or 35% Existing Building Renovations	7
				50% New Buildings or 40% Existing Building Renovations	8
				55% New Buildings or 45% Existing Building Renovations	9
				60% New Buildings or 50% Existing Building Renovations	10
1			Credit 2.1	<b>Renewable Energy, 5%</b>	1
1			Credit 2.2	<b>Renewable Energy, 10%</b>	1
		1	Credit 2.3	<b>Renewable Energy, 20%</b>	1
1			Credit 3	<b>Additional Commissioning</b>	1
1			Credit 4	<b>Ozone Depletion</b>	1
1			Credit 5	<b>Measurement &amp; Verification</b>	1
		1	Credit 6	<b>Green Power</b>	1

Yes ? No

9	4	<b>Materials &amp; Resources</b>	<b>13 Points</b>
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Y			Prereq				Required
		1	Prereq 1	<b>Storage &amp; Collection of Recyclables</b>			Required
		1	Credit 1.1	<b>Building Reuse</b> , Maintain 75% of Existing Shell			1
		1	Credit 1.2	<b>Building Reuse</b> , Maintain 100% of Shell			1
		1	Credit 1.3	<b>Building Reuse</b> , Maintain 100% Shell & 50% Non-Shell			1
1			Credit 2.1	<b>Construction Waste Management</b> , Divert 50%			1
1			Credit 2.2	<b>Construction Waste Management</b> , Divert 75%			1
1			Credit 3.1	<b>Resource Reuse</b> , Specify 5%			1
1			Credit 3.2	<b>Resource Reuse</b> , Specify 10%			1
1			Credit 4.1	<b>Recycled Content</b> , Specify 5% (post-consumer + ½ post-industrial)			1
		1	Credit 4.2	<b>Recycled Content</b> , Specify 10% (post-consumer + ½ post-industrial)			1
1			Credit 5.1	<b>Local/Regional Materials</b> , 20% Manufactured Locally			1
1			Credit 5.2	<b>Local/Regional Materials</b> , of 20% Above, 50% Harvested Locally			1
1			Credit 6	<b>Rapidly Renewable Materials</b>			1
1			Credit 7	<b>Certified Wood</b>			1

Yes ? No

15		<b>Indoor Environmental Quality</b>	<b>15 Points</b>
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Y			Prereq				Required
Y			Prereq 2	<b>Environmental Tobacco Smoke (ETS) Control</b>			Required
1			Credit 1	<b>Carbon Dioxide (CO<sub>2</sub>) Monitoring</b>			1
1			Credit 2	<b>Ventilation Effectiveness</b>			1
1			Credit 3.1	<b>Construction IAQ Management Plan</b> , During Construction			1
1			Credit 3.2	<b>Construction IAQ Management Plan</b> , Before Occupancy			1
1			Credit 4.1	<b>Low-Emitting Materials</b> , Adhesives & Sealants			1
1			Credit 4.2	<b>Low-Emitting Materials</b> , Paints			1
1			Credit 4.3	<b>Low-Emitting Materials</b> , Carpet			1
1			Credit 4.4	<b>Low-Emitting Materials</b> , Composite Wood & Agrifiber			1
1			Credit 5	<b>Indoor Chemical &amp; Pollutant Source Control</b>			1
1			Credit 6.1	<b>Controllability of Systems</b> , Lighting			1
1			Credit 6.2	<b>Controllability of Systems</b> , Thermal			1
1			Credit 7.1	<b>Thermal Comfort</b> , Comply with ASHRAE 55-2004			1
1			Credit 7.2	<b>Thermal Comfort</b> , Permanent Monitoring System			1
1			Credit 8.1	<b>Daylight &amp; Views</b> , Daylight 75% of Spaces			1
1			Credit 8.2	<b>Daylight &amp; Views</b> , Views for 90% of Spaces			1

Yes ? No

3		<b>Innovation &amp; Design Process</b>	<b>5 Points</b>
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1			Credit 1.1	CI IEQ 4.5, Low-Emitting Materials, Systems Furniture and Seating			1
1			Credit 1.2	CI IEQ 8.1, 'Daylight & Views - Views for 90% of Seated Spaces			1
			Credit 1.3	<b>Innovation in Design</b> : Provide Specific Title			1
			Credit 1.4	<b>Innovation in Design</b> : Provide Specific Title			1
1			Credit 2	<b>LEED™ Accredited Professional</b>			1

Yes ? No

53	10	<b>Project Totals (pre-certification estimates)</b>	<b>69 Points</b>
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**Certified:** 26-32 points, **Silver:** 33-38 points, **Gold:** 39-51 points, **Platinum:** 52-69 points