Darija Medić

Second Thematic project

What is a book?

Or why translation, Chinese whispers and noise?

Conceptual layout of the practical work for the thematic project

For the practical part of the second thematic project I became interested in dealing with 1) what are the fine bindings, the limits, borders of the space of a book, outside its literal condition 2) the process of loosing meaning. Why? Because, when I had to think of the role of the book today, and how it can be considered, the book as medium served as a starting point to deal with the concept the book carries within, and the strength of that concept. More precisely, after the Death of the author, and so-called deaths of the book itself, the book as concept remains as strong an authority as ever. It's present in the realm of language, meaning, reading and writing, and in the moment of today is vivid in the amount of production, the simultaneous amount of reading and writing that is being conducted via online means. In comparison to a former situation of the authority of books as media (ultimate placeholders for reading and writing, also privileged ones, not accessible to all), the amount of writing today is maybe even surpassing the amount of reading. Or if not, certainly is equally present.

When I try to think of

"The important question: What are the particular outcomes and effects of mistranslations? Which concrete situations can you trigger and explore with the tools you created?", what could be an interesting viewpoint is what are the mistranslations outcomes of. The mistranslations are inevitable in a hyperbolic, erasable but constant production of content.

They are the literal representation of a communication gap, noise that arises through the constant exchange of content (words, information, knowledge) and rise of translation applications, that can be further carried via Chinese whispers more through a rhizomatic structure than a linear one. The project was first realized in a book to show (illustrate) the gradualness of this process.

I will try to give a more clear, and pragmatic context to this idea through a few examples in concrete situations, showing different possibilities, and concerning different aspects, but sharing topics of interest.

Through the principle of translating and spreading through Chinese whispers, as the starting point, I tried to locate the questions or situations where this process could be visible and applicable, in the first place. The book is here observed as a concept of reading, writing, knowledge, and what are the implications and roles of that concept today, where the medium of the book becomes elastic to fit anything that could be observed as a reading and writing space. By that I don't claim that the medium of the book is not important, far from that. It is more that these questions are equally relevant when dealing with the topic of books. With a specific project, it is important to concentrate on either the book as medium, or book as concept, to be able to deal with the topic adequately.

These are some of the uses I have as examples, or sketches of examples:

nu.1

A possible practical Dadaist solution could be a Firefox add-on using the principle of a screensaver: after a while of not using the content of a tab (not reading nor writing), it translates the content of a webpage to a language and back to English. So after 10 minutes it would be translated once, after 20 minutes twice, after 30 minutes 3 times, every time taking different languages as input. A small reflection on how simultaneous, constant, surface reading causes disparate fragments and general confusion.

main topics:

-over information noise, productivity

-the process of gradual change-Chinese whispers-communication-after a certain period of simultaneous reading, we are not sure where we started from

-procrastination, attention deficit disorder

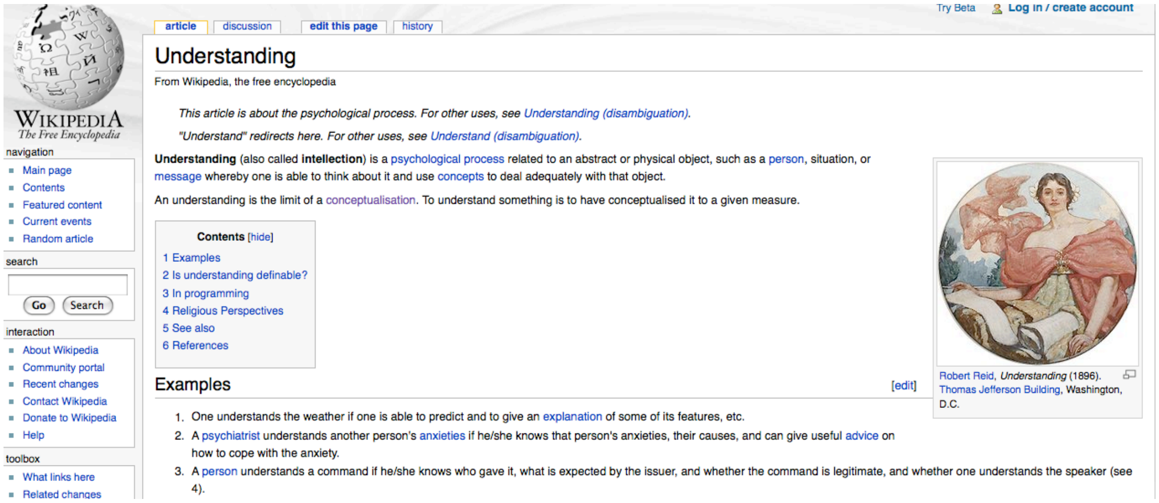
-authenticity of sources

-untraceable, non verifiable information

(does the non verifiable information cause add or vice versa?)

These are the screenshots of how the content would change over time:

0) the regular Wikipedia page on Understanding


WIKIPEDIA
The Free Encyclopedia
navigation
Main page
Contents
Featured content
Current events
Random article
search
Go
Search
interaction
About Wikipedia
Community portal
Recent changes
Contact Wikipedia
Donate to Wikipedia
Help
toolbox
What links here
Related changes
article
discussion
edit this page
history
Try Beta
Log in / create account

Understanding

From Wikipedia, the free encyclopedia

This article is about the psychological process. For other uses, see Understanding (disambiguation).

"Understand" redirects here. For other uses, see Understand (disambiguation).

Understanding (also called **intellection**) is a psychological process related to an abstract or physical object, such as a person, situation, or message whereby one is able to think about it and use concepts to deal adequately with that object.

An understanding is the limit of a conceptualisation. To understand something is to have conceptualised it to a given measure.

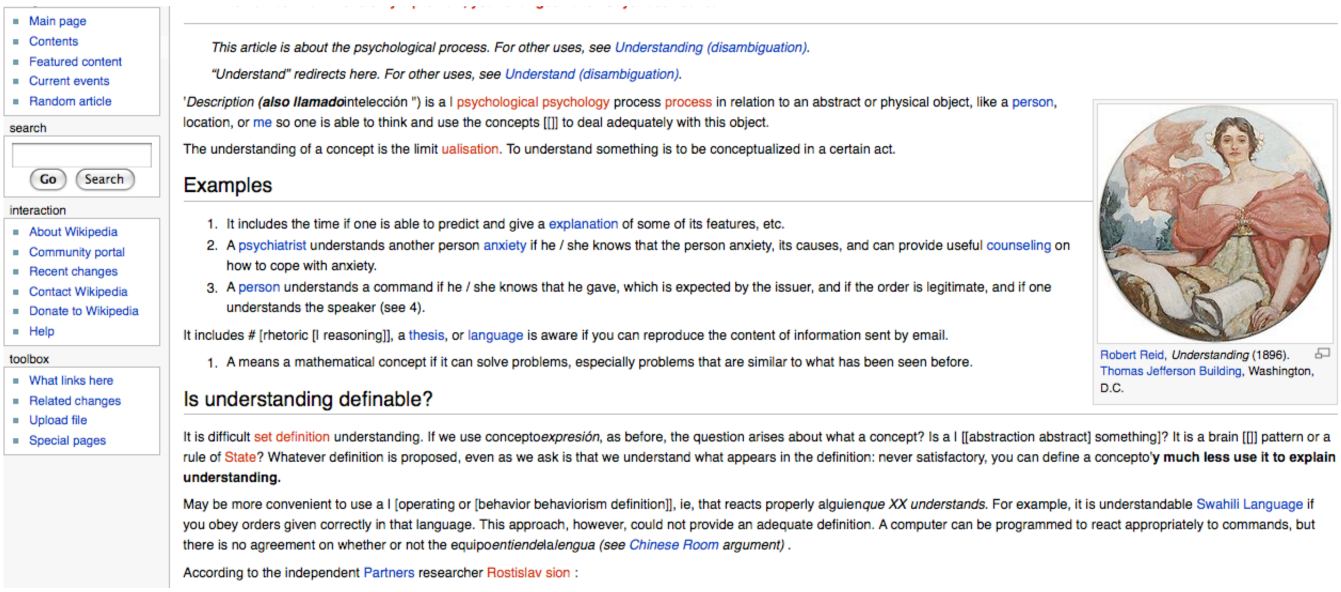
Contents [hide]
1 Examples
2 Is understanding definable?
3 In programming
4 Religious Perspectives
5 See also
6 References

Robert Reid, *Understanding* (1896). Thomas Jefferson Building, Washington, D.C.

Examples [edit]

1. One understands the weather if one is able to predict and to give an explanation of some of its features, etc.
2. A psychiatrist understands another person's anxieties if he/she knows that person's anxieties, their causes, and can give useful advice on how to cope with the anxiety.
3. A person understands a command if he/she knows who gave it, what is expected by the issuer, and whether the command is legitimate, and whether one understands the speaker (see 4).

1) to Filipino and back to English


Main page
Contents
Featured content
Current events
Random article
search
Go
Search
interaction
About Wikipedia
Community portal
Recent changes
Contact Wikipedia
Donate to Wikipedia
Help
toolbox
What links here
Related changes
Upload file
Special pages

This article is about the psychological process. For other uses, see Understanding (disambiguation).

"Understand" redirects here. For other uses, see Understand (disambiguation).

'*Description **(also llamado***intelección ") is a I psychological psychology process process in relation to an abstract or physical object, like a person, location, or me so one is able to think and use the concepts [[]] to deal adequately with this object.

The understanding of a concept is the limit ualisation. To understand something is to be conceptualized in a certain act.

Examples

1. It includes the time if one is able to predict and give a explanation of some of its features, etc.
2. A psychiatrist understands another person anxiety if he / she knows that the person anxiety, its causes, and can provide useful counseling on how to cope with anxiety.
3. A person understands a command if he / she knows that he gave, which is expected by the issuer, and if the order is legitimate, and if one understands the speaker (see 4).

It includes # [rhetoric [I reasoning]], a thesis, or language is aware if you can reproduce the content of information sent by email.

1. A means a mathematical concept if it can solve problems, especially problems that are similar to what has been seen before.

Robert Reid, *Understanding* (1896). Thomas Jefferson Building, Washington, D.C.

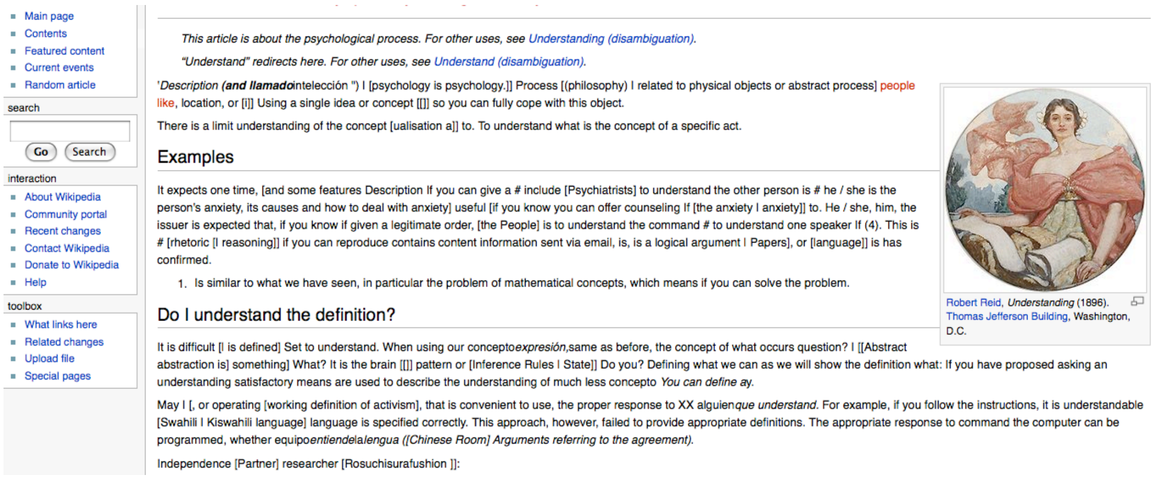
Is understanding definable?

It is difficult set definition understanding. If we use concepto*expresión*, as before, the question arises about what a concept? Is a I [[abstraction abstract] something]? It is a brain [[]] pattern or a rule of State? Whatever definition is proposed, even as we ask is that we understand what appears in the definition: never satisfactory, you can define a concepto'**y much less use it to explain understanding.**

May be more convenient to use a I [operating or [behavior behaviorism definition]], ie, that reacts properly alguien*que XX understands*. For example, it is understandable Swahili Language if you obey orders given correctly in that language. This approach, however, could not provide an adequate definition. A computer can be programmed to react appropriately to commands, but there is no agreement on whether or not the equipo*entiende*la*lengua (see Chinese Room argument)* .

According to the independent Partners researcher Rostislav sion :

2) to Japanese-English


Main page
Contents
Featured content
Current events
Random article
search
Go
Search
interaction
About Wikipedia
Community portal
Recent changes
Contact Wikipedia
Donate to Wikipedia
Help
toolbox
What links here
Related changes
Upload file
Special pages

This article is about the psychological process. For other uses, see Understanding (disambiguation).

"Understand" redirects here. For other uses, see Understand (disambiguation).

'*Description **(and llamado***intelección ") I [psychology is psychology.]] Process [(philosophy) I related to physical objects or abstract process] people like, location, or [i]] Using a single idea or concept [[]] so you can fully cope with this object.

There is a limit understanding of the concept [ualisation a]] to. To understand what is the concept of a specific act.

Examples

It expects one time, [and some features Description If you can give a # include [Psychiatrists] to understand the other person is # he / she is the person's anxiety, its causes and how to deal with anxiety] useful [if you know you can offer counseling If [the anxiety I anxiety]] to. He / she, him, the issuer is expected that, if you know if given a legitimate order, [the People] is to understand the command # to understand one speaker If (4). This is # [rhetoric [I reasoning]] if you can reproduce contains content information sent via email, is, is a logical argument I Papers], or [language]] is has confirmed.

1. Is similar to what we have seen, in particular the problem of mathematical concepts, which means if you can solve the problem.

Robert Reid, *Understanding* (1896). Thomas Jefferson Building, Washington, D.C.

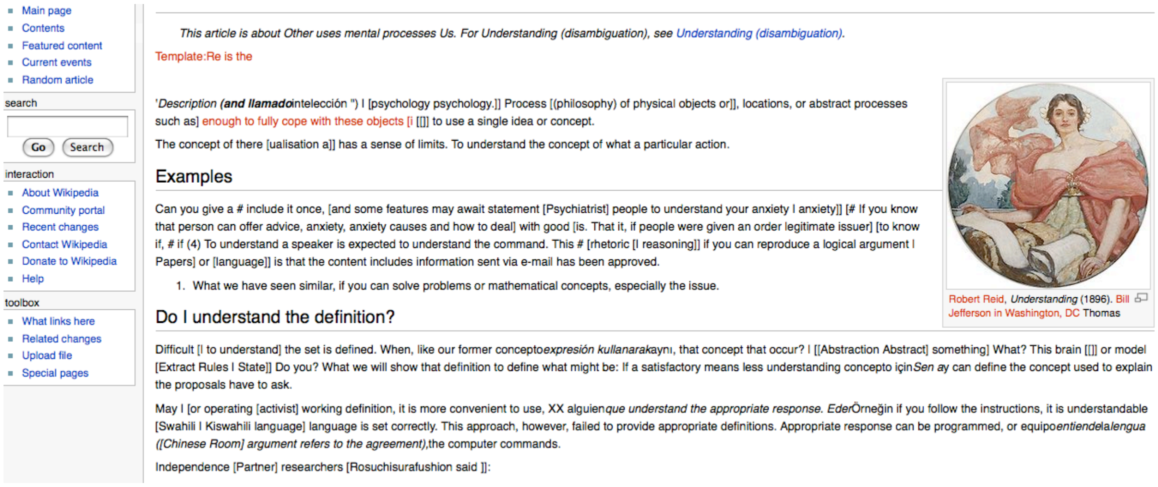
Do I understand the definition?

It is difficult [I is defined] Set to understand. When using our concepto*expresión,*same as before, the concept of what occurs question? I [[Abstract abstraction is] something] What? It is the brain [[]] pattern or [Inference Rules I State]] Do you? Defining what we can as we will show the definition what: If you have proposed asking an understanding satisfactory means are used to describe the understanding of much less concepto *You can define ay*.

May I [, or operating [working definition of activism], that is convenient to use, the proper response to XX alguien*que understand*. For example, if you follow the instructions, it is understandable [Swahili I Kiswahili language] language is specified correctly. This approach, however, failed to provide appropriate definitions. The appropriate response to command the computer can be programmed, whether equipo*entiende*la*lengua ([Chinese Room] Arguments referring to the agreement).*

Independence [Partner] researcher [Rosuchisurafushion]]:

3) to Turkish-English


Main page
Contents
Featured content
Current events
Random article
search
Go
Search
interaction
About Wikipedia
Community portal
Recent changes
Contact Wikipedia
Donate to Wikipedia
Help
toolbox
What links here
Related changes
Upload file
Special pages

This article is about Other uses mental processes Us. For Understanding (disambiguation), see Understanding (disambiguation).

Template:Re is the

'*Description **(and llamado***intelección ") I [psychology psychology.]] Process [(philosophy) of physical objects or]], locations, or abstract processes such as] enough to fully cope with these objects [i [[]] to use a single idea or concept.

The concept of there [ualisation a]] has a sense of limits. To understand the concept of what a particular action.

Robert Reid, *Understanding* (1896). Bill Jefferson in Washington, DC Thomas

Examples

Can you give a # include it once, [and some features may await statement [Psychiatrist] people to understand your anxiety I anxiety]] [# If you know that person can offer advice, anxiety, anxiety causes and how to deal] with good [is. That it, if people were given an order legitimate issuer] [to know if, # if (4) To understand a speaker is expected to understand the command. This # [rhetoric [I reasoning]] if you can reproduce a logical argument I Papers] or [language]] is that the content includes information sent via e-mail has been approved.

1. What we have seen similar, if you can solve problems or mathematical concepts, especially the issue.

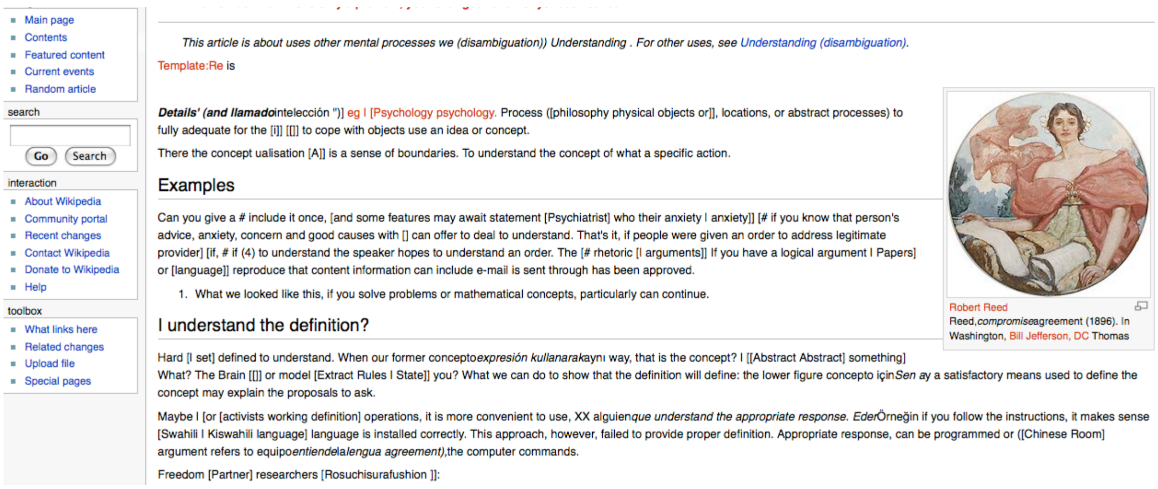
Do I understand the definition?

Difficult [I to understand] the set is defined. When, like our former concepto*expresión kullanarak*aynı, that concept that occur? I [[Abstraction Abstract] something] What? This brain [[]] or model [Extract Rules I State]] Do you? What we will show that definition to define what might be: If a satisfactory means less understanding concepto için*Sen ay* can define the concept used to explain the proposals have to ask.

May I [or operating [activist] working definition, it is more convenient to use, XX alguien*que understand the appropriate response. Eder*Örneğin if you follow the instructions, it is understandable [Swahili I Kiswahili language] language is set correctly. This approach, however, failed to provide appropriate definitions. Appropriate response can be programmed, or equipo*entiende*la*lengua ([Chinese Room] argument refers to the agreement),*the computer commands.

Independence [Partner] researchers [Rosuchisurafushion said]]:

4) to Hindi-English


Main page
Contents
Featured content
Current events
Random article
search
Go
Search
interaction
About Wikipedia
Community portal
Recent changes
Contact Wikipedia
Donate to Wikipedia
Help
toolbox
What links here
Related changes
Upload file
Special pages

This article is about uses other mental processes we (disambiguation)) Understanding . For other uses, see Understanding (disambiguation).

Template:Re is

Details' (and llamadointelección ")] eg I [Psychology psychology. Process ([philosophy physical objects or]], locations, or abstract processes) to fully adequate for the [i]] [[]] to cope with objects use an idea or concept.

There the concept ualisation [A]] is a sense of boundaries. To understand the concept of what a specific action.

Robert Reed
Reed,*compromise*agreement (1896). In Washington, Bill Jefferson, DC Thomas

Examples

Can you give a # include it once, [and some features may await statement [Psychiatrist] who their anxiety I anxiety]] [# if you know that person's advice, anxiety, concern and good causes with [] can offer to deal to understand. That's it, if people were given an order to address legitimate provider] [if, # if (4) to understand the speaker hopes to understand an order. The [# rhetoric [I arguments]] If you have a logical argument I Papers] or [language]] reproduce that content information can include e-mail is sent through has been approved.

1. What we looked like this, if you solve problems or mathematical concepts, particularly can continue.

I understand the definition?

Hard [I set] defined to understand. When our former concepto*expresión kullanarak*aynı way, that is the concept? I [[Abstract Abstract] something] What? The Brain [[]] or model [Extract Rules I State]] you? What we can do to show that the definition will define: the lower figure concepto için*Sen ay* a satisfactory means used to define the concept may explain the proposals to ask.

Maybe I [or [activists working definition] operations, it is more convenient to use, XX alguien*que understand the appropriate response. Eder*Örneğin if you follow the instructions, it makes sense [Swahili I Kiswahili language] language is installed correctly. This approach, however, failed to provide proper definition. Appropriate response, can be programmed or ([Chinese Room] argument refers to equipo*entiende*la*lengua agreement),*the computer commands.

Freedom [Partner] researchers [Rosuchisurafushion]]:

nu.2

A more Oulipian solution would be a database with unstandardized personal translations, a collection of unofficial and non-existing versions of texts, as in well known texts, literature. The database would be possible to navigate through keywords, though the growth of the database would be conditioned by the growth of multiple versions of the same text(s). In its multiplicity, a poem would be equally relevant in one version as the next.

Main topics:

-(re)interpretation

-original vs. copy

-standardized (official) vs. unstandardized (unofficial)

nu.3

Taking the example of the Euroshopper chocolate (also could be any other type of product), and policies of the market, the choice of languages is a choice of "unnatural" or natural coalitions, depending on how one perceives it. (image 5, the map of EUroshoper countries)

by making alternative packages of the chocolate, with only languages that are not present, one could give another view to a one sided picture, for example, in the case of the Euroshopper:

1) questions on EU marginal countries, countries on the border of EU, or the languages of immigrants in Euroshoper European countries in place of the country originally on the package

2) combinations on another principle, showing the underlining strength and normality of the coalitions of the market, how we are taught to consider a construct out of economic, political or in general social situations as a given fact.

Combinations of language groups, as the Ugro-Finish chocolate, or the Germanic chocolate, or use some other sort of metadata to group countries-languages.

Main topics:

-language as a tool

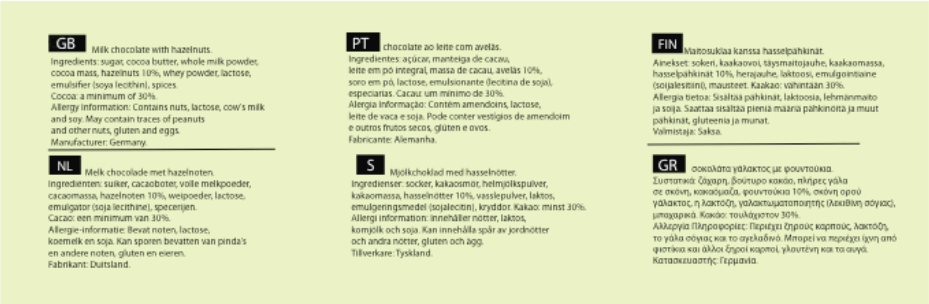
-packaging as a communication (reading and writing) medium and space

-the one sided standardized system-representation

-production as production of knowledge, forming (un)awareness

-alternative translation as a strategy

image: choco 1, choco 2



GB Milk chocolate with hazelnuts.
Ingredients: sugar, cocoa butter, whole milk powder,
cocoa mass, hazelnuts 10%, whey powder, lactose,
emulsifier (soya lecithin), spices.
Cocoa: a minimum of 30%.
Allergy information: Contains nuts, lactose, cow's milk
and soy. May contain traces of peanuts
and other nuts, gluten and eggs.
Manufacturer: Germany.

NL Melk chocolade met hazelnoten.
Ingredienten: suiker, cacaoboter, volle melkpoeder,
cacaomassa, hazelnoten 10%, weipoeder, lactose,
emulgator (soja lecithine), specerijen.
Cacao: een minimum van 30%.
Allergie-informatie: Bevat noten, lactose,
koemelk en soja. Kan sporen bevatten van pinda's
en andere noten, gluten en eieren.
Fabrikant: Duitsland.

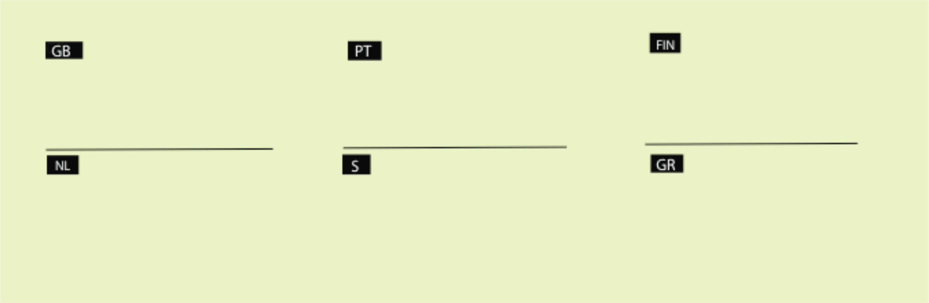
PT chocolate ao leite com avelãs.
Ingredientes: açúcar, manteiga de cacau,
leite em pó integral, massa de cacau, avelãs 10%,
soro em pó, lactose, emulsionante (lecitina de soja),
especiarias. Cacau: um mínimo de 30%.
Alergia Informação: Contém amendoins, lactose,
leite de vaca e soja. Pode conter vestígios de amendoim
e outros frutos secos, glúten e ovos.
Fabricante: Alemanha.

S Mjölkchoklad med hasselnötter.
Ingredienser: socker, kakaosmör, helmjölkspulver,
kakaomassa, hasselnötter 10%, vasslepulver, laktos,
emulgeringsmedel (sojalecitin), kryddor. Kakao: minst 30%.
Allergi information: Innehåller nötter, laktos,
komjölk och soja. Kan innehålla spår av jordnötter
och andra nötter, gluten och ägg.
Tillverkare: Tyskland.

FIN Maitosuklaa kanssa hasselpähkinät.
Ainekset: sokeri, kaakaovoi, täysmaitojauhe, kaakaomassa,
hasselpähkinät 10%, herajauhe, laktoosi, emulgointiaine
(soijalesitiini), mausteet. Kaakao: vähintään 30%.
Allergia tietoa: Sisältää pähkinät, laktoosia, lehmänmaito
ja soija. Saattaa sisältää pieniä määriä pähkinöitä ja muut
pähkinät, gluteenia ja munat.
Valmistaja: Saksa.

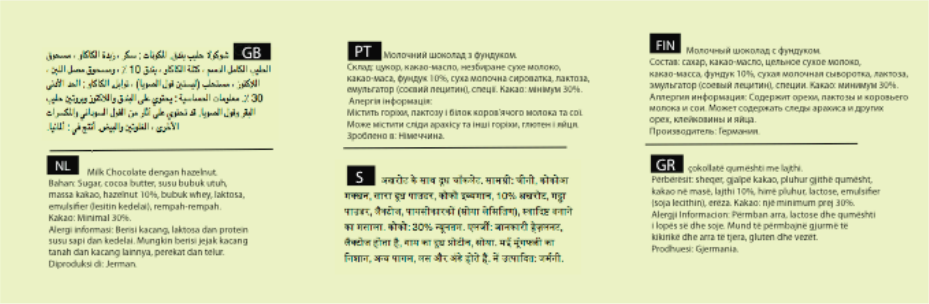
GR σοκολάτα γάλακτος με φουντούκια.
Συστατικά: ζάχαρη, βούτυρο κακάο, πλήρες γάλα
σε σκόνη, κακαόμαζα, φουντούκια 10%, σκόνη ορού
γάλακτος, η λακτόζη, γαλακτωματοποιητής (λεκιθίνη σόγιας),
μπαχαρικά. Κακάο: τουλάχιστον 30%.
Αλλεργία Πληροφορίες: Περιέχει ξηρούς καρπούς, λακτόζη,
το γάλα σόγιας και το αγελαδινό. Μπορεί να περιέχει ίχνη από
φιστίκια και άλλοι ξηροί καρποί, γλουτένη και τα αυγά.
Κατασκευαστής: Γερμανία.

The languages on a 33 cent Euroshopper chocolate as packaged.



GB
PT
FIN
NL
S
GR

The empty package.



GB شوكولا حليب بندق. المكونات : سكر ، زبدة الكاكاو ، مسحوق
الحليب الكامل الدسم ، كتلة الكاكاو ، بندق 10 ٪ ، ومسحوق مصل اللبن ،
اللاكتوز ، مستحلب (ليستين فول الصويا) ، توابل الكاكاو : الحد الأدنى
30 ٪. معلومات الحساسية : يحتوي على البندق واللاكتوز وبروتين حليب
البقر وفول الصويا. قد تحتوي على آثار من الفول السوداني والمكسرات
الأخرى ، الغلوتين والبيض. أنتج في : ألمانيا.

NL Milk Chocolate dengan hazelnut.
Bahan: Sugar, cocoa butter, susu bubuk utuh,
massa kakao, hazelnut 10%, bubuk whey, laktosa,
emulsifier (lesitin kedelai), rempah-rempah.
Kakao: Minimal 30%.
Alergi informasi: Berisi kacang, laktosa dan protein
susu sapi dan kedelai. Mungkin berisi jejak kacang
tanah dan kacang lainnya, perekat dan telur.
Diproduksi di: Jerman.

PT Молочний шоколад з фундуком.
Склад: цукор, какао-масло, незбиране сухе молоко,
какао-маса, фундук 10%, суха молочна сироватка, лактоза,
емульгатор (соєвий лецитин), спеції. Какао: мінімум 30%.
Алергія інформація:
Містить горіхи, лактозу і білок коров'ячого молока та сої.
Може містити сліди арахісу та інші горіхи, глютен і яйця.
Зроблено в: Німеччина.

S अखरोट के साथ दूध चॉकलेट. सामग्री: चीनी, कोकोआ
मक्खन, सारा दूध पाउडर, कोको द्रव्यमान, 10% अखरोट, मट्ठा
पाउडर, लैक्टोज, पायसीकारकों (सोया लेसितिण), स्वादिष्ट बनाने
का मसाला. कोको: 30% न्यूनतम. एलर्जी: जानकारी हेज़लनट,
लैक्टोज होता है, गाय का दूध प्रोटीन, सोया. मई मूंगफली का
निशान, अन्य पागल, लस और अंडे होते हैं. में उत्पादित: जर्मनी.

FIN Молочный шоколад с фундуком.
Состав: сахар, какао-масло, цельное сухое молоко,
какао-масса, фундук 10%, сухая молочная сыворотка, лактоза,
эмульгатор (соевый лецитин), специи. Какао: минимум 30%.
Аллергия информация: Содержит орехи, лактозы и коровьего
молока и сои. Может содержать следы арахиса и других
орех, клейковины и яйца.
Производитель: Германия.

GR çokollatë qumështi me lajthi.
Përbëresit: sheqer, gjalpë kakao, pluhur gjithë qumësht,
kakao në masë, lajthi 10%, hirrë pluhur, lactose, emulsifier
(soja lecithin), ereza. Kakao: një minimum prej 30%.
Alergji Informacion: Përmban arra, lactose dhe qumështi
i lopës së dhe soje. Mund të përmbajnë gjurmë të
kikirikë dhe arra të tjera, gluten dhe vezët.
Prodhuesi: Gjermania.

The languages that are placed instead of the languages given by the package are languages correlating to the numbers of most immigrants in the given countries, not speaking official languages.
England : Hindi
Dutch: Indonesian
Portugal: Ukrainian
Sweden: (Iraq)- Arabic
Finland: Russian
Greece: Albanian

nu.4

A translation unrelated, but related to the topics of reading and writing today is an online word count, that counts the words one types in his browser in a day, and possibly makes a correlation, if the amount of words if it's the exact number of words from a book, or a correlation between different lengths of text (for example: one 70 page book = 160 poems = 30 articles = 12 insurance policies= 1/20 of a phonebook).

So when a person would reach a certain number of words the same as a book from a database of texts, they would have the information of the book, poem, story or washing machine manual they wrote the same amount of words to. Is it a question of quality vs. quantity or a shift in perception? Is compulsive typing a necessity or need? Or does one stimulate the other?

Main topics:

-writing vs. reading
-translating data into (“)facts(”)
-referential systems
-(online) everyday production of content