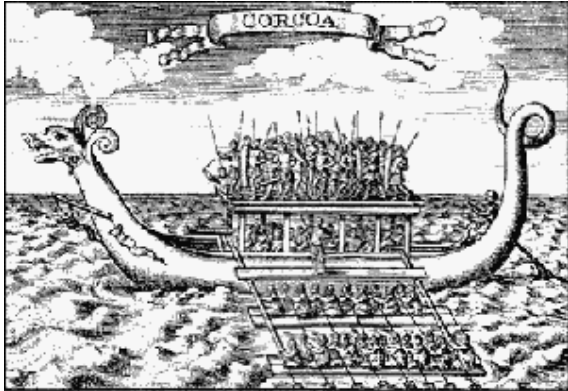


Korakora Discussion Group
Digests 6 to 10 Jan 13, 2005 to Jan 17, 2005



Korakora Discussion Group Digests from:
<*> **To visit your group on the web, go to:**
<http://asia.groups.yahoo.com/group/korakora/>

This discussion list has moved to:

Kurokuro – Korakora Discussion Group
<*> **To visit your group on the web, go to:**
<http://kurokuro.korakora.org/>

There are 4 messages in this issue.

Topics in this digest:

1. languages and communities
From: cubo23@motorhueso.net
2. Re: Korakora: Art or Engineering?
From: Fatima Lasay <digiteer@ispx.com.ph>
3. Climate and Culture
From: tbatt <tebatt@chello.nl>
4. The Tsunami as a Wake-Up Call - community sirens for vultures
From: Fatima Lasay <digiteer@ispx.com.ph>

Message: 1

Date: Thu, 13 Jan 2005 13:21:59 +0100
From: cubo23@motorhueso.net
Subject: languages and communities

Trevor asked:

Are you only interested in "language design" in a practical (applied) context
-or are you also interested in the construction of languages in order to
understand the phenomenon of language itself?

(what is a language -and how does it function?)

(are there any advantages of a computer based language system -as opposed to a human, natural or other formal language system?)

When I said I was interested in "language design", I should have added the qualificative "computer"... I am interested in the design of computer languages, that is, textual systems that allow us to manipulate computers. I avoid the term "communicate", I rather talk about manipulation because, with computer languages, a dialogue (necessary for the existence of communication as it is usually understood) is never established. So, I think it is very difficult and misleading to try to create parallel lines between computer languages and human languages. But, I am just touching the surface here. Consider that, in computer science, language design is made on the basis of Noam Chomsky's generative grammar model. Chomsky formulated his generative grammar as a tool to model human

languages. It is not hard to see that a static module will only allow a limited and rigid approach to any human language, because the object being modeled is a constantly mutating being. New expressions, new words, new ways of saying things are emerging all the time. So, Chomsky's tool has a very limited use in human language study, but it is perfect for computer languages.

If you think that being static and unambiguous is a desirable quality of a language (any language), then you could say computer languages are superior to human languages. Personally, I prefer the ambiguous, mutating and sometimes incoherent nature of human language.

I believe that any language becomes a tool to study the phenomenon of language itself. Designing computer languages is a very interesting experience, since it opens doors for asking questions and reflecting on such issues as:

¿How and why are words created in the context of a specific language?

¿Which translation processes are involved in the act of communication? ¿How many times is a particular fragment of data translated and related to other linguistic systems before it becomes information?

I would welcome very much your own experience and views on this matter...

And your second question...

>How does your "fly" project relate to your "taxi" and "gypsy" projects? (natural/artificial systems?)

We are still studying the outcomes. But I can say that, curiously enough, the flies in internet (www.zexe.net/Z) have formed a very stable artificial community, which now looks after itself by following a very strict and limited set of rules, while the community formed by taxi drivers publishing content with mobile phones (www.zexe.net/taxi) has disappeared: it was too unstable. I think that the relation between human/virtual communities may be similar to that between human/computer languages: the first are stable and follow a limited and rigid set of rules, while human communities are very far from that...

The "gypsy" project is still going, who knows what will happen! At least for me, it is like a window to another reality, very different from mine.

Hope to hear it from you...

E.

Message: 2

Date: Thu, 13 Jan 2005 23:10:55 +0800

From: Fatima Lasay <digiteer@ispx.com.ph>

Subject: Re: Korakora: Art or Engineering?

korakora@yahoo.com wrote:

- > As if this was a only a problem for "non-western" cultures. Check out
- > what the western commercial media do to its own indigenous
- > culture....

I think Mohammed Haji Salleh was making an ironical rpsponse to the Dutch interviewer. :)

- > ...and if one has the problem described above -then one is obviously
- > already infected to such a degree that one's own judgement is
- > seriously damanged..... so how does one find an anti-dote to that?

And his contemporary poetry - which is beautiful - tells us that there is no serious damage for which an antidote is necessary. :) The plunder of countries in the past and up to the present is a reality and not to be denied, but the blood continues to flow (in the sense of ancestry and life and not in the sense of violence):

- >> "the blood in me has travelled so many centuries, flowed in unknown
- >> veins across swampy rivers and proud straits... .. much as i owe,
- >> i am." Muhammad Haji Salleh, Blood Second Tongue

I think that his poetry is really beautiful. Imagine blood as your compass. It's quite lyrical, and very simple. Poetry in English in post-clolonial Malaysia is said to have two faces - the lyrical and celebratory, and the struggling, lamenting and persecuted. Muhammad Haji Salleh's poetry seems to transcend these.

- > If the vision is so clear and the course so well determined -then
- > there is no problem..... then one needs no compass and one needs no
- > oracle....
- >but if one is lost....

Well we are all lost in many ways, in our art we launch a boat out into inhospitable weather - blood as your compass, the sea as your oracle? :)

Incidentally, I've just retired from teaching (and have recently taken up celestial navigation :)).

Regards,
Fatima

Message: 3

Date: Thu, 13 Jan 2005 18:29:46 +0100
From: tbatt <tebatt@chello.nl>
Subject: Climate and Culture

Climate and Culture:

Presumably, the actions that we take to deal with perceived threats are (at least partially) conditioned by the model of the universe that we have developed as part of our cultural heritage.

On the other hand, one might also ask if climate has any influences on the way local cultures develop.

-So does (potential) climate change have cultural implications?

trevor

Programme Information Horizon
 BBC Two Thu 13 Jan, 21:00 - 21:50 50 mins
 Global Dimming

This may be the one of the most important Horizon films of recent years.

Climate scientists have just discovered a phenomenon that threatens to disrupt our world. It may already have contributed to the deaths of hundreds of thousands through drought and famine. Unchecked, it will strike again.

The good news is that there is a cure. The bad news is that the cure may be worse than the disease. If they are right, then in tackling the one problem, we may unleash a climate catastrophe on our planet.

This is a film about stark choices and about the dawning realisation that all our predictions about the world's climate may be completely wrong. At its heart is something that scientists are calling "global dimming".

This film is a warning about what could happen if we fail to tackle global warming immediately. There is time to avoid all this - if the political will is there.

Contains disturbing scenes.

Subtitles Widescreen Stereo
Website: <http://www.bbc.co.uk/horizon/>
Email: horizon@bbc.co.uk
Subject: Factual; Documentaries
Factual; Science & Technology

Message: 4

Date: Fri, 14 Jan 2005 02:22:34 +0800
From: Fatima Lasay <digiteer@ispx.com.ph>
Subject: The Tsunami as a Wake-Up Call - community sirens for vultures

I'm actually a bit disturbed by the rabid advocacy of connectivity and

access to tools and information in this case. Bridging the digital divide (promoting technology literacy and e-government for all) without even making intelligent assessment of the most urgent needs and resources of people in a community is dangerous. And I can't see how technology access and ICT skills are supposed to be alternatives to or major role-players other than wisdom and geographic know-how in any instance. Surely ICTs have numerous benefits, but I hope that even in trumpeting for ICT for development we also bring into the field the need to critically and intelligently assess aid and development efforts in the specific context of peripheral capitalism, dependency and commercial exploitation.

Didn't Unesco and Microsoft enter into an agreement in support of cultural diversity and for the good of poor folks like us in the developing world? How could that happen? God knows how many vultures are flying around the unfathomable awful tsunami disaster.

Regards,
Fatima

- > The Tsunami as a Wake-Up Call to Bridging the Digital Divide By Andy
- > Carvin, EDC Center for Media & Community
- >
- > <http://www.digitaldivide.net/articles/view.php?ArticleID=84>
- >
- > As everyone knows by now, the last week and a half has been a trying
- > time for the people of South Asia. Tens of thousands of people are
- > dead, millions of lives ruined. Being thousands of miles away from
- > the epicenters of destruction, it's sometimes hard for me to fathom
- > the scale of how awful things are.
- >
- > It's times like this I step back and begin to wonder about the work I
- > do on bridging the digital divide. Sometimes I ask myself, does any
- > of this really matter? Is bridging the digital divide really that
- > important when compared to rebuilding the lives of millions of
- > people, let alone protecting them in the first place?
- >
- > But as we learn more about why some people survived and others
- > didn't, it's made me realize that bridging the digital divide is more
- > important than ever. Bridging the divide -- particularly in terms of
- > promoting technology literacy and e-government for all -- could have
- > actually saved lives.
- >
- > One of the first stories to hit home for me was that of Mr.
- > Vijaykumar, a former volunteer at a telecenter in Nallavadu, India,
- > run by the M.S. Swaminathan Research Foundation. Vijaykumar, who's
- > now living in Singapore, received word of the tsunami well before
- > anyone in southern India did. He called his family in Nallavadu, then
- > called the telecenter. Another telecenter volunteer living abroad,
- > Mr. Gopu, did the same thing. Immediately the community sprung into
- > action. Using the telecenter's public address system, local
- > volunteers alerted fellow villagers. Among the 500 families in
- > Nallavadu, 150 of their houses were destroyed -- yet no one died,
- > because the telecenter responded to the imminent crisis at a time

- > when no other local or national warning system was in place.
- >
- > The Nallavadu telecenter is fortunate because it is a part of the
- > Open Knowledge Network (OKN), an initiative that provides communities
- > in developing countries the tools and skills they need to become
- > content producers. In the case of Nallavadu and other local OKN
- > communities in southern India, they're using the initiative to
- > collect weather data and distribute it to fisherman in order to
- > protect them when they're out at sea. Because Nallavadu's telecenter
- > volunteers had the information and communication technology (ICT)
- > skills to gather information and get it out by all possible means -
- > including mobile phones and public address systems -- they saved
- > thousands of lives. The telecenter became a lifeline for the entire
- > community.
- >
- > Most other villages were not as fortunate: across south Asia,
- > millions of people are mourning the loss of family, friends,
- > livelihoods. Much of the blame, perhaps, should point towards the
- > lack of an early warning system for the Indian Ocean, as there is in
- > the Pacific. But even if such a warning system existed at the
- > international or national level, would the information gotten to the
- > village level in time? We'll never know for sure, but I imagine the
- > answer is probably no.
- >
- > Why? Because most villages lack the technological infrastructure and
- > the ICT skills needed to get the information quickly, assess it and
- > respond appropriately. In some cases, it's not even about technology
- > skills: simple oceanography skills could have saved more lives. A
- > young girl named Tilly Smith saved scores of people when she saw the
- > tide suddenly vanish and recognized it as one of the first signs of
- > an impending tsunami - something she had just learned in her
- > geography class. And then there are the Morgan Sea Gypsies of
- > Southern Thailand: their elders had taught them that when the tide
- > rushes out, they should run to the hills. They managed to escape,
- > while others who lacked this knowledge went to pick up fish on the
- > beach or watch the low tide -- with disastrous results.
- >
- > In these cases, it was wisdom and geographic know-how that saved
- > lives. But in other cases, technology access and ICT skills could
- > have played a major role. And I'm not talking about computers here.
- > While in-home Internet access is still a rarity in many villages,
- > mobile phones are much more common. SMS text messaging could have
- > been used to send warnings to millions of mobile phone subscribers,
- > who in turn could have used community resources to alert their
- > neighbors.
- >
- > For example, after the tsunami, the Swedish government sent text
- > messages to all Swedish citizens whose mobile phones had recently
- > been used in Thailand. These messages have helped the Swedish
- > government pare down the list of who's missing and who's not.
- >
- > But what if SMS had been used prior to the tsunami? What if there had
- > a been a system in place in which millions of mobile phone
- > subscribers could have received SMS text warnings over their phones?
- > Taran Rampersad, an Internet activist in Trinidad & Tobago, posed

> this question last weekend on his blog (which is also available here
> on the Digital Divide Network). Within 72 hours, a small team of
> programmers responded with the creation of ARC: the Alert Retrieval
> Cache. The idea is simple: a person sends a text message to a
> particular phone number, including key words on a particular subject
> he or she wishes to be addressed. The system then sends the SMS text
> to every phone number that subscribes to the system, based on each
> subscriber's interests.

>

> Right now, a practical application could be a relief worker sending
> out an SMS because she needs access to more antibiotics: using the
> names of those antibiotics as key words would then route the text
> message to people and organizations who might be a source for those
> antibiotics.

>

> But imagine if this tool had been used prior to the tsunami? A
> geologist who picked up the initial tremor could have sent a text
> message to alert municipal authorities and community leaders, as well
> as ham radio operators, telecenter volunteers and anyone else who
> subscribed to the ARC system, so they could all receive the warning
> on their mobile phones. How many lives would have been saved if this
> had been in place two weeks ago?

>

> Tools like ARC will hopefully play an important role when the next
> disaster strikes -- it's just a matter of when. Volunteers like Taran
> Rampersad and the dozens of people working on the TsunamiHelp blog
> are making a real difference when it comes to setting up emergency
> response systems in which all Internet users may do their own small
> part. But this doesn't mean that governments don't have a role, of
> course. There are few, if any, governmental tasks more important than
> protecting the lives of the public, and sadly, the system failed
> millions of people this time. In many countries, for example, it's
> possible to buy cheap emergency radios that automatically activate in
> times of crisis. Other governments have elaborate emergency systems
> in place so that national authorities may interact with municipal and
> region officials. Emergency broadcast messages are sent automatically
> through the airwaves. Here in the US, "reverse-911" systems like the
> one funded in Orange County, Florida by the U.S. Department of
> Commerce's TOP program can blast out thousands of automated emergency
> recordings to every household that owns a telephone. (If only TOP
> hadn't zeroed-out by the White House and eliminated by Congress...)

>

> While not every type of disaster may be predicted, some can be
> predicted. And in this particular case, precious minutes and hours
> went by with no warning -- no emergency television broadcasts, no
> community sirens, no alerts to ham radio clubs -- nothing.

>

> There is no excuse for this. Disaster warnings for the public should
> be a right of all people and the responsibility of all governments.
> Whether it's through community radio, television, Internet access,
> SMS text messaging, or knocking on doors one at a time, governments
> must do their part to alert and mobilize communities during times of
> crisis. That's why the notion of e-government for all is so
> important. It's not just about providing every government agency with
> a Web page and an email address; it's about creating straightforward

> systems that connect government officials with all the people they
> serve, no matter their income or education level, disability,
> ethnicity or the language they speak. When it comes to warning people
> about pending disaster, no one - no one - should be left out of the
> loop.

>
> So the next time you think about bridging the digital divide, put
> aside the academic debates of how many people have email access or
> which communities know how to use a search engine effectively.
> Instead, think of it this way: does everyone have access to the tools
> and information they need to keep their families safe and sound? If
> the answer is no, then you'll know that we still have a lot of work
> to do.

>
>
> ----- Andy Carvin Program Director
> EDC Center for Media & Community acarvin @ edc . org
> <http://www.digitaldivide.net> Blog: <http://www.andycarvin.com>
> -----

There are 5 messages in this issue.

Topics in this digest:

1. Re: Re: Korakora: Art or Engineering? -Digest Number 6
From: tbatt <tbatt@chello.nl>
2. Leonardo International Faculty Alerts - 13 January 2005
From: nisar keshvani <nhkeshvani@yahoo.com>
3. people felt protected, only here.
From: "Kinya NISHI" <TQ6K-NS@ASAHI-NET.OR.JP>
4. Scientists and cultural workers in Asia
From: "Imaginero" <digiteer@ispx.com.ph>
5. Re: languages and communities -Digest Number 6
From: tbatt <tbatt@chello.nl>

Message: 1

Date: Fri, 14 Jan 2005 02:59:25 +0100

From: tbatt <tbatt@chello.nl>

Subject: Re: Re: Korakora: Art or Engineering? -Digest Number 6

On 13 Jan 2005 21:35:11 -0000

korakora@yahoogleroups.com wrote:

>Re: Korakora: Art or Engineering?

> From: Fatima Lasay <digiteer@ispx.com.ph>

> Incidentally, I've just retired from teaching (and have recently taken

> up celestial navigation ;)).

In that context it is perhaps interesting to note that Charles Babbage

<http://www.alltheweb.com/search?cat=web&cs=utf8&q=%22Charles+babbage%22&rys=0&_sb_lang=pref>
who was an important (and perhaps the most important) pioneer in the field of mechanical calculation, designed his "difference machine" in order to correct mistakes in the calculations of British admiralty tables used for navigation purposes...

It was also Babbage's friend and collaborator Ada -Lady Lovelace, the daughter of the romantic poet, Lord Byron <http://www.alltheweb.com/search?cat=web&cs=utf8&q=%22Ada+Lovelace%22&rys=0&_sb_lang=pref> who has been credited with inventing both the first computer programme and the concept of artificial intelligence.....

Incidentally, I share your suspicion of ICT (expressed in "The Tsunami as a Wake-Up Call") and its role in the creation of an "Information Society" -a rather stupid term that suggests that "information" has some intrinsic value or meaning outside its specific context.

It is my belief that, paradoxically, true "computer literacy" involves an understanding of the formal processes which underlie the operation of the machine (and its area of application) -and that an understanding of these processes makes the individual concerned much more aware of the subjective nature of "information".

Strangely enough, it seems increasingly so that the commercialisation of "digital technology" is being used to undermine "computer literacy" -similar to the way a powerful Catholic church also previously discouraged

individual access by the uninitiated to religious texts -by keeping the general public illiterate and the liturgy in Latin. If knowledge is power then presumably the illusion of knowledge gives the illusion of power.

In any case, I wish you bon voyage.... and a good navigation system (whichever medium you choose).....

trevor

Message: 2

Date: Thu, 13 Jan 2005 19:06:42 -0800 (PST)

From: nisar keshvani <nhkeshvani@yahoo.com>

Subject: Leonardo International Faculty Alerts - 13 January 2005

The Leonardo International Faculty Alerts 13 January 2005

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Introduction: Nisar Keshvani
Director, Institute for e-Learning and Research: PSU
Looking for qualified candidates: Roger Malina
Leonardo Abstracts Service - cfp: Leonardo/ISAST
2005 CAA Annual Conference: Leonardo/ISAST
Art, Design and Technology: Arab States: Annick Bureaud
REFRESH!: Kathleen Quillian
Asst Prof, Photography: Loyola Marymount University
Teaching Electronic Visualization: Uni of Illinois
Association of Consultants and Experts Signup: NESCI
Adjunct Professor - Interactive Design: Duke University
New Media Professor: Merz Akademie Stuttgart
Exec Dir, Int'l Center for the Arts: SFSU
Media/ Arts Management Teaching Positions: La Salle-SIA
Assoc Professor, Arts Education: University of Texas
Scientific Research Positions: University of Salzburg
Asst Prof, Writing: National University of Singapore
Teaching New Media, Design and Art: Zayed University
Prof, Creative Arts: Hong Kong Institute of Education
Lecturer - Computer Art: State University of New York
PhD, Digital Arts/Experimental Media: Uni of Washington
Chair of Humanities: University of Hong Kong
Research Fellow/Lecturer Positions: Uni of Washington
Various teaching positions: Art Institute of Chicago
Architecture/Design/Building Technology: NUS
Dean, Humanities and Soc Sciences: Int'l Uni Bremen
Representation of Multi-Dimensional Info: J Bermudez
Sculpture/3-D Foundations: Stevens Institute of Tech

Subscription and Access Information

DISCLAIMER

Subject: Introduction
From: Nisar Keshvani <nisarh [at] keshvani [dot] com>

Happy New Year!

In this issue, we bring you an expanded range of job opportunities and useful information for our international faculty and your students.

We hope you will encourage your students to submit their thesis information to the Leonardo Abstracts Service by 20 February to be considered for the next cycle. The database now hosts approximately sixty abstracts and counting ... Selected abstracts should be announced in the next edition of the Leonardo Electronic Almanac. Read Roger Malina's email on how you can use this service for identifying candidates for job vacancies in your institution.

On 16 - 19 February, Leonardo will hold three sessions (Hybridity: Arts, Science and Cultural Effects), a mentorship roundtable and participate in the Art/Science strand of the Career Development Workshops at the College Art Association Annual Conference in Atlanta.

Leonardo is working with UNESCO to develop a master module on Art, Design and Technology in Arab States. Please contact Annick Bureaud (bureaudannick [at] wanadoo [dot] fr) with any references for the upcoming bibliography.

Please send us comments and feedback on how you find this service with any ideas to: lea [at] mitpress [dot] mit [dot] edu
Also, do encourage colleagues to sign up to receive the alerts vis: <http://mitpress2.mit.edu/e-journals/LEA/faculty.html> and your students to receive the Leonardo Electronic Almanac at: <http://mitpress.mit.edu/lea/e-mail>

Enjoy.

Subject: Director - Institute for e-Learning and Research
From: The Pennsylvania State University

Director
Institute for e-Learning and Research in the Arts & Design
College of Arts and Architecture
The Pennsylvania State University
Full time
<http://www.artsandarchitecture.psu.edu/e-learning>

The Director shall be responsible for providing leadership and overall coordination of digital imaging and technology in the arts and design in three primary areas:

1) online instruction,

- 2) stimulating research in these allied fields, and
- 3) grant writing/fundraising to support Institute projects.

The director shall supervise a staff comprised of two instructional designers, an online course manager, and clerical staff and shall be the primary point of contact for the Institute. The director shall serve as the liaison with the academic leaders of the College, shall establish and/or build upon internal and external collaborations in the areas of e-learning and research in digital technologies in the arts and design, and shall be responsible for proposal development for external support of research in these areas.

Details:

<http://www.artsandarchitecture.psu.edu/e-learning>

Subject: Looking for qualified candidates to fill job positions?
From: Roger Malina <rmalina [at] alum [dot] mit [dot] edu>

Dear Leonardo Faculty:

As you know the Leonardo Abstracts Service (<http://leonardolabs.pomona.edu>) operated under the leadership of Sheila Pinkel of Pomona College provides a listing of recent Masters and PhDs.

We think you will find this list of interest if you are looking for applicants internationally for positions opening in your institutions or on your projects. You may wish to screen the database for interesting candidates that may not be aware of your advertised position.

The LABS database at Pomona currently only includes english language degrees.

We are pleased to announce that beginning in 2005 Leonardo will be beginning a Spanish language LABS database for Masters and Phd theses in spanish. The database will be hosted at Artnodes of the Open University of Catalonia under the direction of Pau Alsina. The peer review committee is currently being appointed and a call for abstracts will be going out in early 2005.

As you screen the database, currently in a prototype phase, we would welcome inputs on how to make this database more useful to you in finding qualified candidates for your job openings.

And we hope that you will continue to encourage your recent graduates to submit their theses abstracts to the data base to make this database as comprehensive as possible.

If the LABS Spanish language project is succesful, during 2006 we will hope to open up databases for other major languages. Please contact us if you might be interested in hosting and

operating a LABS database in an other language than english or spanish.

Subject: Leonardo Abstracts Service - Call for Submissions
From: Leonardo/ISAST

LABS is seeking PhD, Masters and MFA thesis abstracts for its next publication cycle. Authors of theses interested in having their thesis abstract considered for publication should fill out the Thesis Abstract Submittal form at:
<http://leonardolabs.pomona.edu>

Deadline: 20 February 2005

What is LABS?

LABS is a comprehensive database of PhD, Masters and MFA thesis abstracts in the emerging intersection between art, science and technology. Individuals receiving advanced degrees in the arts (visual, sound, performance, text), computer sciences, the sciences and/or technology, which in some way investigate philosophical, historical, or critical applications of science or technology to the arts, are invited to submit an abstract of their thesis for publication consideration in this database.

The LABS project does not seek to duplicate existing thesis databases but rather to give visibility to interdisciplinary work that is often hard to retrieve from existing databases. The abstracts are available online at Pomona College, Claremont, California, so that interested persons can access them at no cost.

The English language peer review panel for 2004/2005 are Pau Alsina, Jody Berland, Sean Cubitt, Frieder Nake, Sheila Pinkel and Stephen Petersen.

What is the Leonardo International Academic Community?

The Leonardo International Academic Community is a mailing list to encourage discussion and exchange of ideas (signup at: <http://mitpress2.mit.edu/e-journals/LEA/faculty.html>) amongst leaders and thinkers in academia. Academics also receive the Leonardo International Faculty Alerts - announcing job and other useful information in the field.

Subject: 2005 College Art Association Annual Conference
From: Leonardo/ISAST

Leonardo will hold three sessions as well as participate in the Career Development Workshops at the Annual CAA conference in Atlanta, GA, February 16-19, 2005.

Special Session: "Hybridity: Arts, Science and Cultural Effects"
Leonardo's special session "Hybridity: Arts, Sciences and Cultural Effects" is co-chaired by Yvonne Spielmann of the Braunschweig School of Art and Jay David Bolter of the Georgia Institute of Technology. Speakers in this session include Amy Ione, Diatrobe Institute; Dan Sandin, University of Illinois at Chicago; Diane Gromola, Georgia Institute of Technology; and George Legrady, University of California at Santa Barbara.

Town Hall Business Meeting

Where members of the Leonardo network who are attending the CAA conference can come and discuss issues pertaining to Leonardo and the International Society for the Arts, Sciences and Technology.

Mentorship Roundtable

CAA has offered Leonardo an extra 2-hour time slot for a Mentorship Roundtable Discussion featuring experienced art/science/technology faculty and specialists who are willing to share their knowledge, experience, and perspectives through a Q & A session with students who sign up for Leonardo Mentorship or plan to do further experimental and scholarly work in the art/science/technology field. Prior to the Roundtable discussion a reading list will be provided by each presenter with relevant books, journals and topics.

Speakers for the Roundtable will include: Andrea Polli, Ioannis Yessios, Kit Hughes, Brad Smith, Gabriel Harp, Steve Oscherwitz and Roger Malina.

For further information about the Mentorship Roundtable, please contact Leonardo/CAA Mentorship liaison Steve Oscherwitz at [sjosch \[at\] u \[dot\] washington \[dot\] edu](mailto:sjosch@u.washington.edu)

Career Development Workshops

Every year, the CAA conference features Career Development Workshops, in which students in art and art history meet one-on-one with advanced professionals in their field of interest. Seasoned professionals are matched up with students according to interest and specialty to critique portfolios, review CVs, guide through conference activities, introduce to other figures in the field, or other mentorship activities. These meetings are scheduled for a single 20-minute time slot during the Career Development Workshop. This year Leonardo can participate in these workshops under the newly added Art/Science category.

For further information about Leonardo's involvement in the Career Development Workshops, please contact Leonardo/CAA Mentorship liaison Steve Oscherwitz at: [sjosch \[at\] u \[dot\] washington \[dot\] edu](mailto:sjosch@u.washington.edu)

Subject: Master Module: Art, Design and Technology - Arab States
From: Annick Bureaud

Leonardo/Olats is consultant for Unesco on its Master Module on Art, Design and Technology in the Arab States. Within the framework of this project, one of our task is to provide a bibliography for the students on 2 topics:

The first one is a module called: "Harmony and Proportion in Arab Art and Design". This part will treat subjects like geometry and its relationship to nature, anatomy and a brief introduction to global history of art. If you have developed relevant bibliographies we are interested in having UNESCO access your bibliography.

Areas:

- art history
- contemporary art history
- art, science and technology history

The main focus will be on contemporary art history, with one or two references to a general history of art. Unesco wants to privilege online publications. If you know of some that seem "permanent" to you, please, be kind enough to send the url.

Please include references in a bibliographical format with author, title, publisher, city, date.

The references should be easily accessible books or publications, not stuff that is available only in the Library of Congress !!

All the references should be sent to:
Annick Bureaud
bureaudannick [at] wanadoo [dot] fr

Subject: REFRESH!
From: Kathleen Quillian

REFRESH! - FIRST INTERNATIONAL CONFERENCE ON THE HISTORIES OF
MEDIA ART, SCIENCE AND TECHNOLOGY
28 September - 1 October, 2005
Banff New Media Institute, Canada
Institutional Summit: 2-3 Oct, 2005 at Banff
<http://mitpress2.mit.edu/e-journals/Leonardo/isast/events/banff05refresh.html>

Recognizing the increasing significance of media art for our culture, this Conference on the Histories of Media Art will discuss for the first time the history of media art within the interdisciplinary and intercultural contexts of the histories of art. Leonardo/ISAST, the Database for Virtual Art, Banff New Media Institute and UNESCO DigiArts are collaborating to produce the first international art history conference covering art and new media, art and technology, art-science interaction and the

history of media as pertinent to contemporary art.

Refresh! will discuss questions of historiography, methodology and the role of institutions of media art. The conference will contain key debates about the function of inventions, artistic practice in collaborative networks, the prominent role of sound during the last decades and will emphasize the importance of intercultural and pop culture themes in the histories of media art. Readings of new media art histories vary richly depending on cultural contexts. This event calls upon scholarship from a strongly international perspective.

Join the LEONARDO Media Art History Project list:
banffleoarthistconfinfo-subscribe [at] yahoogroups [dot] com

Subject: Assistant Professor of Photography
From: Loyola Marymount University

Deadline: 1 March 2005 or till filled
Assistant Professor of Photography
Loyola Marymount University
Tenure Track
<http://www.artsandarchitecture.psu.edu/e-learning>
Commencing: Fall 2005

Seeking innovative photographer. Submit letter of application, teaching philosophy, CV, 20 slides of recent work and 20 slides of student work and/or CD-ROM/DVD, syllabi and relevant undergraduate curriculum plans, 3 letters of recommendation, SASE for return of materials.

Requirements: The ideal candidate will possess an MFA, have both traditional and digital skills, and be well versed in the History and Criticism of Photography. Additional areas of competence include: Color, Studio, Documentary, Alternative Processes and/or New Media.

Active exhibition record and three years teaching experience at the college level preferred with a demonstration of teaching excellence.

Details/Send CV to:
Rev. Michael R. Tang,
Chair, Department of Art & Art History,
MS-8346, Loyola Marymount University,
One LMU Drive, Los Angeles, CA
90045-2659
<http://www.lmu.edu>

Subject: Teaching Positions: Electronic Visualization
From: University of Illinois

Deadline: 1 February 2005
Teaching Positions in Electronic Visualization
Full time Tenure Track
School of Art and Design
University of Illinois, Chicago
http://www.uic.edu/aa/artd/teach_pos_ev.html

Seeking a full-time tenure-track faculty member at the rank of Assistant or Associate Professor to teach real-time computer graphics programming, interactive computer experiences and/or the production of 3D computer animation. The candidate would be encouraged to participate as a leader in research and media creation at the Electronic Visualization Laboratory (EVL) and the new Center for Virtual Reality in the Arts. There are opportunities for cross-disciplinary teaching with our Graphic Design and Industrial Design programs. Appointment begins August 16, 2005. Salary commensurate with experience and qualifications.

Qualifications

Terminal degree (MFA, MS, MA, PhD) in electronic visualization or equivalent required.
College level teaching experience with demonstrated commitment to undergraduate and graduate education.
Strong professional/research record in art or design with emphasis on real-time interactive graphics and/or virtual reality. Experience in graphics programming languages as well as interactive media theory and practice.

Details:

Chair, Electronic Visualization Search Committee
School of Art and Design (M/C 036)
The University of Illinois at Chicago
929 West Harrison Street
Chicago, Illinois 60607-7038
<http://www.uic.edu/aa/artd>

Subject: NECSI Association of Consultants and Experts
From: New England Complex Systems Institute (NESCI)

We are developing an academic expert and consulting referral service. The intent is to create a community of individuals to which we can refer inquiries on specific questions that are posed to us. We invite you to join this referral service and participate in our efforts to find solutions to important problems in science and society.

Sign up:

<http://necsi.org/experts/signup/>

Subject: Adjunct Professor - Interactive Design

From: Duke University

Adjunct Professor - Interactive Design
Art Department, College of New Jersey
<http://www.tcnj.edu/~artmain/index.php>
Commencing: ASAP

Seeking an adjunct professor to teach an introductory course in interactive design using either Flash or Director.

Experiencing Art this is a non-art major course in which students take three week workshops in Sculpture, Print, Drawing, Computer Graphics and Interactive Design. The course merely attempts to give non art majors an overview of the various forms of art making. The class is taught in the Macintosh environment with the latest version of computer graphics software.

Details/Expressions of Interest:

Ricardo Miranda
miranda [at] tcnj [dot] edu
917 748-9975

Subject: New Media Professor
From: Merz Akademie Stuttgart

New Media Professor
Merz Akademie Stuttgart
<http://www.merz-akademie.de/stellenangebote.html>

We invite applications for a full time position in New Media with focus on Immersive Environments and /or Interactive Installation. Responsibilities include teaching and curriculum development in the area of new media art and design. Candidates should demonstrate critical engagement with theoretical and cultural issues related to the development of the discipline in addition to advanced technical skills in the production of digital media. We are looking for someone who is committed to program development within the framework of international co-operation and third-party funded projects, and shows excellence and innovation through an active professional record.

Subject: Executive Director, International Center for the Arts
From: San Francisco State University

Deadline: 24 January 2005
Executive Director, International Center for the Arts
College of Creative Arts
San Francisco State University
One year renewable up to three
<http://www.sfsu.edu/~hrwww/jobsearch/011005.html>

The Executive Director:

- Provides leadership for establishment and operation of International Center for the Arts (ICA)
- Plans schedule and agendas for art, music and film festivals
- Oversees all aspects of program management, including contracts and budgets
- Strengthens alliances with existing arts venues and presenting organizations
- Arranges visits from prominent international artists, including facilitating INS requirements
- Engages in a long-range marketing and branding campaign to establish the ICA as a local, national and international presenting organization
- Develops a fundraising base to provide for the future sustainability of the project.

Qualifications:

Master's degree or equivalent in an area of the visual or performing arts; experience in Higher Education as faculty, staff or administrator; substantial experience managing large projects which include supervision of staff; experience as a fundraiser; experience/knowledge of national funding sources in the public and private sectors; experience working with a board; excellent interpersonal skills.

Applications:

Submit application letter, CV and three letters of recommendation, with Social Security Number and JOB# 8059.4M, to:

Keith Morrison, Dean
College of Creative Arts
San Francisco State University
Human Resources Department
1600 Holloway Avenue, San Francisco, California 94132

Subject: Media Art/Arts Management Positions
From: La Salle-SIA College of the Arts, Singapore

Media Art/Arts Management Positions
Full time
La Salle-SIA College of the Arts, Singapore
<http://www.lasalle-sia.edu.sg>

**** Programme Leader, Media Arts ****
(Please quote reference: LWMA120105)

Reporting to the Dean of Media Arts, the programme leader will be responsible for the overall management and direction of academic activity for undergraduate and postgraduate programmes in Video Art, Interactive Art and Animation Art. Areas of responsibility include directing teaching and learning strategies and the assessment and examination of students at

undergraduate and postgraduate levels.

Requirements:

- Master's degree or equivalent in a Media Arts discipline
- Tertiary-level teaching experience with ability to teach selected modules in either Video Art, Interactive Art of the Animation Art programme
- Significant involvement in relevant media arts practice and/or research
- Proven ability in managing curriculum planning, programme budget and programme delivery at Bachelor's and Master's degree levels.

**** Arts Management ****

(Please quote reference: LWAM120105)

The position will report to the Programme Leader and Dean, Faculty of Performing Arts and Integrated Studies. This role involves the teaching, research and development of various visual arts management modules such as museum studies, gallery management, and curatorial studies at the diploma and degree level. As Senior Lecturer/Lecturer, you will be charged with developing students to become professional arts managers with strong leadership qualities and a passion for the arts. You will also serve as a spokesperson for promoting professionalism in the arts in Singapore and the Asia-Pacific region.

Requirements:

- Bachelor's degree or higher
- Significant professional practice in the field of Arts Management with an emphasis in visual arts management.
- Teaching experience at tertiary level preferable
- Applicants for the post of Senior Lecturer should have MA/MFA or higher qualifications and significant research and publication and/or professional practice in the visual arts.

Details/CV:

Director of Human Resources
LASALLE-SIA College of the Arts
90 Goodman Road, Singapore 439053
hr_1 [at] lasallesia [dot] edu [dot] sg

Subject: Associate Professor: English Language Arts Education
From: University of Texas at Austin

Deadline: Open until filled
Associate Professor: English Language Arts Education
Reference Code: ELA
Curriculum & Instruction Department
University of Texas at Austin
<http://www.utexas.edu>
Full time

We are seeking an active scholar in secondary English language arts education to join a strong language and literacy studies faculty committed to innovative and socially responsible research and teaching in teacher preparation.

Responsibilities will include undergraduate and graduate teaching, scholarly research and writing, obtaining external funding for research and development projects, student advisement, and service to the department, college, University, profession, and the public. Salary will be competitive based on education, experience, and the University's salary schedule.

Job Requirements

Qualifications include an earned doctorate in the appropriate area of specialization, commitment to field-based teacher development, experience and ability in scholarly research and writing focused on teacher preparation, and strong interest in the use of instructional technology. A minimum of three years secondary teaching experience is expected. Experience in diverse school settings, partnerships between colleges and between universities and schools, and specialization in middle school English language arts desired.

Send application letter, CV, names/addresses of three references:

Dr Colleen Fairbanks
Department of Curriculum & Instruction,
The University of Texas at Austin, Austin
TX 78712-1294, USA

More info:

Rosalind Lee
1 University Station, D5700
Dept of Curriculum & Instruction
Austin, TX 78712, USA
Tel: 512 232 5149 / 512 232 2912
Fax: 512 471 8460
rozl [at] mail [dot] utexas [dot] edu

Subject: Scientific Research Positions
From: The University of Salzburg, Austria

Scientific Research Positions
Center for Advanced Studies in Information and Communication
Technologies & Society (ICT&S)
The University of Salzburg, Austria
4-year contract
<http://www.sbg.ac.at>

**** Position 1: Foundations of Information Science ****

- . Unified Theory of Information
- . Theory of Evolutionary Systems (self-organization)
- . Cognitive Science
- . Biosemiotics

**** Position 2: Information Society Theory ****

- . Science of Collective Intelligence,
- . Global Brain Theory,
- . Studies in Sustainable Development,
- . Cultural Studies,
- . Sociocybernetics

Qualifications:

A completed post-graduate degree either in philosophy, physics, biology, psychology (or another science study for the first position) or in sociology, economics, political science, cultural or communication science (or another study in social science or humanities for the second position)

An understanding of Systems and Evolution Theories (self-organization); A strong interest in interdisciplinary and trans-disciplinary scientific research; A positive attitude towards the overall shaping and designing of technology; Practical project experience

More info:

<http://www.sbg.ac.at/aktuelles/stellen>

Tel: +43 662 8044/4802

Subject: Assistant Professor of Writing
From: National University of Singapore

Deadline: Open until filled
Assistant Professor of Writing
University Scholars Programme
National University of Singapore
Tenure Track
<http://www.nus.edu.sg>
<http://www.scholars.nus.edu.sg>
Commencing: July 2005

We are looking for a colleague who can teach academic writing skills through topic-specific courses; we will give priority to those who can design and teach non-literary courses, and especially if the courses engage with topics in technology and the sciences.

Appointees should hold or be completing a PhD, will be expected to conduct research in their disciplines, and will have opportunities to teach non-writing courses in those specialties. We are looking for a candidate who could begin in July 2005.

Submit application and CV:
Director, University Scholars Programme
uspbox2 [at] nus [dot] edu [dot] sg
Fax: + 65 6773 1012

Subject: Asst/Assoc/Prof - New Media, Design and Art
From: Zayed University, UAE

Assistant, Associate or Full Professor
Graphic Design, New Media, World Art, Art History
and Interior Design
College of Arts and Sciences
Zayed University, United Arab Emirates
<http://www.zu.ac.ae>
Commencing: August 2005

We are particularly interested in candidates able to contribute to the goal of furthering the development of a vibrant Department of Art and Design, in order to graduate professionals in the areas of graphic design, interior design, 3D computer animation, and visual art. Successful candidates will have a dedication to the principles of liberal learning, a commitment to curricular innovation, and a record of professional accomplishment appropriate to their rank.

Requirements:

Candidates must have earned a Doctorate or Master of Fine Arts degree (or equivalent) in the appropriate disciplinary area or closely aligned field. Successful candidates will have a proven record of excellence in and commitment to baccalaureate level teaching. In addition, a suitable level of computer literacy, and a willingness to learn additional applications, is expected. As well as teaching and creative and scholarly work, all faculty are expected to provide service to the College and to the University; to participate in the development, evaluation and revision of the Art and Design curriculum; to demonstrate individual growth in the discipline of teaching; and to participate in the assessment of departmental learning outcomes.

Online Application:

Complete an online application, with letter of application and current CV, names and contact details of at least three referees, a statement of undergraduate teaching philosophy, a statement of scholarly and creative interests, particularly as they might apply to the Middle East, and as to how they might involve undergraduate students.
<http://www.zu.ac.ae>

Subject: Professor - Creative Arts
From: Hong Kong Institute of Education

Deadline: 30 January 2005
Professor - Creative Arts
The Hong Kong Institute of Education
<http://www.ied.edu.hk>

Applicants should possess strong academic qualifications, a substantial and significant record of scholarship of international standing, extensive teaching experience, and a proven track record of academic leadership.

Applicants should be able to demonstrate a clear vision and direction in research and curriculum developments and a commitment to lead the teaching and research activities of their disciplines at the Institute. Proficiency in either Chinese or English is essential and bilingual competency would be an advantage. An understanding of the Hong Kong context, while not required, would also be advantageous.

Enquiries:

Professor Louisa Lam

llam [at] ied [dot] edu [dot] hk

Application forms:

Human Resources Office, 3/F, Administration Building,
The Hong Kong Institute of Education, 10 Lo Ping Road,
Tai Po, New Territories

<http://www.ied.edu.hk/hrd/applyfor.htm>

Tel: + 852 2948 8888

Subject: Lecturer - Computer Art

From: State University of New York

Deadline: 28 February 2005

Lecturer - Computer Art

The College at Oneonta

Non-tenure track

<http://www.oneonta.edu>

Commencing: Fall 2005

Teach Computer Art with the possibility of teaching studio foundation courses that reflect another area of expertise. The initial appointment is one year with the possibility of renewal each year.

Qualifications:

College teaching experience; terminal degree (MFA); and exhibition record.

Application:

Send cover letter, resume, sample syllabi, up to 20 slides or digital media of own work, and 20 slides or digitalmedia of student work, and have three professional references send letters to Yolanda Sharpe.

Info:

Yolanda Sharpe, Chair

Art Department, 222 Fine Arts Bldg

Box ACO, #1011-A
SUNY Oneonta
Oneonta, NY 13820-4015

Subject: PhD in Digital Arts and Experimental Media
From: University of Washington

Deadline: 1 February 2005
(International students should apply as soon as possible due to the extra administrative time needed to process these applications.)

PhD in Digital Arts and Experimental Media
University of Washington
<http://www.washington.edu/dxarts>
Commencing: Fall 2005

The Center for Digital Arts and Experimental Media (DXARTS) at the University of Washington in Seattle is seeking strong applications for its new path-breaking PhD program. DXARTS is an autonomous degree granting Center in the College of Arts and Sciences at the UW.

The new PhD program embraces an expansive range of digital and experimental arts practice and research across multiple disciplines. Faculty and students in DXARTS work both in established areas of experimental arts such as Digital Video, Physical Computing, Mechatronics, Computer Music and Sound Art, Computer Animation, Telematics, etc., as well as pursue innovative areas of arts research and creative context that have no media allegiance or historical precedent.

Creative work underway in DXARTS draws from all combination of arts and sciences, and actively seeks the invention of completely new domains of arts practice.

Info/Application instructions/Funding/etc:
http://www.washington.edu/dxarts/academics_phd_application.php

Subject: Professor: Chair of Humanities, Faculty of Arts
From: University of Hong Kong

Deadline: 28 February 2005
Professor: Chair of Humanities, Faculty of Arts
(Ref: RF-2004/2005-263)
University of Hong Kong
3-year fixed term with tenure/renewal
<http://www.ied.edu.hk>
Commencing: September 2005 or sooner

Applicants should possess a substantial and successful record of scholarship and excellent inter-personal and communication

skills, and be able to teach in any of the Faculty's current disciplinary and/or interdisciplinary areas. The Faculty seeks an academic leader of international stature to undertake research of the highest quality in his/her field, and to play a prominent role in research leadership in the Faculty by:

- a) contributing creatively to all aspects of research development, activity and planning
- b) undertaking and encouraging interdisciplinary and collaborative scholarship;
- c) helping to foster a productive, innovative, well-funded and highly supportive research culture in the Faculty; and
- d) enhancing the Faculty's profile, in Hong Kong and internationally, as a centre of excellence in research and postgraduate education.

Info/Applications:

<https://extranet.hku.hk/apptunit>

Appointments Unit (Senior),

Human Resource Section, Registry,

The University of Hong Kong, Hong Kong

Fax: + 852 2540 6735/2559 2058

apptunit [at] hkucc [dot] hku [dot] hk

Subject: Research Fellow/Lecturer Positions

From: University of Washington

Deadline: 15 February 2005

Research Fellow/Lecturer Positions

Center for Digital Arts and Experimental Media (DXARTS)

University of Washington, Seattle, WA.

<http://www.washington.edu/dxarts>

Commencing: Fall 2005

University of Washington, Center for Digital Arts and Experimental Media, is seeking to fill one year (with possibility of renewal) Research Fellow/Lecturer Positions in Digital and Experimental Arts. The successful candidates should be prepared to pursue innovative research in their main fields of study and to teach introductory level courses in history, theory and studio practice of digital and experimental art forms. Applicants should be broadly interdisciplinary with strong technical skill and practical experience synthesized from multiple areas of the arts and sciences. Examples include; electronic performance, interactive installation, database and interface, net art, digital video, computer and electroacoustic music, digital sound, robotics, telematics, etc. Masters degree or equivalent required.

Application must include: CV, artist statement, statement on pedagogy, and a strong portfolio of professional creative work and research. Support materials must include three references with phone numbers, mail and e-mail address. Samples of previous

course design and recent student work is highly encouraged. Portfolio work may be formatted for viewing on any platform and may include video. Please include a SASE for return of materials.

Applications:

Professors Shawn Brixey and Juan Pampin,
Co-chairs, Research Fellows Search Committee, DXARTS
Box 353680, University of Washington,
Seattle, Washington 98195-3680
<http://www.washington.edu/dxarts>

Subject: Various teaching positions
From: The School of the Art Institute of Chicago

Deadline: January 2005
Teaching positions
The School of the Art Institute of Chicago
Full-time Tenure Track
<http://www.artic.edu/saic/public/jobs>
Commencing: September 2005

Seeking scholars committed to excellence in teaching, and to innovative work or research in their fields:

AFRICANA STUDIES

Scholar/historian in broadly defined Africana studies; additional areas of expertise may include world history, Latin American, Caribbean, or Middle Eastern studies, or overlapping disciplines such as history, cultural anthropology, communications, media studies, sociology, art history, economics, and political science.

ART HISTORIAN, 19th- and early 20th-century Europe
Teaching experience and a record of scholarly activity required, PhD preferred. Contribute to art history department committed to wide range of approaches, and to a stimulating and creative art school environment. Teaching responsibilities range from first-year undergraduate courses to graduate seminars serving established MAAH program.

DESIGN HISTORY, THEORY, AND CRITICISM

Record of scholarly activity required; PhD preferred. To support transdisciplinary programs, teaching responsibilities include introductory and advanced undergraduate courses, and graduate seminars in art history and studio design programs.

DESIGNED OBJECTS AND PRODUCT DESIGN

Practical experience in product and object design, industrial design, furniture design or emerging object-related arenas such as interface design. Substantial knowledge of manufacturing industry; expertise in production and prototyping technologies or in design development.

More info: <http://www.artic.edu/saic>

Subject: Assoc/Prof - Architecture/Design/Building Technology
From: National University of Singapore

Associate/Professors in
Landscape Architecture, Architectural Technology or
Computer Aided Architectural Design AND

Landscape Design, Building Technology, Environmental &
Ecological Design Sustainability & Building Services
National University of Singapore
<http://www.nus.edu.sg>

The appointee will be involved in undergraduate and/or graduate teaching, and the supervision of higher degree candidates by research. Appointees will be expected to undertake academic or design research, and will also be required to undertake some administrative or management assignment.

Qualifications:

The candidate must have preferably a PhD or equivalent and a strong track record in design, research or teaching.

1. The applicant should be a highly skilled industrial designer with substantial professional and teaching experience,
2. The applicant should be highly skilled in design engineering with current knowledge and experience in materials technology, manufacturing processes and new product development.

Responsibilities:

The appointee/s will be involved in teaching at undergraduate and/or graduate levels, including the supervision of higher degree candidates by research. Appointee/s will be expected to undertake academic and/or design research, and will also be required to undertake some administrative or management assignment.

Preference will be given to candidates with teaching experience and a strong track record in design research and/or industrial practice.

Submit a cover letter, CV, statement of teaching philosophy, portfolios (including personal works and (if applicable) supervised student works) and lists of publications to:

Professor Heng Chye Kiang
Head, Department of Architecture
School of Design and Environment
National University of Singapore
4 Architecture Drive, Singapore 117566.
Fax: +65 6779 3078
akikss [at] nus [dot] edu [dot] sg

Subject: Dean, School of Humanities and Social Sciences
From: International University Bremen

Deadline: January 2005
Dean, School of Humanities and Social Sciences
International University Bremen
5-year term
<http://www.iu-bremen.de>
Commencing: August 2005

Job Requirements

Research and teaching in the School of Humanities and Social Sciences are designed to tie together in various ways the different disciplines in the arts and social sciences. Special areas of focus are transcultural and transnational research themes as well as collaboration among the arts, humanities, and social sciences. All of the programs of study in this school reflect not only the combination of several disciplines, but also provide a sound basis in quantitative and qualitative research methods.

Reporting to the President, the Dean will continue to promote an environment of academic excellence and scholarship, provide leadership in the implementation of the academic programs, retain high-quality faculty, and develop a sound base of external research funding. Candidates should be distinguished educators and research scholars with solid administrative experience within a research university or any other academic research institution and should possess a demonstrated commitment to the ideals of internationalism and general education. Visionary leadership and common sense will be prerequisites, as will be strong interpersonal and communication skills.

Info/Applications:

Dr. Fritz Schaumann
President
International University Bremen
P.O. Box 750 561
Bremen 28725, Germany
<http://www.iu-bremen.de>

Subject: Center for the Representation of Multi-Dimensional Information (CROMDI)
From: Julio Bermudez

The Center for the Representation of Multi-Dimensional Information (CROMDI) is an interdisciplinary group at the University of Utah, whose research focuses in developing new data representation architectures to facilitate rapid and

accurate analysis of complex databases in real time.

Application areas range from industrial processes and networking monitoring, to business activities, security, medicine, and art performances. CROMDI's visualization methodology maps data variables into 3D objects, spaces and attributes, which enables significantly faster, more accurate and less cognitive demanding recognition of events than with traditional representations.

CROMDI faculty and researchers come from a wide variety of fields such as architecture, art, business, computer science, medicine, music, planning, psychology and others. For more information, visit the web site: <http://www.cromdi.utah.edu>

Subject: Part-Time Teaching: Sculpture/3-D Foundations
From: Stevens Institute of Technology, Hoboken

Part-Time Teaching: Sculpture/3-D Foundations
Department of Art, Music & Technology (DAMT)
Stevens Institute of Technology, Hoboken
<http://www.hum.stevens.edu/ArtMusicTechnology>
Commencing: Spring 2005

The newly formed department is seeking interesting and committed artists to teach part-time, possibly leading to a full-time position as the department grows. For spring 05, we are in need of an adjunct in 3-D Foundations, and particularly welcome artists who are traditionally underrepresented in academia.

Info/send CV, course syllabi and url:
Julie Harrison
jharriso@stevens.edu

The Leonardo International Faculty Alerts

The Leonardo International Faculty Alert (LIFA) list is part of the Leonardo Educators Initiative:
<http://www.leonardo.info/isast/educators.html>

This free service is focused on the needs of international faculty and the academic community. Subscribers receive monthly alerts keeping them posted of the latest job opportunities and other useful information from the art, science and technology educational world.

Individuals from institutions subscribing to the Journal Leonardo can post a free classified advertisement to this list; others may post job ads for the cost of a classified advertisement:
<http://mitpress2.mit.edu/e-journals/Leonardo/isast/placeads.html>

Faculty wishing to join this list should submit their details @
<http://mitpress2.mit.edu/e-journals/LEA/faculty.html>

Leonardo Educators Initiative

Leonardo and College Art Association
As an affiliated society of the College Art Association (CAA), Leonardo has joined the largest professional community of artists and art historians in the United States. Each year at their annual conference Leonardo hosts several sessions designed to promote career development in the arts, sciences and technology for young artists and art historians. The Leonardo/CAA working group was created to bridge the Leonardo and CAA networks and to discuss and develop ideas for these sessions at the annual conferences. More info:
<http://mitpress2.mit.edu/e-journals/Leonardo/isast/events/caa05.html>

The Leonardo Abstracts Service (LABS) is a comprehensive database of abstracts of Ph.d, Masters and MFA theses in the emerging intersection between art, science and technology. Thesis Abstract Submittal form at <http://leonardolabs.pomona.edu>

Subscription and Access Information

Send submissions/announcements to Nisar Keshvani, LIFA at:
lea [at] mitpress [dot] mit [dot] edu

To join the Leonardo International Faculty list:
<http://mitpress2.mit.edu/e-journals/LEA/faculty.html>

Receive your FREE subscription to the Leonardo Electronic Almanac at: <http://mitpress.mit.edu/lea/e-mail>

Subscribe to Leonardo Publications:
<http://mitpress2.mit.edu/e-journals/Leonardo/members.html>

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<http://mitpress2.mit.edu/e-journals/Leonardo/isast/placeads.html>

Information for Authors:
<http://mitpress2.mit.edu/e-journals/Leonardo/Authors/index.html>

DISCLAIMER: Leonardo/ISAST announcements are edited from information provided by the original submitter. We do NOT verify the technical accuracy nor any claims made in the announcements nor do we necessarily agree with them. We do not warranty or guarantee any services announced - use at your own risk.

End of The Leonardo International Faculty Alerts <13 01 2005>

Message: 3

Date: Fri, 14 Jan 2005 08:11:52 -0000

From: "Kinya NISHI" <TQ6K-NS@ASAHI-NET.OR.JP>

Subject: people felt protected, only here.

Hello everyone,

For many years I wondered why English language has introduced a Japanese word "tsunami". And I always concluded it is because Japan has had it most, after all. In this country where earthquake is an everyday experience, you only have to turn on TV, say, three minutes after the quake, to know whether or not there is an immediate threat of tsunami. The information will appear on every channel. This warning system was made even more sophisticated in 1993, when an awful tsunami engulfed a whole village in Hokkaido and killed hundreds of people.

Thanks to this excellent system, we felt relatively safe. Looking back, however, it is most deplorable that we did so, as if tsunami could hit only our territory. And it is becoming clear to me that people simply could not afford the knowledge nor the awareness of tsunami in the so-called developing nations. Japanese government has decided to cough up \$500m for aid and offered to help set up a tsunami early warning system in the Indian Ocean. Yet I suppose this insular sense of "safety" on the part of developed world (or maybe it is a typically Japanese thing..) has to be changed fundamentally.

Thank you Fatima, for the information on the Universes in Universe site. I think they are just brilliant.

KN.

Message: 4

Date: Fri, 14 Jan 2005 10:11:22 -0000

From: "Imaginero" <digiteer@ispx.com.ph>

Subject: Scientists and cultural workers in Asia

Hello everyone,

The Unesco DigiArts portal hopes to bring together into an on-line forum, discussion and announcement listserv individuals, institutions, organizations, collectives in Asia and those interested in Asia concerns in particular for the purpose of rehabilitation of life, livelihood, environment and heritage in the areas affected by the tsunami - through creative work and cooperations in the arts and sciences.

While the Unesco DigiArts portal already has a list of artists, musicians and institutions working in the field of art/technology in Asia, we'd like to complete this list with a database of individuals, institutions, organizations and collectives working in the fields of science, engineering, technologies and are interested in or are already working with artists and cultural workers in the region.

Can you please forward to me names and e-mail addresses and if possible other particulars (areas of interest/expertise, institution, etc.) of people/institutions which might be interested in being a part of this discussion/announcement listserv?

Can you please also forward to me names and e-mail addresses of NGOs, cultural workers and humanitarian groups who could help us identify artists, scientists, arts and cultural community centers, who/that may have been affected or displaced by the tsunami and earthquake so that support may be provided for them and sensitive programs developed.

It would also be good if we could be more proactive in the constitution and deployment of such a Unesco DigiArts listserv - and so not end up asking everytime how something like a Unesco-Microsoft agreement could take place in the name of cultural diversity and developing countries (when Unesco itself even also has a Free Software Portal that is a resource that needs to be used and explored more <http://www.unesco.org/webworld/portal_freesoft/index.shtml>[*]; they also even have the International Coordination Group for the Tsunami Warning System in the Pacific <<http://ioc.unesco.org/itsu>>.

Also, do let me know if you have any comments, questions, suggestions, hesitations and objections about the planned Asia solidarity discussion/announcement listserv - so we can discuss them openly on the list or in private if you prefer.

Best regards,
Fatima Lasay

Notes:

[*] From the Unesco CI Sector: Accordingly, Microsoft has joined a long list of partners with whom UNESCO has established excellent cooperation over past years. They include, to name only a few, L'Oréal, DaimlerChrysler, Hewlett Packard, Suez and Intel. UNESCO would like to emphasize that this agreement with Microsoft is not an "either/or" situation - it is not mutually exclusive of other relationships.

<http://portal.unesco.org/ci/en/ev.php-URL_ID=17589&URL_DO=DO_TOPIC&URL_SECTION=201.html>

Message: 5

Date: Fri, 14 Jan 2005 15:47:49 +0100

From: tbatt <tebatt@chello.nl>

Subject: Re: languages and communities -Digest Number 6

Languages and Communities:

It is my personal belief that Eugenio has raised many interesting philosophical points in his clear and precise answer. I also think it would be a great pity if this degenerated into a nerdy chit chat from which all the non-techies felt excluded. When exploring terra incognita even apparently absurd suggestions can be useful -and only time can tell which approaches are the most fruitful....

On 13 Jan 2005 21:35:11 -0000

korakora@yahoogroups.com wrote:

> From: cubo23@motorhueso.net
> Subject: languages and communities

>
> When I said I was interested in "language design", I should have added
> the qualificative "computer"... I am interested in the design of
> computer languages, that is, textual systems that allow us to
> manipulate computers.

Even if (in this specific case) we restrict the application of the concept "language" to computers you have introduced two other potentially arbitrary concepts:

You yourself have mentioned "visual languages" -so presumably (even in the context of a computer) a "language" does not need to be "textual". The concept of "manipulation" is also a tricky one -when two people have a child, for example, are their bodies "manipulating" their genes or simply "expressing" them? Are the people expressing their genes -or are the genes expressing the people?

> I avoid the term "communicate", I rather talk
> about manipulation because, with computer languages, a dialogue
> (necessary for the existence of communication as it is usually
> understood) is never established.

Yes -I can understand your suspicion of the concept "communication" -which I share, and I believe Fatima has also expressed concern regarding the concept with regard to ICT. One of the things that I find interesting about playing

with computer models/simulations is the way one is often forced to substitute complex (and poorly defined) concepts such as "communication" with much simpler and better defined concepts.

However, paradoxically perhaps, I'm not sure about the absence of "dialogue" (which for me is a fairly central concept). To be honest, I have felt that one is only truly "computer literate" when one has the feeling that one is not using a set of technical instructions to "manipulate" the machine -but one is in fact operating on the level of a 'conceptual dialogue' with the machine.... this is perhaps particularly true (for me) when correcting errors -and one seems to get involved in some kind of "Socratic dialogue" with the machine by asking it things like "If I say this to you then how will you react?"..... Then the dialogue (between my (textual) question and the machines (behavioural) answer) is operating in such a way as to allow me to explore the (internal) conceptual logic of the machine.

To me, this seems to suggest that "communication" might have more to do with a comparative mapping between two conceptual spaces than a simple exchange of "information" (whatever that is).

- > So, I think it is very difficult and
- > misleading to try to create parallel lines between computer languages
- > and human languages.

Well, it is certainly difficult and dangerous -but perhaps that should not dissuade us if we proceed with care. I guess at this point we are indeed confronted by the question of how the 'simulation' relates to that which it is supposed to simulate.

Is the relationship between "artificial" (computer) and "natural" (language) systems one of varying degrees of simplicity and complexity -or are there fundamental differences (in the way a clockwork mouse might differ from a real mouse)?

Even if the latter is true -then perhaps we might even ask if we would be able to learn anything about real mice by studying a clockwork mouse.... or would a clockwork mouse only be useful when studying the behaviour of real cats?

- > But, I am just touching the surface here. Consider that, in computer
- > science, language design is made on the basis of Noam Chomsky's
- > generative grammar model. Chomsky formulated his generative grammar as
- > a tool to model human languages. It is not hard to see that a static
- > module will only allow a limited and rigid approach to any human
- > language, because the object being modeled is a constantly mutating
- > being.

Yes -but are you describing true differences between human and machine languages -or the errors of Chomsky - and the differences between Anglo-Saxon and French linguistic traditions?

Personally, I find Chomsky an excellent political analyst -but a rather poor linguist (although I admit I haven't followed him in recent years -particularly because of my opinion of him).

In this context, it is perhaps also worth noting that (apparently) "English" (whichever version one might wish to choose) is not (technically speaking) a "language" -but a "creole/pidgin" (i.e. a linguistic construction produced by non-native speakers). Most languages are characterised by a minimal set of symbols and a grammar with which to construct compounds (in fact I'd be happy to accept this as a "minimum definition" for "language"). French and German (for example) have approx 15 - 20,000 words -while English has around 500,000 (mostly borrowed from other languages) and English grammar is rather weak and simple (certainly compared with other languages). One

might claim that the "linguistic imperialism" exhibited by the eclectic nature of English signifies an "imperialist mind" -but I wonder if the case is not the reverse. The concept of the "British Isles" grew out of a series of unifying conquests by one group over the various other ethnic groups that had settled in various parts of the islands. The core of the English language is a bastard mixture of Latin/French and Germanic words (producing pairs of semantically related words such as "aroma" and "smell"). In contrast to the French -who have their "Academie Francaise" to protect their language -the Anglo-Saxons do not seem to care about purity of language at all. The point that I'm trying to make here is that "English" might well be such an exception (or at least deviation) from the majority of human languages that to base a universal linguistic theory upon it might lead to totally misleading conclusions.....

- > New expressions, new words, new ways of saying things are
- > emerging all the time.

Yes -"language" seem to me to be more about a shared dance in conceptual space -than about the transfer of "information"..... for without the shared conceptual space, surely the "information" is meaningless.

In that context, the concept "information society" does indeed imply a neo-fascist global imposition of a single conceptual space in order to give the "information" global meaning and value.

- > So, Chomsky's tool has a very limited use in
- > human language study, but it is perfect for computer languages.

Yes -I'd agree with that....

....although perhaps, if one is interested in the possible inter-relationship of computer and human languages, Chomsky might not be so useful for computers either (if his model imposes unwanted conceptual restrictions).

- > If you
- > think that being static and unambiguous is a desirable quality of a
- > language (any language), then you could say computer languages are
- > superior to human languages.

Personally, I'm not convinced that "ambiguity" and "computer systems" are mutually exclusive concepts. Even computer languages can use identical symbols to mean different things in different contexts.

What exactly do we mean by "ambiguity"? Is the "contextual ambiguity" mentioned above the same as, for example, the "ambiguity" of photons manifesting as both waves and particles -or the "ambiguity" of electrons that can reveal speed or position -but not both?

Is "paradox" a form of "ambiguity"? How can the speedometer on our car tell us our speed at any single moment in time -even though "speed" requires the measurement of "distance" (and therefore two measurements of position at different times)?

It seems that "ambiguity" is a very ambiguous concept.....

- > Personally, I prefer the ambiguous,
- > mutating and sometimes incoherent nature of human language.

Sure -but might an understanding of things which do not share these qualities help to give insight into those that do?

I also suspect that perhaps 'ambiguity' might be better studied within the more generalised conceptual context of "non-linearity" (the lack of simple one-to-one relationships between things).

Before the discovery of non-Euclidean geometry (around 1860) -one might have been able to reasonably claim that "art" was non-linear and "science" was linear..... However, nowadays, where it has been clearly demonstrated that computer simulations can easilly deal with non-linear systems such as climate systems (and probably economic systems too -although this seems less intelligently investigated) -it would now seem that "science" has become increasingly open and non-linear while "art" has become increasingly dogmatic and linear!

Personally, I'm also interested in how an "open" expanding universe might be created from a (closed) finite number of elements. This appears to happen with regard to human linguistics and conceptual thought -but also appears to be happening on a cosmic scale where increasingly complex material is created via nuclear fusion in a stellar (alchemical) furnace.

Perhaps even the laws of physics need to be re-written -or at least restricted to non-organic (entropic) systems. Maybe we need to invent a whole new science dealing with "organic" (anti-entropic) systems -such as "ecologies", "economies", "bio-genetics" and perhaps even "computers".....

- > I believe that any language becomes a tool to study the phenomenon of
- > language itself. Designing computer languages is a very interesting
- > experience, since it opens doors for asking questions and reflecting
- > on such issues as:¿How and why are words created in the context of a
- > specific language?¿Which translation processes are involved in the act
- > of communication? ¿How many times is a particular fragment of data
- > translated and related to other linguistic systems before it becomes
- > information? I would welcome very much your own experience and views
- > on this matter...

I agree entirely..... and I find it extremely regretable that this kind of approach seems such an obscure minority position. At present I'm collecting notes (so I warn you that your comments have been recorded) which I hope to later develop into some kind of (informal) "curriculum" which might be able to provide a more solid foundation for further development within a pedagogical context.

- >
- > And your second question...
- >
- >>How does your "fly" project relate to your "taxi" and "gypsy"
- >>projects?(natural/artificial systems?)
- >
- > I think that the relation
- > between human/virtual communities may be similar to that between
- > human/computer languages: the first are stable and follow a limited
- > and rigid set of rules, while human communities are very far from
- > that...

Again, I'm not so sure that one can make these rigid distinctions. Some human cultures are more static than others - and some people may prefer this while others might find it more upsetting.....

The speed and directions in which human communities are allowed (or forced) to "evolve" is surely one of the greatest problems of our time (especially the problem of determining the desirability (and the capability) of synchronising the various changes on a global scale.

A recent BBC documentary "The Power of Nightmares" suggested that both the American (christian?) neo-cons and their apparent opponents, the muslim fundamental extremists were in fact both operating on the same agenda of opposition to the borgoise individualism rampant in the US (perhaps undermining social cohesion there). So the political implications of dynamic evolution are both complex and ambiguous: Cancer is an example of the negative effects of dynamic mutation -and one suspect that many neo-cons who oppose unbridled bourgoise individualism have profited financially from the commercial (and political) exploitation of that which they condemn.....

- > At least for me, it is like a window to another reality, very
- > different from mine.

I suspect that this last sentence reflects beautifully the common interest/fascination that links your various projects. It also clearly reflects my own reasons for getting involved with both the computer and korakora!

What a strange paradox -that two people who are both suspicious of the concept of "communication" can have such an enjoyable and constructive dialogue!

Best wishes,
trevor

There are 5 messages in this issue.

Topics in this digest:

1. *In[digest]ion* ;)
From: Fatima Lasay <digiteer@ispx.com.ph>
2. Tsunami Relief as Subterfuge?
From: "Imaginero" <digiteer@ispx.com.ph>
3. A Short Story
From: tbatt <tebatt@chello.nl>
4. Re: people felt protected, only here.
From: Fatima Lasay <digiteer@ispx.com.ph>
5. Re: Korakora: Art or Engineering?
From: Fatima Lasay <digiteer@ispx.com.ph>

Message: 1

Date: Sat, 15 Jan 2005 19:03:07 +0800
From: Fatima Lasay <digiteer@ispx.com.ph>
Subject: *In[digest]ion* ;)

Hello everyone,

This is for those receiving e-mails posted to the list in Digest Delivery Mode.

If you prefer to receive the posts individually, you can make the adjustments through here <<http://asia.groups.yahoo.com/group/korakora/>> - let me know if you need any help - email me thru digiteer@ispx.com.ph

I thought the Digest mode would be good for those who are already receiving tons of e-mails each day and prefer to get postings from the list just once a day - so they could read through all the posts for the day and reply or send new posts in a more relaxed way. Whereas others prefer to see the mails coming in one by one - and respond to them quickly or as soon as they arrive.

Regards,
Fatima

Message: 2

Date: Sat, 15 Jan 2005 11:16:59 -0000
From: "Imaginero" <digiteer@ispx.com.ph>
Subject: Tsunami Relief as Subterfuge?

Also, "U.S. troops could start moving from Cold War-era posts in Germany to new bases in Romania and Bulgaria this year as part of American efforts to create a more mobile overseas force, the top U.S. commander in Europe said Friday." - while the U.S. Defense Secretary has announced in Bangkok that the U.S. wants to pull out of the relief efforts: He said the US military had "a lot of other work to do" and would be ending its relief efforts "as soon as our military folks can pass these responsibilities on to other folks".

Tsunami Relief as Subterfuge?

The Pentagon Scrambles to Re-enter its Old Air Base in Thailand by Sirinapha 2004-12-29 6:28 PM +0800

The Pentagon has announced it is returning to its old Vietnam War haunts at Utapao Royal Thai Naval Air Force Base 90 miles south of Bangkok on the Bay of Thailand. In this clear escalation of the American military presence in Southeast Asia, the ostensible plan is to set up a "command center" for the tsunami emergency relief effort. Utapao air base will serve as a staging base for U.S. military and rescue aircraft. The emergency relief operations appear to provide a windfall opportunity for beefing up the American military presence in Southeast Asia, part of the expanding Pentagon strategy of "forward positioning," establishing sites, so-called "air cargo hubs," where American forces can stash equipment and enter and leave as desired.

During the Vietnam War, Utapao functioned from April 1967 as a major staging base for B-52s carrying out bombing raids over North Vietnam, and KC-35 stratotankers of the Strategic Air Command. Many American GIs served there [1].

Despite Thailand's neutrality on the war in Iraq, Thai Prime Minister Thaksin Shinawatra allowed Utapao to be used by American warplanes flying into combat in Iraq last year, and into Afghanistan earlier. There is also speculation that Utapao, with its infamous facilities for 'sophisticated interrogation' (a holdover from the Vietnam era), is probably where various al-Qaeda suspects have been secretly grilled.

The command center will be largely operated by the 3rd Marine Expeditionary Force. The naval air base, also now functioning as a local airport, is located a short drive from the tourist mega-center of Pattaya, whose roots also go back to the Vietnam era. The U. S. Navy is also

dispatching the USS Abraham Lincoln carrier strike group and the USS Bonhomme Richard expeditionary strike group to the immediate area offshore [2].

Is all this military redeployment to bolster 'humanitarian aid' efforts? The Thai people reject a build-up of the American military at Utapao air base and in the Gulf of Thailand. In this hour of calamity, they are grateful for all support -- but not when tethered to a huge reentry by the Pentagon onto Thai soil. The tragedy of the present havoc in the Indian Ocean should not serve as a pretext for strengthening the U.S. military presence in this disaster-stricken region.

[1] For sites on Utapao air base and the American military, see
<http://amer-thai2001.tripod.com/id30.html> ;
<http://www.utapao.org/> (Utapao Alumni Association) ;
<http://www.globalsecurity.org/military/facility/utapao.htm>

[2] See "Hundreds of Americans Missing,"
<http://www.cnn.com/2004/US/12/28/us-quake.ap/index.html>

Message: 3

Date: Sat, 15 Jan 2005 15:56:17 +0100

From: tbatt <tbatt@chello.nl>

Subject: A Short Story

A Short Story:

According to a recent clip on the BBC World Service: Muhammad Ali returned home after winning a gold medal at the Olympic Games. Apparently still wearing his gold medal around his neck he went to a local restaurant -where he was told that they didn't serve negros. "No, I don't eat them iether" Ali replied "Just give me a coffee"....

After leaving the restaurant, he went down to the river and threw his medal into the water from a bridge.

trevor

Websearch: Muhammad Ali

<http://www.alltheweb.com/search?cat=web&cs=utf8&q=%22Muhammad+Ali%22&rys=0&_sb_lang=pref>

Message: 4

Date: Sat, 15 Jan 2005 23:47:59 +0800

From: Fatima Lasay <digiteer@ispx.com.ph>

Subject: Re: people felt protected, only here.

> Message: 3 Date: Fri, 14 Jan 2005 08:11:52 -0000 From: "Kinya NISHI"
> <TQ6K-NS@ASAHI-NET.OR.JP> Subject: people felt protected, only here.
> Thanks to this excellent system, we felt relatively safe. Looking
> back, however, it is most deplorable that we did so, as if tsunami
> could hit only our territory. And it is becoming clear to me that
> people simply could not afford the knowledge nor the awareness of
> tsunami in the so-called developing nations. Japanese government has
> decided to cough up \$500m for aid and offered to help set up a
> tsunami early warning system in the Indian Ocean. Yet I suppose this
> insular sense of "safety" on the part of developed world (or maybe
> it is a typically Japanese thing..) has to be changed fundamentally.

Hi Kinya, yes, but actually I cannot help but wonder how and when something such as an "insular sense of safety" becomes a declaration of social (and moral) responsibility of the empires to the rest of the "victimized developing world" and consequently the "white man's burden" and a divine mission. In defense of the invasion of the Philippines by the U.S., Sen. Beveridge said in his famous Senate speech: "[God] has marked the American people as his chosen nation to finally lead in the regeneration of the world. This is the divine mission of America, and it holds for us all the profit..."

I don't think that such a "gospel reading" has changed with the change of leaderships in the U.S. over the past 100 years - in his recent visit to the tsunami disaster areas in Aceh, Powell said: "The rest of world is being given an opportunity to see American generosity, American values in action" and these are pretty much the very same principles behind the invasion and "liberation" of Iraq.

The dynamics of dependency, aid and imperialism, and the theories of development is a very complex and complicated one.

In my view, it is therefore crucial that developing countries work even more closely than before and not merely rely on aid and social responsibility from the developed world.

In a short essay about a triad of knowledge, technology and autonomy, <http://portal.unesco.org/culture/admin/ev.php?URL_ID=22248&URL_DO=DO_TOPIC&URL_SECTION=201>,

I try to figure out how a strategic partnership among countries in the developing world or those countries with similar colonial histories (and pre-colonial histories) or those with similar needs and concerns (and with very different cultures) may be enabled, and how such partnerships could themselves become iterative systems of development.

An aside, I have just started to think again about the brief Japanese Occupation of the Philippines after meeting a friend yesterday - we first

met some five years ago because of common research interests in the Spanish colonial period (she specialized in colonial music). Now she has started work on the Japanese Occupation, and found old archives of Japanese and Philippine music together in research publications and recordings (which was different from the "progressive music series" from the U.S. empire which included Philippine (and other cultures') music to demonstrate a hierarchy of cultures - ranking peoples of the world into four grades of culture -- savagery, barbarism, civilization, and enlightenment). This reminded me of what Nick Joaquin (he was declared Philippine national artist for literature in 1976) wrote that during the war, the Japanese "strutting among us berated us for having become "westernized" and bade us "come back to Asia"" - although Nick Joaquin also asks what business does the Japanese have in berating us when the Japanese were never even around us during the pre-west (pre-colonial) days.

However, it was an interesting polemic to rabid pre-colonial nationalist answers to the old question of "what is the Filipino identity?" (although Nick Joaquin does tend to be quite iconoclastic, he does stimulate (provoke!) discussion). Basically, Nick Joaquin says that the identity of the Filipino is of a person asking what is his/her identity. It seemed to simple - that identity is a process, and he adds that "only the retarded has a fixed identity."

Development is a process too - not a fixed ideal that is defined by the "civilized world" for the rest of the "uncivilized" to adopt (like "modenization", "information society", "better quality of life", etc.). Education (learning) is a process too and not merely the accumulation of a fixed pre-defined set of information (often referred to as "knowledge").

Funny how "process" is supposedly much discussed yet how much of our systems and institutions are actually quite obsessed with the static.

Well, there are some complex and difficult issues here and it is good to be able to discuss them.

Message: 5

Date: Sun, 16 Jan 2005 02:29:37 +0800

From: Fatima Lasay <digiteer@ispx.com.ph>

Subject: Re: Korakora: Art or Engineering?

> Message: 1 Date: Fri, 14 Jan 2005 02:59:25 +0100 From: tbatt

> <tebatt@chello.nl> Subject: Re: Re: Korakora: Art or Engineering?

> -Digest Number 6 In that context it is perhaps interesting to note

> that Charles Babbage

>

<http://www.alltheweb.com/search?cat=web&cs=utf8&q=%22Charles+babbage%22&rys=0&_sb_lang=pref>

- > who was an important (and perhaps the most important) pioneer in the
- > field of mechanical calculation, designed his "difference machine"
- > in order to correct mistakes in the calculations of British admiralty
- > tables used for navigation purposes... It was also Babbage's friend
- > and collaborator Ada -Lady Lovelace, the daughter of the romantic
- > poet, Lord Byron
- >
- <http://www.alltheweb.com/search?cat=web&cs=utf8&q=%22Ada+Lovelace%22&rys=0&_sb_lanng=pref>
- > who has been credited with inventing both the first computer
- > programme and the concept of artificial intelligence.....

The British Science Museum said they've built a working model of one of Babbages' difference engine models - to see if Babbage's failure to translate concept into form was indeed due to the limitations of Victorian materials engineering. I wonder if anyone on the list or you know has seen it? However, I don't recall the Science Museum mentioning Ada Lovelace, in fact other texts mention her only as fundraiser for Babbage's engine.

- > Incidentally, I share your suspicion of ICT (expressed in "The
- > Tsunami as a Wake-Up Call") and its role in the creation of an
- > "Information Society" -a rather stupid term that suggests that
- > "information" has some intrinsic value or meaning outside its
- > specific context.
- >
- > It is my belief that, paradoxically, true "computer literacy"
- > involves an understanding of the formal processes which underlie the
- > operation of the machine (and its area of application) -and that an
- > understanding of these processes makes the individual concerned much
- > more aware of the subjective nature of "information".

This reminds me, I was doing some web search on the sliderule and the early ones that came with manuals said things like: "The principles of logarithmic calculators are too well known to those likely to be interested for it to be necessary to enlarge upon the subject here, especially as it is absolutely unnecessary to have any knowledge of the subject to use the calculator" ... and "Anyone can calculate with the Fuller after a brief study of the following instructions without any mathematical knowledge whatever." While other manuals said: "When people have difficulty in learning to use a slide rule, usually it is not because the instrument is difficult to use. The reason is likely to be that they don't understand the mathematics on which the instrument is based, or the formulas they are trying to evaluate. Some slide rule manuals contain relatively exhaustive explanations of the theory underlying the operations. In this manual it is assumed that the theory of exponents, of logarithms, of trigonometry, and of the slide rule is known to the reader, or will be recalled or studied by reference to formal textbooks on these subjects."

Anyway, I was interested in what these different opinions on the same sliderule tells about "literacy" and how such things should not be allowed to get in the way of use or consumption.

- > Strangely enough, it seems increasingly so that the commercialisation

- > of "digital technology" is being used to undermine "computer
- > literacy" -similar to the way a powerful Catholic church also
- > previously discouraged individual access by the uninitiated to
- > religious texts -by keeping the general public illiterate and the
- > liturgy in Latin. If knowledge is power then presumably the illusion
- > of knowledge gives the illusion of power.

Yes it is an illusion of control. Actually, access to knowledge of all sorts is not power, but the ability to process knowledge is. So for example the Catholic Church has control only over those who think that being given or denied access to knowledge determines the ability to have power. Well others believe that it is the sharing of knowledge that is power - which of course the commercial systems always try to suppress.

There are 4 messages in this issue.

Topics in this digest:

1. Re: Re: Korakora: Art or Engineering? -Digest Number 8
From: tbatt <tebatt@chello.nl>
2. Right Language means Right Thoughts and Right Deeds?
From: tbatt <tebatt@chello.nl>
3. the "civilized" world is equally on the process but..
From: "Kinya NISHI" <TQ6K-NS@ASAHI-NET.OR.JP>
4. Re: Re: people felt protected, only here. -Digest Number 8
From: tbatt <tebatt@chello.nl>

Message: 1

Date: Sun, 16 Jan 2005 02:06:39 +0100
From: tbatt <tebatt@chello.nl>
Subject: Re: Re: Korakora: Art or Engineering? -Digest Number 8

Re: Korakora: Art or Engineering?

On 15 Jan 2005 20:22:24 -0000

korakora@yahoogroups.com wrote:

- >
- > Date: Sun, 16 Jan 2005 02:29:37 +0800
- > From: Fatima Lasay <digiteer@ispx.com.ph>
- > Subject: Re: Korakora: Art or Engineering?
- >
- > The British Science Museum said they've built a working model of one
- > of Babbages' difference engine models - to see if Babbage's failure to
- > translate concept into form was indeed due to the limitations of
- > Victorian materials engineering. I wonder if anyone on the list or you
- > know has seen it?

Although I haven't seen it in real life, I have seen a tv programme on the project -and it does indeed seem that the problem lay in the fabrication process (I believe the original components were hand made) which made the necessary standardisation impossible. Without modern precision engineering techniques the vast number of components simply could not fit together properly.

SCREW - LoveToKnow Article on SCREW

SCREW (O.E. scrue, from O. Fr. escroue, mod. ecrou; ultimate origin uncertain; the word, or a similar one, appears in Teutonic languages, cf. Ger. Schraube, Dan. skrue, but Skeat, following Diaz, finds the origin in Lat. ... first attempt at securing uniformity in screw threads was made by Sir Joseph Whitworth, who communicated a paper on the ...

more hits from: <http://www.1911encyclopedia.org/S/SC/SCREW.htm> - 48 KB

Sir Joseph Whitworth History Page:

<<http://www.whitworthsociety.org/history.html>>

Turn of the Century:

William Sellers knew that the end of the hand-tooled machine age was nigh. So he grabbed the manufacturing elite by the nuts and bolts and dragged them into the mass production era. A case study in the power of standards, by James Surowiecki
<http://www.wired.com/wired/archive/10.01/standards_pr.html>

From: "screw + whitworth"
<http://www.alltheweb.com/search?cat=web&cs=utf8&q=screw+%2Bwhitworth&rys=0&_sb_lang=pref>

Indeed, this is no trivial business, the availability of accurate screw threads is closely intertwined with large scale industrial production and construction projects and also involves the manufacture of accurately controlled machine laths required to make accurate components as well as the micro-measurement systems required to check them - and even the accuracy of the rifles required to kill those wish to argue....

Babbage's ideas were correct -it was the practical implementation that was impossible at the time -due to the limitations of the available engineering technology.

- > However, I don't recall the Science Museum
- > mentioning Ada Lovelace, in fact other texts mention her only as
- > fundraiser for Babbage's engine.

Unfortunately, you seem to be correct.

The Science Museum website <<http://www.sciencemuseum.org.uk/>> has a search function -but a search on Lady Lovelace
<http://64.233.161.104/u/sciencemuseum?q=cache:gt39irYcXwEJ:www.sciencemuseum.org.uk/corporate_commercial/sponsorship/inside/insideneews_october2002.pdf+%22ada+Lovelace%22&hl=en&ie=UTF-8>
Only produces the following:

21?23, 27?28 October, 1?3 November, 31
December 2002; 2?3 January 2003
Charles Babbage was the father of
computing. Join Ada Lovelace, his co-
worker, as she invites you into the world of
computers and code-breaking.

However, the "MacTutor" <<http://www-history.mcs.st-andrews.ac.uk/Search/historysearch.html>> at the School of Mathematics and Statistics, University of St Andrews, Scotland is much kinder. In their entry for Lovelace they state:

In the annotations, which were called "Notes", Ada Lovelace described how the Analytical Engine could be programmed and gave what many consider to be the first ever computer program. She described the Analytical Engine in the following way [6]:-

The distinctive characteristic of the Analytical Engine, and that which has rendered it possible to endow mechanism with such extensive faculties as bid fair to make this engine the executive right-hand of abstract algebra, is the introduction into it of the principle which Jacquard devised for regulating, by means of punched cards, the most complicated patterns in the fabrication of brocaded stuffs. It is in this that the distinction between the two engines lies. Nothing of the sort exists in the Difference Engine. We may say most aptly that the Analytical Engine weaves algebraical patterns just as the Jacquard loom weaves flowers and leaves.

She also wrote in the Notes [6]:-

Again, [the Analytical Engine] might act upon other things besides number, were objects found whose mutual fundamental relations could be expressed by those of the abstract science of operations, and which should be also susceptible of adaptations to the action of the operating notation and mechanism of the engine . . . Supposing, for instance, that the fundamental relations of pitched sounds in the science of harmony and of musical composition were susceptible of such expression and adaptations, the engine might compose elaborate and scientific pieces of music of any degree of complexity or extent.

Lovelace's Notes were published in Richard Taylor's Scientific Memoirs Volume 3 in 1843 with the author's name given as AAL. This was the high point of her achievements and for a while she basked in the admiration that she received from her friends who knew who AAL was, but already these friends were showing concern about her health. By the end of the year she was taking several medicines for different health problems which troubled her.

From: Augusta Ada King, countess of Lovelace:

<<http://www-history.mcs.st-andrews.ac.uk/Mathematicians/Lovelace.html>>

This is the website for Ada's biographer

Ada: The Enchantress of Numbers. by Betty Alexandra Toole, Ed.D. Ada Lovelace Biography. Ada Byron, Lady Lovelace, was one of the most picturesque characters in computer history.

more hits from: <http://www.well.com/user/adatoole/bio.htm> - 10 KB

Betty Toole is also a prominent member of the American Association for Women in Computing. For those who believe computers are toys for the boys -it was also a woman who created Cobal which was the first "high level" programming language.

COBAL

The development of the "stored memory" in the UNIVAC prompted Grace Hopper, a naval engineer, to begin work on a program which would convert english to binary, the computer language. This would be the base of all other programs, in order that people would no longer have to write in "machine language" This would speed up the programming by enormous amounts, and begin the use of computers as multipurpose "engines."

The Big (Mainframe) Computers<<http://www.brainerd.net/~kuck/history/mainfram.html#cobal>>

When I was a student, it seemed the Ada Lovelace was generally accepted as the visionary who collaborated with the more practical Babbage. However, I understand (from Betty Toole) that for some reason there has recently been a movement to downgrade her importance. Perhaps somebody who is interested in finding out why might like to contact Betty Toole and ask her for more information.

One should also note that the Pentagon created the Ada programming language (named after Ada Lovelace) as a single multi-purpose language that could replace the confusing plethora of languages previously used by defence contractors:

Ada95 Lovelace Tutorial Home Page

A tutorial for the Ada 95 Programming Language

more hits from: <http://www.adahome.com/Tutorials/Lovelace/lovelace.htm> - 6 KB

Java and Ada <<http://www.adahome.com/Tutorials/Lovelace/java.htm>>

"Sun's Java technology has become a "hot" topic. Java makes it possible for users to run programs just by browsing the World Wide Web (WWW). Using Java, WWW users can use sophisticated user interfaces and handle arbitrary data formats (the data and the program to handle the data can be sent together!). Java can also be used to distribute computer platform independent software (i.e. the same software would run on an IBM-compatible PC, Apple Macintosh, and arbitrary Unix machine).

[Relationship of Java Technology Components] It turns out that Java programs can be created using Ada. An Ada language compiler can be used to generate Java "class" files, just like a Java language compiler does. Users can then run these "class" files using their implementation of the Java Virtual Machine (JVM) - and Netscape's Navigator is one of those implementations. Ada and Java components can even freely call each other. "

Culture and technology are very closely interlinked. The history of western technology demonstrates that popular western cultural myths regarding women and technology -and the supposed division between heart and mind are totally false (even within the tradition that has spawned these myths).

- >> It is my belief that, paradoxically, true "computer literacy"
- >> involves an understanding of the formal processes which underlie the
- >> operation of the machine (and its area of application) -and that an
- >> understanding of these processes makes the individual concerned much
- >> more aware of the subjective nature of "information".
- >
- > This reminds me, I was doing some web search on the sliderule and the
- > early ones that came with manuals said things like: "The principles
- > of logarithmic calculators are too well known to those likely to be
- > interested for it to be necessary to enlarge upon the subject here,
- > especially as it is absolutely unnecessary to have any knowledge of
- > the subject to use the calculator" ...

Actually, I was surprised to discover recently that Java has logarithmic functions available as a standard part of the language. In fact (with the help of my old school log tables) I've even used these log functions to calculate cube roots (and such things) -as part of a programme I'm currently developing.....

- >
- > Anyway, I was interested in what these different opinions on the same
- > sliderule tells about "literacy" and how such things should not be
- > allowed to get in the way of use or consumption.

Well, I guess this also has to do with "standards" (as referred to above with regard to the problems Babbage had)..... not only do standard measurements allow standardised production and distribution systems to be exploited commercially -perhaps the reverse is true too -and mass produced consumer goods require standardised users to buy them.

Aiming your product at the dumbest possible client presumably allows one to cover the largest possible market....

Possibly, globalisation not only requires standardised production techniques -it might also require standard operating environments and standard operators..... So where can the commercial system find the creative innovators it needs to keep the system going?

- > Yes it is an illusion of control. Actually, access to knowledge of all
- > sorts is not power, but the ability to process knowledge is.

Yes -presumably this is why the "information society" is promoted -so the "process society" can proceed unnoticed.....

In the meantime, finding a good screw can still help to screw your opponent..... and processing the right data in the right way can apparently turn even a cowboy into a magician!

trevor

Message: 2

Date: Sun, 16 Jan 2005 03:03:34 +0100

From: tbatt <tebatt@chello.nl>

Subject: Right Language means Right Thoughts and Right Deeds?

Right Language means Right Thoughts and Right Deeds?

According to CNN, President Bush has had some second thoughts about his poor use of language during his first term of office. It seems that he now believes that he should take more care over how he expresses himself. However, apparently, he is not yet sure if these remarks regarding his use of language express a confession or a regret.

Bush: 'Sometimes, words have consequences'

<<http://www.cnn.com/2005/ALLPOLITICS/01/14/bush.regrets.ap/index.html>>

According to the CNN TV report, Bush might be having second thoughts about his words but not about his actions.

Unfortunately, Bush apparently doesn't yet realise that his important "actions" are usually not real physical deeds -he does not personally lead the invading cavalry charge but gives orders and instructions to others who actually do the deeds. These commands are also usually expressed in terms of "language" (Bush as the supreme programmer of the American military and civil machine).....

One wonders if there is any connection between the confessed poor command of English by the sypreme chief -and the (still denied) screw-ups in American foreign policies. Presumably Bush gave the orders for the invasion of Iraq -and perhaps the abuse of prisoners on both American and foreign soil were also due to a lack of communication skills in the White House.

Graner sentenced to 10 years for abuses

<<http://www.cnn.com/2005/LAW/01/15/graner.court.martial/index.html>>

He admitted to 'criminal' acts but said he was following orders

Now that even Bush understands that words have consequences -one assumes that many academics will also need to modify their course notes on postmodernism.....

trevor

Message: 3

Date: Sun, 16 Jan 2005 11:47:23 -0000
From: "Kinya NISHI" <TQ6K-NS@ASAHI-NET.OR.JP>
Subject: the "civilized" world is equally on the process but...

Hello Everyone, and thanks Fatima for your thoughtful response!

I actually found a good remark in Fatima's essay which everyone will agree with. It says: 'technology is contextual, and our application and use of it become counter-productive when they are used (within context) to perpetuate existing (knowledge based) imbalances.' And in my own view, so are the moral principles, the ideals, or anything with "universal" value. It is always crucial to assess in critical terms whether they are rightly applied, although this does not mean that they are corrupt with no exception.

When I condemn an "insular sense of security" in Japan, my point is: no nation can create an ideal living environment if it is separated from others. In this respect, not only the "uncivilized" world but also the "civilized" world is going through a long and painful process for a better world. This is my belief as an individual (from universal point of view).

Yet how can I guarantee my not regarding the insular attitude as unacceptable for a divine nation such as ours!? There should be no statement nor artistic representation that is ideology-free; and when we are delighted to find out something un-biased, that is the most dangerous moment. However, or rather precisely for this reason, in order to develop multicultural partnerships it should be both possible and necessary to distinguish between justifiable applications of good cause and unjustifiable ones (otherwise every statement by the powerful would be an empty rhetoric). But how...?

As Fatima says, there are fairly tricky problems here, around this universality (or technology) - politics (or nation-state) - individual (or personal action / expression) triplet. And to me this is one of the most challenging and significant topics in theorizing a new sort of cultural pluralism.

I would like more time to think over this, as well as differing views for help.

KN.

Message: 4

Date: Sun, 16 Jan 2005 13:36:26 +0100
From: tbatt <tebatt@chello.nl>
Subject: Re: Re: people felt protected, only here. -Digest Number 8

On 15 Jan 2005 20:22:24 -0000

korakora@yahoogroups.com wrote:

- > Date: Sat, 15 Jan 2005 23:47:59 +0800
- > From: Fatima Lasay <digiteer@ispx.com.ph>
- > Subject: Re: people felt protected, only here.
- >
- >
- > Funny how "process" is supposedly much discussed yet how much of our
- > systems and institutions are actually quite obsessed with the static.

Yes, it is clear that the dominant culture has problems with thinking in terms of dynamic processes.

Presumably, the concept of universal, absolute, truth does not really fit easily with the idea that everything is a state of flux. How can one maintain the concept of unchanging truth if all the rest is changing?

The Bible claims that the world was created in seven days -and the idea of evolution was indeed a great shock for the Victorians in Darwin's time. Even today, the conflict between evolutionary science and static religion is a hot issue in the superstate that currently rules the world.

On the other hand, it might be interesting to enquire into the concept of time as manifest in other cultural systems. One suspects that if "evolutionary time" is a difficult concept for those who conceived it, the concept is perhaps not too common in other systems either. Time is perhaps more usually understood as being cyclic rather than evolving.

Issues of identity become difficult in a constantly evolving system -for how does one define the identity of that which manifests continual change? The question of cause and effect also becomes complex in a situation where feedback turns effect into cause -and the next cause is also the last effect.

The problem of identity is not just a psychological one -for how can one maintain the Platonic concept of a "real" universe with an "objective" existence in a world in a state of constant flux -where the conditions of yesterday are no longer the conditions which are valid today?

For present generations it is perhaps difficult to comprehend the multiplicity of cultural shocks that shook their parents and grandparents. In the west, between 1860 and 1960 we had the collapse of the supremacy of Euclidian geometry, the smashing of the atom as the smallest unit of physical reality, the invention of powered flight in a giant leap that eventually landed us on the moon, the collapse of empires through two major armed conflicts (and the aftermaths) that changed all the rules of war -including the rise of a global binary power system that threatened global destruction in an instant, the rise of socialism, communism and the beginnings of an industrial and agricultural surplus through mechanisation and industrialisation combined with the early stages of the collapse of traditional social systems and the rise of the obsessive individualism that would later fuel the consumerist revolution. Other parts of the world were either already linked into this system -or had it more or less forced upon them in order to provide new markets for the ever expanding plethora of material goods -or to provide the cheap materials and labour required to produce them.

Go back another hundred years to 1760 and one has to face the enormous seismic shift in Europe and America from a fairly static and largely agrarian society to an increasingly faster evolving industrialised economy -a process which continued into the 20th century and is still continuing today in many places.

Perhaps the European social revolutions of the nineteen sixties and seventies can be seen as a (conscious or unconscious) attempt to catch up on these turbulent historical events and to integrate their consequences into contemporary society. If this is true, then the 1980's and 90's were reactionary years where politicians tried to get the social-political-economic instability caused by the previous changes back into Pandora's nasty box of horrific tricks.

Bush and his supporters may well claim that there is a "clash of civilisations" between the worlds of Christianity and Islam -but surely the real truth of the matter is that globalised post-European culture is involved with a life and death struggle with itself: A struggle that involves the conflict between individualism and social cohesion, the conflict between global and local identity, the conflict commercial and religious faith apparently has with scientific and moral rationality, the conflict between shortage and surfeit, the conflict between expanding industrialisation and contracting environmental health plus the conflict between those that have everything and those that have nothing.

It seems that while Gorbachov was able to intelligently read the writing on the wall -the American neo-cons have not yet been able to face up to the damaging consequences of the failure of the current global system to adapt to the social, cultural, political, educational and economic conditions it has itself created.

Interestingly, Francis Yates in her book "The Art of Memory" suggests that there were two main conceptual systems operating within European culture with regard to memory systems which were developed before the age of (easily available) books. The mainstream system (still used by contemporary entertainers) involved imagining static concrete images (of presumably static concepts) arranged in physical space (as in a building, for example). The allegoric images carved on western medieval cathedrals appear to be a concrete example of this technique. The other system (derived from magic, divination, "language" based systems) tried to model the dynamic system of the heavens in abstract, dynamic, algebraic like symbols on earth. Religious persecution which punished heresy and witchcraft with torture and painful deaths helped to push the dynamic (and more abstract) tradition underground. Paradoxically, according to Yates, it is this suppressed "magical" tradition that eventually developed into supposedly rational science (as happened with rational chemistry evolving out of the practical experiments of philosophical alchemy). Interestingly, culturally based academic interest in digital technology seems to focus on the more static (Platonic) nature of the "information society" and less on the (possibly equally economically powerful) technology of dynamic games and scientific (and artistic) simulation. As Fatima has pointed out -the dominant culture has great difficulty in comprehending dynamic systems (and apparently, even noticing their existence).

On the other hand, the recent earthquake with its resulting tsunami and the increasingly obvious problem of global warming indicate that the dominant cultural cosmology is false..... The universe (and our planet) are not static, inorganic, systems -but have shown themselves to be extremely dynamic, evolving, systems. The very foundations upon which we build our cities and our basic concepts are alive and constantly changing -sometimes slowly and sometimes more rapidly.

So, if the dominant cultural paradigm is proving to be false and unsuitable for sustained survival -we would be wise to look for other more suitable paradigms. Empires and dinosaurs do not last for ever -eventually, it seems that conditions change over time as dominant positions become challenged, undermined, and eventually forced to make place for new systems better suited to the new conditions.

If the current system is indeed collapsing then our focus surely needs to shift towards a search for more suitable alternatives. Will change come gradually -or will it be sudden and unexpected? Can change be predicted or controlled -and if control is possible, then is it always desirable to do so?

Within the context of this list, surely the question must be: What contribution can local cultures make towards supporting human survival within a changing physical and conceptual system? Do we have the innate cultural

intelligence to deal with contemporary challenges -or do we need to evolve new forms of cultural consciousness? If we do need to adapt to change -then how are we best able to do so?

trevor

There are 5 messages in this issue.

Topics in this digest:

1. POLITICS OF GIVING
From: "Tony Dedal" <tonydedal@optusnet.com.au>
2. Chinese reformer Zhao Ziyang dies
From: Fatima Lasay <digiteer@ispx.com.ph>
3. Re: the "civilized" world is equally on the process but... Digest Number 9
From: tbatt <tebatt@chello.nl>
4. What is "European"?
From: tbatt <tebatt@chello.nl>
5. Fw: [rd04] fwdfyi: <nettime> Build Community: Wireless Infrastructure and Right to Communicate]
From: tbatt <tebatt@chello.nl>

Message: 1

Date: Mon, 17 Jan 2005 14:35:28 +1100
From: "Tony Dedal" <tonydedal@optusnet.com.au>
Subject: POLITICS OF GIVING

To Korakora,

This short article was originally written for a Filipino egroup. After reading it, Fatima urged me to post it in korakora as there are people in this list who are interested in this subject. So here it is.

Tony Dedal

THE POLITICS OF GIVING

Some concern for the proposed tsunami aid for Aceh became evident during the past week when it was reported that restrictions will be imposed on foreign aid workers, and no uniformed soldiers from foreign countries will be allowed to move freely in the Aceh region after 26 March 2005.

This restriction on a donor country like Australia may not augur well as most of the Australian relief workers who are, and will help in the reconstruction of Aceh are service personnel. There is no choice but concede to Indonesian demands for withdrawal of all troops as they have indicated. It's their country and everybody has to abide by their rules. It is hoped that humanitarian work for the survivors in last month's disaster not to be compromised by the political and religious tones coming out from Jakarta.

There has been numerous donations in the past from more affluent countries to needy countries in South-East Asia. An example is Australia's foreign aid since the 1950s as part of it's obligation under the Colombo Plan. In the Philippines, an ambitious project in integrated rural development was implemented in Zamboanga del Sur in Mindanao and the project spread over

twelve years from 1974 to 1986. Full cooperation was extended to the Australian initiative by the Philippine government from Cabinet level down to provincial level including local villages.

The Australian project was based in Pagadian City, Zamboanga del Sur Province in Mindanao. The integrated rural development project included infrastructure programs for roads and bridges, irrigation and rural water supply as well as agricultural programs covering livestock, tree crops and fisheries. There were also supporting social development programs in nutrition, health and education.

The success of the project was partly due to the Australian government giving the contracts to the Snowy Mountain Engineering Corporation (SMEC) and Leighton Contractors who planned and executed the project efficiently. Being foreign companies and foreign funded, they were beyond the tentacles of corrupt officials in the country. Key Australian personnel were also flown to the Philippines to operate and maintain heavy equipment used for the road and bridge building project. Local laborers were hired to complete the manpower required to finish the job.

As the schedule of work extended into months before the Australian personnel can have their holiday, their dependents were allowed to visit and stay in Mindanao with their husbands. A village-like housing area of relocatable homes sprung up on the job site and was fenced off for security and to discourage unwanted visitors. It was a well planned project and although delays were encountered due to bad weather, it was a successful foreign aid project.

A holistic approach was implemented in close cooperation with local partner agencies and included the establishment of a basic course on Heavy Equipment Training for the locals, and the construction of manually operated water pumps in nearby barrios. Other Peace Corps-style of Australian advisers coordinated with local authorities to improve the quality of life for people living in that poor area of Mindanao.

The first phase of the project in Pagadian focused on the physical aspect of the infrastructure which lasted until 1981, and the remaining years was focused on the institutional development of various national and provincial agencies to effect a systematic transfer of responsibilities to the Philippine government.

This example provided by the cooperation of Australia as aid giver, and the Philippines as the recipient, was satisfactory to both countries and the people of Zamboanga del Sur and Mindanao are much better as a result. The concrete roads alone have contributed to faster land travel in Mindanao. The ease of movement of farm produce like copra to centers of population have benefited farmers with higher prices received than were previously paid by middlemen.

While the Australian example of foreign aid was a good model for others to emulate, other donated projects by foreign governments in Mindanao had to hurdle big problems including kidnapping of their representatives overseeing their government's aid. Other problems not reaching national attention was pilferage of many bags of cement intended for the road which ended in local markets.

However good the intention of giving aid in South-East Asia may be, it's not always smooth as expected, as the case in Banda Aceh is beginning to show.

Message: 2

Date: Mon, 17 Jan 2005 21:04:04 +0800

From: Fatima Lasay <digiteer@ispx.com.ph>

Subject: Chinese reformer Zhao Ziyang dies

Chinese reformer Zhao Ziyang dies

China's former Communist Party leader Zhao Ziyang has died, aged 85, family sources say.

He entered a deep coma after suffering multiple strokes, and died at a Beijing hospital at 0701 (2301 GMT) on Monday.

Zhao had been under house arrest since the crushing of pro-democracy protests in Tiananmen Square in 1989.

Security has been tightened in the square in recent days, apparently for fear that Zhao's death might spark off new reformist protests.

'Free at last'

The BBC's Louisa Lim in Beijing says Zhao pressed forward with bold economic reforms while in office.

But, she says, he will be more remembered for his political failures. Many see him as a symbol of thwarted political reform and as the conscience of the Chinese leadership for opposing the use of force against the demonstrators in 1989.

For the current government, his legacy is a dangerous one and many fear his death could spark protests from those demanding faster political change, our correspondent adds.

1989 TIANANMEN EVENTS

15 April - Reformist leader Hu Yaobang dies

22 April - Hu's memorial service, thousands call for faster reforms

13 May - Students begin hunger strike as power struggle grips Communist party

15 May - Soviet leader Mikhail Gorbachev visits China

19 May - Zhao Ziyang makes tearful appeal to students to leave

20 May - Martial law declared in Beijing

3-4 June - Security forces clear the square, killing hundreds

"He passed away peacefully this morning," Zhao's daughter Wang Yannan said in a statement.

"He is free at last."

Zhao's son Liang Fang told the Reuters news agency that "national leaders" visited Mr Zhao in hospital before his death.

It was "not convenient" to reveal their identities, Mr Liang said.

China's government initially issued only a brief statement, confirming Zhao's death.

"Comrade Zhao Ziyang died of illness in a Beijing hospital Monday. He was 85," the official Xinhua news agency reported.

"Comrade Zhao had long suffered from multiple diseases affecting his respiratory and cardiovascular systems, and had been hospitalised for medical treatment for several times.

"His conditions worsened recently, and he passed away Monday after failing to respond to all emergency treatment."

Zhao is understood to have fallen into a coma on Friday after suffering a series of strokes.

Last Tuesday the Chinese authorities said overseas media reports that he had died on 8 January were "totally untrue".

China almost never commented on Zhao, who was expected to succeed Deng Xiaoping as the country's paramount leader, until his removal from office at the height of the Tiananmen protests.

The deaths of other liberal leaders in China have tapped latent public frustration at the country's slow pace of democratic reform.

When former Premier Zhou Enlai died in 1976, and pro-reform party leader Hu Yaobang died in 1989, protesters massed in Tiananmen Square.

Story from BBC NEWS:
<http://news.bbc.co.uk/go/pr/fr/-/2/hi/asia-pacific/4177135.stm>

Published: 2005/01/17 02:01:31 GMT

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Date: Mon, 17 Jan 2005 19:57:48 +0100
From: tbatt <tebatt@chello.nl>
Subject: Re: the "civilized" world is equally on the process but... Digest Number 9

Re: the "civilized" world is equally on the process but...

> Date: Sun, 16 Jan 2005 11:47:23 -0000
> From: "Kinya NISHI" <TQ6K-NS@ASAHI-NET.OR.JP>
>
> I actually found a good remark in Fatima's essay which everyone will
> agree with. It says: 'technology is contextual, and our application
> and use of it become counter-productive when they are used (within
> context) to perpetuate existing (knowledge based) imbalances.' And in
> my own view, so are the moral principles, the ideals, or anything
> with "universal" value.

Personally, I see an interesting paradox here: I agree entirely with these suspicions of "universal values" and the importance of "context". In fact, it is because of this agreement -that I feel forced to point out that perhaps (just as Euclidean geometry is only valid on a flat surface) maybe some of these basic assumptions are only valid within the context of human (political/psychological/social) systems -which are (by definition?) concerned with power and the manipulation of others.

No doubt that logical, moral and probably "political" values too -are only contextually valid and to impose them globally can easily involve the destruction of all local (cultural) contexts. One wonders how one might establish a "global democracy" for example -as universality would appear to contradict personal choice.... a problem that global consumerism apparently avoids by subtly tailoring "global" products to local markets (perhaps undermining its own basic principle -while keeping up the illusion)....

On the other hand, within the context of "formal systems" -the behaviour of (for example, binary logic or decimal mathematics) will be the same everywhere where these rules are consistently applied. Presumably the same applies to international football, cricket or chess matches -which (for these purposes) can also be considered as "formal systems".

The point that I'm trying to make is that -once one truly accepts the importance of "contextuality" then the concept of "universality" also becomes "contextual" (and in a sense becomes less ominous because its validity is limited to the confines of a specific context).

As far as I can see, the problem (with the dominant culture) is that it generally seems to deny "contextuality" (on all levels) and so "universality" quickly becomes an imposition which can easily become synonymous with fascism.

However, once contextuality is understood, then "universality" becomes more related to "commonality" (between similar contexts) provided one correctly identifies the context -and one remains within it.

> It is always crucial to assess in critical
> terms whether they are rightly applied, although this does not mean
> that they are corrupt with no exception.

Interpreted within the context of my remarks above -this would suggest that operating consistently with the (cultural/philosophical/technical/political) context is fine -but imposing the rules of one context upon another could

be interpreted as a "corruption". Trying to hit the ball with a wooden bat while playing football could be considered as an example of such a contextual "corruption" -especially if it (somehow) prevents the other team from winning the championship. Paradoxically, the rules of the game provide the context and create the (illusion of) universality.....

On the other hand, one should perhaps also be aware that much human creativity seems to involve the translation of concepts from one context into another..... For example, weaving wooden sticks instead of animal or plant fibres could shift one from the realm of body adornment and textiles into the realm of (possibly) structural building elements (such as fences, walls and roofs).

Apparently, even the consequences of violating the context can be contextual!

- > When I condemn an "insular sense of security" in Japan, my point is:
- > no nation can create an ideal living environment if it is separated
- > from others. In this respect, not only the "uncivilized" world but
- > also the "civilized" world is going through a long and painful
- > process for a better world. This is my belief as an individual (from
- > universal point of view).

If (anti-entropic) "evolution" is a characteristic of "organic" systems -and a culture is an organic system -then, per definition, we would expect human cultures (in the sense of social identities) to "evolve".

However, we should also be aware that in this context "evolve" does not imply any concept of "improvement towards perfection" but simply an increase in complexity (in the choice of actual or potential states). As was pointed out earlier on the "digiteer" list -a social group that does not "evolve" is (also consistent with my remarks above) culturally "dead".

The question of "civilisation" -which I like to define as "living in cities" (as this implies some form of rule based cooperative system) -is entirely separate from the concept of "evolution"..... The natural world is assumed to "evolve" while few people (in the dominant culture) would consider the natural world in terms of "civilisation" - although this may well be incorrect in terms of my definition (above). Presumably, all creatures living in some form of "rule based cooperative system" could be considered to be "civilised"....

In this context, one is forced to ask if perhaps one shouldn't include as a fundamental human right the basic right to be "uncivilised"..... The so called "war on terrorism" seems to easily degenerate into an enforced imposition of "American" values (whatever they might factually be) on the rest of the world.

- > There should be no
- > statement nor artistic representation that is ideology-free; and when
- > we are delighted to find out something un-biased, that is the most
- > dangerous moment.

On one level, I agree entirely -but on another level I'm not so sure.....

Perhaps there are systems that could form a basis for dealing with this problem in ways that do not impose one ideology over another -but perhaps integrate the differences in non-hierarchical ways.....

Perhaps such systems are not (yet) seen as "artistic representations" -and maybe the problem is not on the level of artistic representations but on the level of "cultural interfacing"....

"Sport" and "ecology" (contextual biological symbiosis) are perhaps two such conceptual systems that might be usefully adapted to answer the problems of cultural interfacing.....

Perhaps we should indeed be careful not to confuse "identity" (characteristics) with "bias"..... Clearly, the existence of the characteristics which define the wolf does not deny the existence of the characteristics that define the rabbit (or the wolves might have nothing to eat)..... One also assumes that a rabbit might refuse to accept the same definition of itself as used by the wolf -while the wolf presumably sees itself in terms which are different to those which the rabbit might use.....

Although misunderstandings remain possible -it does seem that, in principle, it is possible for individuals to operate in a common space -even though they may be working with different sets of conceptual principles.....

- > However, or rather precisely for this reason, in
- > order to develop multicultural partnerships it should be both
- > possible and necessary to distinguish between justifiable
- > applications of good cause and unjustifiable ones (otherwise every
- > statement by the powerful would be an empty rhetoric). But how...?

Perhaps one needs to operate with "weaker" conceptual criteria....

Maybe "useful" and "not-useful" are easier (and less pseudo-objective) concepts than "justifiable" and "unjustifiable" (justifiable to whom, when, and to what?)..... How indeed does one identify a "good" cause - especially if the dominant system is abusing and exploiting "good" causes for "bad" ends?

"Usefulness" is surely a concept that can be determined entirely within the bounds of any specific contextual aim.... Presumably, on one level -the definition of "aims" (and "usefulness" relative to these aims) is indeed an essential and defining part of the cultural identity.

- > As Fatima says, there are fairly tricky problems here, around this
- > universality (or technology) - politics (or nation-state) -
- > individual (or personal action / expression) triplet. And to me this
- > is one of the most challenging and significant topics in theorizing a
- > new sort of cultural pluralism.

Perhaps one might need to question how much these concepts (universality, technology, politics, nation-states, etc..) are themselves determined by the dominant culture -and how much they might need to be questioned and rejected or possibly redefined.....

However, I agree that the problem of preserving valuable cultural diversity with a minimum of conflict is a fundamental, essential and complex problem.

- > I would like more time to think over this, as well as differing views
- > for help.

Well, I'm certainly not suggesting a purely technological solution -but I do wonder if some technological concepts might not be useful as social metaphors. This is perhaps a common technique -human inventions such as the clock,

the steam-train and the internet have become important social metaphors in western cultural history -just as perhaps the behaviour of animals and plants have historically provided useful metaphors in non-western cultures.

The concept of "interfacing" is possibly one such example of a useful technological metaphor: One wonders to what extent the popular "desk-top/windows" metaphor "corrupts" either the user or the underlying technology. Perhaps the "interface" can function in a fairly "neutral" (but effective) way.

As practical tools -current computer interfaces are pretty effective in bridging the conceptual gap between human and machine. Perhaps the danger of the current systems lies not so much in the way they function -but in the way they have become so successful that many users cannot distinguish between the interface and the system that lies below the interface.....

Eugenio has already raised the issue of (computer) "language". To be honest, I am rather fascinated by the wide range of activities that can be expressed in terms of a single computer language. In practice, it seems that a bridge builder, an aircraft designer, a medical technician, an artist and maybe even a textual analyst can (sometimes) use the same programming language to express their various interests and to develop their ideas. It seems that somehow a wide range of conceptual worlds and practical techniques can be expressed within a single language. One wonders how much various "cultures" might be usefully conceptualised as "expressions" within some form of "meta-language" -as well as being "languages" in their own right.....

Computer languages such as Ada and Java are specifically intended to be "universal languages" which can be used to programme anything (in fact the computer itself is supposed to be a "universal simulation machine" which can emulate any process which can be described). However, outside the world of computers, the English language (with all its variants) seems (at present) to be developing into a "universal language" (with lots of borrowed words to make visitors feel at home! :) -but one wonders how much of an "imposition" this is. Could one, for example, "speak Japanese" in English (and if not, then why not?)?

I seem to remember reading that Kazuo Ishiguro

<http://www.alltheweb.com/search?cat=web&cs=utf8&q=%22Kazuo+Ishiguro%22+&rys=0&_sb_lang=pref> (the author of "The Remains of the Day") was asked how he managed to understand British habits so well -and he replied that he was actually exploring Japanese themes and social (family) relationships..... Interestingly, the Wikipedia entry for him <http://en.wikipedia.org/wiki/Kazuo_Ishiguro> claims him as "a Japanese-born British author" -although I heard him claim on the BBC World Service that his family had been expecting to return to Japan and so never integrated into British society..... I wonder how his books translate into Japanese.

On the other hand, I can also understand a rejection of the "universal". I was once told that the musicians accompanying Japanese Noh Theater cannot read each other's musical notation. Apparently, the notation system is instrument specific and not mapped into a single "universal space" as is usual in the west (despite the obvious differences between, for example, a piano and a violin). However, if Japanese musicians do use different notation systems then, somehow, these individual systems presumably "synchronise" in the public's acoustic/conceptual space during the performance.

Perhaps this "meshing" of independent (representation and production) systems into a common (conceptual/perceptual?) space could be a useful metaphor for the problem of cultural interfacing.....

I wonder if any of these speculations make sense to other people?

Best wishes,
trevor

Message: 4

Date: Mon, 17 Jan 2005 21:06:42 +0100
From: tbatt <tebatt@chello.nl>
Subject: What is "European"?

What is "European"?

Programme Information

BBC Two Euro Family Xchange
 Mon 17 Jan, 18:00 - 18:30 30 mins

Our two families, one from Britain and one from France, swap every aspect of their lives for one week.

The French family find their 'new home' in Surrey to be in a complete state - nothing is clean or ready, and on top of that there's a gas leak. The British family, on the other hand, find a large, spotless house.

The French have left a lovely dinner with champagne for the Brits. The Brits have just left their guests a pizza delivery menu. So much for British hospitality.

Presented by Nadia Sawalha.

Subtitles Widescreen Stereo
Subject: Lifestyle; Leisure & Travel Entertainment

Message: 5

Date: Mon, 17 Jan 2005 21:14:26 +0100
From: tbatt <tebatt@chello.nl>
Subject: Fw: [rd04] fwdfyi: <nettime> Build Community: Wireless Infrastructure and Right to Communicate]

Build Community: Wireless Infrastructure and Right to Communicate

Begin forwarded message:

Date: Mon, 17 Jan 2005 13:58:51 +0100
From: Patrice Riemens <patrice@xs4all.nl>
To: rd04@dorkbot.org
Subject: [rd04] fwdfyi: <nettime> Build Community: Wireless Infrastructure and Right to Communicate]

----- Forwarded message from DeeDee Halleck <dhalleck@ucsd.edu> -----

Date: Sun, 16 Jan 2005 12:15:47 -0500
To: nettime@bbs.thing.net
Subject: <nettime> Build Community: Wireless Infrastructure and Right to Communicate

Can We Build a Wireless Communications Infrastructure That Values Everyone's Right to Communicate?

By Vikki Cravens, Dharma Dailey, and Antwuan Wallace

Putting Equity On the Front Burner.

If you believe that community based media is a good idea, then you probably think that it's a good idea for all communities. Yet whether any particular community will have access to community radio or community TV is haphazard. Radio licenses may be, but most often are not, available for community use. Additionally, under existing rules, the most affordable and technically accessible type of community broadcasting, low power radio, has a "secondary" status-- community low power stations can be moved or even bumped by large commercial broadcasters. Community based television also lives under the shadow of industry. Because the financing for community access TV comes from the fees negotiated between municipalities and cable companies, the cable industry gets a chance to wiggle out of its community obligations every time one of these local contracts comes up for renewal. Additionally, the industry lobbies at the national level to unfetter itself from these obligations. Lastly, if communities discover a pressing cultural or civic need that needs to be expressed, such as a health crisis, there is often no immediate way for them to put in place a communication system to address their communication gap in a timely manner.

If it were possible for the public to directly access the airwaves.....

The original is meanwhile at:

<http://amsterdam.nettime.org/Lists-Archives/nettime-l-0501/msg00045.html>

rd04 mailing list
rd04@dorkbot.org
<http://music.columbia.edu/mailman/listinfo/rd04>

Korakora Discussion Group Digests from:

<*> **To visit your group on the web, go to:**

<http://asia.groups.yahoo.com/group/korakora/>

This discussion list has moved to:

Kurokuro – Korakora Discussion Group

<*> **To visit your group on the web, go to:**

<http://kurokuro.korakora.org/>