

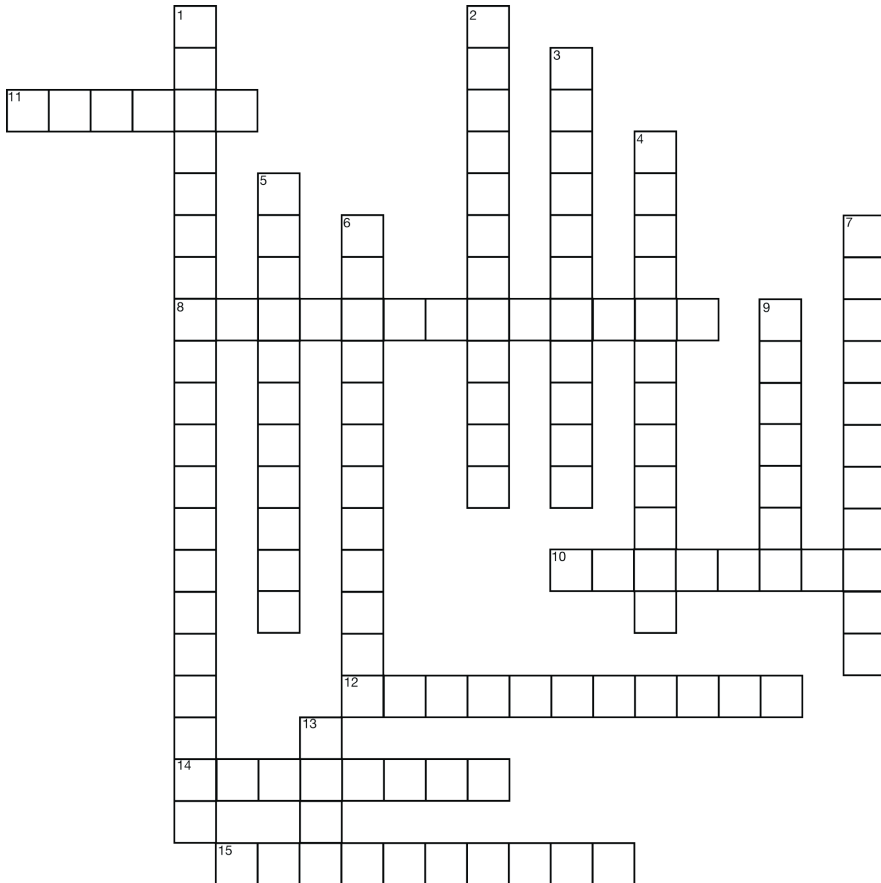


Àpart! Proposals Edition

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Establishment

4, 7, 10. The italicized text fragments are clues 4, 7, and 10, respectively, of the crossword on page 1. The answer key can be found on page 30.

Introduction (*a way in; provides a context, a contextual underpinning for further elaborations;*⁴ how did we come to meet together at skol?; what did we set out to investigate?; how was this relevant to the wider context provided by skol, it's educational mandate, the rest of its summer programming?; how/why did the methodology of "collaboration" become one of the major sites for investigating "border phenomena"?; what can we learn about borders in the collaborative context?)

Ground Rules (*boundaries we establish as the grounds for our interaction; these boundaries ideally do not overdetermine outcomes, but make action and experimentation possible;*⁷ ie. Freedom to do whatever we want only makes sense within a particular context, and only makes sense when constrained in a certain way.)

Proposal (*expression of an intention; encompasses process, mutations, momentum; what are the forces and effects of expressing an intention?;*¹⁰ how does this expression affect others?; how is the proposal the possibility of a collaboration?; how does the proposal move beyond its own bounds to become a collaboratively authored project?)



Hand-Me-Down

An experiment in resumption, reopening, renewal, repetition, doing it all over again. A model of collaborative practice – a way to share, for a time, an otherwise empty space, and how to do so productively.

Goal: We will write one text together that we will all sign as a collective voice (whatever that means exactly). *The goal is not to produce a single, homogenous, linear piece of writing. There will likely be conflicting opinions, perspectives that, I hope, would be reflected in our final « single » speech. But all these differences will be organized into a single whole, a single book, and whole process of organization, and will also be collaborative.*¹³

13. The italicized text is clue 13 of the crossword on page 1. The answer key can be found on page 30.

What (each of us wants):

gallery resources
disciplinary and historical spaces
research work
conversations
questions
going out into the city
intervening in the gallery space
forms of conflict and consensus
affects, anxieties and pleasures of working together
an evident desire to document
process and time
invitation
transformative effects

How (to go on from here):

1. The first round of edits transforms 9 texts: $9 \times 10 = 90$ different texts.

We constitute ourselves as a kind of writing circle.

2. The manager takes all of the separate texts, comments, additions,

scans of handwritten notes perhaps taken during one of our conversations, etc, and works

them into sections based on theme perhaps, or according to some rhetorical line of argument that has now become apparent.

This managerial moment, of course, is to be understood only as a proposal.

3. Each of us is in a position to agree, disagree, question, comment on the manager's proposal; we edit and produce another series of texts and again see how to bring all those texts into a single one. This may sound sort of horrific I guess, but it needn't be; though it does require a level of commitment and trust and care.



Indication

I propose to create a bibliography, not only of the works cited in the final book project, but of the texts included in the SummerSkol reading group. These texts influenced the summer programming, including the Apart! Workshops, by drawing out topical issues (for example: ...). This bibliography will however be more than just a list of titles. Rather, it will be an annotated bibliography of sorts. Included with each entry will be a sentence or series of points extracted from the discussion surrounding the respective text. These dialogic references, (explain what is meant by dialogic) will serve as informants of the nature of the discussions in the reading group as well as fodder for personal expansion.²

(An example would be useful). It could be situated, as bibliographies normally are, at the end of the book, or it could be broken up and included, one piece or two at a time, throughout the text as a whole, in a sidebar or thought bubble of sorts (cf. Gina's proposal); also, this would be one of the ways in which the final "single" text (cf. Richard's proposal) would be marked by the heterogeneities of form that have shaped the summer programming).

The bibliography will be both an evidential document of things that transpired during SummerSkol's administration, and a document that encourages the reader to interact with, and essentially carry on, the continuous mutation and transformation of ideas that were conferred upon during the reading group sessions.

2. The italicized text is clue 2 of the crossword on page 1. The answer key can be found on page 30.

Ajout

Un Cadavre Exquis

On commence :

« On the seashore of endless worlds, children play » (Tagore)

Dans un espace de jeu délimité, où tout est possible et imaginable, la limite à laquelle on se butte est la limite de l'autre, plutôt que la contrainte des règles prescrites [établies au préalable]. Lorsque chacun est libre de ses actions, et lorsque collectivement aucun dessein n'est tracé à l'avance, le lieu de la négociation avec l'autre devient un processus immédiat et nécessaire, un lieu qui nous attire et qui nous repousse à la fois. C'est le lieu de l'expérience sociale, où on se butte à l'autre, où on le trouve et on le retrouve, où on se lie et se délie, où on se cogne et se replie, où on peut avoir tout à découvrir et tout à perdre. L'état dans lequel on doit se trouver pour accéder à cette expérience partagée, à la fois d'ouverture et de réserve, de mise en lumière et de retrait, d'humilité, du don de soi et de grande réceptivité à l'autre, à tous les autres, au groupe, dans l'optique d'une expérience commune productive; au mieux harmonieuse, profitable, constructive, créatrice, au pire étouffante, décevante, isolante, défailante, est difficile à prévoir, à anticiper, à susciter, et certainement difficile à circonscrire.



Call-and-Response

This proposal for a writing process is both an extension of the generative nature of art-making as well as an experiment in collaborative writing. I will initiate a series of questions that will be posed to the entire group over the course of a specific number of days/defined time period. The entire conversation will happen over email, there will be no side notes (phone calls, instant messages, postings, forwarded emails, in-person discussions) outside of the email context. This will be important in order to maintain a 'controlled' experiment. The conversations and questions will all center on the ideas, theories, and practicalities of collaboration. The aim is to unearth a new language about collaborative methods.¹⁵ The participants will primarily be asked to reference the Skol summer process workshops¹ as examples/references in their answers, but I will also pull from contextual/larger examples in order to advance the conversation. After the set time period has passed I will edit the answers into a text that in the end could read less like a series of interviews and more like a guide or set of rules (new language, in a new typeface): a how-to guide for likely collaborators?

11. The following italicized text is clue 11 of the crossword puzzle on page 1. The answer key can be found on page 30. A workshop series that explores the play of borders within creative practice, gallery space, and artist-run culture.

15. The italicized text to the left is clue 15 of the crossword puzzle on page 1. The answer key can be found on page 30.

_____ ,

This has little to do with the pragmatics of your proposal, with what it intends to do and how. What I have to say is slightly outside of its jurisdiction. Slightly, but not completely; this is me firing an image - or a few - in your direction.

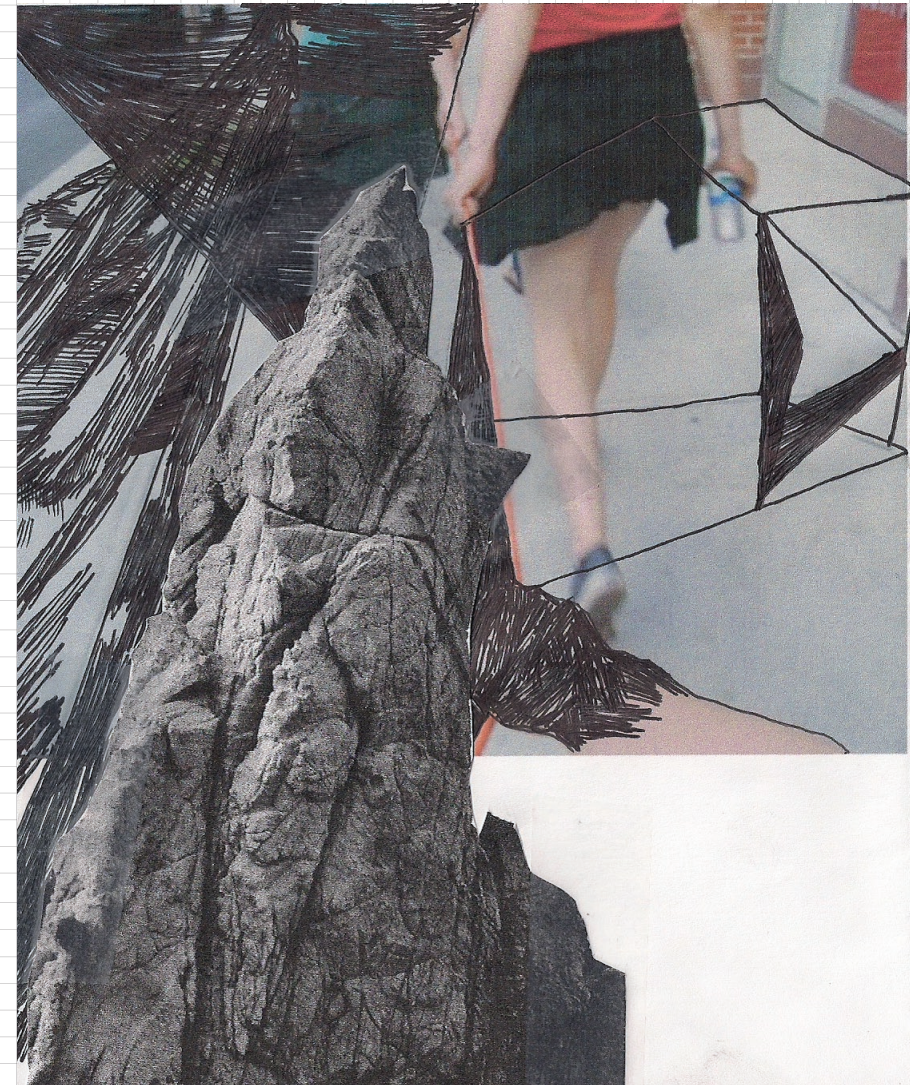
What would an interview be without questions, or without answers to questions so defined?

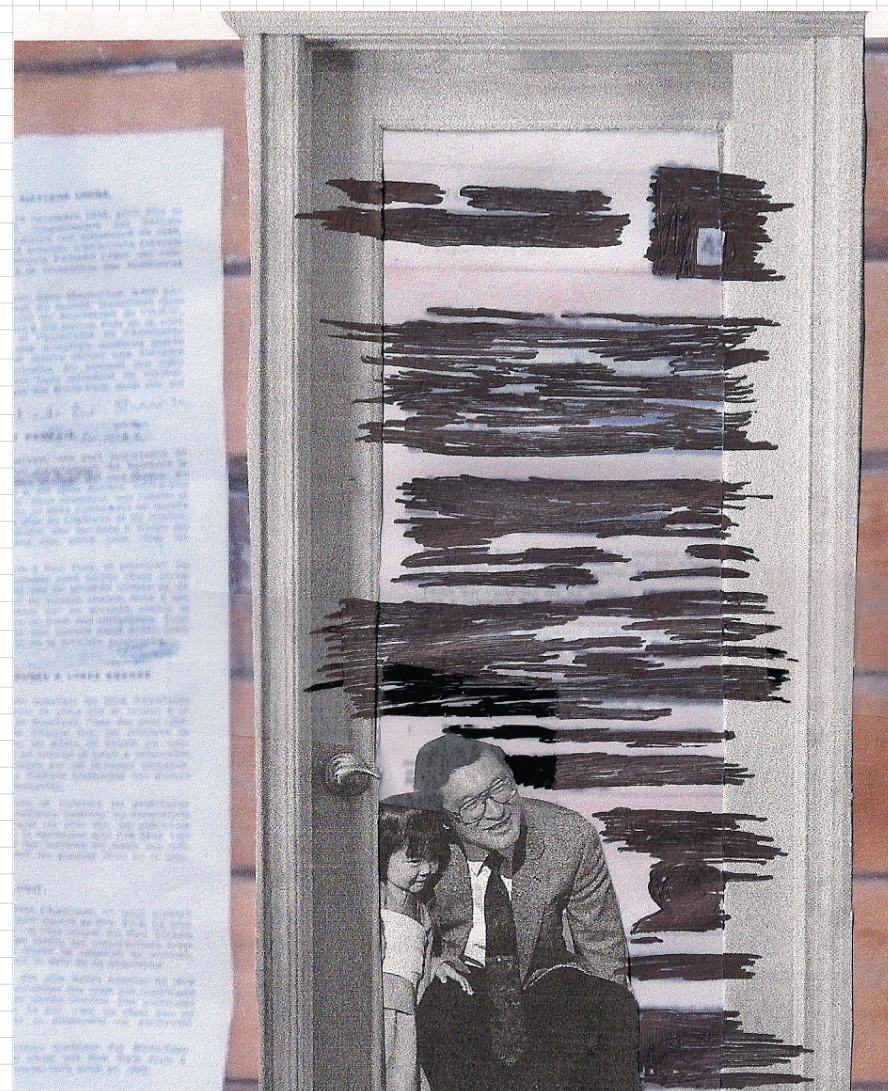
Three things, which may or may not, in the world I live in - and not necessarily yours - have a rapport with one another:

--1. My father Javier is growing older. He is beside me while I write this, mumbling something or other under his breath as he types out an email to a friend or family member. (We're vacationing together, him and I, along with my sister, and I know now that we have not spent enough time of late for me to notice the exact colour of his aging. Being here has been a gift in that sense.) I am glad to see he has more energy - more energy than me, even. Which means he talks more, is more curious, asks more questions. Almost like a child, you could say. And me, almost like an adult, learning to be interested, with him, about this or that thing (cycling is his present passion), even in moments when I just want to be in silence. A question that I could pose to him, or to some other parent or child who's felt this way: What do you do when you just can't listen enough to answer someone properly, in the way that you'd like to, because you're simply too weary or too tired? A question that interests me more and more: How do I keep silence from slipping into critique; how do I abstain from answering without at the same time sacrificing a degree of fidelity? It seems impossible to keep a neutral silence, really, which is why this question is not about praxis.

--2. Same could be said regarding the desire to not ask - to learn something without asking for it (the impossible praxis of a "meaningful" first encounter - to keep myself from asking: "Where are you from?" Is talking about the weather the only other option?). Remember that conversation we had by the window at the opening, when you called the contemporary Lebanese video scene a boys' club? This may or may not be a crack in that edifice: Jayce

Salloum's video *Untitled Part 1: Everything and Nothing* (00:40:40, 2002, Video Data Bank) which portrays Soha Bechara (ex-Lebanese National Resistance fighter) speaking. Bechara was captured in 1988 and detained in El-Khiam torture and interrogation centre in South Lebanon for 10 years after failing to assassinate the South Lebanese Army general Antoine Lahad. The exception is not the process of this document (Salloum is most certainly there to ask something of Bechara) but the product (relatively few questions make up the "interview"). Salloum: "I didn't ask her anything specifically about the torture she underwent or the trauma of detention; she was being interviewed to death by the European and Arab press over the details of her captivity and the minutiae of her surviving it and the conditions in El-Khiam and the detainees and the resistance." In effect, Salloum's video tries to parry, dodge, or divert the conventional logic of the interview. The crack I am referring to is in Salloum's restraint vis à vis Bechara (although, like I said, this may be debatable). --3. Javier told me recently about a discussion he'd had with an American while they were both on the road cycling across Italy. The American said that if the US attacked Iran he would not go back. When I heard this I somewhat incongruously thought of the thousands of draft dodgers that came to Canada during the war in Vietnam, and how my father's experience as a youth in Mexico City was radically different. I imagine that if the US does attack Iran, there will be a minor, relatively privileged group of Americans, a diaspora, that will form out of a desire to abstain from the cultural and political fiasco that would allow something like this to happen. What sets this diaspora apart from others: its members need not fear because they exist in a relationship of indifference to the logic of criminalization.





(The following italicized text is clue 5 of the crossword

Timeline

on page 1. The answer key can be found on the last

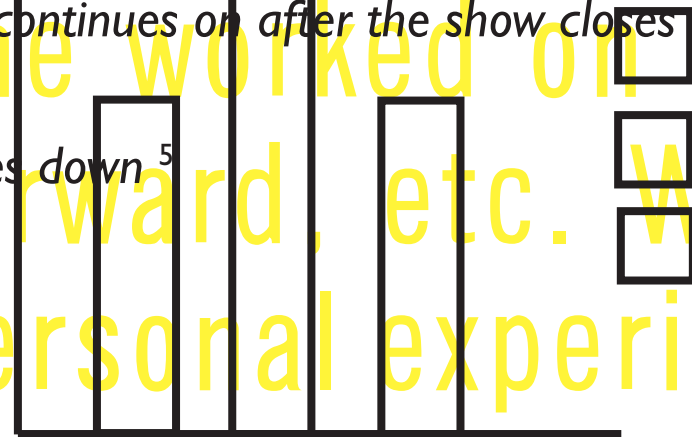


Bar Graph

beyond the time and space of the gallery walls – a life

that continues on after the show closes and the work

comes down ⁵



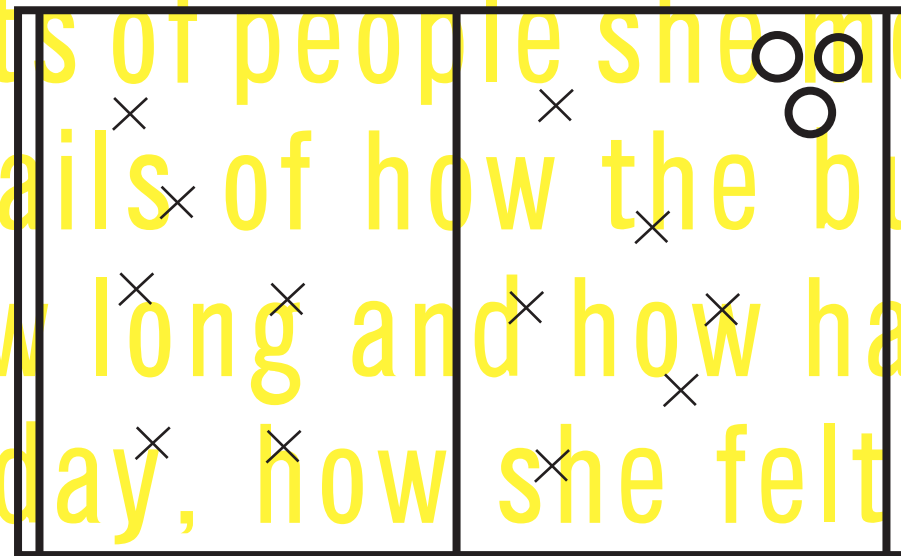
Mathematical Equation

with x and y variables

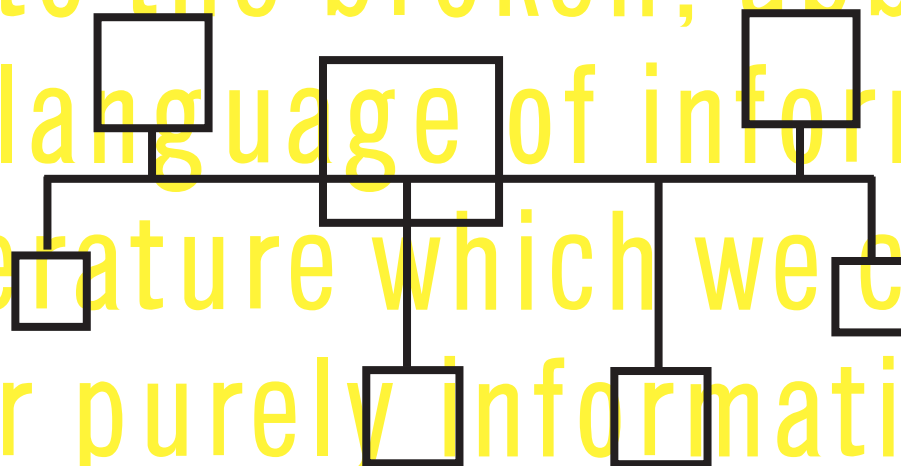
if $x = \frac{1}{2}$ during the game,
then, $y = \frac{1}{4}$ on average

$$x/14 = y$$

Diagram



Flow Chart



Thievery

A typeface acts as a vessel for ideas and hides a person's signature due to its modularity.¹⁴ Based on the premise that a person's signature is linked to their 𐀀𐀁𐀂𐀃𐀄𐀅𐀆𐀇𐀈𐀉𐀊𐀋𐀌𐀍𐀎𐀏𐀐𐀑𐀒𐀓𐀔𐀕𐀖𐀗𐀘𐀙𐀚𐀛𐀜𐀝𐀞𐀟𐀠𐀡𐀢𐀣𐀤𐀥𐀦𐀧𐀨𐀩𐀪𐀫𐀬𐀭𐀮𐀯𐀰𐀱𐀲𐀳𐀴𐀵𐀶𐀷𐀸𐀹𐀺𐀻𐀼𐀽𐀾𐀿𐁀𐁁𐁂𐁃𐁄𐁅𐁆𐁇𐁈𐁉𐁊𐁋𐁌𐁍𐁎𐁏𐁐𐁑𐁒𐁓𐁔𐁕𐁖𐁗𐁘𐁙𐁚𐁛𐁜𐁝𐁞𐁟𐁠𐁡𐁢𐁣𐁤𐁥𐁦𐁧𐁨𐁩𐁪𐁫𐁬𐁭𐁮𐁯𐁰𐁱𐁲𐁳𐁴𐁵𐁶𐁷𐁸𐁹𐁺𐁻𐁼𐁽𐁾𐁿𐂀𐂁𐂂𐂃𐂄𐂅𐂆𐂇𐂈𐂉𐂊𐂋𐂌𐂍𐂎𐂏𐂐𐂑𐂒𐂓𐂔𐂕𐂖𐂗𐂘𐂙𐂚𐂛𐂜𐂝𐂞𐂟𐂠𐂡𐂢𐂣𐂤𐂥𐂦𐂧𐂨𐂩𐂪𐂫𐂬𐂭𐂮𐂯𐂰𐂱𐂲𐂳𐂴𐂵𐂶𐂷𐂸𐂹𐂺𐂻𐂼𐂽𐂾𐂿𐃀𐃁𐃂𐃃𐃄𐃅𐃆𐃇𐃈𐃉𐃊𐃋𐃌𐃍𐃎𐃏𐃐𐃑𐃒𐃓𐃔𐃕𐃖𐃗𐃘𐃙𐃚𐃛𐃜𐃝𐃞𐃟𐃠𐃡𐃢𐃣𐃤𐃥𐃦𐃧𐃨𐃩𐃪𐃫𐃬𐃭𐃮𐃯𐃰𐃱𐃲𐃳𐃴𐃵𐃶𐃷𐃸𐃹𐃺𐃻𐃼𐃽𐃾𐃿𐄀𐄁𐄂𐄃𐄄𐄅𐄆𐄇𐄈𐄉𐄊𐄋𐄌𐄍𐄎𐄏𐄐𐄑𐄒𐄓𐄔𐄕𐄖𐄗𐄘𐄙𐄚𐄛𐄜𐄝𐄞𐄟𐄠𐄡𐄢𐄣𐄤𐄥𐄦𐄧𐄨𐄩𐄪𐄫𐄬𐄭𐄮𐄯𐄰𐄱𐄲𐄳𐄴𐄵𐄶𐄷𐄸𐄹𐄺𐄻𐄼𐄽𐄾𐄿𐅀𐅁𐅂𐅃𐅄𐅅𐅆𐅇𐅈𐅉𐅊𐅋𐅌𐅍𐅎𐅏𐅐𐅑𐅒𐅓𐅔𐅕𐅖𐅗𐅘𐅙𐅚𐅛𐅜𐅝𐅞𐅟𐅠𐅡𐅢𐅣𐅤𐅥𐅦𐅧𐅨𐅩𐅪𐅫𐅬𐅭𐅮𐅯𐅰𐅱𐅲𐅳𐅴𐅵𐅶𐅷𐅸𐅹𐅺𐅻𐅼𐅽𐅾𐅿𐆀𐆁𐆂𐆃𐆄𐆅𐆆𐆇𐆈𐆉𐆊𐆋𐆌𐆍𐆎𐆏𐆐𐆑𐆒𐆓𐆔𐆕𐆖𐆗𐆘𐆙𐆚𐆛𐆜𐆝𐆞𐆟𐆠𐆡𐆢𐆣𐆤𐆥𐆦𐆧𐆨𐆩𐆪𐆫𐆬𐆭𐆮𐆯𐆰𐆱𐆲𐆳𐆴𐆵𐆶𐆷𐆸𐆹𐆺𐆻𐆼𐆽𐆾𐆿𐇀𐇁𐇂𐇃𐇄𐇅𐇆𐇇𐇈𐇉𐇊𐇋𐇌𐇍𐇎𐇏𐇐𐇑𐇒𐇓𐇔𐇕𐇖𐇗𐇘𐇙𐇚𐇛𐇜𐇝𐇞𐇟𐇠𐇡𐇢𐇣𐇤𐇥𐇦𐇧𐇨𐇩𐇪𐇫𐇬𐇭𐇮𐇯𐇰𐇱𐇲𐇳𐇴𐇵𐇶𐇷𐇸𐇹𐇺𐇻𐇼𐇽𐇾𐇿𐈀𐈁𐈂𐈃𐈄𐈅𐈆𐈇𐈈𐈉𐈊𐈋𐈌𐈍𐈎𐈏𐈐𐈑𐈒𐈓𐈔𐈕𐈖𐈗𐈘𐈙𐈚𐈛𐈜𐈝𐈞𐈟𐈠𐈡𐈢𐈣𐈤𐈥𐈦𐈧𐈨𐈩𐈪𐈫𐈬𐈭𐈮𐈯𐈰𐈱𐈲𐈳𐈴𐈵𐈶𐈷𐈸𐈹𐈺𐈻𐈼𐈽𐈾𐈿𐉀𐉁𐉂𐉃𐉄𐉅𐉆𐉇𐉈𐉉𐉊𐉋𐉌𐉍𐉎𐉏𐉐𐉑𐉒𐉓𐉔𐉕𐉖𐉗𐉘𐉙𐉚𐉛𐉜𐉝𐉞𐉟𐉠𐉡𐉢𐉣𐉤𐉥𐉦𐉧𐉨𐉩𐉪𐉫𐉬𐉭𐉮𐉯𐉰𐉱𐉲𐉳𐉴𐉵𐉶𐉷𐉸𐉹𐉺𐉻𐉼𐉽𐉾𐉿𐊀𐊁𐊂𐊃𐊄𐊅𐊆𐊇𐊈𐊉𐊊𐊋𐊌𐊍𐊎𐊏𐊐𐊑𐊒𐊓𐊔𐊕𐊖𐊗𐊘𐊙𐊚𐊛𐊜𐊝𐊞𐊟𐊠𐊡𐊢𐊣𐊤𐊥𐊦𐊧𐊨𐊩𐊪𐊫𐊬𐊭𐊮𐊯𐊰𐊱𐊲𐊳𐊴𐊵𐊶𐊷𐊸𐊹𐊺𐊻𐊼𐊽𐊾𐊿𐋀𐋁𐋂𐋃𐋄𐋅𐋆𐋇𐋈𐋉𐋊𐋋𐋌𐋍𐋎𐋏𐋐𐋑𐋒𐋓𐋔𐋕𐋖𐋗𐋘𐋙𐋚𐋛𐋜𐋝𐋞𐋟𐋠𐋡𐋢𐋣𐋤𐋥𐋦𐋧𐋨𐋩𐋪𐋫𐋬𐋭𐋮𐋯𐋰𐋱𐋲𐋳𐋴𐋵𐋶𐋷𐋸𐋹𐋺𐋻𐋼𐋽𐋾𐋿𐌀𐌁𐌂𐌃𐌄𐌅𐌆𐌇𐌈𐌉𐌊𐌋𐌌𐌍𐌎𐌏𐌐𐌑𐌒𐌓𐌔𐌕𐌖𐌗𐌘𐌙𐌚𐌛𐌜𐌝𐌞𐌟𐌠𐌡𐌢𐌣𐌤𐌥𐌦𐌧𐌨𐌩𐌪𐌫𐌬𐌭𐌮𐌯𐌰𐌱𐌲𐌳𐌴𐌵𐌶𐌷𐌸𐌹𐌺𐌻𐌼𐌽𐌾𐌿𐍀𐍁𐍂𐍃𐍄𐍅𐍆𐍇𐍈𐍉𐍊𐍋𐍌𐍍𐍎𐍏𐍐𐍑𐍒𐍓𐍔𐍕𐍖𐍗𐍘𐍙𐍚𐍛𐍜𐍝𐍞𐍟𐍠𐍡𐍢𐍣𐍤𐍥𐍦𐍧𐍨𐍩𐍪𐍫𐍬𐍭𐍮𐍯𐍰𐍱𐍲𐍳𐍴𐍵𐍶𐍷𐍸𐍹𐍺𐍻𐍼𐍽𐍾𐍿𐎀𐎁𐎂𐎃𐎄𐎅𐎆𐎇𐎈𐎉𐎊𐎋𐎌𐎍𐎎𐎏𐎐𐎑𐎒𐎓𐎔𐎕𐎖𐎗𐎘𐎙𐎚𐎛𐎜𐎝𐎞𐎟𐎠𐎡𐎢𐎣𐎤𐎥𐎦𐎧𐎨𐎩𐎪𐎫𐎬𐎭𐎮𐎯𐎰𐎱𐎲𐎳𐎴𐎵𐎶𐎷𐎸𐎹𐎺𐎻𐎼𐎽𐎾𐎿𐏀𐏁𐏂𐏃𐏄𐏅𐏆𐏇𐏈𐏉𐏊𐏋𐏌𐏍𐏎𐏏𐏐𐏑𐏒𐏓𐏔𐏕𐏖𐏗𐏘𐏙𐏚𐏛𐏜𐏝𐏞𐏟𐏠𐏡𐏢𐏣𐏤𐏥𐏦𐏧𐏨𐏩𐏪𐏫𐏬𐏭𐏮𐏯𐏰𐏱𐏲𐏳𐏴𐏵𐏶𐏷𐏸𐏹𐏺𐏻𐏼𐏽𐏾𐏿𐐀𐐁𐐂𐐃𐐄𐐅𐐆𐐇𐐈𐐉𐐊𐐋𐐌𐐍𐐎𐐏𐐐𐐑𐐒𐐓𐐔𐐕𐐖𐐗𐐘𐐙𐐚𐐛𐐜𐐝𐐞𐐟𐐠𐐡𐐢𐐣𐐤𐐥𐐦𐐧𐐨𐐩𐐪𐐫𐐬𐐭𐐮𐐯𐐰𐐱𐐲𐐳𐐴𐐵𐐶𐐷𐐸𐐹𐐺𐐻𐐼𐐽𐐾𐐿𐑀𐑁𐑂𐑃𐑄𐑅𐑆𐑇𐑈𐑉𐑊𐑋𐑌𐑍𐑎𐑏𐑐𐑑𐑒𐑓𐑔𐑕𐑖𐑗𐑘𐑙𐑚𐑛𐑜𐑝𐑞𐑟𐑠𐑡𐑢𐑣𐑤𐑥𐑦𐑧𐑨𐑩𐑪𐑫𐑬𐑭𐑮𐑯𐑰𐑱𐑲𐑳𐑴𐑵𐑶𐑷𐑸𐑹𐑺𐑻𐑼𐑽𐑾𐑿𐒀𐒁𐒂𐒃𐒄𐒅𐒆𐒇𐒈𐒉𐒊𐒋𐒌𐒍𐒎𐒏𐒐𐒑𐒒𐒓𐒔𐒕𐒖𐒗𐒘𐒙𐒚𐒛𐒜𐒝𐒞𐒟𐒠𐒡𐒢𐒣𐒤𐒥𐒦𐒧𐒨𐒩𐒪𐒫𐒬𐒭𐒮𐒯𐒰𐒱𐒲𐒳𐒴𐒵𐒶𐒷𐒸𐒹𐒺𐒻𐒼𐒽𐒾𐒿𐓀𐓁𐓂𐓃𐓄𐓅𐓆𐓇𐓈𐓉𐓊𐓋𐓌𐓍𐓎𐓏𐓐𐓑𐓒𐓓𐓔𐓕𐓖𐓗𐓘𐓙𐓚𐓛𐓜𐓝𐓞𐓟𐓠𐓡𐓢𐓣𐓤𐓥𐓦𐓧𐓨𐓩𐓪𐓫𐓬𐓭𐓮𐓯𐓰𐓱𐓲𐓳𐓴𐓵𐓶𐓷𐓸𐓹𐓺𐓻𐓼𐓽𐓾𐓿𐔀𐔁𐔂𐔃𐔄𐔅𐔆𐔇𐔈𐔉𐔊𐔋𐔌𐔍𐔎𐔏𐔐𐔑𐔒𐔓𐔔𐔕𐔖𐔗𐔘𐔙𐔚𐔛𐔜𐔝𐔞𐔟𐔠𐔡𐔢𐔣𐔤𐔥𐔦𐔧𐔨𐔩𐔪𐔫𐔬𐔭𐔮𐔯𐔰𐔱𐔲𐔳𐔴𐔵𐔶𐔷𐔸𐔹𐔺𐔻𐔼𐔽𐔾𐔿𐕀𐕁𐕂𐕃𐕄𐕅𐕆𐕇𐕈𐕉𐕊𐕋𐕌𐕍𐕎𐕏𐕐𐕑𐕒𐕓𐕔𐕕𐕖𐕗𐕘𐕙𐕚𐕛𐕜𐕝𐕞𐕟𐕠𐕡𐕢𐕣𐕤𐕥𐕦𐕧𐕨𐕩𐕪𐕫𐕬𐕭𐕮𐕯𐕰𐕱𐕲𐕳𐕴𐕵𐕶𐕷𐕸𐕹𐕺𐕻𐕼𐕽𐕾𐕿𐖀𐖁𐖂𐖃𐖄𐖅𐖆𐖇𐖈𐖉𐖊𐖋𐖌𐖍𐖎𐖏𐖐𐖑𐖒𐖓𐖔𐖕𐖖𐖗𐖘𐖙𐖚𐖛𐖜𐖝𐖞𐖟𐖠𐖡𐖢𐖣𐖤𐖥𐖦𐖧𐖨𐖩𐖪𐖫𐖬𐖭𐖮𐖯𐖰𐖱𐖲𐖳𐖴𐖵𐖶𐖷𐖸𐖹𐖺𐖻𐖼𐖽𐖾𐖿𐗀𐗁𐗂𐗃𐗄𐗅𐗆𐗇𐗈𐗉𐗊𐗋𐗌𐗍𐗎𐗏𐗐𐗑𐗒𐗓𐗔𐗕𐗖𐗗𐗘𐗙𐗚𐗛𐗜𐗝𐗞𐗟𐗠𐗡𐗢𐗣𐗤𐗥𐗦𐗧𐗨𐗩𐗪𐗫𐗬𐗭𐗮𐗯𐗰𐗱𐗲𐗳𐗴𐗵𐗶𐗷𐗸𐗹𐗺𐗻𐗼𐗽𐗾𐗿𐘀𐘁𐘂𐘃𐘄𐘅𐘆𐘇𐘈𐘉𐘊𐘋𐘌𐘍𐘎𐘏𐘐𐘑𐘒𐘓𐘔𐘕𐘖𐘗𐘘𐘙𐘚𐘛𐘜𐘝𐘞𐘟𐘠𐘡𐘢𐘣𐘤𐘥𐘦𐘧𐘨𐘩𐘪𐘫𐘬𐘭𐘮𐘯𐘰𐘱𐘲𐘳𐘴𐘵𐘶𐘷𐘸𐘹𐘺𐘻𐘼𐘽𐘾𐘿𐙀𐙁𐙂𐙃𐙄𐙅𐙆𐙇𐙈𐙉𐙊𐙋𐙌𐙍𐙎𐙏𐙐𐙑𐙒𐙓𐙔𐙕𐙖𐙗𐙘𐙙𐙚𐙛𐙜𐙝𐙞𐙟𐙠𐙡𐙢𐙣𐙤𐙥𐙦𐙧𐙨𐙩𐙪𐙫𐙬𐙭𐙮𐙯𐙰𐙱𐙲𐙳𐙴𐙵𐙶𐙷𐙸𐙹𐙺𐙻𐙼𐙽𐙾𐙿𐚀𐚁𐚂𐚃𐚄𐚅𐚆𐚇𐚈𐚉𐚊𐚋𐚌𐚍𐚎𐚏𐚐𐚑𐚒𐚓𐚔𐚕𐚖𐚗𐚘𐚙𐚚𐚛𐚜𐚝𐚞𐚟𐚠𐚡𐚢𐚣𐚤𐚥𐚦𐚧𐚨𐚩𐚪𐚫𐚬𐚭𐚮𐚯𐚰𐚱𐚲𐚳𐚴𐚵𐚶𐚷𐚸𐚹𐚺𐚻𐚼𐚽𐚾𐚿𐛀𐛁𐛂𐛃𐛄𐛅𐛆𐛇𐛈𐛉𐛊𐛋𐛌𐛍𐛎𐛏𐛐𐛑𐛒𐛓𐛔𐛕𐛖𐛗𐛘𐛙𐛚𐛛𐛜𐛝𐛞𐛟𐛠𐛡𐛢𐛣𐛤𐛥𐛦𐛧𐛨𐛩𐛪𐛫𐛬𐛭𐛮𐛯𐛰𐛱𐛲𐛳𐛴𐛵𐛶𐛷𐛸𐛹𐛺𐛻𐛼𐛽𐛾𐛿𐜀𐜁𐜂𐜃𐜄𐜅𐜆𐜇𐜈𐜉𐜊𐜋𐜌𐜍𐜎𐜏𐜐𐜑𐜒𐜓𐜔𐜕𐜖𐜗𐜘𐜙𐜚𐜛𐜜𐜝𐜞𐜟𐜠𐜡𐜢𐜣𐜤𐜥𐜦𐜧𐜨𐜩𐜪𐜫𐜬𐜭𐜮𐜯𐜰𐜱𐜲𐜳𐜴𐜵𐜶𐜷𐜸𐜹𐜺𐜻𐜼𐜽𐜾𐜿𐝀𐝁𐝂𐝃𐝄𐝅𐝆𐝇𐝈𐝉𐝊𐝋𐝌𐝍𐝎𐝏𐝐𐝑𐝒𐝓𐝔𐝕𐝖𐝗𐝘𐝙𐝚𐝛𐝜𐝝𐝞𐝟𐝠𐝡𐝢𐝣𐝤𐝥𐝦𐝧𐝨𐝩𐝪𐝫𐝬𐝭𐝮𐝯𐝰𐝱𐝲𐝳𐝴𐝵𐝶𐝷𐝸𐝹𐝺𐝻𐝼𐝽𐝾𐝿𐞀𐞁𐞂𐞃𐞄𐞅𐞆𐞇𐞈𐞉𐞊𐞋𐞌𐞍𐞎𐞏𐞐𐞑𐞒𐞓𐞔𐞕𐞖𐞗𐞘𐞙𐞚𐞛𐞜𐞝𐞞𐞟𐞠𐞡𐞢𐞣𐞤𐞥𐞦𐞧𐞨𐞩𐞪𐞫𐞬𐞭𐞮𐞯𐞰𐞱𐞲𐞳𐞴𐞵𐞶𐞷𐞸𐞹𐞺𐞻𐞼𐞽𐞾𐞿𐟀𐟁𐟂𐟃𐟄𐟅𐟆𐟇𐟈𐟉𐟊𐟋𐟌𐟍𐟎𐟏𐟐𐟑𐟒𐟓𐟔𐟕𐟖𐟗𐟘𐟙𐟚𐟛𐟜𐟝𐟞𐟟𐟠𐟡𐟢𐟣𐟤𐟥𐟦𐟧𐟨𐟩𐟪𐟫𐟬𐟭𐟮𐟯𐟰𐟱𐟲𐟳𐟴𐟵𐟶𐟷𐟸𐟹𐟺𐟻𐟼𐟽𐟾𐟿𐠀𐠁𐠂𐠃𐠄𐠅𐠆𐠇𐠈𐠉𐠊𐠋𐠌𐠍𐠎𐠏𐠐𐠑𐠒𐠓𐠔𐠕𐠖𐠗𐠘𐠙𐠚𐠛𐠜𐠝𐠞𐠟𐠠𐠡𐠢𐠣𐠤𐠥𐠦𐠧𐠨𐠩𐠪𐠫𐠬𐠭𐠮𐠯𐠰𐠱𐠲𐠳𐠴𐠵𐠶𐠷𐠸𐠹𐠺𐠻𐠼𐠽𐠾𐠿𐡀𐡁𐡂𐡃𐡄𐡅𐡆𐡇𐡈𐡉𐡊𐡋𐡌𐡍𐡎𐡏𐡐𐡑𐡒𐡓𐡔𐡕𐡖𐡗𐡘𐡙𐡚𐡛𐡜𐡝𐡞𐡟𐡠𐡡𐡢𐡣𐡤𐡥𐡦𐡧𐡨𐡩𐡪𐡫𐡬𐡭𐡮𐡯𐡰𐡱𐡲𐡳𐡴𐡵𐡶𐡷𐡸𐡹𐡺𐡻𐡼𐡽𐡾𐡿𐢀𐢁𐢂𐢃𐢄𐢅𐢆𐢇𐢈𐢉𐢊𐢋𐢌𐢍𐢎𐢏𐢐𐢑𐢒𐢓𐢔𐢕𐢖𐢗𐢘𐢙𐢚𐢛𐢜𐢝𐢞𐢟𐢠𐢡𐢢𐢣𐢤𐢥𐢦𐢧𐢨𐢩𐢪𐢫𐢬𐢭𐢮𐢯𐢰𐢱𐢲𐢳𐢴𐢵𐢶𐢷𐢸𐢹𐢺𐢻𐢼𐢽𐢾𐢿𐣀𐣁𐣂𐣃𐣄𐣅𐣆𐣇𐣈𐣉𐣊𐣋𐣌𐣍𐣎𐣏𐣐𐣑𐣒𐣓𐣔𐣕𐣖𐣗𐣘𐣙𐣚𐣛𐣜𐣝𐣞𐣟𐣠𐣡𐣢𐣣𐣤𐣥𐣦𐣧𐣨𐣩𐣪𐣫𐣬𐣭𐣮𐣯𐣰𐣱𐣲𐣳𐣴𐣵𐣶𐣷𐣸𐣹𐣺𐣻𐣼𐣽𐣾𐣿𐤀𐤁𐤂𐤃𐤄𐤅𐤆𐤇𐤈𐤉𐤊𐤋𐤌𐤍𐤎𐤏𐤐𐤑𐤒𐤓𐤔𐤕𐤖𐤗𐤘𐤙𐤚𐤛𐤜𐤝𐤞𐤟𐤠𐤡𐤢𐤣𐤤𐤥𐤦𐤧𐤨𐤩𐤪𐤫𐤬𐤭𐤮𐤯𐤰𐤱𐤲𐤳𐤴𐤵𐤶𐤷𐤸𐤹𐤺𐤻𐤼𐤽𐤾𐤿𐥀𐥁𐥂𐥃𐥄𐥅𐥆𐥇𐥈𐥉𐥊𐥋𐥌𐥍𐥎𐥏𐥐𐥑𐥒𐥓𐥔𐥕𐥖𐥗𐥘𐥙𐥚𐥛𐥜𐥝𐥞𐥟𐥠𐥡𐥢𐥣𐥤𐥥𐥦𐥧𐥨𐥩𐥪𐥫𐥬𐥭𐥮𐥯𐥰𐥱𐥲𐥳𐥴𐥵𐥶𐥷𐥸𐥹𐥺𐥻𐥼𐥽𐥾𐥿𐦀𐦁𐦂𐦃𐦄𐦅𐦆𐦇𐦈𐦉𐦊𐦋𐦌𐦍𐦎𐦏𐦐𐦑𐦒𐦓𐦔𐦕𐦖𐦗𐦘𐦙𐦚𐦛𐦜𐦝𐦞𐦟𐦠𐦡𐦢𐦣𐦤𐦥𐦦𐦧𐦨𐦩𐦪𐦫𐦬𐦭𐦮𐦯𐦰𐦱𐦲𐦳𐦴𐦵𐦶𐦷𐦸𐦹𐦺𐦻𐦼𐦽𐦾𐦿𐧀𐧁𐧂𐧃𐧄𐧅𐧆𐧇𐧈𐧉𐧊𐧋𐧌𐧍𐧎𐧏𐧐𐧑𐧒𐧓𐧔𐧕𐧖𐧗𐧘𐧙𐧚𐧛𐧜𐧝𐧞𐧟𐧠𐧡𐧢𐧣𐧤𐧥𐧦𐧧𐧨𐧩𐧪𐧫𐧬𐧭𐧮𐧯𐧰𐧱𐧲𐧳𐧴𐧵𐧶𐧷𐧸𐧹𐧺𐧻𐧼𐧽𐧾𐧿𐨀𐨁𐨂𐨃𐨄𐨅𐨆𐨇𐨈𐨉𐨊𐨋𐨌𐨍𐨎𐨏𐨐𐨑𐨒𐨓𐨔𐨕𐨖𐨗𐨘𐨙𐨚𐨛𐨜𐨝𐨞𐨟𐨠𐨡𐨢𐨣𐨤𐨥𐨦𐨧𐨨𐨩𐨪𐨫𐨬𐨭𐨮𐨯𐨰𐨱𐨲𐨳𐨴𐨵𐨶𐨷𐨹𐨺𐨸𐨻𐨼𐨽𐨾𐨿𐩀𐩁𐩂𐩃𐩄𐩅𐩆𐩇𐩈𐩉𐩊𐩋𐩌𐩍𐩎𐩏𐩐𐩑𐩒𐩓𐩔𐩕𐩖𐩗𐩘𐩙𐩚𐩛𐩜𐩝𐩞𐩟𐩠𐩡𐩢𐩣𐩤𐩥𐩦𐩧𐩨𐩩𐩪𐩫𐩬𐩭𐩮𐩯𐩰𐩱𐩲𐩳𐩴𐩵𐩶𐩷𐩸𐩹𐩺𐩻𐩼𐩽𐩾𐩿𐪀𐪁𐪂𐪃𐪄𐪅𐪆𐪇𐪈𐪉𐪊𐪋𐪌𐪍𐪎𐪏𐪐𐪑𐪒𐪓𐪔𐪕𐪖𐪗𐪘𐪙𐪚𐪛𐪜𐪝𐪞𐪟𐪠𐪡𐪢𐪣𐪤𐪥𐪦𐪧𐪨𐪩𐪪𐪫𐪬𐪭𐪮𐪯𐪰𐪱𐪲𐪳𐪴𐪵𐪶𐪷𐪸𐪹𐪺𐪻𐪼𐪽𐪾𐪿𐫀𐫁𐫂𐫃𐫄𐫅𐫆𐫇𐫈𐫉𐫊𐫋𐫌𐫍𐫎𐫏𐫐𐫑𐫒𐫓𐫔𐫕𐫖𐫗𐫘𐫙𐫚𐫛𐫜𐫝𐫞𐫟𐫠𐫡𐫢𐫣𐫤𐫦𐫥𐫧𐫨𐫩𐫪𐫫𐫬𐫭𐫮𐫯𐫰𐫱𐫲𐫳𐫴𐫵𐫶𐫷𐫸𐫹𐫺𐫻𐫼𐫽𐫾𐫿𐬀𐬁𐬂𐬃𐬄𐬅𐬆𐬇𐬈𐬉𐬊𐬋𐬌𐬍𐬎𐬏𐬐𐬑𐬒𐬓𐬔𐬕𐬖𐬗𐬘𐬙𐬚𐬛𐬜𐬝𐬞𐬟𐬠𐬡𐬢𐬣𐬤𐬥𐬦𐬧𐬨𐬩𐬪𐬫𐬬𐬭𐬮𐬯𐬰𐬱𐬲𐬳𐬴𐬵𐬶𐬷𐬸𐬹𐬺𐬻𐬼𐬽𐬾𐬿𐭀𐭁𐭂𐭃𐭄𐭅𐭆𐭇𐭈𐭉𐭊𐭋𐭌𐭍𐭎𐭏𐭐𐭑𐭒𐭓𐭔𐭕𐭖𐭗𐭘𐭙𐭚𐭛𐭜𐭝𐭞𐭟𐭠𐭡𐭢𐭣𐭤𐭥𐭦𐭧𐭨𐭩𐭪𐭫𐭬𐭭𐭮𐭯𐭰𐭱𐭲𐭳𐭴𐭵𐭶𐭷𐭸𐭹𐭺𐭻𐭼𐭽𐭾𐭿𐮀𐮁𐮂𐮃𐮄𐮅𐮆𐮇𐮈𐮉𐮊𐮋𐮌𐮍𐮎𐮏𐮐𐮑𐮒𐮓𐮔𐮕𐮖𐮗𐮘𐮙𐮚𐮛𐮜𐮝𐮞𐮟𐮠𐮡𐮢𐮣𐮤𐮥𐮦𐮧𐮨𐮩𐮪𐮫𐮬𐮭𐮮𐮯𐮰𐮱𐮲𐮳𐮴𐮵𐮶𐮷𐮸𐮹𐮺𐮻𐮼𐮽𐮾𐮿𐯀𐯁𐯂𐯃𐯄𐯅𐯆𐯇𐯈𐯉𐯊𐯋𐯌𐯍𐯎𐯏𐯐𐯑𐯒𐯓𐯔𐯕𐯖𐯗𐯘𐯙𐯚𐯛𐯜𐯝𐯞𐯟𐯠𐯡𐯢𐯣𐯤𐯥𐯦𐯧𐯨𐯩𐯪𐯫𐯬𐯭𐯮𐯯𐯰𐯱𐯲𐯳𐯴𐯵𐯶𐯷𐯸𐯹𐯺𐯻

Sharpness

While **spending** time **reflecting** on the week spent **working** at Skol, I **repeatedly attempted** to **deconstruct** the **processes** that **lead** to the quickly **formed** dynamic of the group – sometimes fluid, other times **confused**. From what I **recall**, our **convers(e)**ations inevitably **shifted** from topical **discussions** of border phenomena towards the **theor(ize)**etical parameters of “**collaborat(e)**ion,” and how that would **play** out amongst us.

It was during these **convers(e)**ations that the **lack** of a **defined** vocabulary became a **factor**. For example, the word “collaboration” quickly (**come**) came to **imply** collective decision **mak(e)**ing throughout the week. In **order** for us to better **understand** the parameters of “**participat(e)**ion,” a **deriv(e)**ative, “aparticipation,” was **created**.⁶

It would be good to elaborate on the anxieties **produced** by the **ideal(ize)** of a **consen(t)**us at **work** in the manner we (**seek**) sought to “**collaborate**”, and on the ways in which, and reasons why, that ideal of consensus was **fractured** by different forms of **resistance**.

I **propose** a collectively **produced** glossary for the publication **composed** of words (real and **imagined**) which **suffer** from ambiguity. This glossary would **include** original **defin(e)**itions, as well as **list** relevant page **numbers** like an **index**. This **listing** could also **benefit** from a **preced(e)**ing paragraph or two **contextualiz(e)**ing the glossary.

First Glossary Entry

A verb-al illustration of the processes occurring during the workshops, individually and collectively, based on the thought process of one participant. Definition in bold. The method of forming this definition demonstrates a process that we applied directly to attempts in defining our collective intentions during the workshops.

6. The italicized text both to the left and below corresponds to clue 6 of the crossword on page 1. The answer key can be found on page 30. Professor Sarat Maharaj argues that adding an “a-” signals not the polar opposite (in this case, a lack of participation), but is closer to the privative. The “a-” term expresses the middle term, as in moral <amoral> immoral or typical <atypical> untypical (...).





A legal field that refers to creations of the mind such as musical, literary, and artistic works; inventions; and symbols, names, images, and designs used in commerce, including copyrights, trademarks, patents, and related rights.¹

Àpart! Workshops - Licensing Agreement Collaborative Process

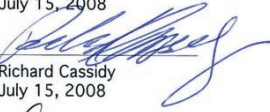
This document is an agreement between Centre d'arts actuels Skol (hereafter referred to as "Skol", as represented by Robin Simpson), and each individual facilitator (hereafter referred to as "the facilitator") and participant (hereafter referred to as "the participant") that describes how we will manage, alter, and distribute the intellectual and documentary materials developed collaboratively during the Àpart! workshops, July 10-16, 2008, hereafter referred to as "the workshops."

- A- Intellectual Property Rights: All intellectual property produced during the workshops will remain the collective property of the participants. While each participant licenses the other participants and facilitators to rework, mispurpose, and translate the intellectual property belonging to the group in her/his personal work, we ask for common courtesies when possible and appropriate (ie. alerting implicated persons of the use/exhibition, especially where public), and citations also when possible and appropriate. We suggest using the following wording or similar for citations: "This concept/idea/etc developed during the Àpart! Workshops, July 10-16 2008, at Skol in Montréal."
- B- Future Exhibitions and Publications: Intellectual and documentary material from the workshops may be developed further by the participant for use in future exhibitions, solo or otherwise, and publications, without necessary communication with the other participants and facilitators. Again, we would appreciate the common courtesy of knowing when this type of public exhibition is happening, and recommend citations where possible and appropriate.
- C- Reproduction of Documentary Images: The participant licenses the facilitator and Skol, as well as the other participants, to reproduce any documentary material collected or developed during the workshops, including images that feature one or two people only, according to the following guidelines:
 - i. Source of the material must be clearly stated using the following wording or similar: "Image reproduced courtesy of the Àpart! Workshop."
 - ii. Acceptable forms of reproduction include for documentary purposes and as source material. Reproductions must not be used for commercial purposes or as end-products in and of themselves, unless permission has been granted on the part of all other participants. A listserv, we-are-a-part@googlegroups.com, has been established for this purpose.
- D- Remuneration: No single participant shall be financially remunerated for this work, either by Skol or any other entity.

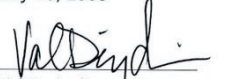
1. The italicized text is clue 1 of the crossword on page 1. The answer key can be found on page 30.

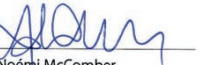
THE PARTICIPANTS:


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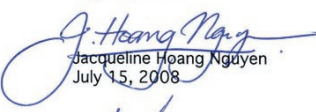

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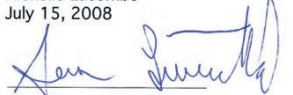

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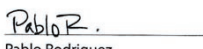

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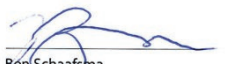

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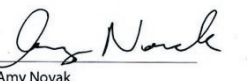

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Rendition

During the Apart! Workshops, “translation” was a recurring conceptual and strategic theme. We talked about translation from a lot of different perspectives, not limited to verbal communication. If you could think of a project or trajectory through which to continue working on this theme, what would it be?

I was thinking that it would be interesting to work with the transformation of words into visual art, or interpreting different works into varying mediums in whatever way seems fit.¹²

Yeah, we talked about this type of work a lot – a kind of “creative translation.” Can you elaborate a bit on that?

What I mean by this is to think about a level of collaboration in which people send work to one another by mail and transform that work into a different medium. Examples would be transforming a drawing into a piece of writing, or a sculpture into a photograph.

So we’re dealing with translations across mediums, which will inevitably generate excesses and inconsistencies. The translation both misses the point and generates a new one, which is largely what we meant by “third space,” right? But you also want to bring in another element, one we haven’t really discussed too much, which is the factor of distance. In our collaborations at Skol, we were all together; now we’re apart... Your project suggests a way to deal with that physical distance, which resonates nicely with the conceptual gap suggested by third space. What do you see as the end product of this process? Is there one?

The different translations would all be docu-

mented in a certain way, leading to a possible critical essay about our findings and experiences with this form of collaboration.

Interesting. Why do you want to move into a textual reflection?

What is generated by the further process of translation that occurs when we write about something that has happened? In this case, a reflection on a reflection?

It’s all process, right? So I guess that the hope is that whatever excesses we generate through repetitive, multimedia translations will open up new possibilities for this work. And ultimately, the excesses are generated by the multiplicity of players.

Just a final question: how can the formal content of the work reflect this rather methodological exploration of translational practices and third space?

12. The italicized text is clue 12 of the crossword on page 1.
1. The answer key can be found on the facing page.

