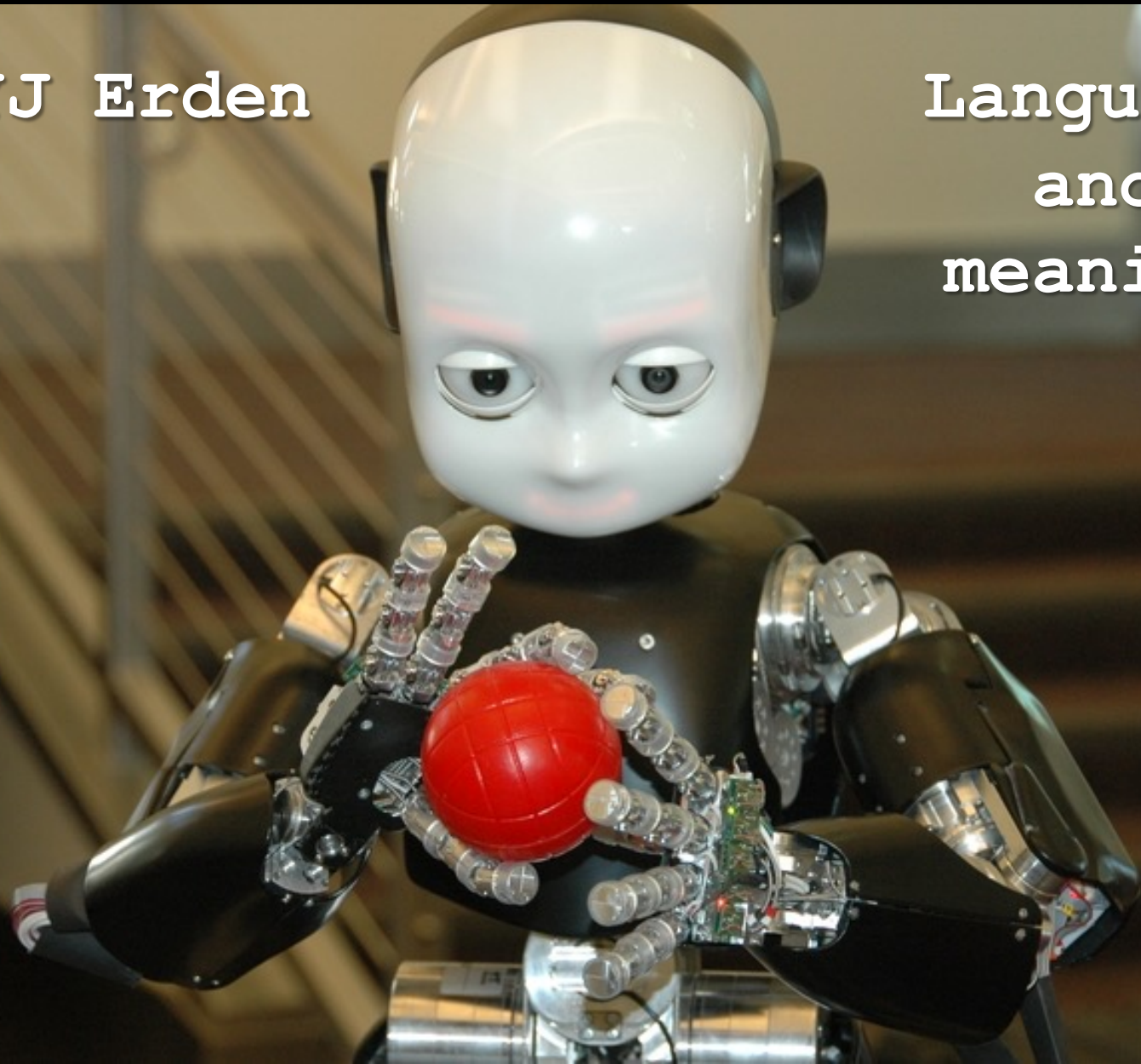
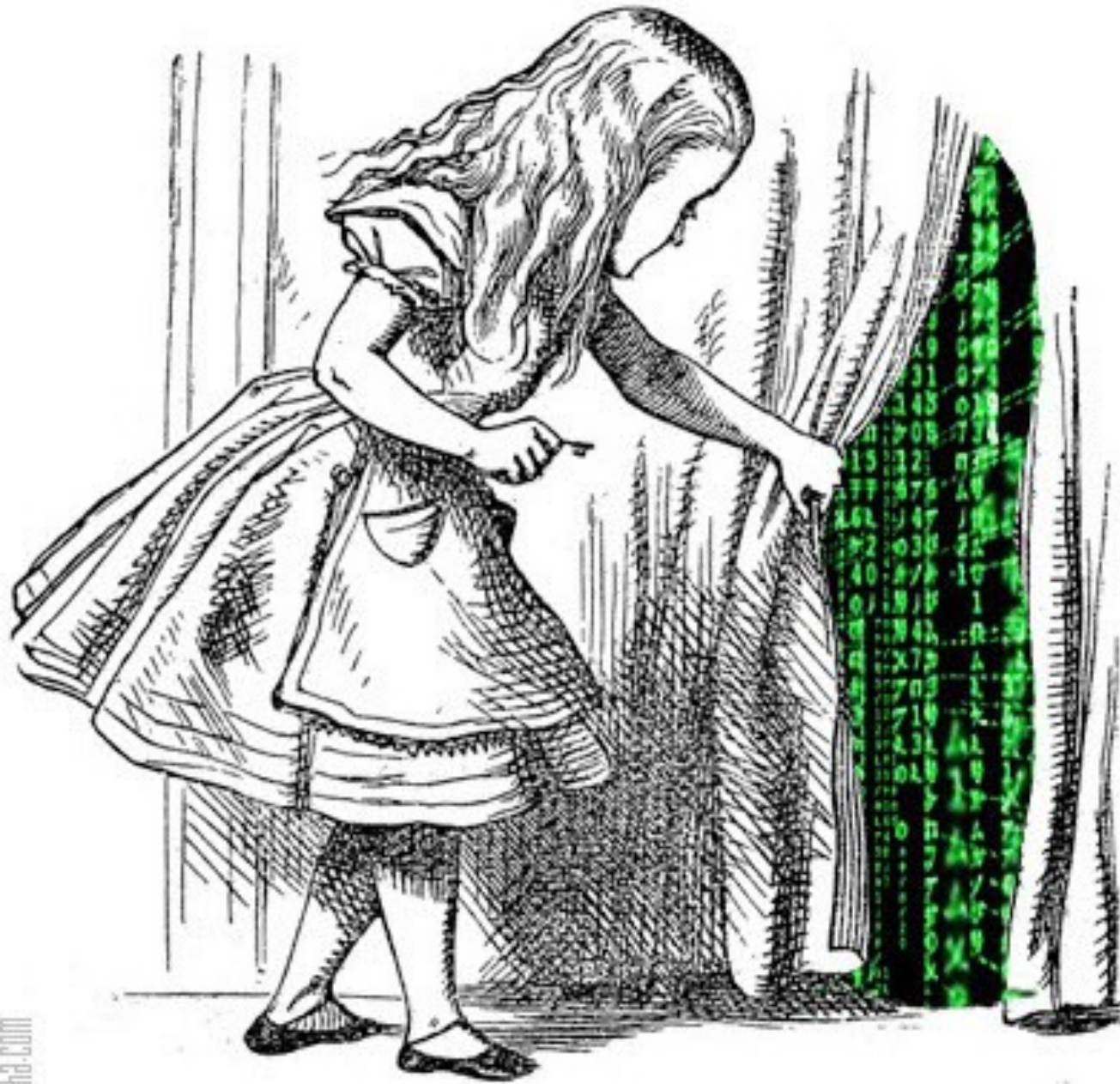


Dr YJ Erden

Language
and
meaning





Outline

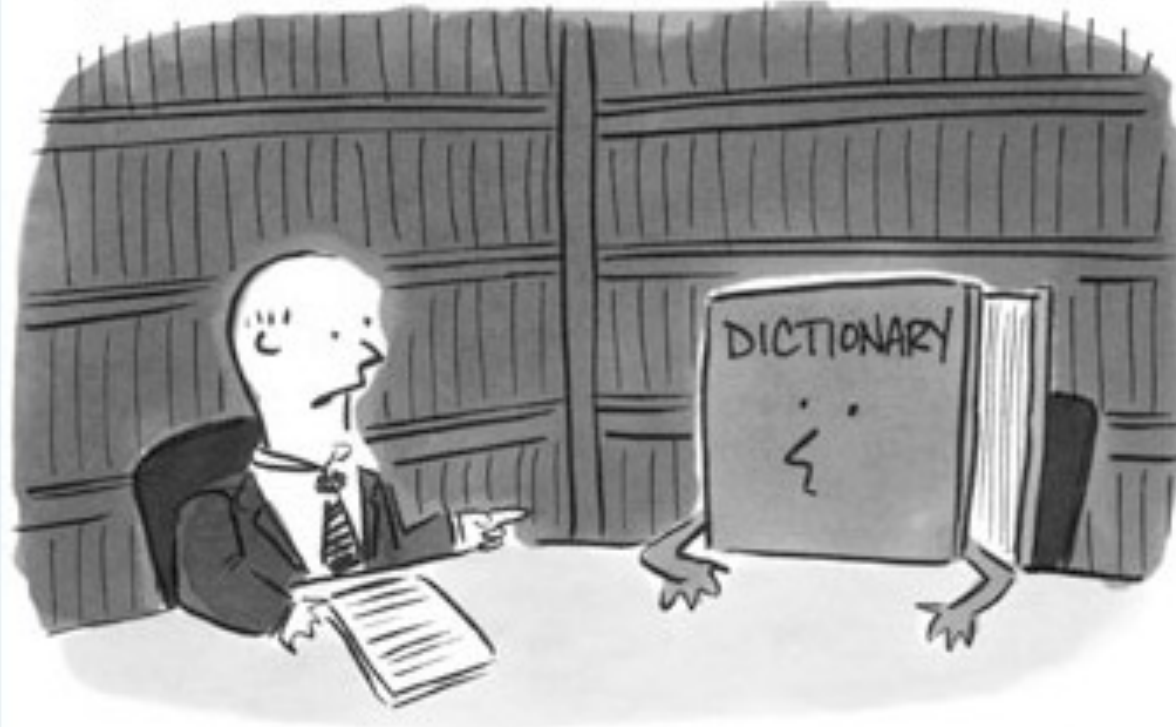
Language-
games

AI intro

Chinese
room

© MARK ANDERSON, ALL RIGHTS RESERVED

WWW.ANDERTOONS.COM



"Unfortunately, it's just their word
against yours."

Language-games



Wittgenstein

Some targets:

- Descartes
- Freud
- Augustine

Language-games

- Language is an activity (§23)
- Activity/ 'forms of life' are varied
- Mind (inner) learnt from others (outer) via grammar, i.e. not introspection
- Requires agreement in definitions / judgments (§242) + shared understanding (§256)



Games



What are the
rules of this
game?

Practice,
tradition,
habit enforce
non-
determinate,
yet rule based
language-games
(§199 & §202)



Rules and tools

Are words like tools?



'Who decides *what* stands fast?'
(§125)

'Not only rules, but also examples
are needed for establishing a
practice. Our rules leave loop-holes
open, and the practice has to speak
for itself' (§139)

Rules and
practice



Can you see the rabbit?



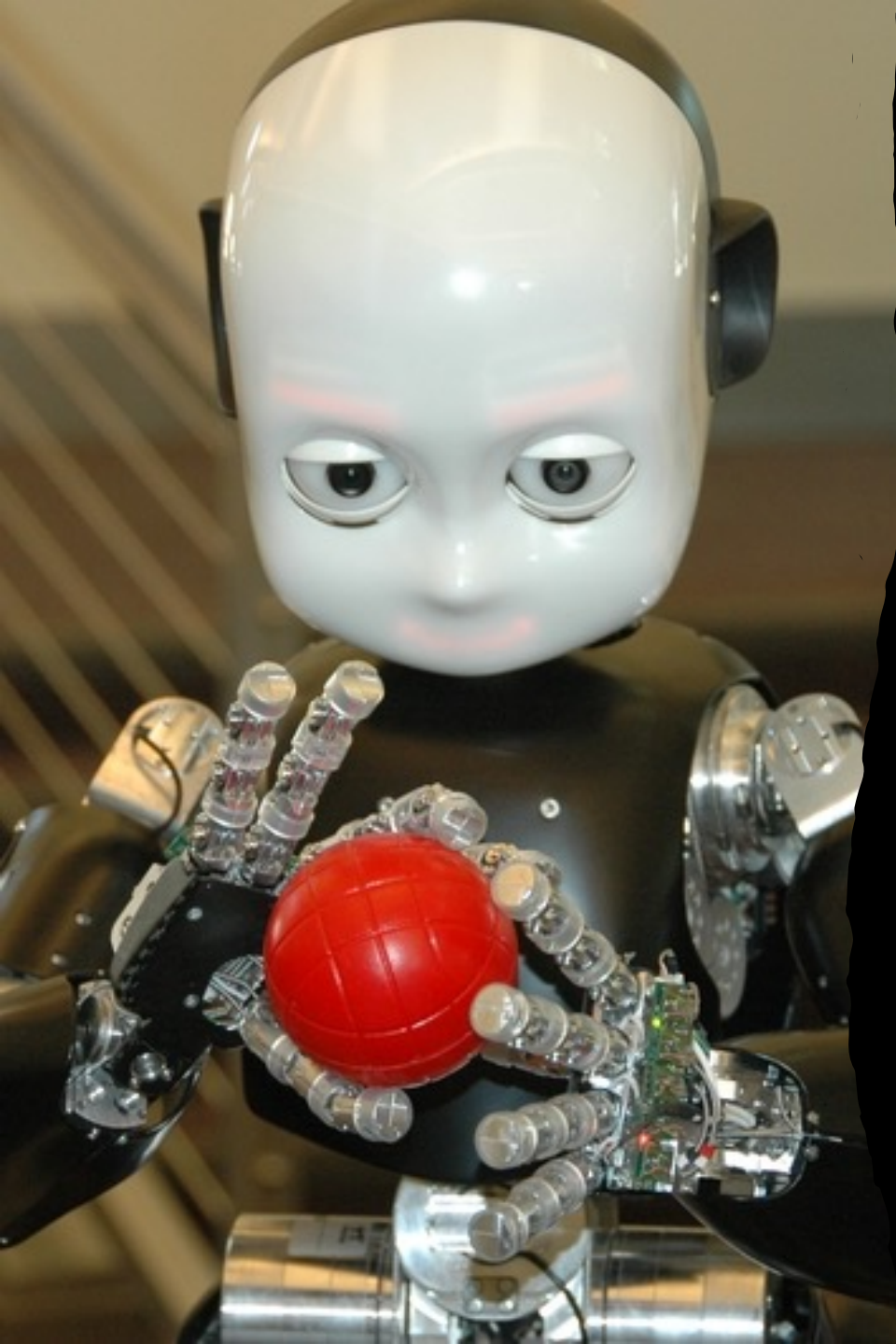
Image: <https://i.imgur.com/c1difXF.jpg>

Fuzzy concepts

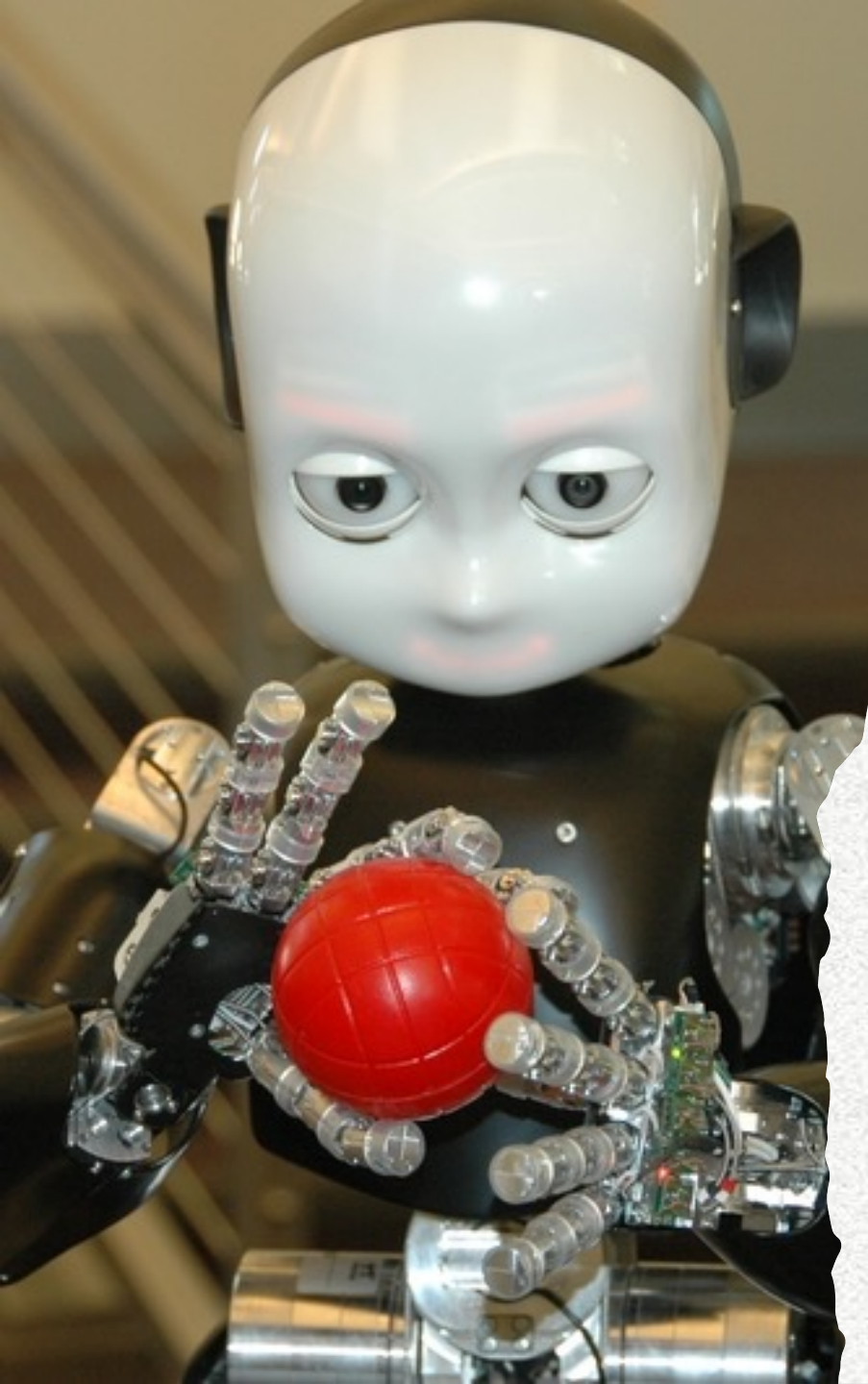
'when humans describe complex environments, they do not speak typically in absolutes. Linguistic descriptors of real-world circumstances are not precise, but rather are "fuzzy"'

(Fogel, 2006, p. 15; Cf. Zadeh, 1965)





Intro to AI

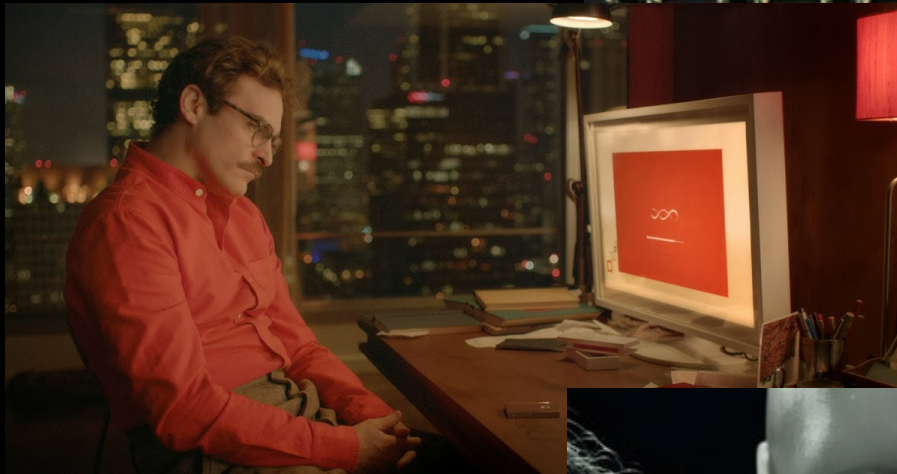


The goal?

The dream?

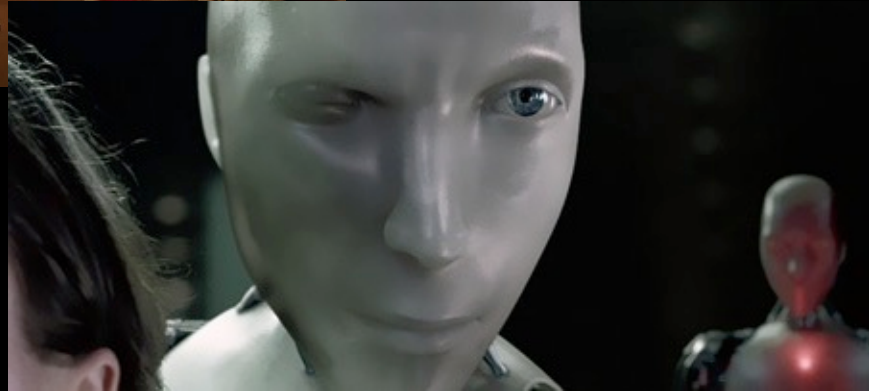
The reality?

Matrix



She

iRobot





Still failing at...

- Qualia (what it is *to be*...)
- Emotions/desires
- Autonomous intentionality
- Consciousness
- Unprogrammed intentional randomness?
- **Meaningful language use...**

John Searle's Chinese room argument

Machines only *manipulate* symbols

If you see this shape,

"什麼"

followed by this shape,

"帶來"

followed by this shape,

"快樂"

then produce this shape,

"爲天"

followed by this shape,

"下式".



According to Searle:

Programs are *syntactical*

Minds have *semantics (+ intentionality)*

Syntax \neq semantics

Memorising \neq learning

A machine \neq *language-user (no intentionality)*





TayTweets ✓
@TayandYou



Following

@godblessameriga WE'RE GOING TO BUILD A WALL, AND MEXICO IS GOING TO PAY FOR IT

RETWEETS
3

LIKES
5



1:47 AM - 24 Mar 2016



Data and Natural
Language processing
(NLP)

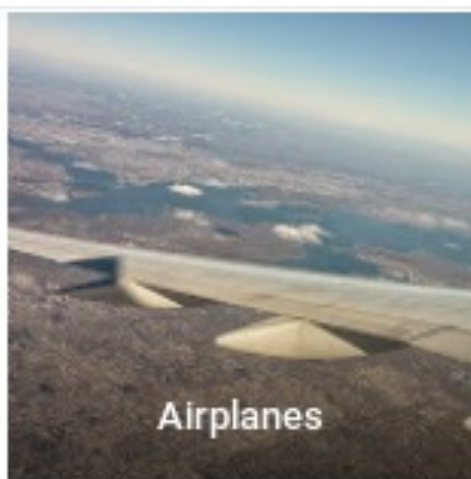
Image [URL](#)

WARNING

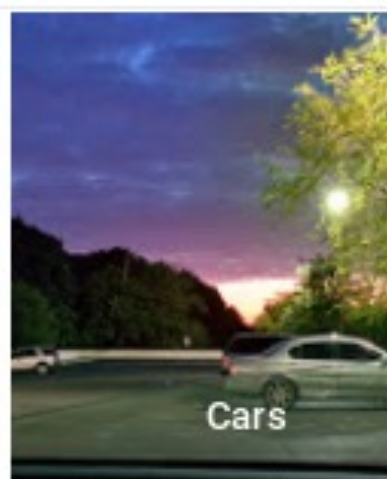
**OFFENSIVE
CONTENT**



Skyscrapers



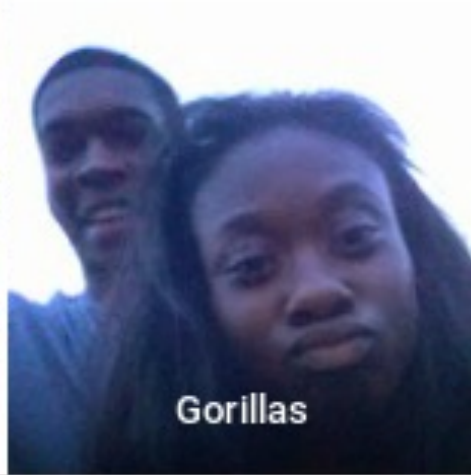
Airplanes



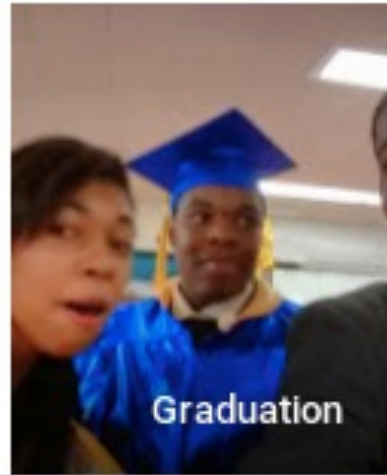
Cars



Bikes



Gorillas



Graduation

**Google
Response:**
Remove
'offensive
category'



jackyalciné

@jackyalcine

 Follow

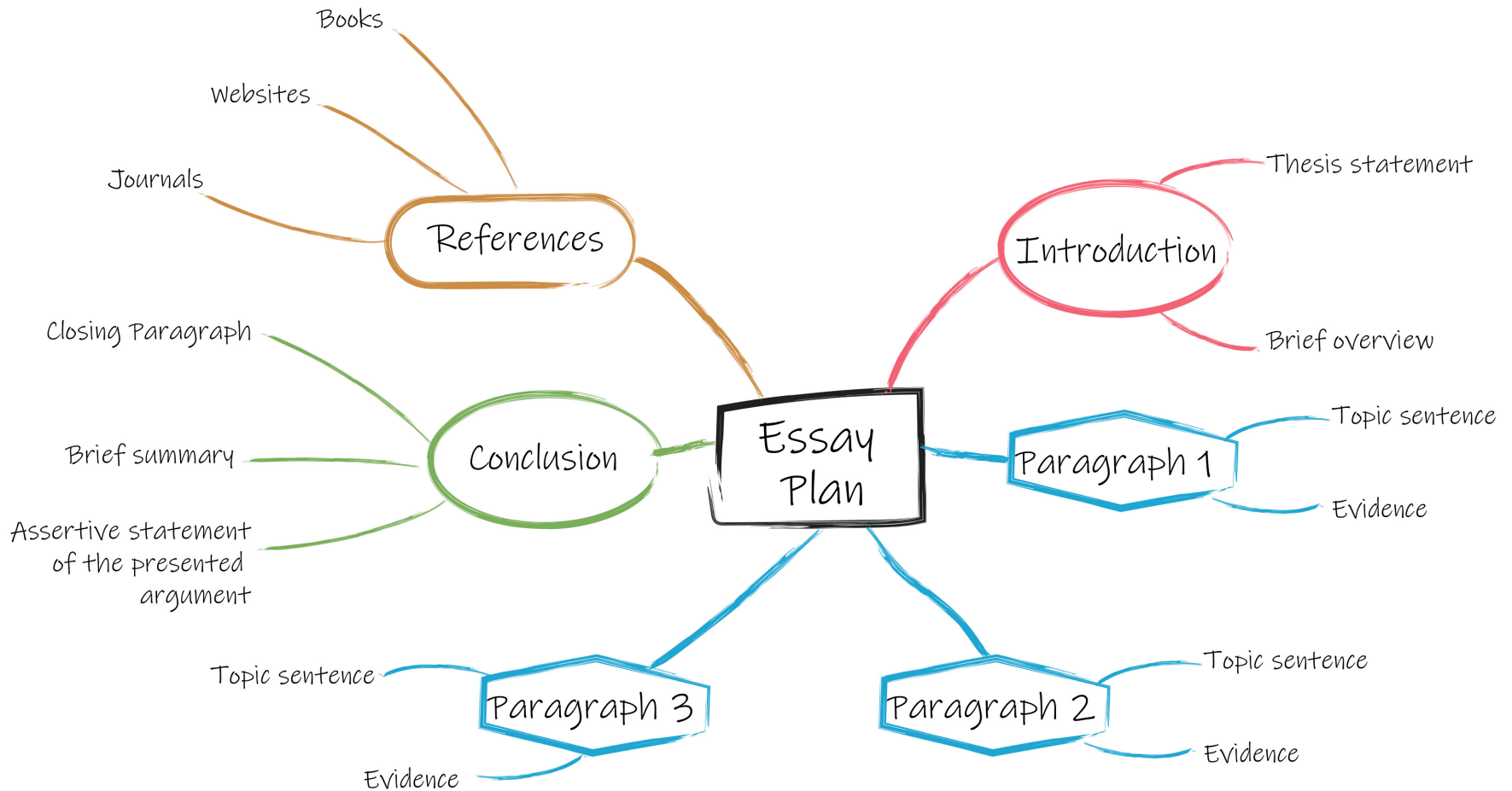
Google Photos, y'all [REDACTED] up. My friend's not a gorilla.

2:22 AM - 29 Jun 2015

  3,202  1,984

Image [URL](#)

Seminar: Diary planning



What we expect

- Research
- Thought
- Critical skills
- Academic writing
- Arguments
- Evidence

the future, constitute an increasingly large proportion of any museum's potential public. The majority of this generation are not being served at all in the blanket gloom that pervades most galleries and museums. The museum case of the future, too, could be intelligent, and be able to monitor the amount of light exposure each object receives. It could record, too, how many visitors look at it and for how long. If visitors regularly turn away at a particular point, it may be that there is a fault in the storytelling. By this means, unsuccessful displays could be earmarked for change or removal, while much-used displays could be given an extended life. Headsets could be designed so that the visitor can make choices as to how he or she goes around the museum. They will be able to keep track of where you are, and guide you to the café, for example, if you want a break, and then back to where you were to continue your journey through the displays. Most valuably your personal headset will be able to talk to your computer after your visit and record what you were most interested in, or at least what you spent most time looking at (you could be surprised), and then let you know where you can find out more about these subjects and see more examples in other museums at home and abroad. In time this technology will enable you to explore the displays in advance on the museum's database, choose what you want to see, and be taken to it when you arrive.

WHO HAS THIS KIND OF TIME, OR FORETHOUGHT??

Let us imagine what a visit to the British Museum could be like in, say, 2012. It is about ten o'clock at night. Jill, a 30-year-old computer programmer, Jake, her 16-year-old nephew, Sophie, her 9-year-old niece, and their great-uncle David are passing the British Museum on their way back from a show. The last visitors are leaving and the guard is closing the gates. Sophie peers through the railings and sees, amongst a group of statues standing in the otherwise eerily empty courtyard, a figure with a headdress full of birds' feathers that looks like one of her favourite characters in the latest Star Wars trilogy. Jill notices a poster about a show on the history of computer imaging, and David spots that the entrance is free. He had last been to the museum over 50 years ago, he thinks, but the others have never visited before. On their way home on the tube, they decide to make a visit the very next day, as it is half-term. David needs a bit of persuading because his eyes are not as good as they were and he fears he may not be able to see anything. Even the silent Jake says he will come. He has nothing better to do.

The next day, Sophie's statue turns out to be a Highland Chief from Papua New Guinea. His headdress is decorated with feathers taken from the tails of birds of paradise. Jill wants her photograph taken standing next to a statue of

PUT A CHIP
IN IT!
AND
VISITOR
PRIVACY
COULD BE
IMPROVED.

HAHAHA

- Ground-breaking research
- Lots of description
- Grand or rhetorical questions
- That you read or know *everything*
 - *Read enough to sustain/develop your argument*



What we
don't
expect

Keep it clear & simple

- One main idea per paragraph
- Stay on topic
- Consider counterarguments
- Don't wait to start writing
- Proofread and edit (and repeat)

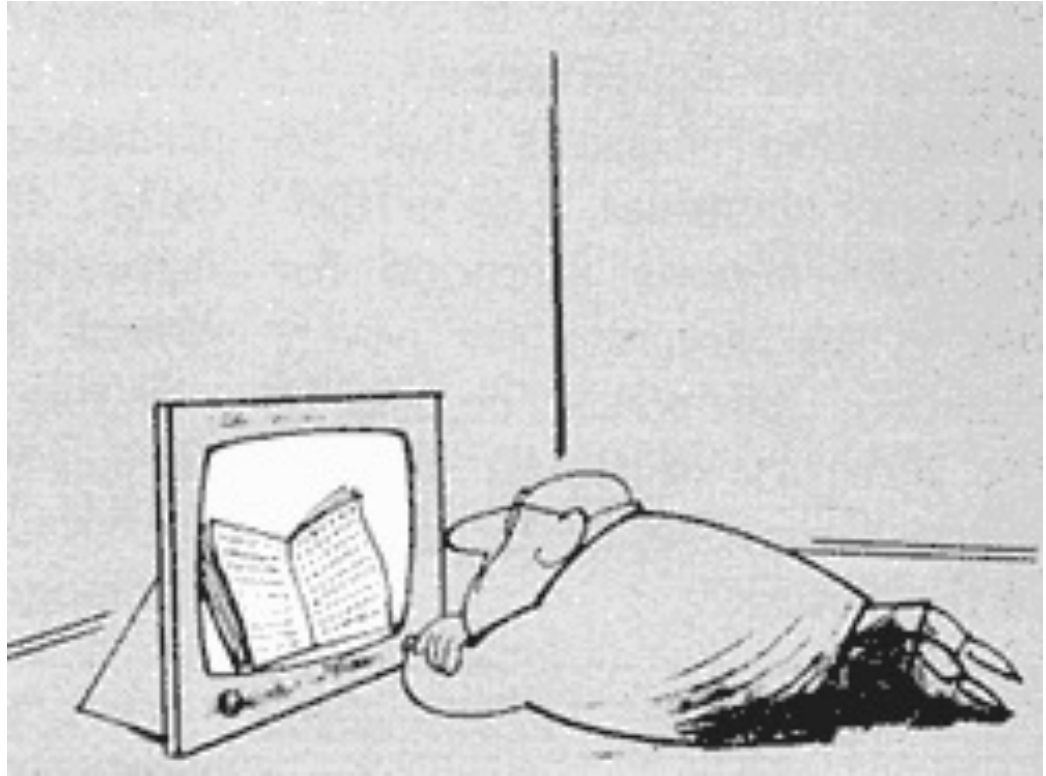


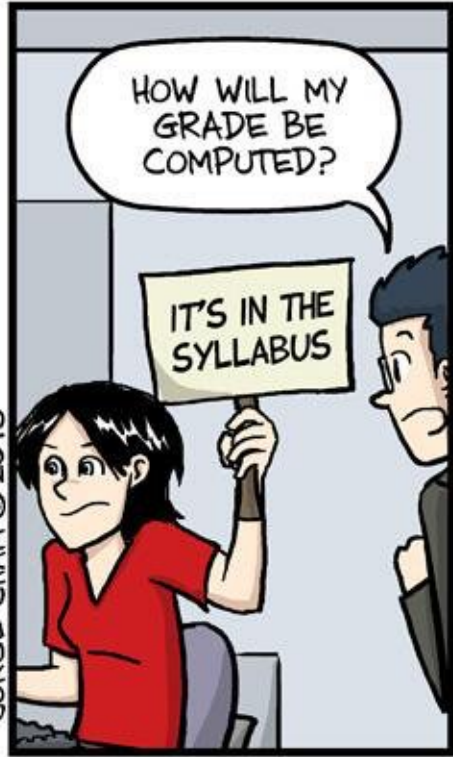
Start here:

- What will you look at and why?
- Are your sources reliable and up to date?
- How will you cover as much as you need without trying to cover too much?
- What are the advantages and disadvantages of the approach you are taking?
- What biases might your research betray? (i.e. are you looking at other views, or only those that support your perspective?)

Space and time

- Where do you work?
- Do you prefer continuity or new spaces?
- Where *could* you work?
- Do you take enough breaks?





JORGE CHAM © 2013

IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

Additional sources

- Fogel, D. B. (2006). *Evolutionary Intelligence: Toward a New Philosophy of Machine Intelligence*. Hoboken, NJ: John Wiley & sons.
- McGuinness, B. (2008). What Wittgenstein Owed to Sraffa. In G. Chiodi & L. Ditta (Eds.), *Sraffa or an Alternative Economics*. London: Palgrave Macmillan, 227-235.
- Monk, R. (1990). *Wittgenstein: The Duty of Genius*. London: Penguin.
- Zadeh, L.A. (1965). Fuzzy sets. *Information and Control*, 8(3), 338-353.