Interlude 2

Hannah Long
November 14th
Instructor: Shawn Graham

I would like to start this interlude by a quote from T. Mills Kelly, "...I'm convinced that the future of history teaching depends on our ability and willingness to accommodate ourselves to the rapidly accelerating, technology-driven cycle of change that is transforming the teaching, learning, research, and production of historical knowledge" (Kelly, 371). Technology reflects this period's message of innovation, a word that represents both a linear progression in the course and a new requirement in the work to be produced, how can we innovate our education? More so, how is history innovated through technological innovation? At first, this might seem confusing, but the idea is that both kinds of knowledge can benefit from experimentation and how utilizing each other can bring about progression in both areas. The best example that can be thought of during this section is mid October's look at remixing, Kirby Ferguson's video *Everything is a Remix* discusses how borrowing, stealing, adapting, remixing, whatever the definition may be, produces some of history's greatest breakthroughs. Nowhere is this better illustrated than in Ferguson's example of music and technology as both innovated themselves by sampling and borrowing ideas from products produced in the past and present (Ferguson, 18:35). I plan to base my unessay on the concept of borrowing and innovation, adding a new spin on an already present source, in this case the source will be a historical period along with a popular interest of the time. So far, this focus is to be centered around the Victorian era with the technologies of that period meeting the modern era. The specific technology in mind is the language of flowers and how that can be translated over into a modern setting and perhaps how it might have already been used in modern times, most notably seen through media and the

internet. I haven't thought of everything yet but I was looking to use as an aid a game like minecraft - since it is nature based and almost make a memory matching game with flowers and their hidden meanings.

This final portion of the reflection will look at the readings and the activities completed, and more importantly how they connect. To which my reply is they do and they don't, it really is up to myself and my own point of view, as how I see how one thing connects may be completely different to another student in the class. Perry's article on the archeological crisis to appeal to wider audiences and our exploration on how some of these technologies they use already are done through camera, the purpose of this exercise was to build our own virtual filter that would interact with the surrounding space. How this was meant to connect to Perry's article was by mimicking what is already done so far by many museums (I.e. Canadian Children's Museum) and what is trying to be integrated with archaeological work to better appeal to mass audiences (Perry, Contention 3). As the main struggle for this profession is its marketability, being able to relay findings and information to the public in a way that is easy to understand but more importantly gains their attention, in short how to make archeology interesting again. Which I think is a very present issue, considering how much history/archeology has changed over the past century it has been difficult for both to find their footing when interacting with a continually diversifying crowd.

To add on to this point, my own personal connection with archeology helps me better understand the need to generate enrichment, I spent two weeks with an archeology group in Italy and one of the major problems one of the professors told me was having the support to change up the discipline. The funds were insufficient enough for many of these professors to fully fledged out what they wanted to do and present to others, as producing findings was more important. To wrap up, I found this unit to be a steady continuation of the work that I have started, I did find that this was more text heavy and less activity do-it-yourself focused, which did throw me off a little when I started. And it was because of that, that at some points I found

myself feeling like I wasn't working hard enough, I forgot that the class is more collaboratively focused. Bellow are the notes I gathered from our class lectures on obsidian:

Oct 31st:

McCall, games are systems

-Complex systems? Or merely complicated systems?

What is a complicated system? - take a space shuttle, a complicated intricate system that can be understood from their parts. They are fragile if one thing breaks the whole system can go. Complex systems cannot be described, they are systems that are in parts. On the 401 Highway, when there is a tight pile up and one person hits the brakes it causes a chain reaction and everyone else does so forth.

Meghna Jaynath states that games now are a culmination of all the games that didn't get made in the past. Included communities and those who have been oppressed and long forgotten.

Nov 2nd:

For Intersentional 2, think what are the historical ties in the programs you have used since the last one

Omika & Mukutu both give access to cultural heritage materials, both on the surface do the same thing, however when looked at under a deeper lens both could not be more different. Omika being more western and closed access vs Muktu being Indigenous based and is based in providing wide access