

00:43:27 Kyle Pruett: How might the course differ from the study of historical zeitgeist - or not?

00:52:37 Hugh Marshall: 1906 was the year of the SF Earthquake -- in April -- when was this film?

00:52:43 Lee Jampol: If you see the traffic in Cairo it is much more chaotic without apparent rules.

01:00:53 David Roscoe: can immersion techniques provide the Why as well as the What for things that were going on

01:03:03 DENNIS MACK: How does this proposed seminar contrast with cultural anthropology?

01:03:30 James DeAngelis: As I recall, as undergrads in History of Architecture, we were asked to do histories of houses in the vicinity of the Yale campus. It was a good experience because we had to trace origins and subsequent owners as well as the architectural style, etc.... wouldn't this be a useful model for your "Time Travel" concept?

01:05:48 Jeff Jennings: A book named "The Great Cat Massacre" examined how difficult or impossible it is for us to understand the thinking - particularly the humor - of our ancestors. The title came from the fact that a couple of centuries ago, the French populace considered the mass killing of cats to be hysterically funny.. So any time you try to immerse yourself in the past you can only do so through the prism of your own personality

01:06:02 James DeAngelis: If you were to ask today's students to put the riot/insurrection and all of the media associated with it into a useful context for students using "Time Travel" in 75 years, would that be a useful synthesis?

01:08:51 Chip Marshall: How about a novel like Les Mis which captured so many life scenes?

01:09:28 Duncan Bremer: There are audio/radio programs (e.g. Adventures in Odyssey) that use time travel effectively to engage young people to experience history.

01:09:48 Duncan Bremer: Have you considered audio recordings as part of the program.

01:11:05 Robert Hammond: I was impressed by all the children coming out from working in the English factory y

01:12:22 Gordon Bear: People in earlier generations encountered reminders of death more often than we now do: the animals herded through the streets to be butchered soon, their body parts such as the haunch on the man's shoulder, churches with adjacent graveyards, etc. Also everyone often experienced the deaths of familiar people because mortality rates were high (infants, adults, the elderly). What did those many reminders of mortality do to our ancestors? (A fruitful line of research in psychology is addressing this matter under the strange name of "Terror Management Theory.")

01:12:41 John Todd: Recent technical advances may have made the 1890's more visible, but we have a much broader record of say the 1920's, a period only slightly less strange to today's students. Why not use the 1920's where the film records are much more robust? Wouldn't the philosophical and methodological issues be just as vivid?

01:14:07 Robert Hammond: M Blaskower's cigar shop advertised its Nathan Hale five cent Cuban cigar "if you have one life to live for this country smoke 'em if you got 'emot

01:14:58 Robert Hammond: from the horsehead.blog # 459

01:15:02 DICK STASNEY: Many thanks for an excellent presentation.

01:15:25 Duncan Bremer: I think you could use material from the more recent past (early home movies and sound recording) with colorization and smoothing, and AI to combine into virtual reality segments to really get impressions of moving around in historic virtual reality.

01:17:49 Robert Hammond: How do you compensate for the editorial viewpoint of the filmmaker?

01:23:03 Gordon Bear: Don't mean this to sound critical, but what, Prof. Gaddis, are the lessons you hope the students will learn? So far the content of your course seems to be isolated factoids specific to this time, to that place. Where are the larger lessons?

01:27:31 Chip Marshall: Can you provide a copy of the writing check list?

01:27:54 Kyle Pruett: The children in most of the scenes are males and they are cued by the novelty of the instrument and the fact that the adults are largely trying to ignore it. This typically stimulates even more curiosity in the kids.

01:31:07 Duncan Bremer: The reactions of the children were consistent with my experience in places like Greece and Turkey in the 1960's, partially because of the novelty of a camera. I doubt it is the same today.

01:31:40 Robert Hammond: How do you feel about the elimination of survey courses for freshman?