

The Don Difference Series
Art Herbig

0:00-0:21 My particular specialty is rhetoric and, um, rhetoric for me has been operationalized in a lot of different ways. And so I write, you know, typical scholarly journal articles and book chapters, and those kinds of things, as well as doing films. I also study media.

0:20-0:47 So I just finished editing a book called Beyond New Media that was about the ways in which we talk about media and media criticism. And then I also study public memory and do that through making a film. The movie's called Never Forget: Public Memory of 9/11 — trying to create an academic film for non-academic audiences.

0:48-1:30 So we started by going to Ground Zero on the 10th anniversary of 9/11 and we interviewed over 60 people there and talking to them about, you know, why go to Ground Zero on the 10th anniversary of 9/11? The opening of the memorial was going on, there was a lot of stuff going on, but there was something about that moment that drew people to that physical space. And that conversation was something we wanted to be a part of. And we ended all of those interviews with one question: How should we remember 9/11? And to a person, every single person started with, 'Huh.' And it's that moment that we were trying to capture because it's about, memory is a process.

1:31-1:58 I teach a lot of hands-on skills and a lot of hands-on work and so I am traditionally standing over a student's shoulder showing them how to do something. And so, um, I have smaller classes but I have a lot of interpersonal interaction with students. Um, I have classes where I'll do a lecture maybe twice a week and then we'll have like a three-hour lab where we'll be doing using light kits and, you know, moving microphones around and trying to frame up camera shots.

1:59-2:22 What rhetoric is in a lot of ways is helping a student to better understand the messages that are being distributed either through media or in their interpersonal lives, or wherever that message comes from. And that message, particularly for a media scholar, isn't just words. And when it comes to media, this means that camera angles, and lighting, and color, and all of these things are part of the message.

2:23-3:22 It isn't just a story that plays out on a TV show or a news report that happens on the six o'clock news. It is the ways in which it's framed, shot, talked about, and the ways in which all of those things interact. And being cognizant and being aware of those things makes us more apt to understand the ways in which these messages now all connect, because they are all connected. And things don't just have two sides, and messages have more than one meaning, and it isn't just the meaning that I intended when I said it, expressed it, or you know, shot it with a camera. And the more we understand how these processes work, the better we are at evaluating the kinds of information we are receiving. And if you would like a critically engaged citizen, that critically engaged citizen needs to be distinctly aware of the ways in which the messages that they're interacting with in their everyday lives impact their everyday lives.

3:23-3:27 (Music)

MARKETING COMMUNICATIONS

INDIANA UNIVERSITY—PURDUE UNIVERSITY FORT WAYNE
OFFICE OF ADVANCEMENT

