AcademiCast **Transcript**
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Davis: Texas Tech offers a look into the Holocaust through a traveling exhibit.

Hello everyone, I'm John Davis and this is *AcademiCast*, brought to you by Texas Tech University.

After years of organizing, the Museum of Texas Tech University is now hosting an exhibit from the U.S. Holocaust Memorial Museum, titled 'Deadly Medicine: Creating the Master Race.' Photographs, documents and historic film footage are among some of the exhibit pieces that show how Nazis set out on a radical racial purification process to form what they believed to be the "master race," during World War II.

Dr. Lynne Fallwell, an assistant professor of history at Texas Tech, is one of the key organizers responsible for bringing the exhibit to Lubbock.

Fallwell: When I was talking to those who were designing the exhibit, one of their motivations was to move it to places for people who would not normally have access to information that's at the Holocaust museum. And they were looking for places that combined both a traditional arts and sciences university with medical schools. And I thought of Tech because we do have both of those facilities here.

The exhibit is now open and runs through August 7th.

Davis: Texas Tech has set another spring enrollment record. More than 29,600 students are on campus this spring 2011 semester. That's more than 1,500 more students than the last record set a year ago.

A Texas Tech School of Law professor was recently elected into the most prestigious professional legal organization—the American Law Institute. Dr. Gerry W. Beyer, who specializes in estate planning, earned a membership into ALI based on professional achievement and demonstrated interest in improving the law. Beyer also received the 2010 Chancellor's Council Distinguished Teaching Award last December, which is the highest teaching award at Texas Tech.

Also from the law school, a team of third-year law students including Alexis Butler, Daniel Durell and Jason Jordan recently won the National Moot Court Competition championship in New York. This is the second time Texas Tech has claimed the national title—the first time was in 1980.

Moving on to our interview segment, we are featuring integrated scholar Kent Wilkinson. Provost Bob Smith has more with Dr. Wilkinson.

Smith: Dr. Kent Wilkinson, a faculty member in the College of Mass Communications, is known for his great teaching, great research and effective outreach. Dr. Wilkinson serves as the Regents Professor in Hispanic and International Communications here at Tech, and as-of-late, much of what he does centers around health communications projects involving under-represented populations.

Wilkinson: Since I came to Texas Tech, I've been involved in some health communication projects. Specifically, we've done a project focusing on obesity and diabetes and basically trying to figure out the most effective ways of communicating important information about health to rural Hispanics. And, this is a great laboratory where we have access to those sorts of populations. I've also done some health related work on encouraging adolescents to go into health careers. Particularly adolescents from under-represented populations like African Americans and Hispanics.

Smith: Media messages are often viewed differently among different cultures and in different parts of the world, which may lead to language and communication barriers. So, Dr. Wilkinson studies how Hispanic-oriented communication in the United States relates to communication efforts internationally.

Wilkinson: Also, part of what I do is international communication, particularly in the Spanish and Portuguese-speaking areas. And so I'm very interested in how the communication oriented toward U.S. Hispanics integrates internationally with other areas that speak Spanish and even Portuguese, because I don't see a huge barrier between the market in Brazil and Spanish-speaking world because of geography and history and a number of other factors. So, I'm constantly thinking about how what's going on in the United States, in terms of Hispanic-oriented communication, fits into a larger dynamic of Latin America and also Iberia, Spain, and Portugal.

Smith: Dr. Wilkinson's international communications expertise extends well beyond his research, indeed right into the classroom where he leads undergraduate courses with titles such as Ethnicity, Race and Gender in the Media; Media Theories and Society; and International Electronic Media. He also teaches graduate courses: Ethnic-Oriented Media and Hispanic Media and Global Media. Dr. Wilkinson uses creative methods to help students learn, and he will tell you that the Global Media course in particular has unique and engaging components.

Wilkinson: We conduct a videoconference with students at Goldsmith's College in London every year and that's organized by the students and conducted by the students. We do a two-hour live videoconference mid-semester, and the students really learn about the practice of international communication. Not just reading about it but actually having to engage in it.

Smith: Wilkinson has also helped students learn about international communications first-hand, by organizing and leading study abroad programs, including a May program at Texas Tech's center in Seville, Spain. Dr. Wilkinson believes that sharing with students

his interest in studying communications among various cultures is important now but will be even more important in the future.

Wilkinson: One of the questions that often comes up because I'm Anglo is, 'What's this intense interest in Hispanic culture and the language?' It started as an academic interest, and then I went and lived in Peru with my wife for six months and really fell in love with the people and the language and the culture and everything. It really worked for me. And, when I returned to the United States, I was studying more things Hispanic and international communication, and just my interest, my love for the culture and the language has deepened. There's a great opportunity as a professor to be able to teach students who have that culture, practice that culture every day that I'm interested in, and to try to pull others in. I think more of us are going to have to sort of look beyond the boundaries of our identities to try to understand other people in our society.

Smith: Dr. Wilkinson's combined efforts to bring teaching, research and outreach efforts together in a highly integrated way enriches offerings to students and serves well our Texas and international communities. We are very proud to have him as an integrated scholar here at Texas Tech. Thanks for listening! I'm Bob Smith.

Davis: Thanks, Dr. Smith.

Dr. Micah Green, an assistant professor in chemical engineering, has a unique approach to teaching his engineering courses. While science and mathematics are heavily stressed in the field of engineering, Dr. Green also likes to incorporate a history lesson to help his students better understand the roots of what they are studying.

Green: What I do is in every course that I teach I try to incorporate the biographies of several great scientists, usually the scientists who discovered or pioneered the mathematical method or technique or concept that we're learning about that day. My biggest reason for doing that is when I look at the average engineering undergraduate, sometimes I think they have an issue with looking at an engineering degree as a means to an end – I'm just getting this degree because there's a good paying job on the other side of it. They have a lot of pride in themselves but not necessarily enough pride in their profession, and it should probably be the other way around. Learning about these great scientists and engineers of the past tends to instill a humility when they realize I didn't do these things on my own, I can only be an engineer because I stand on this foundation that these great people who came before me have built; but it also gives them pride in the profession saying I stand in this line of men and women who are so brilliant and so hard working.

I'm John Davis for *AcademiCast*.