

*Hello and welcome to COM-Versations, your School of Communication podcast. Here in the School of COM, we know how to make Fell Hall fun. Tune in often to hear the latest COM-versations among faculty, staff, and students. After all, we're the best in the Midwest for a reason. I'm Julie Navickas, one of your hosts and today I'm joined by Dr. Lance Lippert and Dr. John Baldwin, Professor of Communication Studies, and Chair of our Internationalization Committee. Welcome!*

JB: Nice to be here.

LL: Well, it would be really nice if you would have brought coffee for everybody, but all I see is a cup by you—all of our guests always bring us something, what did you bring us?

JB: Isn't coffee one of your perks here?

LL: It is a perk, yes. See this is what we love about our colleague Dr. Baldwin...no seriously did you bring us coffee?

JB: I didn't...sorry.

LL: it is one of our perks, yeah.

JB: it's about two people that will understand that joke today, so.

JN: You might have to explain it.

JB: I might, yeah, anyway.

LL: Do we even percolate coffee anymore?

JB: I don't think we percolate coffee anymore; I think it only drips.

LL: It does! Back in the day, you remember the old percolate—

JN: I'm with you now.

LL: Yeah, no it was incredible, and it was just, I don't know, Folgers.

JB: Good to the last drop.

LL: Indeed. So, hi, Julie, how are you?

JN: Hi Lance, I'm doing well how about yourself?

LL: Well, I am okay, I think it's a... we're winding down our year on the show and Dr. Baldwin, John Baldwin is our last guest and other colleague. You've been here longer than I have!

JB: I have been which is surprising, yeah, I've been here 29 years.

JN: Twenty-nine.

JB: Yes.

LL: Wow. He doesn't look as old as that folks.

JB: I look best on radio.

LL: We do, yes, you do I was just gonna mention that. But so, you came here, and you've been here for 29, oh she's checking the time already, what's she checking?

JN: I am not checking the time.

LL: Julie looked at her watch, okay whatever yeah.

JN: We are at one minute.

LL: Ask him how he got here or why he came here.

JN: Okay let's start with that. John, how did you get here?

JB: Moving van. Actually, yeah, I applied to a lot of different schools. I applied to 35 universities when I was leaving my doctoral program. Thirty-five.

JN: Thirty-five and you chose Illinois State.

JB: I chose Illinois State. All of my interviews that I got were in the Midwest and Illinois State, I wasn't first attracted to it, I liked it when I got here, now I love it after I've been here for a long time and to be honest, it was a job offer, but I liked the school and I liked the fact that we have mass com and com studies and journalism and public relations in the same department, whereas with both my masters, my doctoral universities they were in totally separate buildings, totally separate departments, did different things.

JN: Oh interesting.

JB: And I think it's important for us because we create worlds with words and sounds and I think it's important to see how we do that both face to face and through social and legacy media, so I like it here, we have a great faculty.

JN: Well, it seems to have worked out well.

JB: And great students.

LL: And great advisors.

JB: And great advisors.

JN: Yes, absolutely. Top notch.

LL: Well, you mentioned, he's involved in quite a few things.

JN: Yeah, you are! Tell us a little bit about what do you do in the School of Communication, John.

JB: Yeah I teach courses in culture and diversity, psychology of language graduate seminars and qualitative research, and I work with internationalization, so I promote internationalization in the department and I chair that committee, and right now we have really two alternating sets of courses...I guess now two courses, one focuses on communication studies and public relations and that tends to be in Paris, France every year that's my understanding, and then the other one is a mass media and journalism and that one is in Latin America alternating between Panama and Brazil. This year we're taking five students to Fortaleza, Brazil where we'll study identities in Latin American media and Latin American journalism. And we have students from the local university in our courses, so it's a mixed class with locals and our students for a month and then they do a lot of excursions to companies in the area, to a soccer game, to the...South America's largest water park and they'll go into the interior a little bit that's, their hotel is about a five minute walk from sunny, sandy white beaches in downtown Fortaleza.

LL: So, you say interior, it's not like they're going to the Amazon.

JB: No, they're not, no that—

LL: They're going downtown.

JB: The Amazon is 1000 miles away.

LL: Got it. Had to *really* be the interior.

JB: But, they're going, they will go into the country and visit like country site and see the countryside.

LL: Well, that's certainly part of how we try to develop citizens and you've been interested and involved in intercultural internationalization, but also specifically early on intercultural communication. Why the attraction to that?

JB: I link it all to when my brother was in the third grade, and he got to be in Spanish class and got to wear a sombrero and I didn't. Now of course I would see that is appropriating a culture, but I wanted to study languages, so I actually started studying languages when I was in junior high, and I just love languages. People who know me know I like languages and I'm always studying some language in my spare time. So, then languages led me into cultures, so I did a lot of travel in Latin America. I'm a Latin Americanist and I spent a lot of time in different countries, but I've also had a chance to travel and teach in Korea, in Austria.

LL: China.

JB: China...so several different places.

LL: I bet you if we twisted your arm, you'd looked pretty good in a sombrero.

JB: Yeah, but you probably won't do that though.

JN: It's not gonna happen.

LL: So yes, and indeed it's about being competent cross culturally and that's part of that citizenship that we try to create. Yeah, so. Oh my gosh, John what's that?

JB: He's trying to steal my coffee!

JN: Not successfully.

JB: Well, actually I think that highlights something and students who will take my classes will often say yeah, we do give job skills here, but I'll say my primary goal is to make you a good world citizen to have skills to understand the world around us because we don't have to travel abroad to experience other cultures. We have people from different cultures, ways of thinking, ways of acting, whether or not they're from our country or not, all around us so I think it's important, they're important skills to have.

LL: I'm really kind of tired, I'm not sure.

JN: Yeah, you're just looking at me like.

JB: Here, have some coffee.

LL: He says coffee. No, I'm just like well what are we, I didn't know if you had a bit of trivia, I have a bit of trivia for him, let me ask how much I won't...

JN: Why don't you start because I think he's kind of already answered our trivia.

LL: Oh, he did. When did the Illinois State, I tell all these Reggie Redbird jokes, but why does, why do we call our mascot, where did that come from, Reggie Redbird?

JB: I have no idea.

LL: I was hoping you did.

JN: He's like I don't know.

JB: He's a bird, he's red.

LL: He's a bird and he's red. So, what was our first mascot as a university back in the 1800s?

JB: I don't know.

LL: The fighting teachers.

JB: The fighting teachers.

LL: Yeah, because of Normal Teacher's College.

JB: Okay, yeah.

LL: And then we went to a red bird and so Reggie, the idea of Reggie came in the 1980s.

JB: Okay.

LL: Because Reggie was named after a baseball player named Reggie Jackson.

JB/JN: Ohh.

LL: See, I got a number of, number of letters over the past couple of weeks to explain what the origins of Reggie Redbird, I just. My box was just blitzed.

JB: Wow.

LL: And so, with Reggie Redbird, Thumbs Up Reggie and the 80s and Reggie Redbird, there you go.

JB: I did not know that.

LL: I heard he's a close personal friend of yours.

JB: Uh, no.

LL: No, no?

JB: I've not met him.

LL: Are you sure you've not met Reggie Redbird?

JN: Not once?

JB: Well, a long time ago I met Reggie, yeah.

LL: I'm sure he'd remember you because he doesn't forget.

JB: He doesn't, yeah.

LL: I keep trying to set him up, we called John the, he's a punster. See, I go for obvious puns like *oh you're punny or oh let's, but we're gonna send you to the pun-imentary*. John's puns are more clever. I go for the low hanging fruit, he's bam and that's also what you're known for is constantly punning.

JN: That is true.

JB: This is not a good thing, necessarily. In fact, some people argue that the whole idea of a good pun is an oxymoron, it's a contradiction in terms. Because puns are inherently bad.

LL: Like happily married. Oxymoron, but a pun would be, *oh does this—*

JB: Joan, are you listening?

JN: Don't listen.

LL: So, the classes that you teach, and you advise, we work with graduate students, and I think one semester you advised like 28 theses.

JB: That might be an exaggeration, but I'm sharing four theses next spring.

JN: Oof.

LL: And students resonate with what you do because of the methods, because of your intercultural, your language interest. What are some of the projects your students, what are some of the projects some of these theses focus on just in general?

JB: Yeah, so the theses, most of the theses that I'd share are about diversity or internationalization. So, if I have international students who are studying any number of things like health communication in Kenya. So, one student analyzed media exposure and cancer awareness in Kenya, another student studied tweets and their accuracy in HIV knowledge in eastern Africa, so we have projects like that, but also have students who study a lot of aspects of diversity. So, one of my students studied women's emotional responses to cat calling behaviors or what she called unwanted sexual attention, and another student who looked at the tensions of Latino men who have sex with men and how they negotiate multiple identities. So, just a wide variety of qualitative, quantitative, mostly about diversity of any sort or international cultural differences.

LL: And it makes sense and again, the approach is you often, lot of the students end up doing qualitative but look at the phenomenon but, and it's fascinating because they're right in the middle of what's going on. It's in situation, it's happening and they're in the middle of it, but also a lot of this has been applied or translated into a very pragmatic way—people, how we use it in daily lives, how we use it in workplaces, how we can become better citizens and communicate cross culturally. The ones in Africa, I know have been applied.

JB: You and I, we shared a student, who, for her thesis actually developed a training program to do water safety awareness and took it to the Lake Victoria region of Kenya and instituted a water awareness and then did an assessment to make her program better. Now she does international healthcare work.

LL: Yeah, I've lost track of her.

JB: Yeah.

LL: Have you?

JB: I have also lost track, yeah.

LL: Also, another student, Robert, just did a presentation on his dissertation about vaccine hesitancy with HIV. He's at an organization in Kenya now and so it's neat to see that stuff come to life in practice, cause that's what you...John practices what he preaches and it's nice to see that stuff click with students, whether they go on for a Ph. D or go back into the workplace, so or make career start there, so.

JB: But, more locally, recently I had a visit from one of my students who came for COM Week and he made a point to stop by and see me and he got his undergraduate at ISU and then he got his masters here and now he does, for a while he was doing activism and was like doing sit-ins in Chicago to protect schools and has spent some time in jail—

JN: Oh dear.

JB: —for doing sit-ins, so I asked him, *Oh are you still ending up in jail?* and he said no, actually right now what he's doing is he's working with an organization in Chicago to train students in junior high and high school level in civic and political engagement. So, let's say they have problems with their schools, with the school lunches he says, *Well let's do something. What can you do to mobilize? Who do you talk to to make changes?* and he's helping students take ownership over their situations, giving them agency and this is what one of our graduates is doing with his degree.

LL: That, that's nice to hear that. You know we don't, I think we only hear maybe 1/10th of what our students do and hopefully a few of them are tuning into this along with other alums. You know it's *the* Dr. John Baldwin of *the* Dr. John Baldwin Leadership Award.

JN: That's right, that's right.

LL: In the School of Communication, not just in com studies, but the whole School of Communication. So, one of his students right, he made a, started a scholarship with his name.

JN: That's right.

JB: Right.

LL: Yeah, I don't have that.

JB: That was...actually one of the first things I did when I was here 29 years ago is I started our local chapter of Lambda Pi Eta, so I was a founding advisor for our honors student organization and we just had a thriving organization, we got, like an award, chapter of the year at the national level, we had Oxford style debate and things like that. Faculty-student talent show, that was interesting.

LL: This is before me, before me and before you.

JN: Before me, yeah.

LL: Did you have a talent that you demonstrated or performed?

JB: My best talents are buried, but actually we, a couple of colleagues and I sang the "Star-Spangled Banner" acapella three-part harmony and then we did a takeoff of *Veggie Tales*, and we did the "We Are the Faculty Who Don't Do Anything."

LL: And I heard, I'm gonna walk away from that one, and you also performed at some local sports events.

JB: Yes, we've done hockey games and I think we did a basketball game once.

LL: I thought you did a baseball game.

JB: Baseball, baseball game.

LL: Baseball as well? Yeah, I used to, I have a God-given talent as well, but He asked for it back, so. Yours are very deep, and how about you?

JN: Yeah, I can't say that I do.

JB: Yeah, no that's not true at all. You write books.

JN: I do.

JB: But your books are different than mine.

JN: They're, they're not academics.

JB: People read your books.

LL: I have read some of your book, John, but that, that's the challenge is we got to get what we do in academics out, yeah? And yeah, I probably, I think I can name all five people that have read my, one of my books, it's pretty good. I like to keep it all on five fingers, but. Well, it sounds like you're really busy that's for sure. Thank you for taking the time today.

JB: It's a pleasure to be here.

LL: What, what do you like best about teaching, is that fair to...?

JB: Yeah, what I like best about teaching is mentoring students and especially when I work, when I can work with a student and see them progress in their writing or their skills or their application, so a lot of my classes, especially the higher level classes have projects where I'm reviewing and guiding the students through how to do research or something like that, so I really enjoyed working one on one with students especially is what I like the most.

LL: Did you have him when you were in school here?

JN: No, I didn't.

LL: Didn't have me in class either.

JN: No, I didn't have either of you.

LL: How did you escape?



JN: I did, I escaped both of you. But I will say, over the thousands of students that I've worked with, routinely I hear so many positive things about the both of you. *What's Dr. Lippert teaching, what's Dr. Baldwin gonna do in the spring, I wanna make sure I plan for it so I can take their course.* So, you know, please know, students recognize it for both of you...and your dance skills, of course.

JB: She's speaking to Dr. Lippert on that one.

JN: Well, your singing skills, so, you know.

JB: I do, I've been known to break into Broadway musicals during class.

JN: I wanna hear that.

JB: They're, they're copyrighted.

JN: Oh, okay.

LL: That's never stopped us before, John. What is your favorite?

JB: My favorite Broadway musical?

LL: Yes.

JB: I don't do favors well, there are a lot of them that I like.

LL: Which one do you like?

JB: Which one do I...well, I like *Wicked*.

LL: *Wicked*. If we were to walk by your classroom, we would hear you...

JB: Possibly, but.

LL: Hear you...

JN: Not gonna commit to that.

JB: That's not going to happen.

LL: We've done other things to each other during class. Back in the day when it was more appropriate, we wouldn't do it now. But this is about 10 plus years ago, we had the Nerf guns, and we would attack each other unexpectedly in class or he'd bring a cup of coffee, or I'd bring a cup of coffee—

JB: Or I'll walk right into, right in the middle of one of Lance's class periods. I'll walk in and I'll face the students and say, *I'm studying classroom interruptions.* and I would walk out.

JN: And interrupt class.

LL: So, we do have some, maybe that's why people enjoy that, a lot of—

JB: There's a, there was a meeting where the Dean was visiting our faculty meeting.

JN: Oh no.

JB: We're introducing everyone in order in terms of what we do research. I'm sitting right in front of Lance Lippert, so he says, *What's your name?* I say, *I'm Lance Lippert and I study lying.* And then it goes to Lance and Lance is like.

JN: What?

LL: Yes, that's why, you know it's amazing we're both so talented, so good that it's amazing we're still here.

JB: Well.

LL: Why wouldn't we be, where else would we go?

JB: Why wouldn't we?

LL: There you go.

JB: That's the question.

LL: Well, we keep losing all these colleagues, they need to know that this is the best, everybody's gonna want to come back and we're very committed colleague and I'm glad you're still here, yeah. We also, just briefly, good researcher, you do a lot of service on campus. Your research similar to your interest in teaching, you said?

JB: Yeah, a lot of my research has been on cross cultural adjustment and competence, and I've done a lot of like general stuff on the history of intercultural communication, intercultural ethics. But my real desire right now is Brazilian rock'n'roll protest music from the 1970s during the dictatorship era.

LL: Well, that's not too specific.

JN: Not at all.

JB: But I'm interested in, and my phone is full of Brazilian music. I like to listen, and I like to talk about how people negotiate protests and national and other identities and music. And I speak Portuguese, so I like Brazilian music. I like the sound of it.

LL: So, he does learn different languages and you have an ear for it. Can you, I think we're ready, can you say *hi* or *goodbye* or something important, look *can you say something in Portuguese?*

JB: Yeah, I could say *até-logo*, see you later.

LL: What?

JB: What?

LL: I am from Kansas so, but and Illinois so I don't know, Julie.

JB: Can you say something in Kansas?

LL: *Hey. Okay I'll say, where I'm from we have, a lot of my family we just decimated, butchered both German and English, so it was a, Park that that car that fork there runs in that crotch but be careful for the loose boards their runs.*

JN: What was that?

LL: *Park the Ford in the garage, watch out for the loose board.* It took me forever to understand my uncle because he kept saying, *Go to the crotch* and that's like, what in the world? Garage, so. But language is so different it's certainly another topic we could talk about forever. But so, you speak Portuguese.

JB: Spanish.

LL: And Spanish. You've worked on Italian and...

JB: German.

LL: German...and English.

JB: And some English, yeah.

JN: Just a little.

JB: I speak a word or two.

LL: Yeah, I took Latin.

JB: Latin, now that's a challenge. Maybe you know how to, do you say *summa cum laude* or *summa cum laude*?

LL: Listen, oh he's reading names at graduation this year!

JN: That's right.

LL: Because you can say, what do you say? What's the correct way?

JB: Well, we said *laude*.

LL: *Laude*, yeah but with the lower voice, here you wanna go lower? *Laude*.

JB: This is my radio voice.

LL: Hi there!

JN: Well then.

LL: Oh, there you go. Well listen, Julie I, it's good to have him on.

JN: Absolutely.

LL: This is the series, and we'll hopefully pick this up again and a chance to meet a lot of our great colleagues and people that are so invested in students, students to come, our current students and our alums so.

JN: Absolutely.

LL: This guy, Dr. John Baldwin big part of what we do, huh?

JN: Yeah, huge part.

JB: It was great to be here.

JN: Well, thank you so much, we really appreciate your time, and I don't know about you, Lance but I've had a really good time this spring semester for our first season of the COM-versations podcast, and we'll be back in the fall semester.

LL: Is that a promise or a threat?

JN: I don't know I'm looking at you.

JB: Would you guys like some of my coffee now?

LL: Yes, we're gonna share John's coffee. So, I've enjoyed it too, thank you so much for allowing me to be a part of this, Julie it's a great idea and hopefully we'll keep inventing and reinventing and moving forward and say what's next, so.

JN: Absolutely. We'll be back!