I. Wilbur Schramm

II. At Iowa

A. See Chapter 1

III. At Illinois

A. President Stoddard hired Schramm (1947)

1. From Iowa

2. Offered Schramm title of assistant to president of Illinois
   a) But Schramm still envisioned founding of communication study
   (1) Stoddard offered to create ICR for Schramm to direct

B. Took on many responsibilities

1. Had many administrative roles
   a) Something he avoided after he went to Stanford
   2. In charge of every activity at Illinois remotely connected with communication
      a) Professor of communication
         (1) First person to hold such titles, professor and dean of communication
      b) Director of ICR
      c) Editor of University of Illinois Press
      d) Dean of Division of Communication
         (1) Include existing department of advertising, school of journalism
         (2) And the new ICR
   3. But Department of Speech still separate
      a) Pursued humanities and rhetorical perspective, than social scientific
      b) Implication: Later division of of communication into sub-disciplines of mass versus interpersonal

C. Institute for Communication Research (ICR)

1. Charles Sandage, professor of journalism, already proposed a Bureau of CR at Illinois
   a) But rejected by university administration
   b) Rise of CR at Illinois more than just Wilbur Schramm
      (1) Schramm’s arrival in Illinois in 1947 as catalyst

2. Forefathers advised Schramm in a 3-day conference Schramm hosted
   a) Hovland, Lazarsfeld, Bleyer children

3. Doctoral training (e.g., David Berlo)

4. Hard money and soft money
   a) Schramm able to secure good budget from university; shows university commitment in supporting building up of comm
• b) vs. Lazarsfeld who needed to depend on soft money, and Lewin who always had marginal status

• 5. Osgood replaces Schramm as director (1955)
  • a) Created the seven-point semantic differential scale to quantify perceptions

**D. Stoddard deposed, Schramm’s star fades**

• 1. Board of trustees gave vote of no confidence: too involved in other causes

• 2. Many communication divisions taken away from his charge, although still director of ICR due to tenure

**IV. At Stanford**

• **A. Stanford had large endowment**
  • 1. Recall: founded by robber baron

• **B. Ivy-league status of Stanford gave communication a new prestige**
  • 1. Most of Ivy League uni not focused on communication
  • 2. * Note that Stanford is not an Ivy league university, it's just a prestigious university

• **C. Hired by “Chick” Bush, Bleyer child (1955)**
  • 1. Stanford trying to improve academic prestige by raiding talent from other universities

• **D. Another ICR**
  • 1. Formed Department of Communication and Journalism, together with existing department of speech and drama, and journalism
    • a) Purpose to train new Ph.D.s to conduct scholarly research on problems of interest to mass media
  • 2. Train doctoral students in research, not for vocational
    • a) See green-eyeshades vs chi-squares later
  • 3. Stanford as a seed institution
    • a) Stanford communication graduates greatly sought after
    • b) Churned out large number of Ph.Ds, who
    • c) Contributed to communication discipline by spreading them in other universities
      • (1) Carried forward Schramm's vision of communication study:
        • i) Objective understanding of human information exchange based on scientific research, vs
        • ii) Normative perspective, what journalism "should be", espoused by older generation journalism professors
  • 4. Interdisciplinary training
    • a) Communication students took psychology and sociology classes and did well
      • (1) Unique because doctoral programmes usually very specialised and focused
      • (2) Gave new communication graduates sense of competence

**E. Schramm shifts focus to International Communication**

• 1. Research during the Korean War led Schramm to specialise in international communication

• 2. *One Day in the World’s Press* as one of Schramm's pioneer studies in international communication
IV. At Stanford

E. Schramm shifts focus to International Communication

2. One Day in the World's Press

   a) When two momentous world events occurred in one day, occurrence of military action by both sides in Cold War, but not against each other

   b) Found: ideological position of each newspaper directly affected its reporting

3. Led to study of comparative communication system as a sound type of scholarship

   a) Very limiting if communication study was limited to the highly untypical US

4. As a means to spread communication study to other nations, e.g. Indian Institute for Mass Comm.

F. Developmental communication – using communication for improvement of countries

1. Effects of instructional television systems as means of improving formal and informal education in thir world countries

G. Palimpsest as metaphor

1. Palimpsest: Parchment

2. Writing on parchment usually scraped off and parchment used again

3. But tracings could still be seen. Hence, layers of history.

V. Green-eyeshades vs. Chi-squares

A. Fundamental dispute over epistemological basis of knowledge about human communication

1. Green-eyeshade (visor once worn by copy editors to cut down glare)

   a) Refer to old school journalism professors who advocated non-scientific, and more vocational training to journalism education

   b) Believed function of j-ed was to train students in practical skills of reporting, writing and editing

   c) Felt young communication scholars were irrelevant to training of future journalist

2. Chi-square

   a) Schramm’s new doctorates in communication research, who empirical and often quantitative methods oriented to investigating media effects

B. Ideological split

1. Should communication be normative (how it ought to be) or objective?

2. Should research be normative or ameliorative (like what Park fought for in Chicago School)?

   a) Green-eyeshades supported normative approac

   b) Chi-squares felt normative perspective should be left to policy-makers

   (1) Instead academics’s role should be to find out ‘what is’ and be detached from the phenomena

C. Schramm pushes social science, like "Daddy" Bleyer

1. Bleyer created concept of journalism as an academic field of study

   a) Journalism treated little more than vocational trade at other universities

2. But uncertain if Schramm even met Bleyer

3. Scholarly approach won approval of many university administrators, previously puzzled by vocationally oriented j-schools
4. Spoke language of 'social science', which university administrators could understand and value
5. Published in scientific journals

D. Basic question of funding: Which would attract funding?
1. Media institutions powerful friend of green-eyeshades, who both believed in practical training
2. Chi-squares conducted studies to provide feedback to media institutions
   a) e.g. concentrate on 'soft news' to improve readership
   b) Green-eyeshades argue that such recommendation may help newspaper owners make more profits,
   c) But contrasted with professional journalistic standards, which advocated 'hard' news
   d) Eventually broke the media industry's resistance to chi-squares style of education

VI. Abilities and Contributions (Roger's promotion of Schramm as founder)

A. Prolific, clear writer
1. Schramm produced almost a book a year from 1948 to 1977, in addition to conference papers, etc
2. "the great summarizer"
   a) Able to comprehend concepts quickly, identify promising research directions, package them into readable books

B. Interdisciplinary background
1. Broad background in literature and social sciences
2. Prepared him for a new, interdisciplinary field like communication study

C. Good interpersonal skills
1. Attracted doctoral applications and huge funding

D. Leveraged on established disciplines
1. Intentionally drew on the work of famous social scientists at prestigious American universities
2. To give credibility to the new field of study he sought to create

E. Having a vision for communication study
1. Broadly conceived, with a scientific orientation
   a) that was objective in nature, thus helping communication to be recognised
2. Prepared by 'Daddy' Bleyer, pioneering j-educator at Wisconsin
   a) Believed that journalism needed basis in social sciences to survive in research universities
3. Schramm's vision fit into existing departments of speech and j-schools
   a) Did not displace existing academic systems
   b) But added on, modified, and then split into two

F. Established first academic units called "communication" at Illinois and then Stanford
1. Highest-prestige US universities tend to be private old and resistant to radical education innovations
   a) e.g. starting new academic field
   (1) e.g. sociology from 1890s in Chicago, Columbia and Yale to 1959s in John Hopkins
• 2. The adoption, particularly Stanford, gave visibility and acceptance to new field of communication, providing launch pad for its diffusion to other universities

- a) Shifted existing j-schools from professional perspective to a more scientific orientation

**G. Turning communication into a discipline**

- 1. Being named "communication"is important
  - a) Consolidation and reidentification of individual units
    - (1) e.g. journalism, speech communication, cinema, mass communication, information science
  - b) Deemphasizing communication channels in favour of intellectual unity around core paradigm of communication study
- 2. Before that only 5 social sciences, launching a new discipline is rare
  - a) Communication as the most widely accepted new field in American universities in past ninety years
  - b) Anthropology, Political science, Economics, Psychology, Sociology

**H. Struggle for recognition**

- 1. Battle for acceptance by industry and academe
- 2. See conflict of green-eyeshades vs chi-squares

**I. Struggle for funding (subtext of debates)**

- 1. Crux of debates: who gets financial support from university
  - a) Govts and institutions generally support disciplines w scientific orientation, less so humanistic/ critical disciplines

**J. Pioneered new research specialities and set agenda for comm study in his heydey**

- 1. Intentional communication, development communication, television effects on children

**K. His doctoral students helped spread the concept**

- 1. Took up faculty and administrative positions at other schools of journalism
- 2. Much like Lewin and his proteges, such as Festinger

**L. Bleyer children crucial in preparing schools of journalism for Schramm's vision**

- 1. Administrators of journalism schools
  - a) Hired Schramm’s Stanford graduates
- 2. Helped Schramm find academic homes for his research and doctoral programs in communication study, at both Illinois and Stanford
- 3. And in finding faculty jobs for his new Ph.D.s in school of journalism

**M. Other Contributions**

- 1. Wrote first communication textbooks
- 2. Awarded first Ph.D. degrees in communication
VII. Controversy of status as founder of communication study

A. Schramm as the person who came to communication science and stayed
   1. Others like Lazarsfeld and Hovland moved back to their parent disciplines

B. Impact was truly significant, but founder status is debatable

C. Personal connections (of Rogers) and possible biases
   1. Knew Schramm at Stanford
   2. Part on Stanford actually also part of Rogers’ history (?)

D. Sense of identity and place in history
   1. Schramm built on work of Lasswell, Lewin, Lazarsfeld, Hovland
      a) But they were not of the comm discipline
      b) Schramm believed comm deserved recognition as a discipline by itself

VIII. Communication Study Today

A. More applied perspective, along with theoretical dimension, compared with other social sciences
   1. Communication as a professional field and scientific discipline
   2. Mass media industries support academic field of communication

B. Well established field
   1. Thousands of programs, many more students
   2. Professional organizations: ICA, AEJMC, IAMCR
   3. Recognized by the National Research Council

C. So called “dominant paradigm”
   1. Use of statistical analysis to study human beings and their society
      a) Gathering quantitative data and applying statistical test, so as to draw conclusions
   2. Empirical, quantitative, and focused on determining effects
      a) Grew out of Schramm's earlier communication research in social sciences
      (1) Quantification of social sciences motivated by desire for scientific respectability
         i) Chicago scholars, Lazarsfeld (though resisted statistical tests), Lewin and Hovland
         ii) Schramm’s first doctoral programs also stressed training in statistical methods and courses
            (a) Where students read quantitative research of Hovland, Lazarsfeld, Lewin and Lasswell
      b) Mainstream scholars study “what is”

D. Alternative paradigms
   1. Critical school
      a) Study “what should be”
   2. Interpretive school
      a) How INDIVIDUAL in audiences interpret media messages
• (1) Each individual derives a somewhat different meaning from the same content
• (2) Challenge convention media effects scholars that assumed a standard, uniform effects
  • i) But whom regarded the differences in interpretation as noise, an unwelcome interference with the their neat design of their studies

• 3. **Cultural school**
  • a) Focus on problems of empowerment of individuals who are disadvantaged by race, gender or social class

**E. Communication Studies outside the US**
• 1. European traditions
• 2. New beginnings in Latin America, Asia

**F. Integration with Information Studies**

**IX. Technological Determinism**

• **A. Belief that technology changes society**
  • 1. vs Karl Marx’s historical materialism: material conditions like economic forces change society

• **B. Critics argue technology is embedded in social structure,**
  • 1. which influence its invention, development, diffusion and social impacts on society
  • 2. BUT, social embeddedness does not detract from fact that technology may be impetus for social change,
    • a) Just that it is not the sole impetus

• **C. Contrasted with cultural determinism (?)**
  • 1. Similar to Weber (?)
  • 2. Qn of which leads?
    • a) Culture leads technology or technology leads culture?
  • 3. Both are true to some extent

• **D. Hard vs. soft technological determinism (?)**
  • 1. To what extent is technology the driver?
  • 2. What is the interaction btw technology and culture?

**X. Harold Innis (1894-1952)**

• **A. Focus on media’s impact on social organizations**
  • 1. Viewed communication media as very essence of civilisation

• **B. Initially studied material determinism**
  • 1. *The History of the Canadian Pacific Railway*
    • a) How construction of the railroad changed a society that had depended on waterborne transportation
  • 2. Later study of human wood pulp and paper industry led to his study on communication technologies

• **C. One of the most influential media determinist**
  • 1. Claim dominant communication technology is central to culture and social structure of that society
D. Time-bias vs. space-bias
   1. Claimed that comm media are "biased" in terms of their tendency to permit control over time or space
      a) Time-biased
         1. Durable, but difficult to transport media, e.g. clay and stone
         2. Found in societies with rich oral tradition, or with written technologies where access is limited to privileged few
         3. Societies characterised by stable and hierarchical social order, stifling individualism as potential agent for change
      b) Space-biased
         1. Less durable but easily transportable media, such as papyrus and paper
         2. Oriented to present day and to future
         3. Characterised by highly efficient systems of information exchange and mass communication
         4. Functional, but cannot convey richness of oral tradition

XI. Marshall McLuhan (1911-1980)
A. Focus on how media affect human senses, cognition
   1. e.g. basic senses of hearing, seeing, touching, smelling and tasting
B. Simple, monocausal explanation of social change
   1. e.g. Seeing-hearing sensory ratio change when print replaced oral communication
      a) leading to changes in how individuals perceive information and think
   2. e.g. Introduction of phonetic alphabet led to linear thinking
      a) people followed left-to-right sentences
C. Communication technology as a main cause of social change, especially at the individual level
D. "Media ... as extension of man
   1. that cause deep and lasting changes in him and transform his environment"
E. A provocateur and celebrity
   1. Liked challenging notions of status quo, but not a real theorist.
F. Did more than any other individual to interest general public in communication study
   1. And communication scholars to study the new interactive communication technologies after his death
G. Both McLuhan and Innis agree that medium is the message
   1. Things on which words were written down count more than words themselves
   2. Medium is the message/massage