

- **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

- 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 their 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 approach
      - 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) Consolidating 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 heyday**
  - 1. Intentional communication, development communication, television effects on children
  - 2. *Television in the Lives of Our Children* (1961) led scholars to study effects of television on children; what children do with television, not what television does to 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/message