

- **I. CHICAGO SCHOOL**

- **II. Different University Traditions**

- **A. Universities developed with Renaissance in Europe, esp. Germany, UK, France**

- 1. A transition of knowledge from Church to Universities

- **B. Focus initially on Liberal Arts/Classic Disciplines**

- 1. e.g. literature, music, art, history
- 2. Focus: Young aristocrat
- 3. Priority: Enable them to converse with other learned people
- 4. Not to train people for vocations
- 5. Aristocrats have huge endowments, no need to work
- 6. Passed on to the US

- **C. Rise of research university**

- 1. Focus: Graduate students (v. undergraduates)
- 2. Priority: Knowledge generation
- 3. From Germany to US

- **III. Rise of American Research University**

- **A. Americans 'borrow' best academic traditions**

- 1. Europe then as seat of higher learning
  - a) German universities attracted 9,000 Americans from 1815 to 1915
  - b) Majority between 1870 and 1900

- **B. Foreign Immigration after Civil War (1861 - 1865)**

- 1. Added to wealth, resources and increase nation's power

- **C. Assimilation of intellectuals forced out by Nazism**

- 1. Not just Jews, but also
- 2. Many intellectuals were left-of-centre v. Nazis were right/authoritarian

- **D. Transfer of European roots of communication theory to America**

- **IV. American Industrialists, Philanthropy & American Universities**

- **A. Post Civil War expansion (1865 - 1890)**

- 1. War where most American lives were lost
  - a) Rise of Golden Age, US Reconstruction
  - b) 'War profiteering'

- **B. Monopolies & "robber barons"**

- 1. Using strong arm tactics to dominate business rivals and engage in questionable business practices
- 2. Great concentration of wealth in hands of few individuals; founders of universities

- a) Andrew \*Carnegie
  - (1) Provide steel to railways
  - (2) Came up with *Gospel of Wealth*
    - i) Gave away his fortune to socially beneficial projects
    - ii) Funded libraries and schools
- b) Cornelius \*Vanderbilt
  - (1) Shipping & railroads
- c) John \*Rockefeller (Chicago)
  - (1) Oil, petroleum
  - (2) University of Chicago founded upon \$35 million gift from Rockefeller
  - (3) Rockefeller Foundation
    - i) Helped sponsor academic work that lay the foundation for communication research
- d) Leland \*Stanford
  - (1) Railroad
- e) Johns Hopkins
  - (1) Founded the Johns Hopkins University with a large gift in 1876
    - i) Not just another undergraduate university; a research university
      - (a) Devoted to graduate education and research

## • V. University of Chicago

- **A. Started as Baptist-related university**
  - 1. Now secular
- **B. Urban campus**
  - 1. To tie in to civic life of the country
    - a) Things are happening mostly in cities
  - 2. Hired President William Rainey Harper
    - a) Instrumental in gaining funding from Rockefeller
    - b) Experienced in institution building
    - c) Attracted many good staff
      - (1) e.g. Albion Small

## • VI. Department of Sociology at University of Chicago

- **A. Headed by Albion W. Small, recruited by President Harper**
  - 1. Baptist minister
    - a) Meet Chicago's twin demands for scholarly excellence and religious appropriateness
    - b) One of the few Baptists with Ph.D. degree and German postgraduate training
  - 2. Administrative experience

- a) Ran a small Baptist liberal arts college
- 3. Wanted the dept. to be outpost of Simmel's ideas
  - a) Not just to popularise Simmel's theories,
  - b) But to extend German sociological theories and apply them to investigating urban social problems
- 4. Viewed sociology as amelioristic science
  - a) Solving social ills
- **B. Founded American Journal of Sociology**
  - 1. Gave sociology legitimacy in US
  - 2. Gave Chicago considerable influence over American sociology
- **C. Hired many other young sociologists**
  - 1. Small had an eye for talent

- **VII. Founders of American & Modern Social Science**

- **VIII. Auguste Comte**

- **A. Argued for sociology as science of society**
- **B. Positivism:**
  - 1. Belief that scientific method can be applied to study human social behaviour, and thus solve social problems
- **C. Social evolution**
  - 1. Different societies at different stages of social development
  - 2. Law of three phases
    - a) Theological: religion to understand society
    - b) Metaphysical/abstract: philosophy (e.g. nature of knowledge/man)
    - c) Positive: science

- **IX. Emile Durkheim**

- **A. Considered founder of modern sociology with Georg Simmel**
- **B. Presented sociology as science [? - different from book, Comte did]**
- **C. Pioneered sociological methodology**
  - 1. Was very **methodological**, using induction/deduction
- **D. Wrote book *Suicide* ++**
  - 1. Analysing suicide trends empirically; making inferences about which kind of societies lead to higher rates of suicide

- **X. Max Weber**

- **A. One of the most important sociologists, but professor of economics till late in life**
- **B. Promoted humanistic sociology (antipositivism)**
  - 1. Scientific method insufficient

- 2. Use of anthropological/ethnographical methods
- **C. Works**
  - 1. Concept of bureaucracy
    - a) Organisation of large number of individuals in hierarchy to carry out administrative task
  - 2. Verstehen
    - a) Empathic understanding of one's object of study by putting oneself in other's role
  - 3. Sociology of religion (and economics)
    - a) Function of religion in Society; Protestant values leading to rise of capitalism during Renaissance
- **D. Cultural determinist (v. Marx, technological determinist)**
  - 1. Technology evolves with culture as its base
- **XI. Georg Simmel\***
  - **A. Cofounder of modern sociology with Durkheim**
  - **B. Universal academic interests led to trivialisation by other academics**
    - 1. Using his sociological perspective to write on almost any topic
  - **C. Academic outsider with theoretical approach**
    - 1. Lack of empirical emphasis, armchair theorist
  - **D. Works/Theoretical perspective about communication**
    - 1. Social networks
      - a) Nature of network size on interaction
      - b) Likelihood of interaction in ramified loosely-knit networks rather than groups
    - 2. Urban ecology
      - a) Interaction of humans, animals and plants and their environment in urban(ised) settings
    - 3. Concepts of social distance and the marginal man
      - a) Communication occurs among individuals who stand at varying degrees of social distance from each other
      - b) Park's social distance and marginal people
        - (1) Marginal person: lives between two worlds
          - i) e.g. immigrants to America typically reject parents language and culture but did not consider themselves full-fledged Americans
        - (2) Close geographical proximity but social distance
  - **E. Especially influential on Chicago school\***
    - 1. Inspired Robert Park's interest in urban life, and with his book *The Stranger*
      - a) Obtained insights into role of newspaper in public opinion while studying with Simmel
      - b) Converted theoretic perspective of Simmel -> empirical study of mass communication in America

- c) Conduit for Simmel's theoretical perspectives on human ecology, race relations and study of social problems
- 2. Influenced George Herbert Mead
- **XII.**
- **XIII. Practice of Sociology at University of Chicago**
  - **A. Strong mentor-apprentice relationships**
    - 1. Park spent hours with students discussing their research
  - **B. Problem orientation**
    - 1. Urban social problems
      - a) Plenty of such problems in Chicago
        - (1) Huge slums and stockyards near university
  - **C. Progressivism**
    - 1. Belief that social problems can be solved by scientific study
  - **D. Methodology**
    - 1. Primarily ethnographic methods
      - a) e.g. observation, in-depth interviews
      - b) Field work is necessary (differ from Simmel, similar to Weber [?])
    - 2. Also used quantitative data of an aggregate nature
      - a) e.g. rates of prostitution, etc.
  - **E. Symbolic Interactionism as key concept (formerly known as interactionist social psychology & social behaviourism)**
    - 1. Identity created through interaction with others,
    - 2. Understanding ourselves through the way others see us
    - 3. Formulated from Simmel, founded by Cooley and Mead, also developed by Dewey.
    - 4. Differ from the previous understanding of 'instincts' forming the basis of human personality
- **XIV. Charles Horton Cooley**
  - **A. Outside of Chicago School, but proponent of symbolic interactionism**
    - 1. At University of Michigan
    - 2. Chicago School an informal grouping of scholars who think alike, thus Cooley considered part of Chicago school
  - **B. Inspired by Dewey**
    - 1. Incorporated main theme into his theory: Mass media could restore a sense of community
  - **C. Social-psychological orientation**
    - 1. Both the individual and his social context
    - 2. How people understand the world in the social context

- **D. Two key concepts**

- **1. The primary group**

- a) Most important in shaping one's identity
- b) Face-to-face, intimate and important in forming a person's social nature
- c) Deal with interest, values, preferences
- d) Whose opinion you value most

- **2. The looking-glass self**

- a) "I am what I think you think I am"
- b) Reflect back to us some sense of ourselves
- c) e.g. not enough to be charitable until others say so
- d) Feedback about our own identity

- **E. Ideas further developed by George Herbert Mead**

- **XV. Early Psychology**

- **A. William James and Wilhelm Wundt considered co-founder**

- **B. Psychology originated from philosophy (and physiology [?])**

- **C. William James**

- 1. American Philosopher; medically trained
- 2. Interested in habit (automatic processing); way ahead of its time

- **D. Wilhem Wundt**

- 1. German Physiologist
- 2. Focused on method
- 3. Interested in sensation, reflexes
  - a) Pain responses
  - b) How a stimulus can translate into other sensation (?)

- **XVI. John Dewey**

- **A. Inspired by Darwin's evolution written by Thomas Huxley**

- 1. Young philosopher

- **B. Did not fit prevailing mould of philosopher as moral educator**

- 1. Helped change this image

- **C. Pragmatist**

- 1. Consider practical/real consequences as vital components of both meaning and truth
- 2. Practical and progressive (see xiii.3)
- 3. Believed in using scientific experimentation to understand the world
- 4. Ideas fit with Albion Small's ameliorative theory

- **D. Trained with Wundt at Leipzig**

- 1. Wundt's idea of gesture influenced Dewey's work on reflex arc concept
    - a) Later expanded by G. H. Mead
  - **E. Invited to Chicago at Harper's request as Chairman of Philosophy, Psychology & Pedagogy**
  - **F. Involved in Jane Addam's Hull House**
  - **G. Challenged the dominant stimulus-response (S-R)/reflex arc theorising in psychology w/ Mead & ors**
    - 1. Wundt was advocating the S-R model
      - a) Black box of the mind, focus on inputs (stimulus) and outputs (response)
      - b) Ignoring the mechanism within the 'black box'
    - 2. Individualistic with no regard to individual's social relationship
    - 3. Inadequate to explain more social human action
    - 4. Dewey argued against distinguishing stimulus as *external* and response as *wholly internal* to individual (mind-body dualism)
  - **H. Proposed a more *holistic* stimulus-interpretation-response, with meanings derived from interaction with others as important component**
    - 1. Claimed that an individual's interpretation of the stimulus is involved in determining the response in most cases
      - a) e.g. sharp noise (stimulus) triggering startled reaction (response)
        - (1) But does not take into account quiet prior to noise
  - **I. Promoted progressive education**
    - 1. Founded a laboratory elementary school in University of Chicago
      - a) "To learn by doing"
  - **J. Alleged nepotism with appointment of wife as school principal caused Dewey to leave**
- XVII. George Herbert Mead**
- **A. Studied with William James at Harvard and Wilhem Wundt at Leipzig**
  - **B. Gestures as a basic unit of social science due to symbolic significance**
    - 1. 'Social' because it is interpreted by another individual
    - 2. Signaling something to someone else
    - 3. Looking at individuals amongst each other, in social context, how their interactions influence their understanding
    - 4. e.g. cross legs while you sit, raising eye brows
  - **C. Mead invited to Chicago by Dewey; close working relationships**
  - **D. Taught social psychology in Dewey's philosophy dept.**
  - **E. Symbolic interactionism as the most notable contribution to social science**
    - 1. a.k.a. social behaviourism, interactionist social psychology

- 2. Espoused in Mead's advanced social psychology course
- 3. Name given by Herbert Blumer, who carried forward Mead's idea into his own version; best known
- 4. Influenced by Dewey, Cooley, Wundt
- **F. Attacked mind-body dualism**
- **G. Worked as a reformer**
  - 1. Work has been purely philosophical for 40 years
  - 2. Active in helping Jane Addam's establish Hull House in Chicago
  - 3. Tackling social ills linked to immigration, etc.
- **H. Expanded on Cooley's looking-glass self**
  - 1. Cooley did not offer an explanation of how the self is form
  - 2. Mead argued that no one is born with self and it does not develop instinctively
    - a) Self is developed through social process of interaction with others
    - b) Generalised other
      - (1) Internalised interpretations and meanings of various others obtained early in life
      - (2) Average expectations of many other individuals
        - i) Providing a general guide to one's behaviour

## • XVIII. Symbolic Interactionism

### • A. Key features of the perspective

- 1. Use of symbols, which language is founded upon, distinguishes humans from animals
- 2. Meaning of symbols is subjective
  - a) Symbols exchange understanding and meanings, though not always identical
    - (1) e.g. red in Chinese society vs American society
  - b) Mead studies gestures in particular
- 3. Interaction creates identity and meaning
  - a) Gets a sense of who we are through interaction with others (Cooley's looking-glass self [?])
- 4. Interaction (communication) is interpretative
  - a) Subjective, ambiguous
  - b) Shared meaning but certain amount of ambiguity, *interpretation required*

### • B. Methodological differences

- 1. Quantitative (e.g. surveys, experiments) vs Qualitative

### • C. Intellectual descendants

- 1. Mead did not codify SI; descendants not in complete agreement
- 2. Herbert Blumer
  - a) Propagated SI as a theoretical orientation and a way of thinking about research problems

- b) Difficult to operationalise Mead's concepts like self and generalised other in survey research
- c) Gave the name "symbolic interactionism"
- d) Participated in Payne fund studies upon Park's request
- 3. Manfred Kuhn (Iowa school)
  - a) Studied with Chicagoan Kimball Young
  - b) Fundamental divergence from Blumer is methodological
    - (1) Operationalised SI concepts with 'Twenty Statements Test'
- 4. Erving Goffman
  - a) Pioneered a new type of research; new type of empirical study
    - (1) Study of conversational interaction in a community (Unst)
  - b) Radical departure from Chicago sociology: Chicago sociologists were SI but did not study interaction
  - c) Found: people vary in behaviour in different social context, i.e. front-stage vs back-stage persona
- **XIX. Robert E. Park**
  - **A. A very “late bloomer”**
    - 1. Didn't enter academia until very late
    - 2. Became professor only at 50+
    - 3. Gave him a lot of life experience, pre-academic life as newspaperman shaped his academia career, like Wilbur Schramm?
  - **B. Newspaperman for 11 years**
    - 1. Muckraking journalist
      - a) Investigative reporting
      - b) Uncovering unsavouring practices of unethical business practices
      - c) Resulted in the passing of various laws
    - 2. Park was concerned about capitalist exploiting workers
  - **C. Masters in philosophy**
  - **D. Doctoral study in Germany**
    - 1. Sociology: Laid down foundation for academia
  - **E. PR person for Tuskegee Institute**
    - 1. Newspaper background allow him to work as PR
    - 2. Tuskegee one of the first historically black education institute
    - 3. One of the few white executive managers working at a black college
    - 4. Important part of his personal development
      - a) Unafraid to take on racial issues
      - b) Allowed him to gain insights into the problems of black people in America
  - **F. Lecturer at University of Chicago (1913)**

- 1. Taught the first-ever course on race relations
- **G. One of Dewey's protege at U. of Michigan**
- **H. Work with Dewey on the failed venture *Thoughts News***
  - 1. Interest him in the relationship of press to public opinion
- **I.**
- **J. Introduced guided dissertation into Chicago's sociology dept.**
  - 1. Until then followed German's pattern of choosing a topic, writing in solitary confinement and presenting final product to the professor
- **K. Believed in empirical research but not statistical analysis**
  - 1. Thinks that searching for relationships among variables would lead sociologist away from understanding nature of individuals' relationship
- **XX. Park's Research Interest**
- **A. Social problems in an urban environment**
  - 1. Crime
    - a) New York in 70s were fairly dangerous
      - (1) e.g. "Mugger money" to protect themselves
    - b) Understand perpetrators, victims and how to ameliorate
  - 2. Homelessness, vagrancy
  - 3. Unemployment
    - a) Huge influx of immigrants make jobs scarce
  - 4. Race relations
    - a) Big issue in Chicago, background in Tuskegee allowed him to tackle issue
  - 5. Immigrant populations
- **B. Social disorganization**
  - 1. Socially disorganised but not unorganised
    - a) Teenage gangs flourished while institution such as family, school and church may break down
  - 2. Human ecology research on social disorganisation (frequency plotted against location)
    - a) Plotted each case by a circular spot glued on to the map to form spot-maps of the city
  - 3. Need for certain social structures in place to prevent abuse/conflict
  - 4. Adopting a functionalist perspective: functions of social organisation
- **C. Social distance and marginal people**
  - 1. Elaborated on Simmel's concept of social distance (*Stranger*)
    - a) Perceived lack of social intimacy between two or more individuals or other categories
  - 2. How close/far were people from one to another
  - 3. Urban environments may have created geographical proximity but great social distance

- a) e.g. wealthy person ignoring beggar
- 4. Used in race analyses
- 5. Argued that the greater the social distance, the less they influence each other reciprocally
- **D. Human ecology**
  - 1. Zone map, spot-map eco-system as a result of his concern for such problems
- **XXI. Human Ecology Zone Model**
  - **A. Borrowed concepts from Darwinian evolutionary theory**
  - **B. Concentric circles of social problems on the map of Chicago**
  - **C. Why not a full circle?**
    - 1. Lake Michigan in the middle
  - **D. Park's model was geographical**
- **XXII. Park Redefines Sociology**
  - **A. From abstract to empirical**
    - 1. Simmel's work, which Chicago was founded upon, was analytical but not empirical
    - 2. Important to be able to think abstractly,
      - a) But needs to be grounded in empirical evidence, field work
      - b) Lest end up as armchair theory
  - **B. Encouraged value/moral-free research**
    - 1. Students should study social problem independently of their own moral values
  - **C. Objective study of social problems, lest sociologist be detracted from main task of social research**
    - 1. Social work cleaved from sociology / freeing from a primarily normative concern
      - a) Sociologists should not be doing social work
      - b) Understanding problems is different from doing social work
      - c) Let other people implement their solutions
    - 2. Reform still possible, but not directly
      - a) Don't believe in direct hands-on advocacy
      - b) Better to leave ameliorative activities to other people, like women
    - 3. Underlying sexism
      - a) Male do the "thinking", women do the "caring"
      - b) Sexist views in contemporary views
        - (1) Disparaging of women taking up PhD
      - c) Believed in gender roles
        - (1) Field of sociologists was male-dominated
        - (2) Women should be in service industries

- **D. Modified training paradigm, guided dissertations**

- 1. New model for guiding graduate students
  - a) For a long time it was Ivys training Ivys
    - (1) Stratification
  - b) Park wanted to move away from European model (German)
    - (1) i.e. students sit under great men and learn, come back in years
    - (2) Worked for brilliant folks
- 2. Guided dissertations
  - a) To work closely with graduate students
  - b) Students benefit from feedback
  - c) Similar to Kurt Lewin (?)
- 3. Collaborative approach
  - a) Got them involved as a team on different problems
  - b) Moving away from scholar as a solitary figure

- **E. Links to communication study**

- 1. Chicago school view communication as more than exchanging/imparting information; as creating and maintaining society
- 2. Park considered "first theorist of mass communication"
- 3. Defined communication as "a social-psychological process by which one individual is enabled to assume, in some sense and to some degree, the attitudes and point of views of another"
- 4. Used communication as synonym for human connectedness
  - a) Saw it as a potential solution to urban social problem
- 5. However, communication was not their main focus

- **XXIII. Media Studies at Chicago**

- **A. The Immigrant Press and its Control (1922)**

- 1. Many newspapers in a city to cater for different groups of people, important part of immigrants' lives
- 2. Media as a means of socialization
  - a) The media, parents, institutions help shape people and give them an idea of what kind of idea they should have
- 3. Relationship of media and public opinion (Park's influenced from Dewey and his own newspaper background)
  - a) How people feel about a particular issue is shaped by the media to a certain extent; editorials, etc.
- 4. Relationship of mass media and interpersonal communication
  - a) Recognise interplay between them
  - b) Mass media not just a one-way communication; people share their views about news

- **B. The Payne Fund studies (1929-1932)**

- 1. One of the most important series of studies on mass media
  - a) Always a concern over the new media (at their time)
  - b) Focused on "film" at that time, a new medium
    - (1) New medium always attract young first
  - c) Help put communication studies on the map
- 2. Effects of film viewing on youth
  - a) Then popularised amongst students, relatively inexpensive
  - b) Presence of methodological rigour, able to draw some conclusions (?)
  - c) Children were getting access to events that are not easily encountered in reality (e.g. five-year-old witnessing a shooting)
    - (1) Impact on them: sleep disturbances, etc.
- 3. Content analysis, viewer surveys, experiments, and autobiographical accounts
  - a) Analyse films available
  - b) Experiment: show people film and measure response
  - c) One of the first to look at dysfunctional aspects of media use
- 4. Short-term and long-term effects
  - a) Certain media-induced changes are transient
  - b) Important variables in media effects

- **XXIV. Recap: Why the Chicago School was important**

- **A. Birthplace of American social science**

- **B. Research as empirical and pragmatic**

- 1. Must be observable phenomena

- **C. Concept of human communication key to understanding individuals and societies**

- 1. Must not theorise for the sake of theorising
  - a) For the sake of coming up with solutions
- 2. Individuals should not look at in isolation
- 3. Must consider interaction in social context, use and exchange of symbols

- **D. Laid foundation for media effects research**

- 1. The role of media on society, on the individual level, which will then communicate and possibly have societal impact

- **E. Formed the basis for the interpretative school of communication research**

- 1. Both science and humanistic, qualitative approach
- 2. Absolutely critical to the foundation of social science and the development of the communication discipline

## • XXV. Decline of Chicago School

- **A. Created its own competition**
  - 1. Ph.D graduates left to teach at other universities
- **B. Other universities catching up**
  - 1. Columbia University's Merton (social theorist) and Lazarsfeld (quantitative methodologist)
  - 2. Harvard University
- **C. Lack of diversity**
  - 1. Hired own Ph.D. graduates as new faculty members
- **D. Organisational exhaustion**
  - 1. Problems of personnel succession
- **E. Dissension among Chicago's Sociology faculty**
  - 1. Detracted them from scholarly work and prevented them from making important decisions, such as about new faculty
    - a) Did not hire single tenure-track member for 6-7 years
- **F. Departure of important faculty members**
  - 1. e.g. Herbert Blumber
- **G. Sociology's change of methodology from qualitative, ethnological to quantitative, statistical**
- **H. Arrival of other European sociological theories in America**
  - 1. e.g. Weber's
  - 2. Chicago founded upon Simmel's, influence declined by 1930s
- **I. Revolt of professional sociologists in 1935 against Chicago's dominance**
  - 1. e.g. review of American Journal of Sociology