

- **I. 5.1 Harold Lasswell**
- **II. About Lasswell**
  - **A. Precocious boy who read widely**
    - 1. Studied topics ahead of his time
  - **B. Inspired by Freud**
    - 1. Began his lifelong interest in psychoanalytic theory
  - **C. Advocated Marxist political theory**
    - 1. But critical of thinking that world proletarian revolution was the only possible outcome after age of capitalism had reached its zenith
    - 2. Instead, argued that prolonged struggle between capitalist and communist nations may be so bitter only police and military could main order
      - a) Creating a garrison state in which surveillance and repression would grip society
  - **D. Studied at University of Chicago**
    - 1. Surprised to find Freud controversial
  - **E. Multidisciplinarity not well received from disciplinary loyalists**
    - 1. A little like Simmel, whose universal academic interest led to him being trivialised
    - 2. Did not fit well into Chicago's Pol. Sci. Dept. or Yale's Law School
    - 3. Interests not limited by place nor discipline
      - a) Travelled widely to better understand political system of other nations
  - **F. Radical innovator of theoretical perspectives and of research approaches**
  - **G. Attempts to relate Freudian psychoanalytic theory and political science resisted by scholars in both camps**
    - 1. Academic world did not receive psychoanalytic theory well
  - **H. But eventually founded political psychology**
    - 1. Focused on political leaders
      - a) Used psychoanalytic theory to explain why some became agitators while others administrators
    - 2. Advocated gathering and analysing psychoanalytic biographies of political leaders
      - a) Start of his content analysis [?]
  - **I. Academic Interests:**
    - 1. Study of propaganda
    - 2. Formation of public opinion
    - 3. Roles of political leaders
    - 4. Content analysis of the mass media
- **III. Propaganda**

- **A. 'Propaganda' as a neutral word ("to disseminate or propagate an idea") initially**
  - 1. Took on negative connotation in English
  - 2. Perceived as dishonest, manipulative and brainwashing persuasive communication
- **B. WW1: Committee on Public Information (Creel Committee)**
  - 1. Set up by U.S.; Headed by George Creel
  - 2. (Propaganda by the Committee) credited to hastening the collapse of German morale
  - 3. Conducted massive domestic and international propaganda effort
  - 4. Both mass and interpersonal channels used
    - a) Booklets as well as corps of speakers ('four-minute men') who gave patriotic speeches
- **C. Rise and fall of propaganda analysis**
  - 1. Rise
    - a) 1920s/30s out of public disillusionment with U.S. & allies, and its enemies uses of propaganda
    - b) Became one of the most important early communication research
  - 2. Fall
    - a) Private foundations and federal government after 1940s more interested to fund research useful to policy-makers instead of exposing questionable propaganda techniques they used
    - b) Lack of coherent theory
- **IV. Lasswell & Propaganda Analysis**
  - **A. Lasswell's definition: "management of collective attitude by the manipulation of the significant symbols"**
    - 1. Symbols as influenced by Mead
    - 2. Not inherently bad or good, depended on
      - a) One's point of view
      - b) Truthfulness
    - 3. An attempt "to change other people's views in order to further one's own cause or damage an opposing one"
    - 4. A method for managing public opinion
  - **B. Close relationship to persuasion -- intentional communication by source to change attitudes of audience**
    - 1. Propaganda: one-way; advantageous to source, not to audience, e.g. advertising, pr, political campaigns
    - 2. Persuasion: more interactive than propaganda, but intention still one-way
    - 3. *Propaganda = Mass persuasion*
  - **C. Lasswell developed Content Analysis as important communication research tool**
    - 1. Investigation of communication messages by classifying content to measure certain variables

- a) Need inter-coder reliability, large quantity of messages to make a statement about the totality of the message
- 2. Effects of messages are *inferred*; actual data about the effects are seldom available
- 3. Method of Laswell's choice in analysing propaganda messages
- **D. First study (WW1 propaganda) was qualitative [? - why was CA quali] and critical in tone**
  - 1. Exposed nature of techniques
  - 2. Empirical: cited specific examples of techniques
  - 3. Focused on **symbols**: mainly influenced by **Mead**
  - 4. Showed that modern warfare = total war
    - a) Entire civilian takes on an active role
    - b) Public opinion mattered a great deal
    - c) Showed the inhumanity of warfare
- **E. Second study (WW2 propaganda) was mainly quantitative and statistical (see viii)**
- **V. Lasswell & Rockefeller Communication Seminar**
  - **A. Lasswell left Chicago after 14 years of teaching pol. science**
    - 1. Hoping to start an interdisciplinary institute
    - 2. But funding fell through, so he "freelanced"
  - **B. RCS Objectives changes with WW2**
    - 1. Initial objective to provide general theoretical guidance about CR so Rockefeller Foundation
      - a) So as to make informed decisions about future projects to fund
    - 2. WW2: Focused on how to help government use communication to cope with the approaching war
      - a) Hitler's fascism in Europe united American scholars in a community of effort
  - **C. John Marshall and Rockefeller Foundation critical in launching field of communication**
    - 1. CR was not even in common use before RCS
- **VI. Lasswell developed five-questions model in seminar**
  - **A. "Who, says what, to whom, in what channel, with what effects?"**
    - 1. Became basic framework in seminar
  - **B. Became dominant paradigm defining the scope and problems of American communications research**
  - **C. Communication restricted to a ACT of persuasion**
    - 1. Failed to include "why"
    - 2. Gave coherence to study on media effects; but steered away from other important topics
  - **D. Assumed:**
    - 1. A communicator is present
    - 2. Communication is intentional

- 3. Messages flow unidirectionally from source to receiver, without feedback
- **E. Communication seen as act, not process**
  - 1. One-way, intentional, oriented towards achieving a desired effect
- **VII. Functions of communications**
  - **A. Surveillance of environment**
    - 1. Understand environment to reduce uncertainty
  - **B. Correlation of society's response to events in the environment**
    - 1. Media help individual make sense of what is going on in the world (how to think about?)
  - **C. Transmission of cultural heritage**
    - 1. History, values, etc.
  - **D. Entertainment as fourth function**
    - 1. Added by communication scholars after Lasswell
- **VIII. Lasswell's Study of WW2 Propaganda**
  - **A. Conducted massive content analysis of Allied and Axis propaganda**
    - 1. Funded by Rockefeller Foundation
      - a) Roosevelt was campaigning for reelection, telling people US will keep out of the war
    - 2. Selected Allied and Axis newspapers, domestic and foreign radio broadcasts
  - **B. Trained U.S. DoJ on carrying out content analysis of 39 foreign newspapers**
    - 1. Beyond those studied by the War-Time Communications Project
    - 2. So as to detect foreign propaganda in United States to use as courtroom evidence
  - **C. Lasswell Served as expert witness testifying against propagandist of fostering domestic propaganda**
  - **D. Not just analysing propaganda; Lasswell also helped create it**
    - 1. Criticised by some, (e.g. Christopher Simpson) on deceitful manipulation of public attitudes
  - **E. Developed improved methodologies for propaganda analysis**
    - 1. Contributed far more to content analysis methodology than to substantive understanding of enemy then
  - **F. Role of propaganda studies changes**
    - 1. From reformist pre-WW2 to 'neutral observer' in WW2
      - a) But the WTC project was involved in creating propaganda
  - **G. Lasswell's WTC Project held at Library of Congress**
    - 1. Good collection of various newspapers to analyse
    - 2. Librarian MacLeish was superpatriot
- **IX. Policy Sciences & The Hoover studies**
  - **A. Stanford's Hoover Institution study of major pol. and soc. changes from 1890 - 1950s**
  - **B. Lasswell developed 'policy science' as important by-product of study**

- 1. An integrated approach of social sciences on public choice and decision making
- 2. Lasswell credited Dewey as inspiration
- **C. Advocated policy sciences as means to resolve certain pol. and soc. problems facing modern societies**
  - 1. Ameliorative vision common among social science
- **D. Lasswell participated directly in the ameliorative actions**
- **E. Lasswell to Yale Law School (1946)**
- **X. Contributions of Lasswell to Communication Research**
  - **A. Five-questions model led to emphasis on determining effects**
    - 1. Lazarsfeld to crystallise focus on communication effects
  - **B. Pioneered content analysis methods**
    - 1. Inventing methodology of qualitative and quantitative measurements of communication messages
  - **C. Study of pol. and wartime propoganda as important early type of communication research**
  - **D. Introduced Freudian psychoanalytic theory to social sciences in America**
    - 1. Using id-ego-superego via content analysis to political science problems
  - **E. Helped create policy sciences, an interdisciplinary movement to integrate social sci. with public action**
    - 1. Though soc sci. generally resisted attempt at integration and application to public policy problems
- **XI. Walter Lippmann**
  - **A. Influential newspaper columnist**
    - 1. Most influential nonacademic
      - a) No graduate degree, did not teach at university, did not adopt research methods or theoretical perspectives of social science
  - **B. Lasswell's colleague in propoganda analysis and public opinion**
  - **C. Lippmann and propoganda**
    - 1. Defined propoganda as situation in which 1) communication flows are restricted, and 2) a set of individuals wish to distort news
    - 2. Some barrier between public and event must be present for propoganda to occur
- **XII. Best known for his 1922 book *Public Opinion***
  - **A. "The pictures in our heads and the world outside"**
    - 1. Media as the principal connection between an event in real world and images in our minds of the event
  - **B. Role of stereotypes**
    - 1. Saw stereotypes as key factor in public opinion process
      - a) Stereotype as code that simplifies reality to facilitate transmission to others
    - 2. Need for stereotypes (simplified codes) to give meaning to confusion of world

- a) Pseudo-environment conveyed by media as result of high degree of gatekeeping in news process
  - **C. Highlights power of propaganda from WW1 to WW2**
  - **D. Pioneered what is now called agenda-setting process**
    - 1. Process by which a news topic is given priority concern by the mass media, public and policy elites
- XIII. Agenda Setting**
- **A. Media help people determine what is important**
    - 1. Transfer of salience
    - 2. Influenced by placement and frequency
    - 3. Contrasted with agenda building: creation of agenda
  - **B. Indirect effect of the media**
  - **C. In contrast with limited effects model**
    - 1. Promising alternative to scholarly search for direct media effects on overt behaviour change, which was found to have limited effects
    - 2. Studies shifted from powerful effects (magic bullet) to not so powerful when contrasted with interpersonal communication (limited effects) to powerful under some circumstances
  - **D. Media affect knowledge > attitudes**
    - 1. What to think about (knowledge) vs What to think (attitude)
    - 2. Less capable of changing directly attitudes and opinions, but can tell us what to think about
    - 3. Difficult to change behaviour (of which attitude is linked to)
  - **E. Very rich research tradition**
    - 1. Conceptualisation furthered by pol. sci. Bernard Cohen
    - 2. McCombs and Shaw's study of 1968 presidential election campaign in Chapel Hill
      - a) Almost perfect correspondence between *frequency of issue* (e.g. foreign policy, inflation) mentioned *in mass media* with *measured public agenda* of 100 undecided voters
      - b) Seminal article lead to proliferation of investigations on agenda-setting process
        - (1) Kuhn's phase of "normal science": each empirical study builds incrementally on previous work
  - **F. Agenda-setting process encompasses**
    - 1. Media agenda setting
      - a) Relative amount of coverage determined by media gatekeepers, impact of news and audience interests
      - b) Usually measured by Lasswell's content analysis
    - 2. Public agenda setting
      - a) Public decides which issues are of relatively greatest importance
    - 3. Policy agenda setting
      - a) Process by which issue agenda of government/officials is determined
    - 4. Assumed that media influence public agenda, which in turn influences policy agenda

- **G. Agenda-setting effect result of aggregate impact of a very large number of messages**
  - 1. Not just one or few messages
  - 2. Have different content but all deal with same general issue
- **H. Importance of Agenda-Setting Paradigm**
  - 1. Came along when mass comm. scholars dismayed with previous model of direct effects
  - 2. Kuhnian's notion of scientific revolution
    - a) How can media have few direct effects but strong indirect effects in setting public agenda