

**COMM 6807**  
**Foundations of Communication Theory**  
Spring 2022: Monday 5:30 – 8:15pm

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The official description of this course is as follows:

*An historical overview of the major theories and research that led to the development of the field of communication.*

This course is a combination of “history” and “theory” in that we will examine the history of the creation of the field of communication and the influence that this history has had on the dominant theories in the field today. Although the history of communication theory might go as far back as the ancient Greeks and the study of rhetoric, in this course we will focus on the development of the social scientific study of communication in (roughly) the first half of the 20<sup>th</sup> century – just prior to the institutionalization of communication study within Departments of Speech and Schools of Journalism.

### **Expected Learning Outcomes**

A central component of the course will be making links between the history of the field and the theories addressed in COMM 6806, which is a prerequisite for the course. By the time you have completed this course:

- You will understand the intellectual genesis of the field of communication and its beginnings as an academic unit in universities.
- You will have experience reading and interpreting many of the seminal works that serve as the foundation of communication theory and research.
- You will learn how to trace the impact of a given historical work on the field of communication.
- You will discover the foundations of many modern areas of communication research.
- You will develop a better understanding of the current state of research in communication by understanding the ideas that underpin it.

### **Mode of Delivery**

This course will be presented in a hybrid mode officially, but for all intents and purposes, this is a normal synchronous in-person class. We will only shift to synchronous, Zoom-based meetings if necessary for individual weeks during the semester (e.g., due to COVID, other health issues, or severe weather concerns). If and when we do meet via Carmen Zoom, I will expect us to meet synchronously during scheduled dates/times, and will require having video feeds on for all students (with virtual backgrounds on to protect your privacy if you wish). Any exceptions to the expectation of keeping video on

during class sessions should be discussed with me in advance. **To be clear, this course will NOT be run using what has been called [hyflex model of instruction](#) with attendance simultaneously in person and in Zoom based on individual student preference. Each individual class session will be either in person, or via Zoom, but not both simultaneously.**

### **Course Requirements & Grading**

The textbook for the course – Rogers' *A History of Communication Study: A Biographical Approach* (1994) published by The Free Press – is available new and used through Amazon.com or the OSU Bookstore.<sup>1</sup> In addition, I have compiled a number of readings from classic scholars and works that you will read. Those copies are available in electronic format via the course Canvas site.

The nature of a graduate seminar is to allow for group discussion and deliberation of issues raised in readings or by the professor or students. That is, the course does not take the traditional undergraduate lecture format. Instead, information is discussed and shared among seminar participants as part of the learning process. Given the nature of the graduate seminar, each student plays two important roles: one as learner, and one as teacher. Both of these roles are equally important for the success of the class. These two roles will be formalized in this course by having a student discussion leader for each class period (after the first few weeks). Discussion leading is described in more detail later in the syllabus.

Regardless of whether we are meeting in person or via Zoom, this is a fully synchronous course in terms of class meetings. So, you should treat it as such – making sure your schedule will permit you to attend class for each scheduled session.

The readings for the class are listed later in this syllabus. ***I expect that everyone will read these articles and chapters prior to class and be prepared to discuss them.*** This is absolutely essential to this class (hence the underlining, boldfacing, and italicizing)! Some other classes have much longer reading lists. I have made the reading list for this class manageable enough so that I can expect everyone to have read each reading for that week prior to our class meeting. Discussion leaders will be expected to read more deeply in the topic area they are discussing so that they may bring more to the table than the average student. This means searching off-syllabus for additional readings in the given area to supplement those assigned for the rest of the class. I will explicitly ask discussion leaders to discuss readings beyond those required of other students.

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<sup>1</sup> Those interested in additional sources on the history of communication might consider consulting Chaffee & Rogers' (1997) *The beginnings of communication study in America: A personal memoir by Wilbur Schramm* and Dennis & Wartella's (1996) *American communication research: The remembered history*.

Evaluations of student performance will be based on several criteria: in-class discussion leader duties, general in-class participation (on non-discussion leader days), and the final paper. The weighting of these evaluation criteria will be the following:

Discussion leading	15%
General in-class participation	25%
Citation analysis	15%
Final paper (all components)	<u>45%</u>
Total:	100%

When letter grades are given for an assignment, they will be converted into the following numeric values for final grade calculation:

A+, A, A-	= 100, 95, 91
B+, B, B-	= 88, 85, 81
C+, C, C-	= 78, 75, 71
D+, D, D-	= 68, 65, 61
E (F)	= 0

I will use the standard OSU grade lettering scheme to convert numeric course grades back to a final course letter grade. Note that the OSU grade lettering scheme does not incorporate rounding. An “A+” grade on a given assignment would mean a flawless (or nearly so) product or performance, so standards for that are really high. “A” grades are much more likely.

### Discussion Leading

Each student will sign up to serve as a discussion leader for one class period during the course of the semester. I will ask students to rank the available dates and I will assign them to maximize the number of students getting topics ranked high on their lists. In addition to reading the required readings, discussion leaders will read (and discuss) a mix of additional histories, work on the topic from the same era, and subsequent work from the modern era. To do so they must seek out this additional relevant material. In order to structure the discussion in the class, discussion leaders should develop a number of questions – and for themselves, the answers to those questions – that will serve as the fodder for class discussion. Questions are likely to pertain to some combination of the method, form, content, or connections to current research (e.g., COMM 6806 content) and work covered in previous weeks of COMM 6807. Discussion leaders should distribute their questions via email at least 24 hours before class so that students can think about them in advance. In addition to these questions, discussion leaders should include in the mailing the list of additional readings they did (for reference), and a brief description (a couple of sentences each) of the reason why each additional reading might be of value for students in the class. And, of course, discussion leaders will play a major role in moderating class discussion.

Discussion leaders will be evaluated based on: (1) the quality of their questions; (2) the apparent depth of their reading, both of assigned and additional readings; and (3) their performance in leading the discussion. Discussion leading will be worth 15% of the course grade and will be given as a letter grade.

### General In-Class Participation

Just as discussion leaders will be evaluated on their preparation and development of questions for the class, students not serving as a discussion leader for a given class will be evaluated on their participation and ability to **intelligently** discuss the assigned readings. **The first, minimum component of this is class attendance.** I do expect students to attend all class sessions unless serious circumstances make it impossible, in which case I will expect documentation for the absence in order to avoid it impacting your participation grade. Beyond attendance, ALL students will be expected to participate fully in the seminar by both asking questions and answering them during **each and every class period.** While a reasonable quantity of verbal participation is a necessary condition for a positive evaluation, it is not sufficient. The quality of questions and answers will be considered when evaluating student participation and quality will be judged by how informed the questions are by the assigned readings and quality thinking. High quantity with low quality will be considered equivalent to not participating at all; it is essentially a distraction.

Since we are in class for approximately 37 hours this semester, and since participating requires extensive reading and preparation in advance, I seriously evaluate class participation and weight it accordingly. In-class participation will be worth 25% of the course grade and will be derived numerically based on a percentage of the maximum possible score across all class meetings in which values for a given class period will be zero, one, or two, with two indicating meeting expectations for a graduate seminar (full and meaningful contribution during a 3-hour class) and zero indicating non-attendance or little to no participation during the class.

### Citation Analysis

For this assignment you will select a prominent book or journal article published between 1900 and 1950 that is not part of the assigned readings for this course. You should select this work based on your understanding of its impact on work later published in the field of communication that interests you. (Don't select an article that has not had at least some modest impact on modern research in communication!) How might you find such an article? You could begin by looking at the reference lists of articles you read in COMM 6806, or the reference lists of articles that you have found interesting or important in your own work (maybe from papers you've written in the past or your MA thesis?). Or, maybe you have read some old articles in the past and want to see what their impact has been in communication.

You will then use ISI to identify the impact of this work through citation analysis. You will also skim (skim!) some current communication literature that cites this work, and discuss how this article/book is being used. However, the emphasis of this assessment is demonstrating your ability to use ISI to trace the impact of the original work on subsequent work in communication. You will write a brief paper (~5 pages of text plus accompanying tables/figures or output) describing your findings. The paper should address the following: (1) Briefly, what can you tell me about the author of this piece? A brief biography of a paragraph or so regarding the author(s)' academic family tree and

positions (What fields? What countries? What universities?) is useful but not absolutely necessary. (2) What was the citation impact of this work overall, and within communication? In what other fields has this work had impact? Where has the primary impact been? (3) What over time trends in impact – within and beyond communication – can you identify? Does there appear to be a time when this piece “took off”? Or when scholars stopped citing it? (4) What is the secondary impact of the piece? That is, what is the citation impact of the work that directly cites this piece (in communication, and overall)? (5) What were some of the most impactful pieces in communication that cited this work? Might those citations have affected the over-time trend in citation? (6) Based on your *skimming* of some modern communication research that cites this piece, what aspects of the original work are being highlighted in the modern research? Is there a great quote that keeps being repeated? A key concept being used? An important theoretical argument driving modern work? An innovative method? Or is it just a gratuitous “I read old stuff” cite to open the modern paper? Give a few examples.

We will discuss the technicalities of doing a citation analysis on the first day of class so that you have a full understanding of how this will work. I will also post a video on Canvas showing how to use ISI. This assignment is worth 15% of your course grade and will be evaluated using a letter grade. It should be written in APA format (12-point Times New Roman font, 1” margins, APA reference style), and is due to be uploaded to Canvas in PDF format by the beginning of class on **January 31<sup>st</sup>**. Carmen will not accept late paper submissions, and I will deduct one full letter grade at the start of each 24-hour late period. I encourage all students to discuss their selected article/book, and preliminary findings, with me at least one week prior to the paper deadline to avoid any obviously problematic choices.

### Seminar Paper

Each student will write a seminar paper detailing the ideas from the period of 1900 to 1950 (starting as early in that time frame as possible) that serve as the foundation of a current topic of interest in the communication literature. Specifically, the modern ideas should be appearing largely in journals within the field of communication (see ISI for a list of “communication” journals), so that you can report the impact of historical work prior to the formation of the field of communication (i.e., not in communication) on current work that is being done in communication by communication scholars. The foundation ideas may or may not have been covered directly in this course.

The best way to identify the historical genesis of a theory or area of research is to follow the citation trail backwards from current communication articles in your area of interest. So, you are likely to find the skills you developed doing the Citation Analysis assignment particularly useful, although applied in the reverse order since now you’ll be looking backwards down the citation trail as opposed to forwards. Keep in mind, however, that the Seminar Paper will be larger in scope and, although it will require the use of citation analysis, the writing will be primarily based on the *conceptual impact* of prior work based on a close reading of the literature and verified through citation analysis. In short, in the Seminar Paper actual citation is a necessary but not sufficient condition for a prior work to have influenced a later work in a meaningful theoretical manner. You might find

that in some cases there is a citational disconnect between current and classic work. That is, the historical line backwards, as reflected in citations, may break at some point. In such a case, you should work to make the connections back to the history that was not made by the modern authors.

The seminar paper will be completed in three steps: (1) an initial topic proposal worth 5%; (2) a class presentation where feedback will be provided, worth 10%; and (3) the final paper, worth 30%. Each is described below.

The initial topic proposal is due by the start of class on **February 14<sup>th</sup>**. You should be working on the ideas behind your topic proposal during the weeks preceding the due date. The proposal document should answer the following questions clearly and succinctly: (1) What theory or body of empirical research will be the focus of our paper? Here you need to set boundaries by explaining the domain of focus. (2) How is this theory or body of research situated within communication science; that is, explain how this is a topic that is embedded in communication (as opposed to psychology or political science or sociology or linguistics) and currently being studied. (3) What is your *initial sense* of where the paper will lead you; what is your best *guess* at this stage about where the origins of these ideas lie? This document should take roughly two double-spaced pages.

The draft presentation will take place in class on **April 4<sup>th</sup>**. Each student will have 15 minutes to present an outline of their ideas. Some form of visual presentation (e.g., Powerpoint, Prezi) is necessary, and should be submitted in PDF format via Canvas in advance of the class meeting. There will then be 5-10 minutes of feedback from the class on your ideas. I will also subsequently provide written feedback on your draft presentation. In order for this process to provide value to students in completing the write-up of their paper, students need to have much if not most of the necessary reading/research/thinking done by the presentation date. Therefore, I expect to be able to tell that students have done the bulk of the intellectual work of their paper during the nearly two months between the approval of their topic in February and their presentation in early April. Their talk should make clear the meaningful effort they have put forth. Think of the presentation as basically getting feedback on an almost complete project.

The final paper – most students need about 15 pages of text (excluding title page, figures, or references) to convey the ideas effectively – is due by 11:59pm on **April 28<sup>th</sup>**. It should be in APA (including reference style) format, 12-point Times New Roman font with 1" margins. The final paper should reflect the feedback you received throughout the semester at the various stages of the project. I encourage all students to solicit feedback from outside of class time throughout the project as well. Getting feedback sooner rather than later is wise. Don't wait until the last minute for feedback from me!

All relevant documents should be submitted to Canvas in PDF format. The first two documents should be submitted prior to the start of class on the due date, and the final paper is due at 11:59pm on the due date. Just like online conference submissions systems, Carmen will not accept late paper submissions (even one minute late). I will

deduct one full letter grade at the start of each 24-hour late period; no technology excuses for late papers will be accepted. In short, don't push it until the last minute to submit your work.

### **Office Hours**

I will hold office hours by appointment (either in person or via Zoom, depending on mutual preferences) during which I encourage you to discuss course-related matters, particularly as they relate to the two papers for the course and discussion leading.

Please do take advantage of this resource to ask questions or clarification, seek additional information, and so forth. It is my job to make sure that you have every opportunity to learn the course material, and I will make every effort to do so. But, it is also incumbent upon you to seek help when you think you need it, and to not delay in seeking that help until the last minute (especially with regard to papers and discussion leading), when it may be too late.

### **Faculty Feedback and Response Time**

I am providing the following list to give you an idea of my intended availability throughout the course:

- I strive to provide feedback on assignments in **7 days**. If feedback will take longer for a given assignment, I will let you know.
- I will reply to e-mails within **24 hours on school days**. I will normally reply to emails during normal working hours. Please contact me directly at [eveland.6@osu.edu](mailto:eveland.6@osu.edu) for the fastest response.

### **Discussion and Communication Guidelines**

We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations with people who are present with you, engaging in emailing/chats during class, walking around or having other visual distractions in your background); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus / classroom.

This is not an exhaustive list of behaviors; rather, they represent the minimum standards that help make the classroom a productive place for all concerned. If you cannot maintain these standards, you WILL be removed from the classroom so that others have the opportunity to learn unimpeded. I encourage students to express their views in a civil manner, and to debate and critique one another's arguments in a civil manner with reference to reasoning and evidence.

When completing assignments and referencing the textbook or other course materials, please use APA style. For online sources, be sure to include a link.

### **Course Technology**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

### **Carmen**

Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).

Help guides on the use of Carmen can be found at:

- <https://resourcecenter.odee.osu.edu/carmenzoom/getting-started-carmenzoom>
- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743

**This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. You may also look here: [Carmen accessibility](#)**

### **Carmen Zoom**

There is a chance that at some point we will meet for our regularly scheduled class period via Carmen Zoom. I will also hold one-on-one meetings with students ("office hours") using this tool if that works better for us than in person office hours. To learn how to use Zoom, start [here](#).

### **Necessary computer equipment and software**

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection. (Chromebooks also do not support virtual backgrounds at the time of the writing of this syllabus.)
- Web cam and microphone.
- Word processor with the ability to save files as .pdf. Most popular word processing software programs including Microsoft Word, Mac Pages, and even Google Docs have these abilities. You will also need to use Powerpoint or related presentation software later in the semester. OSU students have access to Microsoft Office products [free of charge](#). To install, please visit [here](#).



## Other Course Policies

### Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. This especially includes videos of online Zoom meetings and class lectures, which absolutely must not be shared outside of the Carmen system.

### Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

### Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at [titleix@osu.edu](mailto:titleix@osu.edu)

### Student Illness or Absence

If you are too ill to participate in this course due to COVID-19 or another illness, or a true emergency arises, please contact the instructor as soon as you are able. It is the student's responsibility to 1) inform the instructor PRIOR to the class or assignment due time; and 2) provide the instructor with written documentation consistent with OSU policy (e.g., complete the form at this link: [Explanatory Statement for Absence from Class](#)). Please keep in mind that any falsification of the information on this form is considered academic misconduct.

### Instructor Illness or Absence

If the instructor is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

## **Academic Integrity**

It is your responsibility to complete your own work as best you can in the time provided. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and falsification of laboratory or other data. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct: [Section A of OSU's Code of Student Conduct](#).

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules (Faculty Rule 3335-5-487) to report my suspicions to the [Committee on Academic Misconduct \(COAM\)](#). If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course or even suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact your professor or COAM.

For this course, here are a few specific highlights to keep in mind:

- Your written assignments should be your own original work. Know the [rules for plagiarism!](#) In formal assignments you should cite the ideas and words of your research sources. You alone are responsible for your work; no one else should write, revise or rewrite your work.
- In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- All research you will conduct in this course is intended to be a learning experience. You should never feel tempted to make your results or your library research look more successful than it was.

## **Accessibility Accommodations for Students with Disabilities**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make

arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: <mailto:slds@osu.edu>; 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445).

## COURSE OUTLINE: TOPICS, READINGS, AND IMPORTANT DATES

DATE	TOPIC	READING	DISCUSSION LEADER
1/10	Course Introduction	No readings (but read ahead if you can)	Chip
<b>1/17</b>	<b>MLK Day – no class</b>	Rogers, Ch. 1 & 12	
1/24	Establishment of Communication Study	Delia (1987); (we will also discuss Rogers Ch. 1 & 12)	Chip
1/31	Chicago School: Overview <b>*Citation analysis due</b>	Rogers, Ch. 5; Cortese (1995)	Chip
2/7	Chicago School: Foundations	Cooley (1902); Cooley (1909); Dewey (1916); Mead (1934)	
2/14	Chicago School – Early Research on Movies <b>*Paper proposal due</b>	Phelan (1919); Blumer (1933); Charters (1933)	
2/21	Chicago School: Early Mass & Interpersonal Applications	Park (1923); Blumer (1948); Janowitz (1951); Lang & Lang (1953); Goffman (1997/1955)	
2/28	Opinion & Stereotypes	Rogers, Ch. 6; Lippmann (1922); Lasswell (1935); Berelson (1949)	
3/7	Columbia School: Overview	Rogers, Ch. 7; Morrison (1978); Summers (2006)	
<b>3/14</b>	<b>Spring Break – no class</b>		
3/21	Columbia School: Early Radio Research	Cantril & Allport (1935); Cantril (1940); Herzog (1944)	
3/28	Columbia School: Voting Studies	Lazarsfeld et al. (1944); Katz & Lazarsfeld (1955)	
4/4	Group Dynamics & Persuasion	Rogers, Ch. 8 & 9; Lewin (1947); Bavelas (1950); Hovland et al. (1953)	
<b>4/11</b>	<b>Paper draft presentation and discussion</b>		
4/18	Communication Systems & Models	Rogers, Ch. 10 & 11; Weaver (1949); Westley & MacLean (1957)	
4/25	Integration & Wrap Up	Review: Rogers, Ch. 1 & 12; Delia (1987)	
<b>4/29 @ 11:59pm</b>	<b>*Seminar Paper Due</b>		

## **Bibliography (by Week)**

### **Establishment of Communication Study**

Rogers, Ch. 1 & 12, pp. 1-29, 445-495

Delia, J. G. (1987). Communication research: A history. In C. R. Berger & S. H. Chaffee (Eds.), *Handbook of communication science* (pp. 20-98). Newbury Park, CA: Sage.

### **Chicago School: Overview**

Rogers, Ch. 5, pp. 137-202

Cortese, A. J. (1995). The rise, hegemony, and decline of the Chicago School of Sociology, 1892-1945. *Social Science Journal*, 32, 235-254.

### **Chicago School: Foundations**

Cooley, C. H. (1902). *Human nature and the social order* (pp. 168-210). New Brunswick, NJ: Transaction Books.

Cooley, C. H. (1909). *Social organization* (pp. 61-103). New York: Schocken Books.

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education* (pp. 1-9). New York: Free Press.

Mead, G. H. (1934). *Mind, self, & society* (pp. 68-75; 135-144; 173-178; 253-260). Chicago: University of Chicago Press.

### **Chicago School: Early Research on Movies**

Phelan, J. J. (1919). *Motion pictures as a phase of commercialized amusement* (pp. 107-122). Toledo, OH: Little Book Press.

Blumer, H. (1933). *Movies and conduct* (pp. 13-50). New York: Macmillan.

Charters, W. W. (1933). *Motion pictures and youth: A summary* (pp. 1-63). New York: Macmillan.

## **Chicago School: Early Mass & Interpersonal Applications**

- Park, R. E. (1923). The natural history of the newspaper. *American Journal of Sociology*, 29, 273-289.
- Blumer, H. (1948). Public opinion and public opinion polling. *American Sociological Review*, 13, 542-549.
- Janowitz, M. (1951). The imagery of the urban community press. *Public Opinion Quarterly*, 15, 519-531.
- Lang, K., & Lang, G. E. (1953). The unique perspective of television and its effect: A pilot study. *American Sociological Review*, 18, 3-12.
- Goffman, E. (1997/1955). Social life as ritual. In C. Lemert & A. Branaman (Eds.), *The Goffman reader* (pp. 109-127). Malden, MA: Blackwell Publishers.

## **Opinion & Stereotypes**

- Rogers, Ch. 6, pp. 203-243
- Lippmann, W. (1922). *Public opinion* (pp. 1-22; 59-70; 256-276). New York: Penguin Books.
- Berelson, B. (1949). Communications and public opinion. In W. Schramm (Ed.), *Mass communications* (pp. 496-512). Urbana, IL: University of Illinois Press.
- Lasswell, H. D. (1935). The person: Subject and object of propaganda. *Annals of the American Academy of Social and Political Science*, 179, 187-193.

## **Columbia School: Overview**

- Rogers, Ch. 7, pp. 244-315
- Morrison, D. E. (1978). Kultur vs. culture: The case of Theodor W Adorno and Paul F. Lazarsfeld. *Social Research*, 45, 331-355.
- Summers, J. H. (2006). Perpetual revelations: C. Wright Mills and Paul Lazarsfeld. *Annals, AAPSS*, 608, 25-40.

### **Columbia School: Early Radio Research**

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