This course will consist of lectures and reports concerning research in Communication Studies.

Assignments: Three short papers and reports will be assigned. The final assignment is a Prospectus, a plan for a thesis or dissertation. Several areas of the discipline will be surveyed during the course and an attempt will be made to supply the history and current trajectory of each area. There will be at least four guest lectures from other members of the department.

The Text: Frey and Cissna, *Handbook of Applied Communication Research* (Routledge). Is the book a treasure-load of intellectual riches or merely a rough and ready resource for the active scholar. It may be both depending upon your perspective and immediate needs.

As this is a graduate course there will be no midterm or final but the capstone is the Prospectus, the culmination of your matured thought during the course.
Topics of the Course

1. History of Research
2. Research and Teaching (the strained pairing)
3. The State of Journals in the field
4. Canonical Works in the Discipline
5. Guest Lectures on each area
6. The State of the Art
7. Doing Research as a vocation
8. Criteria for Good Research
9. Getting Published: the sunny side and the shady side.

Lecture One: Significance of Research

What is research and why should we care about it?

How did it become central to the Mission and identity of the University?

Two Educational Models: The University as preservation of the cultural heritage and preparation of
the citizen vs. The University as producing new knowledge to solve communal problems

American origins of the problem: Ivy League (leadership and character) vs. The Land Grant University Act (Solving economic and social problems and producing jobs)

The European model: Britain vs. The German Speaking Lands Model Oxbridge versus Berlin’s Planck Institute

Lecture II. History of Research

Background: Research attitudes and Practices in the Ancient World

Plato’s Academy: Dialectic as a primary investigative method: Dismissal of Poetic, Theatre and Rhetoric as not generative or even corrupt. Socrates research consisted of the recall of what the soul had once known—sometimes the method was called interior perception.

Aristotle: Artist as physician of society. Probability as a standard for managing life in the Polis. A practical program of investigation of the natural world. Team Aristotle produced more than one thousand texts investigating magnetism, life cycle of egg, development of seed to flowering plant, types of governments in existing states, etc. His two
principles of development were called dynamis and entelechy (we translate as potentiality and destiny).

**Cicero:** Study extant texts for best communication practices. Communication and community formation. Build on existing models in order to surpass them.

**Quintilian:** Selection of canonical texts for the education of a leadership class. Use works of genius (the canon) in order to awaken the sparks of learning in everyone.

**Augustine:** Pulling the teeth from ancient invention to assimilate pagan culture. Survival of culture in small centers to ensure preservation and eventual return of civilization during barbarian invasions.

Status of Rhetoric and Poetic in the Medieval University

The Medieval Sermon and Letter Writing as generative (heuristic practices)

Research in the Renaissance Workshops and Humanistic recovery and reframing of ancient culture

Science and art in the Renaissance.

Printing and Peter Ramus

Newton and Systematic Data Storage

Lord Bacon's role for communication arts

British Psychological School
Elocution and the Beginnings of Speech Science: Sheridan and Walker as scientists in sound production.

Lecture Three: Early American Education and the Rise of Research

Communication Study in the nine colonial colleges.

Harvard Model—suasoria; declamation; debate; Hasty Pudding verse speaking and amateur theatricals as stock

Daniel Webster and the Ciceronian ideal: spaciousness and the subordination of literature and theatre to oratory.

1850-1900 The shift to production of a professionalized middle class

Morill Act: A concerted attempt to industrialize agriculture and professionalize its workforce. Result: vast expansion of college attendance in the heartland and a struggle between the ideals of training and education.

Charles Elliot Norton==Classicism versus Science and business

James Bain and the great educational shift to print culture

Rule governed instruction becomes the norm.

Triumph of composition and business writing.

The first departments==Trueblood and Fulton at Michigan.

Vocational demands of students in classical envelope.
Break with the English Department: Palmer House Rebellion in Chicago of 1913: James O’Neill “To the poet tasters we will not grovel! In fact, we snarl defiance.”

Two ideals: Cornell and Iowa

Early journals: Won’t someone do some research?

Woolbert versus the Everett Lee Hunt: Art or Science

Search for a Method: Herbert Wichelns, 1925---The Literary Criticism of Oratory. A unique method distinct from English.

The influence of New Criticism in English upon Communication Study.

“Go value free and rise to the top of the academy.”

Departments reach critical mass.

1960’s Attacks on Orthodoxy. (Pitched battles between comm theorists and rhetoricians in major departments)

The Creation of Space: let one hundred methods bloom.

The Larson Studies of Group Problem Solving.

Ernesto Bormann and Symbolic Convergence

Kenneth Burke and Dramatism.

The Battles between Rhetoric, Comm Theory and Performance (then called Oral Interpretation) Turf Wars

PART FOUR: LSU and the early years.

Interlude: History of Department.
Pre-Department (1860-1910) Debate Team and Literary Society

1910-1928 (False Starts and Misfires)

1928 Laboratory Research Begins (Verbal Responses to Motivation)

Breathing Routines and Stammering.

Concrete Language as a Factor in Humor

Southern Oratory—Attempting to define a genre of oratory.

Rise of Speech Monographs and Scientific Research

Collaboration and the Departmental block: An organizational dilemma.

Assignment: Write a paragraph for next Thursday on the research question that most interests you.

What is the question?

Why does it interest you?

Why is it significant? For the field? For society?

Have you framed a general method of investigation?

Are general or special sources available?

We will get into the Kierkegaard circle and share these during the second part of the hour on next Thursday.