

高等院校双语教材
新闻传播学系列

The Dynamics of Mass Communication

Media in the Digital Age
(Ninth Edition)

大众传播动力学

数字时代的媒介
(第九版)

[美] 约瑟夫·R·多米尼克 著
(Joseph R. Dominick)

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出版说明

为了尽快了解和吸收国外新闻传播学的最新研究成果,提高我国新闻传播学的教学研究和实际工作的水平,满足各院校对双语教材在质量和水平上更高的要求,使读者能够读到原汁原味的原版教材,中国人民大学出版社适时推出了这套“高等院校双语教材·新闻传播学系列”丛书。

本丛书所选的图书均系欧美等国外新闻与传播界有影响的知名学者所著,内容涵盖了新闻与传播学各个领域,真实反映了国外新闻与传播学领域的理论研究和实践探索的水平,因而受到了欧美及世界各地的新闻与传播学院师生、新闻从业人员的普遍欢迎,其中大部分版本多次再版,影响深远,历久不衰,成为新闻与传播学的经典教材。

为了适应大学本科生层次的阅读需要,我们在广泛听取有着丰富的双语一线教学经验的教师建议和意见的基础上,对原版教材进行了适当的改编,删掉了一些与中国国情不符和不适合教学的内容,尽量适应了当前国内本科教学的课时需要。

本套教材以下特点尤为突出:

- 保持英文教材的原汁原味。本套丛书根据国内教学需要对原书进行了改编,主要是删减了与中国国情不符和不适合教学的部分,在体系结构与内容版式等方面都保持了原版教材的风貌。

- 简洁的中文导读。本丛书在引进英文原版图书的同时,将简明目录译为中文,同时改编者为其撰写了导读,供读者阅读时参考。

- 篇幅合理,价格适中。本套教材适应教学与读者的实际需要,在内容上进行了删减,总体篇幅更为合理,相对较低的定价,充分考虑到了学生的购买能力,从而使本套丛书更易走近广大读者。

- 强大的教学支持。依托国际出版集团的资源优势,本套教材的原版为教师提供了配套的教辅材料,如教师手册、丰富的网络资源等,使教学更为便捷。

本套丛书是我们在双语教材出版方面所作的一次尝试,其中的编选或有不当之处,真诚的期待广大读者提出宝贵的建议与意见,以便我们改进。另外,需要指出的是,鉴于国外作者所处的政治、经济、文化背景的不同,其观点及内容或有不妥之处,望读者在阅读时注意比较和甄别。

中国人民大学出版社

2009年2月

导言

数字时代大众传播的万花筒

当我们站在历史长河 21 世纪初叶的转折之处，我们看到了新世纪信息传播世界正在渐次展开的绚烂画卷，这幅画卷最为动人之处就在于其所展现的是数字信息传播时代的大众媒介景观。在数字时代，大众传播的图景发生了怎样的变迁、大众传播的格局发生了哪些变化、大众传播的未来有着怎样的演进趋势，这些问题将是每一个愿意探究大众传播世界奥秘的读者所希望了解的。

而这些问题则可以在《大众传播动力学：数字时代的媒介》（第九版）一书的阅读和学习过程中一一找到答案。作为美国新闻传播学的经典教材，约瑟夫·R·多米尼克博士的《大众传播动力学：数字时代的媒介》已经更新到了第九版。该书于 1983 年在美国首次面世，迄今已经跨越了 26 年，历经了九次修订再版，成为大众传播学领域一本不可多得的经典教材。该书好像是一个数字时代大众传播的万花筒，透过其中，我们可以以一斑窥全豹，了解大众传播的多彩世界。该书勾勒了大众传播媒介发展的历史脉络和产业图景，通过丰富而有趣的案例展现了大众媒介对社会的深远影响，理性地分析了大众媒介各领域的经济特征并提出了一些很具启发的建议。该书图文并茂，结构严谨，内容丰富，涉及美国社会与文化的各个方面，是我国高校新闻传播学专业学生及其他新闻爱好者了解数字时代大众传播发展状况和美国大众传播特点的有效途径之一。

一、大众传播的系统论：大众传播动力学

人世是喧嚣的，其原因之一就因为人世是活跃的，活跃的世界就会有多重声音的奏鸣。在丹尼尔·笛福的笔下，《鲁滨逊漂流记》中漂流孤岛的鲁滨逊是寂寞的，因为处于“信息孤岛”的人内心是孤独的，所以在“信息孤岛”中漂泊的鲁滨逊必然会回归大众传播的信息社会。可见，信息传播和信息交往一直是人类社会的本质特征之一。在数字时代，大众传播进一步凸现了其所担负的凝聚人类社会、沟通公共信息的重要职能。这也是大众传播之所以能够与现代社会共生共存的重要原因。

翻阅西方传播学史，可以发现大众传播的基本理论并不算太过复杂。人们对于大众传播的认识正在经历着一个不断深入的历史过程，而人们对于大众传播认识的这种不断深入也自然而然地体现在《大众传播动力学：数字时代的媒介》（第九版）之中。从某种意义上讲，该书也可以看作是人类对于大众传播认识过程的一个不断演进的标本。该书作者多米尼克博士所津津乐道的大众传播动力学，是一个令人好奇的概念。在本书中，大众传播动力学是个重要的概念，它将和大众传播相关的各种重要内容贯穿在一起。多米尼克博士认为：“该书标题中的‘动力学’一词真是再恰当不过了。在过去几年中，全世界的大众媒介经历了几波惊人的转变，它们永久性地改变了媒介景观。”对于读者而言，大众传播动力学的动力是什么？该动力如何形成？如何构成循环往复的传播世界？这是学习该教材所需要明了的一个基本问题。其实这个概念并不神秘，大众传播动力学其实就是指构成大众传播体系的人、信息、媒介、规制、伦理等各种力量及其在大众传播一定范围内所产生的运动与形成的变化。可见，多米尼克博士是从一种系统、动态和宏观的视野来分析和研究大众传播的，而这种视野也正是我们了

解和研究大众传播所需要具备的。

二、大众传播的媒介群：趋向融合的数字时代大众媒介

在该书第九版中，多米尼克博士补充了一些新内容：数字革命、无线移动媒体、营销新渠道、不断增强的用户控制权、媒介职业的相关问题。同时作者还对上次版本以来的媒体有关内容进行了更新，所有表格都采用了所能搜寻到的最新统计信息。这些更新更加体现了作者的一种观点：由传统媒体和新媒体所组成的大众传播媒介群，在数字时代的大背景之下都在发生着深刻的变化。这种深刻历史变化的一个表现就是大众传播发展的总体趋势越来越清晰了。

数字时代大众传播的总体趋势是什么？就是随着大众传播媒体技术的不断演进，各种大众传播媒体从内容和媒介等方面正在不断走向融合，推动了信息传播产业的产业融合，同时也使得基于数字化和网络化的数字传播生态系统得以形成。也就是说数字时代的大众传播媒介正在构成一个相互融合、共生共存的复杂生态系统。原有的界限清晰、各自分立的大众传播媒介生态一去不复返了。因此在数字时代，只有把握大众传播媒介生态的本质和规律，才能不囿于具体媒介形态的局限，越过大众传播现象的重重迷雾，准确捕捉大众传播的时代特征和发展趋势，从而把握大众传播媒介形态的共同特性和总体趋势。对于大众传播媒介的深入了解，还可以使读者对大众媒介组织的经济特征和各种工作职位获得进一步的认识，从而为其未来的职业选择提供支持和帮助。

三、大众传播的平衡木：有形规制和无形约束

诽谤、隐私权、版权、规制、行为准则……在多米尼克博士看来，很多大众传播的学习者或许对于和大众传播相关的法律和伦理会感到索然无味。因为法律和伦理乍听起来似乎远离大众传播的核心部分，和大众传播活动并不直接相关。其实不然，大众传播本来就和社会与人密切相关，大众传播活动无法脱离社会 and 人的生动环境。在大众传播的现实世界，一些大众传播领域的媒体和记者因为忽视大众传播的法律法规和道德伦理而受到惩罚的案例并不鲜见，其教训引人深思，发人深省。因此大众传播并不是信马由缰的信息传播，而是受到法律法规的有形规制和道德伦理的无形制约的传播活动，这些法律法规和伦理道德则是大众传播得以生存发展的无法脱离的有机土壤。

多米尼克博士认为，媒介是我们的社会中一股强大而重要的力量。在数字时代，大众传播的力量和影响无处不在，与此同时传播产业的市场化趋势和媒介垄断等现象也在对大众传播产生着深刻的影响，但是即使如此，大众传播也并非独立于客观的、必要的规则之外而无所依傍的天马行空似的活动，大众传播的全过程依旧是在法律法规和道德伦理范围内进行的。大众传播活动中所包含的职业精神、记者良知、传播法律、新闻伦理等等都应该是大众传播的重要内涵。只有深刻认识到这一点，才能够像《庄子·养生主》中庖丁解牛的故事所描述的“以无厚入有间，恢恢乎其于游刃必有余地矣”那样，掌握大众传播的内在规律，走好大众传播的“平衡木”，在规制和制约之间游刃有余，从而获得大众传播的最大自由。如果不遵循大众传播的游戏规则，那么在大众传播活动中只能处处碰壁，动辄得咎，失去应有的平衡。而那些违背传播法律和职业道德伦理的具体大众传播行为，则必然与大众传播沟通社会、凝聚社会的职能背道而驰，转而损害社会大众的公共利益。

四、大众传播的影响力：从心理到行为

在该书中多米尼克博士解释了科学家是如何使用调查和实验等方式来研究大众传播的社会影响的，并讨论了议程设置、电视暴力、互联网、移动媒体等对受众的影响。可见，随着人类社会信息传播活动日益频繁，大众传播的社会影响日益深刻，其已经构成了人类社会一种不可或缺的生活背景和心理底色。在数字时代，大众传播更为活跃，而其更为活跃的原因之一就是由于在数字时代个人传播权力

的不断扩大和信息传播环境的日益开放。在这种历史背景之下，大众传播对于受众心理和行为的影响更为明显。因此，处于大众传播影响的人们必须对此保持一种清醒而自觉的态度。对于大众传播社会影响的深入学习，将有利于提高读者对各种大众媒介内容的理解、分析和评判的能力，并进一步提高读者的媒介素养。不管是对于未来直接从事大众传播工作或从事其他相关工作的读者来说，都将从对于大众传播影响的学习中有所收获。

纵览全书，可以发现《大众传播动力学：数字时代的媒介》（第九版）紧扣数字时代的历史特征，从大众媒介类型、大众媒介规制、大众媒介影响等方面，论述了大众媒介的历史和现状，着重强调了大众媒介的经济特征和社会影响；分析了各媒介领域的职业体系和职业前景，提出了一些很有价值的建议；每章之后附有要点、关键术语、复习题、批判性思考题和相关网络资源，为读者学习和进一步研究提供了便利条件。该书内容详尽，图文并茂，案例扎实而富有时代感，逻辑关系严密清晰，是一本不可多得的英文原版新闻传播教材。通读全书，读者可以发现，该书其实更像是从不同维度对大众传播所进行的透视：从历史到未来，从理论到产业，从传统媒体到新媒体，从法律制约到伦理规范，从心理影响到行为改变……而这种多维度的大众传播透视，则可以使读者更易于从总体上把握大众传播动力学的全貌。

知识就是力量，知识的力量在于使我们更加具有把握未来的智慧和能力。在数字时代，深入和系统了解大众传播的历史和现实，将有助于我们更加准确地把握大众传播发展的未来。透过历史的表象，我们可以发现，数字时代的大众传播体系其实更加深刻地体现了大众传播的本质，并更大限度地为大众创造了开放、互动的数字化的信息传播环境。数字时代正在塑造着大众传播的新场景，而大众传播的新舞台则正在上演更为精彩的信息传播故事。这个故事的主角就是数字时代位于大众传播核心的人类自身。而以人为核心的数字时代大众传播必然将信息传播引领到一个更加活跃、更富有创造力的新境界。传播无处不在，大众传播无处不在，数字时代的大众传播无处不在。在数字时代大众传播的汪洋大海里，让我们开始一次不同寻常的认知、思考和收获的航行吧。

>> Preface for the Ninth Edition

Some of the impetus for this ninth edition of *Dynamics* came from my own media behavior. In the time span between the eighth and ninth editions I have bought the following items: a digital video recorder (DVR), satellite radio, a camera phone, an iPod, and a laptop computer equipped for wireless. It eventually dawned on me that my individual purchasing behavior mirrored larger trends that were happening in the media world. (Of course, it dawned on me much more quickly that keeping up with the latest technologies can be expensive, but that's another story.) The larger trends I refer to are discussed in Chapter 1 of the ninth edition: convergence, disintermediation, increasing audience control, and media mobility.

The camera phone is a good example of device convergence—one device does the work of two. With the iPod I can purchase and download songs from iTunes, and there's no need to visit a record store—disintermediation at its basic level. The digital video recorder and satellite radio give more control over my media exposure. I can record programs on the DVR and watch them on my schedule, not the networks. If I don't want to see commercials, I can fast-forward through them. Satellite radio gives me dozens of commercial-free music channels to listen to. I am no longer chained to the tight playlists and commercial interruptions of local radio stations. The iPod lets me program my own music and take it with me. The laptop keeps me linked to the Internet when on the go and can also play DVDs to help pass the time on long airline trips.

All the above demonstrates once again that the word *dynamic* in the title of this ninth edition has never been more appropriate. It also demonstrates that it's important for today's students to know something about the new media environment that will confront them when they graduate, no matter what their career direction.

As in past editions, this edition of *Dynamics* recognizes that the introductory course in mass media generally attracts two general types of students. One type ultimately wants to pursue a career in some branch of the media. These students are more interested in the structure, organization, and operations of the media. The other type will pursue a career in some other field but will still become consumers of media content. These students are more interested in developing what is termed "media literacy," the ability to analyze and critically evaluate information presented in a variety of media and to understand the contexts within which media are produced, distributed, and consumed.

One of the original goals for the first edition of *Dynamics* and for its successors was to present a thorough and up-to-date treatment of the various media and media-related topics that would be helpful to aspiring professionals and also foster the development of media literacy among those who chose other careers. It is hoped that the ninth edition also fulfills this goal.

NEW TO THIS EDITION

The new material in this edition clusters around several themes, some of which have already been mentioned.

- *The digital revolution.* Digital technology continues to reshape the mass media landscape. Chapter 3 contains an expanded general discussion of these developments, and the chapters in Part Two of the text all contain specific examples of how the trend toward digital is affecting the various media.
- *Wireless mobile media.* The idea that wireless media such as the cell phone represent another milestone in the development of human communication is discussed in Chapter 3. In that same connection, Chapters 4–11 now contain a section that talks about how each mass medium is becoming more mobile.

- *New channels of distribution.* The Internet has opened up new ways of reaching the audience. To illustrate, Chapter 7 introduces the notion of podcasting, and Chapter 8 contains an examination of the impact of Apple's iPod and iTunes. Voice-over-Internet protocol is explained in Chapter 10.
- *Increased audience control.* Chapter 7 illustrates this trend with an expanded discussion of satellite and Internet radio. Chapter 9 further illustrates this development by discussing video on demand, and Chapter 10 examines how the blog phenomenon has given audiences more choices when it comes to news and opinion.
- *Issues in media performance.* The past few years have seen the media at the center of several controversies and scandals. Chapter 4 talks about circulation rigging in the newspaper industry. Chapter 12 reviews the controversy over using anonymous sources, the general decline of audience exposure to news of all types, and the impact of blogs on journalism. Chapter 13 discusses the FCC crackdown on indecency, the problem of revealing confidential sources, and the recent ruling in the Grokster case. Finally, Chapter 14 contains new material on the impact of video game violence.

And as is the usual case with new editions, every chapter has been updated to reflect media-related developments since the last edition. In addition, all tables now contain the latest statistical information available.

BOXED FEATURES

As in past editions, the boxed inserts in each chapter provide background material or extended examples of topics mentioned in the text and raise issues for discussion and consideration. The ninth edition includes 69 new or updated boxed inserts.

The boxes are grouped into several categories. The Media Talk boxes refer students to segments on the accompanying DVD that introduce important issues in mass communication. Instructors can use these as discussion starters. The Media Tour boxes introduce clips on the DVD that look at how various media operate and feature media professionals discussing significant concerns in their field. Instructors can use these segments as a general introduction to selected media chapters.

There are dozens of boxes that spotlight pertinent ethical, social, or critical/cultural issues that examine such topics as shadow advertising, illegal file sharing, the cultural meaning of the new media, and the use of anonymous sources by journalists.

The Media Probe boxes take an in-depth look at subjects that have significance for the various media. Some examples include the international trend in reality television, the huge economic success of *The DaVinci Code*, the increasing number of sequels and remakes in the movie industry, and the problems surrounding Nielsen's introduction of People Meters in local markets, increasing obtrusiveness of commercials, and an analysis of violence in video games.

The Decision Maker boxes profile individuals who have made some of the important decisions that have had an impact on the development of the media. Examples include Al Neuharth, Catherine Hughes, Steven Spielberg, and Ted Turner.

And, as before, Soundbytes are brief boxes that highlight some of the ironic, offbeat, and extraordinary events that occur in the media.

ORGANIZATION

The organization of the book is unchanged from the eighth edition. Part One, "The Nature and History of Mass Communication," presents the intellectual context for the rest of the book. Chapter 1 compares and contrasts mass communication with other types of interpersonal communication, while Chapter 2 introduces two perspectives commonly used to understand and explore the operations of the media: functional analysis and the critical/cultural approach. Chapter 3 takes a macroanalytic approach and traces the general history of media from the development of language to the cell phone explosion.

Part Two represents the core of the book. Chapters 4–10 examine each of the major media. The organization of each of the chapters follows a similar pattern. I start with a brief history from the media's beginnings to how it is coping with the digital age.

This is followed by a section on how the medium is becoming more mobile, the defining characteristics of each medium, and a discussion of the industry structure.

I have continued to emphasize media economics. Since the major mass media in the United States are commercially supported, it is valuable for students to appreciate where the money comes from, how it is spent, and the consequences that arise from the control of the mass media by large organizations.

Part Three, "Specific Media Professions," examines three specific professions closely associated with the mass media: news reporting, public relations, and advertising. Similar to the approach used in Part Two, each chapter begins with a history, examines the structure of that particular profession, discusses key issues in the field, and ends with a consideration of career prospects.

Part Four, "Regulation of the Mass Media," examines both the formal and informal controls that influence the media. These are complicated areas, and I have tried to make the information as accessible as possible.

The concluding section, Part Five, "Impact," continues to emphasize the social effects of the mass media. Some introductory texts give the impression that the effects of the media are unknown or simply matters of opinion. Granted, there may be some disagreement, but thanks to an increasing amount of research in the field, there is much that we do know. Moreover, as informed members of our society, we should have some basic knowledge of the effects of the media on our society and across the globe.

Finally, once again I have tried to keep the writing style informal and accessible and have chosen examples whenever possible from popular culture that I hope all students are familiar with. Technical terms are boldfaced and defined in the glossary. The book also contains a number of diagrams, charts, and tables that I hope aid understanding.

IN A SUPPORTING ROLE

>> Online Learning Center, www.mhhe.com/dominick9

The book-specific Web site contains resources for instructors and students. The instructor's material is password-protected, and the password is available to adopters through McGraw-Hill's sales representatives. Students have free access to the student resources.

Instructor resources consist of a teaching guide and PowerPoint slides for each chapter. *Student resources* consist of the following review tools:

- practice test,
- learning objectives,

- key terms and crossword puzzles,
- suggestions for further reading, and
- an online glossary.

**>> PowerWeb: An Online Database of Readings and Resources,
www.dushkin.com/powerweb**

PowerWeb is a password-protected premium content Web site that serves as a companion anthology and media news resource. The *PowerWeb* site includes:

- articles on mass communication issues, refereed by content experts,
- real-time news on mass communication topics,
- student study tips,
- Web research tips and exercises, and
- refereed and updated research links.

>> Instructor Resource CD-ROM

The content consists of the following:

- **Computerized test bank:** Written by Rebecca Ann Lind, of the University of Illinois at Chicago, this text bank features all new questions that are page-referenced to the text. It is available in both Windows and Macintosh formats.
- **PowerPoint slides:** These slides can be used by instructors in class presentations and by students for review. They are available on disk and at the Online Learning Center.

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In closing, as before, I hope this book helps us better understand the fast-changing world of mass media.

Joseph R. Dominick

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