



George Rodman

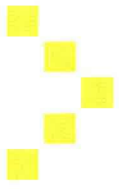
# Mass Media in a Changing World



HISTORY

INDUSTRY

CONTROVERSY

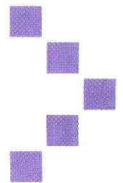


# Mass Media in a Changing World

**George Rodman**

Brooklyn College of CUNY

HISTORY  
INDUSTRY  
CONTROVERSY



Boston Burr Ridge, IL Dubuque, IA Madison, WI New York San Francisco St. Louis  
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## **Dedication**

To Linda, Jennifer, Alexandra and Dean.



# About the Author

## George Rodman



You might say that George Rodman was genetically hard-wired for an interest in media and mass communication. His

grandmother was a first cousin to, and grew up with, Cecil B. DeMille, who became one of the best-known filmmakers in Hollywood history. His grandfather was a personal lab assistant to Thomas Edison, later produced some of the first crystal radio sets for the home and was the founding president of the Radio Manufacturers Association. His father was an entrepreneur whose start-up business ventures included importing European recording equipment, printing, and manufacturing custom computers for small businesses.

Today, Rodman is professor and chair of Television and Radio at Brooklyn College of the City University of New York. His PhD in communication is from the University of Southern California (1975), his MS in communication is from Illinois State University (1971), and his BA in English (1970) is from Glassboro State College (now Rowan University). He has taught the Introduction to Media course for 25 years, both at Brooklyn College (1978–present) and at the University of New Hampshire (1975–1978). He is the author, coauthor, and

editor of several books, including four editions of *Mass Media Issues* (1981 and 1984 with SRA, 1989 and 1993 with Kendall-Hunt), nine editions of *Understanding Human Communication* (with Ron Adler, Oxford University Press), and four books on public speaking, including *The New Public Speaker* (Harcourt Brace, 1997), a book that features the role of public speaking in the media/information age. He has written for newspapers, magazines, journals, film, television, radio, and multimedia programs. He is listed in *Who's Who in Entertainment* and *Who's Who in Education*.

Rodman lives in Long Island, New York, with his wife Linda and three children: Jennifer, Alexandra, and Dean. Maintaining the family interest in media careers, Jennifer has worked as a movie extra and Alexandra as an actress in television commercials.

# Preface

**U**nderstanding media in today's world is more than a scholarly exercise; it is a necessary survival skill in a world that has been utterly changed by mass communication. All students, whether they will be practitioners, critics, or consumers, have to be able to analyze the ways in which mass media are being used to change the world. This book provides the tools they need to accomplish that analysis.

## ABOUT THIS BOOK

The way a text tells the story of media can make a difference in how students master the content. Because of this, *Mass Media in a Changing World* organizes its survey of media with an innovative approach featuring:

- A unique three-part narrative structure. Each chapter is organized around the topics of history, industry, and controversy.
- A synthesis of research and points of view.
- An organization that allows for both comprehensiveness and maximum comprehension.
- An integration of unique multimedia ancillaries that lend meaning and relevance to the themes of every chapter.

**This is the story of where the media came from, why they do what they do, and why those actions cause controversies.**

## THREE-PART NARRATIVE APPROACH

*Mass Media in a Changing World* has a unique three-part narrative structure. Every chapter is divided into sections on history, industry, and controversy. The three-part structure makes clear the way industry practices developed historically and how those practices have resulted in today's issues. This is the story of where the media came from, why they do what they do, and why those actions cause controversies.

The history sections of each chapter help the student understand that much of what is happening in the media today is actually a process of history repeating itself. War coverage, for example, has always been controversial, and the red-hot Internet economy of the 1990s was an echo of the economic boom created by radio in an earlier day. Many of the fears parents have about the Web and television today are similar to earlier concerns about the effects of silent movies and comic books.

The industry sections, for example, "Understanding Today's Book Publishing Industry," demonstrate that media practices did not develop in a vacuum. Rather, media companies do what they do because of industry objectives, especially economic objectives. Knowing that Hollywood movies are designed for teenage and overseas audiences, for example, explains why



so many of them take the form they do. An added bonus of the industry sections is that they introduce the types of careers that each medium offers for the student who is considering a media profession.

The controversies sections introduce the student to the debates that opponents—including parents, media companies, legislators, consumers, and watchdog groups—are currently fighting about. These battles take place in houses of government, industry board rooms, civic groups, academic classes, and courts of law, and they will continue to rage when today's students go out into the world. Some of these controversies, such as those regarding magazine marketing schemes, are best understood in the context of a specific medium (Chapters 2 through 9). Others, such as advertising directed toward children, are best understood in the context of specific industries (Chapters 10 through 12) and still others, such as the conflict between a free press and fair trials, become clearer when explained in a chapter devoted to media impact, law, or ethics (Chapters 13 through 15).

Dealing with history, industry practices, and controversies in each chapter creates a narrative flow that helps readers understand and remember essential concepts. This organizational scheme creates a recognizable structure for students, providing them with a conceptual framework that breaks up the story of media into progressive chunks of easily mastered material. The book also takes a middle path between industry and critical approaches, providing a survey that is useful not just to those students who want to enter the industry as practitioners, but also to those who plan to be critics, and those who will continue to be media consumers (the latter category includes all students).

## **ORGANIZATION OF THE TEXT**

Because the breadth of content in this course can be overwhelming, *Mass Media in a Changing World* is organized for simplicity as well as comprehensiveness. The introductory chapter sets the stage by explaining the book's three-part structure and introducing some of the essential concepts that will be developed in later chapters. Then each mainstream medium is discussed in its own chapter. In the Part 4, news, public relations, and advertising are given chapters of their own so that students may become aware of the influence of the information and persuasion industries. All of these chapters deal with controversies in impact, law, and ethics.

The final three chapters organize and complete these topics, which allow students to make sense of the overarching issues both within the context of individual media and across all media. In various places in the book, therefore, issues such as violence, stereotyping, and censorship are examined both as general issues and from the perspective of different media. Because ethics is dealt with throughout the book in this way, the final chapter provides an especially effective wrap-up for the content of this course.

The overall structure helps students keep sight of the media world's shape. Each chapter, however, tells its own story. These chapters can therefore be assigned in any order. Some instructors have assigned the impact, law, and ethics chapters first, for example, with effective results. The flexibility of these chapters should make it easy to integrate current news events and guest speakers into the course when the need or opportunity arises.

## **SPECIAL FEATURES OF THE TEXT**

To help students attain a clear understanding of all the important facets of this extensive field of study, *Mass Media in a Changing World* makes use of a number of important learning tools.

## CHAPTER HIGHLIGHTS

Each chapter begins with a list of learning points that will be covered in the History, Industry, and Controversies sections of the chapter. These highlights represent learning objectives that help students organize their reading and concentrate on key concepts.

## CHAPTER-OPENING VIGNETTES

Chapters open with a brief media-related story. These stories introduce the central theme of each chapter and are analyzed so that the student enters a chapter with open eyes and an open mind. For example, the opening vignette in Chapter 1 (Introduction), “Hating America,” explores the phenomenon of growing anti-American sentiment in a post–September 11, 2001, world, beginning a discussion about the social and cultural impact of mass media. Chapter 8 (Television) opens with the vignette “Humiliation TV” and explores the growth of reality TV programming and its effects. The opening vignette in Chapter 12 (Advertising), “The Subservient Chicken,” discusses the wildly popular Burger King Web site and the nature of viral marketing, a technique that allows consumers themselves to spread the marketing message for a company.

## MASS MEDIA HISTORY

The history of mass media is an important element of any survey course on mass communication. *Mass Media in a Changing World* presents history using three easily assimilated features:

- History section—Each chapter contains a History section to centralize the discussion of key events in mass communication history.
- Milestones—A Milestones list appears following the History section of each chapter. Each list summarizes the most important events for a chapter, providing the student with a set of priorities to guide them through their review of the History section.
- Timeline appendix—The book contains an extensive Timeline appendix that gathers in one place all of the historical milestones discussed in the text (see page xxii).

## CLOSE-UP BOXES ON HISTORY, INDUSTRY, AND CONTROVERSY

These boxed features reinforce the three-part structure of every chapter. Each deals with an interesting example or trend that drives home an important concept in that section of the chapter. In the chapter on radio (Chapter 7), for example, the Close-Up on History box deals with the 1938 *War of the Worlds* broadcast and ensuing public panic. In the chapter on movies (Chapter 5), the Close-Up on Controversy box looks at the social effects of motion pictures that glamorize cigarette smoking. In the chapters on media impact (Chapter 13), media law (Chapter 14), and media ethics (Chapter 15), the Close-Up on Industry box has been recast as a special Close-Up box covering key issues affecting these areas of study.

## SELF-QUIZ QUESTIONS

Another unique feature of this text is the set of Self-Quiz questions that run in the chapter margins. These questions enable students to reinforce their



comprehension of the material while it is still fresh in their minds. They also highlight the most important points for key passages in a chapter and make an effective review tool.

## CONSIDER THIS QUESTIONS

Critical thinking questions headed Consider This are also placed in the chapter margins. They pose thought-provoking questions to stimulate student thinking and foster discussion. The instructor may also use the Consider This questions as discussion points for class or as writing assignments.

## FACT FILES

Fact Files are illustrations or tables providing brief snapshots of important data for a given industry, such as industry leaders, revenue figures, market share, and consumer trends. They are designed to help the student reinforce their understanding of important industry facts and trends. The unique visual design of the Fact Files makes the data easy to understand and retain. Numerous Fact Files appear in each of the first 12 chapters.

## KEY TERMS

Understanding the vocabulary of mass media is an important part of the introductory course. *Mass Media in a Changing World* reinforces mass media vocabulary by providing key terms and definitions in the margins of each chapter. Thirty to 35 essential concepts are introduced in each chapter. These concepts, all of which are useful in areas of the liberal arts and sciences besides media studies, are set in boldface, carefully defined in the running narrative, and then amplified with examples chosen to stimulate student interest. In addition, the end of each chapter includes a list of that chapter's key terms, with page reference numbers.

## SUMMING UP

An end-of-chapter summary recaps the essential points of the chapter in narrative form. It assists students in reviewing important themes, events, controversies, and concepts.

## ELECTRONIC EXCURSIONS

Each chapter concludes with an integrated set of media-related activities using the student CD-ROMs and Web site developed especially for the text. These include some or all of the following for each chapter:

- *Web Excursions*—Recommended Web sites related to the chapter are coupled with critical-thinking questions to help the student assess the content of a given site.
- *CD-ROM Excursions*—These activities point the student to specific, relevant tracks found on the double-CD-ROM package that accompanies the book. These include segments from *Media Tours* and *Media Talk*, which are further described in Integrated Electronic Resources on the next page.

## NOTES

A comprehensive list of source notes is organized by chapter and included at the end of the book.

## FULL GLOSSARY OF KEY TERMS

A concise master glossary of essential vocabulary is included at the end of the book. These terms are also page-referenced in the index.

## COMPLETE TIMELINE OF MASS MEDIA MILESTONES

This complete Timeline, located in the back of the book, integrates all of the various Media Milestones and other important dates from the book into one comprehensive format. It provides a single place to view, compare, and contrast the historical developments of key mass media. The complete Timeline is an effective study aid for the student who wishes to brush up on key historical events. There is also an interactive version of the Timeline on the companion Web site that uses simple quizzing techniques to further reinforce the study of media history.

## INTEGRATED ELECTRONIC RESOURCES

*Mass Media in a Changing World* is more than a text. Its accompanying Media World CD-ROMs, and its Online Learning Center Web site, work together as an integrated learning system to drive home the basic concepts, history, industry practices, and controversies surrounding mass media. This comprehensive system, using a combination of print, multimedia, and Web-based materials, meets the needs of instructors and students with a variety of teaching and learning styles.

### For the Student

Each chapter is supported by unique content located on the accompanying Online Learning Center (OLC) Web site for the book ([www.mhhe.com/rodman](http://www.mhhe.com/rodman)). The OLC includes the following:

- Student self-tests for each chapter, providing a comprehensive set of review questions not found in the book.
- Electronic Timeline study guide, based on the Complete Timeline of Media Milestones from the text.
- Web Excursions activities and links for each chapter.
- Additional Internet Exercises for each chapter.
- Recommended readings, movies, and documentaries for each chapter.
- A PowerWeb database of online articles.

*Media World* is a double CD-ROM set produced exclusively by McGraw-Hill. It includes video materials to reinforce the student's understanding of the mass media industry and practices. *Media World* content is highlighted in the chapters so that students and instructors can integrate it with the total learning experience. *Media World* includes:

- *Media Tours* videos, providing an inside look at the day-to-day operations of real media organizations.
- *Media Talk* videos, featuring newsworthy interviews about important developments in mass media from the NBC News Archives.

### For the Instructor

Additional electronic resources have been developed with the instructor in mind. The Instructor's Resource CD-ROM features the following:

- An Instructor's Manual with optional activities for each chapter.
- A Computerized Test Bank.

- PowerPoint presentations for each chapter.
- A Question Bank for the Classroom Performance System (CPS). CPS is a revolutionary wireless response system that gives instructors immediate feedback from every student in the class. CPS units include easy-to-use software and hardware for creating and delivering questions and assessments to your class. Every student simply responds with their individual, wireless response pads, providing instant results. CPS questions for classroom use are included on the Instructor's Resource CD-ROM for those instructors who choose to adopt this technology, which is available from your school's McGraw-Hill service representative.

There is also an instructor's section of the Online Learning Center (OLC) at ([www.mhhe.com/rodman](http://www.mhhe.com/rodman)). It includes the following:

- An Instructor's Manual with optional activities for each chapter.
- PowerPoint presentations for each chapter.
- Downloadable Question Bank for the Classroom Performance System (CPS).

*Media Tours* is a VHS tape that includes the same profiles of real media companies included on the student CD-ROM. The videotape is provided upon request for instructors who prefer to show the clips in class using a videotape player. *Media Talk Lecture Launcher* is a VHS tape that includes the same newsworthy interviews from the NBC News Archives that are included on the student CD-ROM. The videotape is provided upon request for instructors who prefer to show the clips in class using a videotape player.

The author of this text also hosts an electronic discussion group for instructors and students in the basic course in mass media. This group, active since 1997, has been a handy device for distributing up-to-the-minute course updates, as well as serving as a forum for discussions about the nature of this course. You can join the group by sending a blank e-mail message to [MediaProfs-subscribe@yahoogroups.com](mailto:MediaProfs-subscribe@yahoogroups.com). Messages addressed to the author individually can be sent to [grodman@brooklyn.cuny.edu](mailto:grodman@brooklyn.cuny.edu).



# Acknowledgments

A number of people helped make this book possible. If any errors or omissions have slipped through this process, they are entirely of the author's doing, probably because he failed to follow the advice of someone on this great team. Much of what is good about this book, however, is attributable to the following people: Thom Holmes, my senior developmental editor and favorite tennis partner, was an incredible support system throughout the development of this book. Thom was more like a coauthor than an editor of this book, and I couldn't have completed it without him. We were strangers when we began this project, but I am proud to count him among my friends today. Betty Whitford, on the other hand, my local McGraw-Hill service representative, has been my friend for years and would always stop by to see me on her campus visits, even though I was often in competition with the authors she represented. It was Betty who suggested that I pitch this project to McGraw-Hill and who smoothed the way for my introduction to Phil Butcher, my sponsoring editor and publisher. Betty insisted that I would like Phil, and she was right. He turns out to be one of the straightest shooters that I've run across in this or any other business. Christina Thornton-Villagomez, my project manager (production), has been incredibly patient and thorough, and Janet Renard was an extraordinary copy editor. Often, when I had written myself into a corner, Janet was able to hack through the verbiage and straighten out my line of thought. Leslie Oberhuber, the marketing executive for this book, has been a source of practical suggestions since my earliest meetings with McGraw-Hill.

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A panel of expert reviewers were instrumental in shaping the book you hold in your hand today. I am indebted, therefore, to each of the following:

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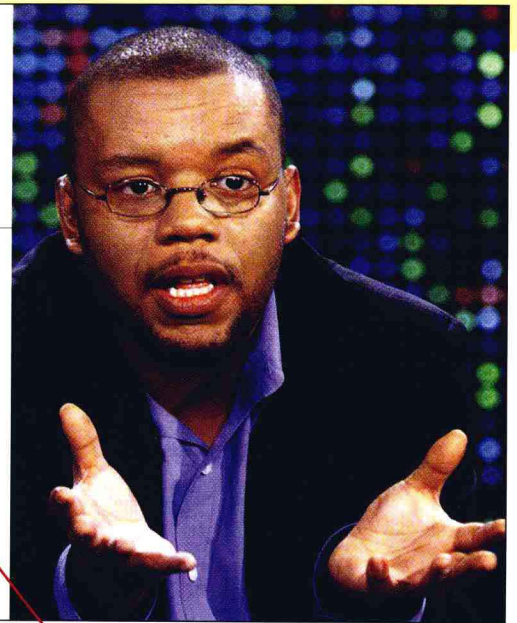
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# Your Visual Preview

## Innovative Three-Part Structure

Every chapter is divided into sections on *history*, *industry*, and *controversy*. The three-part structure makes clear the way industry practices developed historically and how those practices have resulted in today's issues.



## Intriguing Vignettes

Chapter-opening stories effectively introduce the central theme of each chapter and are analyzed so that the student enters a chapter with open eyes and an open mind.



## Close-Up Boxes

These boxed features reinforce the three-part structure of every chapter. Each deals with an interesting example or trend that drives home an important concept in that section of the chapter.

**This is the story of where the media came from, why they do what they do, and why those actions cause controversies.**



## Milestones

A Milestone chart appears in each chapter summarizing the most important historical events for the chapter, providing the student with a set of priorities to guide them through their reading.



## Consider This

Critical thinking questions stimulate student thinking and foster discussion.

## Pull Quotes

Eyecatching quotations draw the student to important ideas in the accompanying text.

**consider this**

Is it ethical for a nation to use public relations to support its war effort? Why or why not?

**Spinning**

The definition of *spin* probably depends on whether one is a public relations practitioner or a critic of the industry. To some, the word has become synonymous with the practice of public relations. PR? The Social History of Spin. To Ewen, spinning is the practice of twisting the truth so that the speaker is not lying, just putting the best possible face on the facts. Spinning attempts to supplant the public relations version of reality over other versions that might be less beneficial to the spinner, such as when a politician claims credit for economic or social gains he or she had nothing to do with.

Other critics contend that most spinning is a type of lying, or at best the telling of a half-truth. Such critics are word lovers and do not like to see language abused, and they believe that public relations people do commit abuses. Sometimes they do it using euphemisms, or substituting words that soften a harsh truth. One annual report referred to a plane crash as the "voluntary conversion of a 707," which caused one pundit to point out, "Perhaps they would have fooled more people if they had just called the disaster a layover in Cleveland."<sup>10</sup> Other critics are angered by euphemisms like *early retirement* for firing, *rightsizing* for firing an entire department, *restructuring* for putting a whole town out of work, and *unfolding shareholder value* for dismembering an entire company.

**One report referred to a plane crash as the "involuntary conversion of a 707."**

Robert L. Dilenschneider, chairman and founder of the New York public relations firm the Dilenschneider Group, Inc., believes that the critics have it wrong. In a 1999 speech, he defined *spin* as "marking's attempt to put its best foot forward" and went on to say, "Lovers are master spinners. So are job applicants. Ditto for kids around Christmas. Spin is happening every minute of every day in every city and town around the world." In short, he said, spin is to persuade others to your point of view. Dilenschneider maintained that critics confuse "good spin" with "bad spin":

In spinning we try to give ourselves, our cause or our point of view the advantage. We can get that advantage ethically or unethically. In good spin or bad. With a pure heart or with malice. And that's the difference between good spin and bad spin. Good spin is being smart but also being on the level. Good spin sticks with reality. Bad spin is to be mean-spirited, opportunistic, sleazy. Bad spin crosses the line from reality to fiction.<sup>11</sup>

**self quiz**

What is spin? How is it viewed differently by public relations practitioners and critics?

**The Big Lie**

The big lie occurs when a prominent person states something he or she knows to be untrue and sticks to it no matter what evidence refutes it, hoping that the press and the public will eventually become confused by the issue and forget about it. Those who have been accused of this tactic include cigarette industry executives, who swore under oath for years that tobacco is not addictive, in spite of medical evidence that suggested otherwise. Later, they explained that it depended on what was meant by "addictive." Critics also accused President Bill Clinton of resorting to the big lie when he wagged his finger at television cameras and intoned, "I did not have sex with that

394 PART 4 Information and Persuasion Industries

## Key Terms

Important terms are defined in the margins

## Self-Quiz Questions

Another unique feature of this text is the use of running self-quiz questions in the chapter margins. Self-Quiz questions enable students to reinforce their comprehension of the material at the point when they are first reading it.

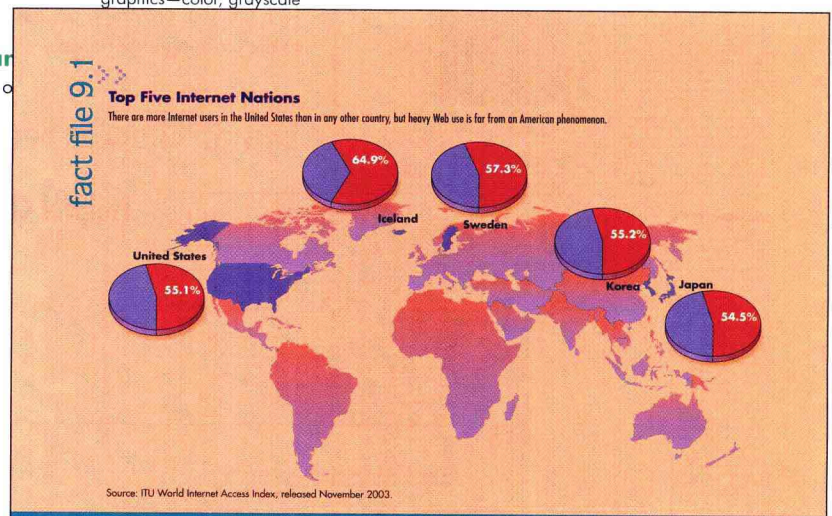
## Smart Visuals

Revealing visual aids are used to convey the history of mass communication, its economics, and the influence of mass media on culture.



**FIGURE 2.2 Technical Schematic Diagram**

For most readers, traditional books still have advantages o



**fact file 2.1**

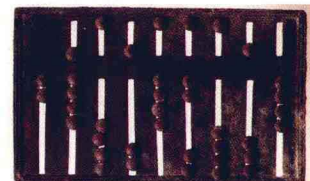
**Top Publishers of U.S. Books**  
Five publishers dominate US book sales, and four of them are foreign owned.

Publisher, Home Country, Web site	Companies Owned
<b>Bertelsmann AG</b> , Germany, <a href="http://www.bertelsmann.com">www.bertelsmann.com</a>	Anchor, Ballantine, Bantam, Broadway, Crown, Delacorte, Dell, Del Rey, Dial, Doubleday, Everyman's Library, Fawcett, Knopf, Modern Library, Pantheon, Random House, Schocken Times Books, Villard, Vintage
<b>Pearson</b> , England, <a href="http://www.pearson.com">www.pearson.com</a>	Addison Wesley, Allyn & Bacon, Dutton-Putnam-Berkeley, Longman, Penguin, Prentice Hall, Signet-Plume, Simon & Schuster's educational and reference divisions, Viking
<b>News Corporation</b> , Australia, <a href="http://www.newscorp.com">www.newscorp.com</a>	Avon, HarperCollins, William Morrow
<b>Time Warner</b> , United States, <a href="http://www.timewarner.com">www.timewarner.com</a>	Book-of-the-Month Club; Little, Brown; Sunset Books; Time-Life Books; Warner Books
<b>Holtzbrinck</b> , Germany, <a href="http://www.holtzbrinck.com">www.holtzbrinck.com</a>	Farrar, Straus & Giroux; Henry Holt; St. Martin's Press

Sources: Company Web sites.

television before it, the computer would eventually ce that many people look at as an indispensable on. The device now familiar to us as a personal beginnings thousands of years ago as a calculator.

he computer as a modern in- nary computer was the abacus, invented around 3000 bc in is now Iraq. The abacus used sent the Arabic system of num- to the world the concepts of the tens, hundreds, thousands, and bers replaced Roman numerals atical calculations were greatly



### from Tubes to Chips

puters to be programmable, so a series of formulas, stored and activated automatically. Both Germans

A small early Roman abacus, made of bronze. It probably served as the pocket calculator of an ancient merchant.

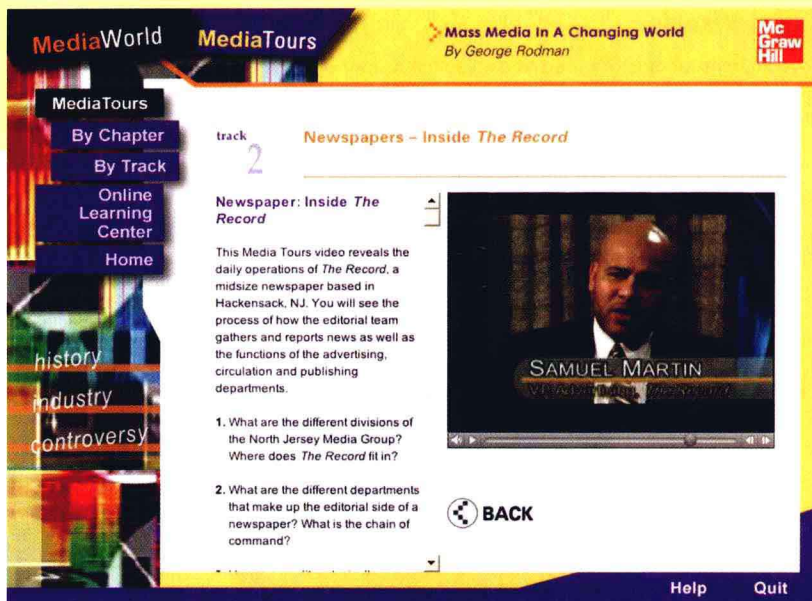


## Media World Student CD-ROM

Media World is a double CD-ROM set produced exclusively by McGraw-Hill. It includes video materials to reinforce the student's understanding of the mass media industry and practices.

Media World includes:

- Media Tours videos, providing an inside look at the day-to-day operations of real media organizations.
- Media Talk videos, featuring newsworthy interviews about important developments in mass media from the NBC News Archives.



example, that about 90 percent of those who commit sex-related murders, have a taste for violent pornography." That sounds like an impressive number, but it does not prove that the violent pornography caused the violent behavior. One hundred percent of those killers might also drink milk or use aspirin—but those factors don't necessarily cause them to be murderers.

Causation is extremely difficult to prove in media research. Content analyses, for example, can perform a useful function by validating assumptions about media problems. For example, content analyses have shown the extent of stereotyping that exists in the media.<sup>10</sup> Yet the existence of the stereotype does not necessarily cause a specific effect in the audience. Recall from Chapter 12 that one of the criticisms of the idea of cultural lag advertising (beyond whether or not it is actually practiced) is that a hidden costs image may not cause any ill effect in an audience.



Michael Martin is the anchor of the news on the New York City's Channel 60. In the Media World CD-ROM, he discusses how the media built self-esteem.

### self quiz

What is the industry's typical response to the charge that violence in the media causes violence?

### THE INDUSTRY'S

Violence has been a preoccupation for professionals have taken a keen interest in the industry. *Handy* contains no less than a dozen scenes of violence in action, and a pretty when it is over. Besides, the critical fact that a society itself is a violent one, and that the industry is a part of it, the effect, they say, is the availability of guns, not the availability of violence. The industry's response to the charge that violence in the media causes violence is a complex puzzle.

The controversy over violence in the media is a complex puzzle.

### Summing Up

The telegraph started the electronic communications revolution, but that revolution made its most giant stride in radio. Radio waves were first demonstrated by Heinrich Hertz. Working from the findings of Hertz and other scientists, Guglielmo Marconi developed the first practical radio telegraph. For the first time, it was possible to pick up and amplify radio signals, and Reginald Fessenden made the first wireless voice transmission, using a high-frequency generator he had designed. The U.S. Navy took over radio technology during World War I, and after the war several companies divided up the field. These companies included American Telephone and Telegraph (AT&T), General Electric (GE), Westinghouse, and the Radio Corporation of America (RCA). One early broadcaster was Frank Conrad, who set up what some believe was the first commercial station, KDKA in Pittsburgh. The first radio network was born when AT&T connected its station in New York to its station in Boston. Soon there were three networks: two owned by NBC and one by CBS. NBC eventually sold out of its networks, which became ABC. Regulation became necessary because stations had to be assigned frequencies and rules for broadcasting. There were four primary pieces of legislation regulating radio: The Radio Act of 1912 required transmitters to be licensed. The Radio Act of 1927 required stations to operate in the public interest, convenience, and necessity. The Communications Act of 1934 created the FCC, which continues to regulate the industry.

Governments are always key players in a nation's media. In the United States, the media are regulated by government, not conversely as a watchdog over government, and from the channels through which election campaigns are conducted. The final component of a media system is the audience. The audience determines the final meaning of media content. The audience's taste, opinion, influence, even in terms of the acceptance and rejection of new types of media. The audience also plays a key role in generating media controversies by protesting and forming groups to lobby against media practices. Controversies tend to be based on three concerns. Impact issues concern how the media affect both individuals and society. Content issues in this area involve violence and sex in movies, television, and recordings. Legal issues—such as libel, privacy, and antitrust laws—deal with media practices that have been prohibited or regulated by legislation. Ethical issues such as truth telling deal with the basic idea of whether media practices are morally right or wrong.

The following terms are defined and indexed in the Glossary of Key Terms at the back of the book.

advertising	First Amendment	mediated interpersonal
relationship 25	Fourth Estate 25	communication 9
antitrust laws 17	gossip 25	medium 7
copyright 24	group consciousness 26	misogyny 19
horizontal integration 28	mass communication 7	noise 7
convergence 19	media 7	objectivity 11
cross-media marketing 26	media criticism 8	objectivity 29
cultural imperialism 14	media literacy 5	systems 13
economics of scale 25	media 5	vertical integration 17
entertainment 19	communications 7	
feedback 7		

### HISTORY

#### Web Excursion

1. Go to the Student portion of the Online Learning Center and choose Chapter 10. In the left navigation bar under News, Articles & Links, click *PowerWeb Articles*. On the next screen, under the topic of *International News*, read the article, "The View From Abroad." In your opinion, were early reports from U.S. news organizations about the war on terrorism more or less accurate than those in the article? Explain why you feel the way you do.

There is no single "right" answer to this question. But explain why you selected the events you did.

#### PowerWeb Articles

2. Go to the Student portion of the Online Learning Center and choose Chapter 10. In the left navigation bar under News, Articles & Links, click *PowerWeb Articles*. On the next screen, under the topic of *News Reporting*, read the article, "The View From Abroad." In your opinion, were early reports from U.S. news organizations about the war on terrorism more or less accurate than those in the article? Explain why you feel the way you do.

In addition, scan the list for other articles of interest pertaining to this chapter.

### Key Terms

### Electronic Excursions

Media World videos are fully integrated with the text, providing another dimension to the learning experience.

## End-of-Chapter Features For Easy Review

### Helpful Chapter Summaries and Key Terms

## Electronic Excursions

These meaningful resources include Web-based exercises, links to media essays and articles, and additional Media World videos.

### HISTORY

#### Web Excursion

1. Much has happened to the shape and definition of news as it moved from print into the electronic media. Search the Web for history timelines of the news industry or go directly to the Center for History and New Media (<http://www.historyandnewmedia.org>). Select a news event that occurred at least 20 years ago and compare how the impact of that story would change if it happened today. Identify the major differences and similarities of how news was perceived in the past compared to today.

#### Weekly Update Articles

2. Go to the Student portion of the Online Learning Center and choose Chapter 10. In the left navigation bar under News, Articles & Links, click *Weekly Update Articles*. On the next screen, under the topic of *Controversy*, read the article, "Local Television News—Not Bigger and Better." Using information from the article and the history section of Chapter 10, answer this question: Has ownership consolidation helped or hurt television news? In addition, scan the list for other articles of interest pertaining to this chapter.

### INDUSTRY

#### Web Excursion

3. Whether through satire, partisan rhetoric or sheer entertainment value, media personalities have increasing influence on how consumers receive and perceive the news. Visit the Web pages of Howard Stern, [www.100percentradio.com](http://www.100percentradio.com), Rush Limbaugh, [www.rushlimbaugh.com](http://www.rushlimbaugh.com), and Jon Stewart, [www.comedianjonestewart.com](http://www.comedianjonestewart.com), and compare how each personality delivers today's top stories. Then visit a general news website at [www.cnn.com](http://www.cnn.com) or [www.foxnews.com](http://www.foxnews.com) and search for the same stories. How does the presentation differ? Prepare a brief report on your findings.

#### PowerWeb Articles

4. Go to the Student portion of the Online Learning Center and choose Chapter 10. In the left navigation bar under News, Articles & Links, click *PowerWeb Articles*. On the next screen, under the topic of *News Reporting*, read the article, "The View From Abroad." In your opinion, were early reports from U.S. news organizations about the war on terrorism more or less accurate than those in the article? Explain why you feel the way you do.

In addition, scan the list for other articles of interest pertaining to this chapter.

### CONTROVERSIES

#### Web Excursion

5. The minds of O.J. Simpson, Kobe Bryant and Michael Jackson have ignited entertainment events rather than news stories. Pick one of these news events and search site [www.associatedcontent.com](http://www.associatedcontent.com), [www.associatedcontent.com](http://www.associatedcontent.com), and compare how each personality delivers today's top stories. Then visit a general news website at [www.cnn.com](http://www.cnn.com) or [www.foxnews.com](http://www.foxnews.com) and search for the same stories. How does the presentation differ? Prepare a brief report on your findings.