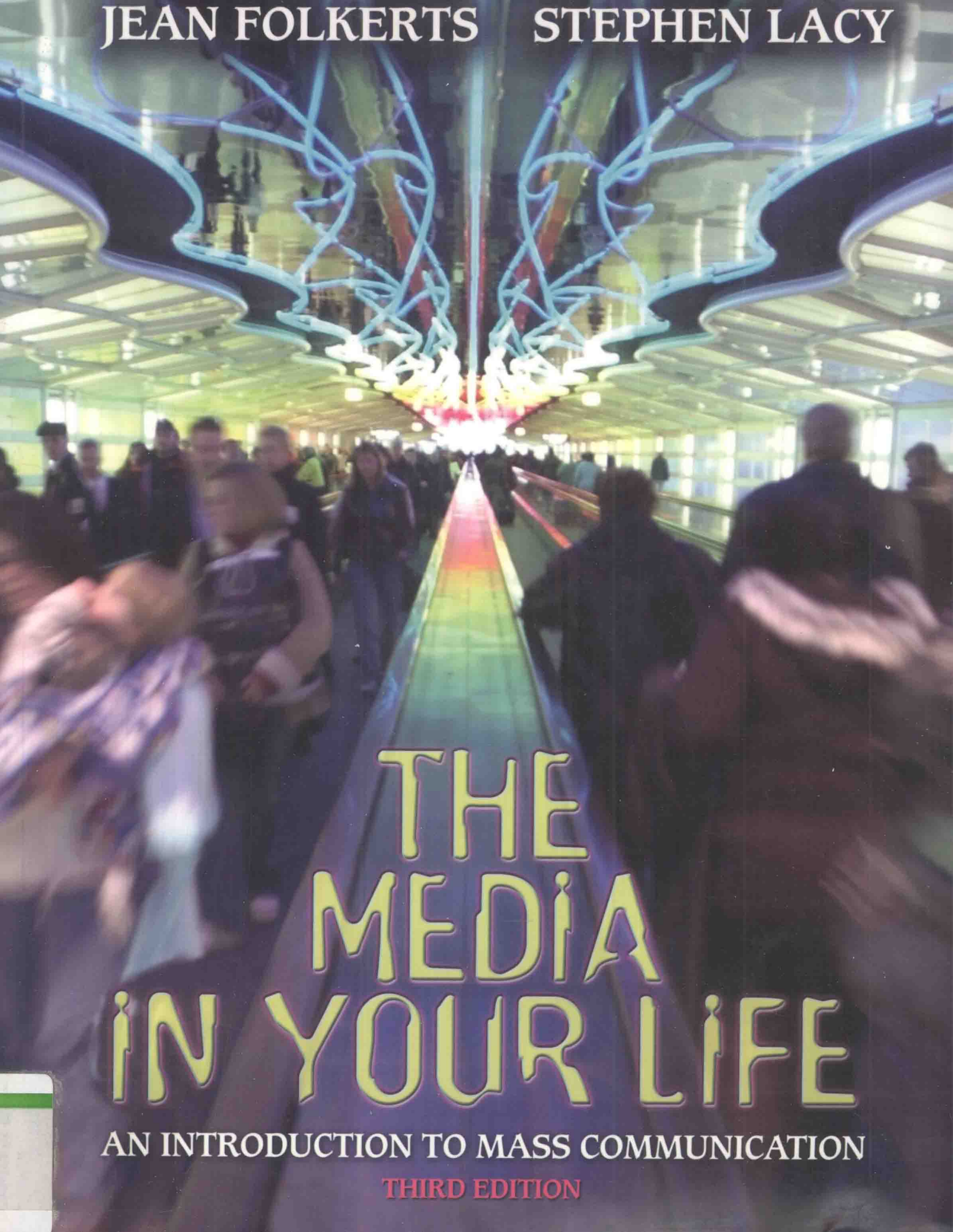


JEAN FOLKERTS    STEPHEN LACY



# THE MEDIA IN YOUR LIFE

AN INTRODUCTION TO MASS COMMUNICATION

THIRD EDITION

# The Media in Your Life

## An Introduction to Mass Communication

T H I R D E D I T I O N

**Jean Folkerts**

*George Washington University*

**Stephen Lacy**

*Michigan State University*



Boston • New York • San Francisco  
Mexico City • Montreal • Toronto • London • Madrid • Munich • Paris  
Hong Kong • Singapore • Tokyo • Cape Town • Sydney

*Executive Editor:* Karon Bowers  
*Series Editor:* Molly Taylor  
*Senior Developmental Editor:* Carol Alper  
*Editorial Assistant:* Michael Kish  
*Senior Marketing Manager:* Mandee Eckersley  
*Composition and Prepress Buyer:* Linda Cox  
*Manufacturing Buyer:* Megan Cochran  
*Cover Administrator:* Linda Knowles  
*Editorial-Production Service:* Omegatype Typography, Inc.  
*Interior Designer:* Carol Somberg  
*Cover Designer:* Susan Paradise  
*Photo Research:* Laura Frankenthaler  
*Illustrations:* Omegatype Typography, Inc.  
*Electronic Composition:* Omegatype Typography, Inc.

For related titles and support materials, visit our online catalog at [www.ablongman.com](http://www.ablongman.com).

Copyright © 2004, 2001, 1998 Pearson Education, Inc.

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Allyn and Bacon, Permissions Department, 75 Arlington Street, Boston, MA 02116, or fax your request to 617-848-7320.

Between the time Website information is gathered and then published, it is not unusual for some sites to have closed. Also, the transcription of URLs can result in typographical errors. The publisher would appreciate notification where these errors occur so that they may be corrected in subsequent editions.

#### **Library of Congress Cataloging-in-Publication Data**

Folkerts, Jean.

The media in your life : an introduction to mass communication / Jean Folkerts, Stephen Lacy.—3rd ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-205-38701-2

1. Mass media. I. Lacy, Stephen. II. Title.

P90.F628 2004

302.23—dc21

2003044423

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1 VHP 08 07 06 05 04 03



For Leroy and Jenny Towns and Sean Lange

---

For Leslie, Katie, and Laurie Lacy



# PREFACE

**H**ow should we evaluate media and media products we see in our everyday lives? Media exert an enormous impact on our lives through their global economic power as large corporations, such as Disney and Comcast. But these media companies are more than large economic entities. They produce media content. People's perception of media content influences the way they understand the world and react to other people. As a result, media content can have a powerful impact on individuals. Should we consider content as simple works of art? Popular culture entertainment? Symbolic representations of power and ideology in society? Are they reflections of media as a corporate institution? Perhaps they can be all of these.

Thinking about these questions as teachers and scholars more than a decade ago led us to develop the themes for *The Media in Your Life*. This book emphasizes economics, technological convergence, globalization, and cultural change within the context of history. As teachers, we could not find a text that covered all these topics and issues to the degree we think students need and want. As a media economist and a historian, we wanted more context for our students. Context is essential to viewing mass media in the modern world. Context is what enables us to perceive technological change over time and to see similarities and differences. It keeps us from either overemphasizing or discounting developments such as the Internet. To further emphasize the importance of context, we have incorporated a historical perspective into each chapter rather than including a separate chapter on history.

Even though we have continued with the basic concepts behind the first and second editions, the third edition is a very different book. We have restructured the order of chapters to emphasize the basic functions of media—to inform, to entertain, and to persuade. In doing so, we added a general chapter about journalism. To enhance student interaction, we added a section at the end of each chapter to stimulate discussion of evolving trends. We also have followed the advice of many of our colleagues in revising the third edition to shift emphasis on a particular topic or to clarify key points. Examples are updated. Tables and statistics and the discussions of their significance reflect the changing pace of the media world. Pages have been redesigned to make information more accessible. The result is a book that serves as an up-to-date guide to the world of media literacy and practice.

As with earlier editions, we benefited from discussions in our classes about how audiences interpret and incorporate the media into worldviews and lifestyles. What we came to consider important for students to discover is how media products and their impact on audiences have important societal functions that influence and interact with the industry that generated them. Media products have social, economic, and political roles that need to be examined along with their immediate role for consumer audiences and producer industries.



# Media in a Student's Life

As teachers of mass communication, we have developed a text that guides students on how to view and interpret media messages. This book moves students beyond the “gee-whiz” level of interpretation of media to evaluating how media influence our personal and professional lives. Organizational and pedagogical aids in the text help students enjoy the study of media and understand its influence and day-to-day relevance. We have therefore retained the title of the earlier editions: *The Media in Your Life: An Introduction to Mass Communication*.

The book's scope is geared to a broader audience than many introductory texts for mass media courses. It is appropriate for majors in journalism and mass communication programs as well as for nonmajors who seek a general education course in media literacy. With this wide audience in mind, the book can best be characterized as having a liberal arts approach—an approach that is consistent with the needs of nonmajors, but an approach that, nevertheless, also meets accreditation standards of the Accrediting Council in Journalism and Mass Communication. Although a large amount of information as to how the media work is provided for those planning to become professional journalists, the book is relevant for general communicators as well.

## Goals for This Book

Our goals for this edition include an attempt to show current and historic examples of media as an institution of life in the United States. This emphasis and the examples we chose encouraged us to ask students to seek explanations for the way media function within society, rather than limiting them to a microscopic examination of the day-to-day operations of media organizations.

We especially believe students will benefit from a text that examines the professional and cultural aspects of media within an economic framework. Only when the media assume their true place as an institution that interacts systematically with other institutions such as churches, governments, and schools can media study be relevant. Students need a systemwide perspective of the media's functions on a day-to-day basis rather than a projection of the media's negative social consequences.

The commerce of media is discussed from the assumption that, collectively, media organizations form an institution that ranks with government and religion in impact on U.S. society. Because of this power, the U.S. media system should be understood for what it is: a collection of primarily commercial organizations that influence people and society in both positive and negative ways. A key part of this understanding is a neutral discussion of how the media operate within the U.S. economic system and its member organizations.

## Seeing the Media as a Coherent Story

We believe that an understanding of the media in contemporary society is based on an understanding of the history of media: Key segments of the media create stories that make sense. Too often the economic, political, social, and cultural strands of the media have been seen as single threads in a tapestry to be examined individually or in small sections. But seeing the full effect of the media tapestry requires that one view all the threads as a whole, which presents a coherent story over time. Because many schools no longer require a separate media history course, this complete picture may be unavailable, even to media majors. *The Media in Your Life* offers its chapters as



complete stories of how each element of our media system evolved, what its issues and elements are, and where it seems to be headed.

As part of the ongoing story of media within society, the development of technology is woven into this book. Since the original conceptualization of this book, communication technology has expanded and changed with incredible speed. The impact has been tremendous, but not always as strong as or in the direction some have predicted. Many who hyped changing technology saw it as a gold mine for generating money, but that has not happened. Computer-based technology has yet to replace existing media, but its simple use for e-mail and instant messaging has dramatically reshaped how people interact. But despite developing communication technology's failure to live up to previous hype, it continues to promise amazing transformations in society and communication. This promise will develop as media experiment and blend, and so the book stresses the concept of media convergence to highlight important overlapping and blending in media functions as technology changes. Because media technology and the technology industries are constantly changing, we stress the effects of evolving technology as part of media's social, economic, and cultural roles.

## The Plan of This Book

The book has been reorganized for the third edition. The first four chapters deal with the process and functions of mediated communication. Media companies produce content to inform, to entertain, and to persuade. When media inform, they provide content that helps people understand their lives and helps them make decisions about their world. That is why people read and watch news. When media entertain, the content brings enjoyment to people in a variety of ways. That explains why people go to movies and watch television. Organizations and people use media to try to convince someone to believe certain things or act in certain ways. Advertisements and editorials aim to do this.

These three uses cover almost all content in media. In addition, a particular element of content may be used in more than one way. A well-written book can entertain and inform. All three uses can take place in any medium, although some media work better at these uses than others. The authors reorganized the book to emphasize these uses and to provide an understanding of what motivates the creators of content and why people pay attention to media content.

To emphasize the three main uses, a new chapter about journalism was added to the chapters about advertising and public relations that appeared in earlier editions. The material in the first and second chapters of the second edition was combined into a new first chapter, which discusses the basic process of communication. Although somewhat abstract, the material in the first chapter can be used to analyze the rest of the book.

Chapters 5 through 12 are about particular media and media industries. These include books, magazines, newspapers, television, movies, music and recordings, computers, and radio. Despite efforts to converge media, the communication businesses continue to use the familiar categories of media. As long as this is the case, this is one way, but not the only way, of understanding media in your life.

The third section of the book, Chapters 13 through 15, includes chapters from the second edition that address issues and processes that cut across media. These include chapters about ethics, regulation, and communication research. These affect all media in a variety of ways, and because of this, they are presented after students study media industries.

Starting with Chapter 2, each chapter has a similar organization. An introductory vignette leads into a "Media in Your Life" feature, which helps readers develop an awareness of the chapter's ongoing issues. Each chapter begins with a historical





## discussing trends

- Many of the trends facing advertising are similar to those faced by public relations practitioners and other media industries. Some questions that must be answered include:
- How can advertising agencies, creative agencies, and other agencies survive?
  - How will the convergence of online advertising, after sales, consumer's attitudes toward the Internet, and increased competition in the U.S. market?
  - How does the Internet contribute to ethical behavior in advertising—or detract from it?
  - How have websites in advertising and advertising agencies changed?
  - What are the implications of worldwide advertising for advertisers and agencies outside the United States?

## summary

- Advertising serves a basic economic function in the United States. It allows sellers and buyers of goods and services to find one another in the marketplace.
- Advertising sometimes aims at mass audiences and other times concentrates on segmented audiences.
- Segmented audiences can be classified by demographics, psychographics, and geography.
- Advertisements can be classified by the geographic area they cover, the purpose of the ads, and the effect the ads have on consumers of media.
- Most advertising plans incorporate more than one type of medium.
- Cable, home video, and other new technologies compete for advertising that was supported in the past by traditional mass media.
- Not all of advertising's effects on society are positive. Some advertisers attempt to manipulate audiences to buy certain products and services.

- This is especially problematic with very young television viewers.
- Advertisers sometimes influence the news coverage of media organizations with advertising boycotts and informal pressure that affects the contents of stories that are run.
- Most advertising jobs are found in advertising agencies or in the advertising departments of large companies including media organizations.
- Political advertising can become problematic when it emphasizes emotion or allows contributors to gain influence by donating money.
- Online advertising will likely include more marketing elements than traditional mass media.
- Online advertising will increase, but there is some doubt that it will be sufficient to keep web content free to users.
- Advertising agencies have become both concentrated and global in nature.

## navigating the web

### Advertising on the Web

More and more, advertising is seen on the World Wide Web. Many sites have advertising, but information about advertising is not plentiful. The following list presents a range of sites related to advertising.

American Association of Advertising Agencies  
www.aaaai.org

The AAAA is maintained by a national trade organization for ad agencies. The association promotes integrity and ethics in advertising. The site

contains information about the organization and its goals.

Scarborough Research  
www.scarborough.com

This market research organization conducts research for media and advertisers. The site contains information about the services it offers.

Ad Age  
www.adage.com

Advertising Age is the dominant trade magazine for advertising. It contains a wide range of information about

narrative that discusses media's impact on U.S. life. The chapter moves on to "Today's Market Structure," which thoroughly describes economic and institutional processes that affect each segment of the media, including production. The "Trends" section concerns ongoing developments affecting the particular medium, use, or process. These trends have the potential to reshape media, but their outcomes remain unclear. A new section called "Discussing Trends" has been added in the third edition to stimulate discussion of the trends. This section provides questions specifically related to the trends and provides a basis of discussion and research by the class.

# Guidance for Learning Important Ideas, Concepts, and Terms

The third edition of *The Media in Your Life* continues its unique learning system with the "Key Concepts" listed at the beginning of each chapter. These key concepts reappear along with definitions or explanations throughout the chapter in relevant sections. The ideas encapsulated under the key concepts are central to the media topic in each chapter and are highlighted as guideposts to students when reviewing main ideas. The key concepts, along with the issues posed in the chapter introduction, are designed to help students focus on main ideas and terms to make sense of the media story and to follow the thread of each chapter. In addition to these learning guides, distinctive media terms within the chapter text are boldfaced and featured with glossary definitions in the margin. Although these media terms function to ensure that students absorb the unique terminology of the media without confusing their grasp of larger concepts, they can also be used by individual instructors as the focus of learning goals for a more technical understanding of each of the media formats. Finally, after students have completed the chapter and are ready to review, they will find the issues listed in the introductory section reinforced at the end of the chapter with "Questions for Review" and "Issues to Think About."

The third edition of *The Media in Your Life* continues its unique learning system with the "Key Concepts" listed at the beginning of each chapter. These key concepts reappear along with definitions or explanations throughout the chapter in relevant sections. The ideas encapsulated under the key concepts are central to the media topic in each chapter and are highlighted as guideposts to students when reviewing main ideas. The key concepts, along with the issues posed in the chapter introduction, are designed to help students focus on main ideas and terms to make sense of the media story and to follow the thread of each chapter. In addition to these learning guides, distinctive media terms within the chapter text are boldfaced and featured with glossary definitions in the margin. Although these media terms function to ensure that students absorb the unique terminology of the media without confusing their grasp of larger concepts, they can also be used by individual instructors as the focus of learning goals for a more technical understanding of each of the media formats. Finally, after students have completed the chapter and are ready to review, they will find the issues listed in the introductory section reinforced at the end of the chapter with "Questions for Review" and "Issues to Think About."

# chapter 1

## We the People

### Media and Communication

**O**n April 8, 2002, the *New York Times* was awarded an unprecedented seven Pulitzer Prizes for its news coverage and commentary during 2001—a year that was itself without precedent.

In the shattering calm of a clear September day, history was forever altered. Events unfolded with an almost unimaginable speed, in myriad directions—and across countless lives. Covering these events and their aftermath was, and continues to be, a heartbreaking obligation to fulfill. But we will continue to work to the best of our ability to assure the depth and breadth of our coverage—in print, and online.

—*New York Times Institutional Advertisement in the Columbia Journalism Review, May/June 2002 (inside cover)*

After terrorists flew jets into the World Trade Center and the Pentagon, most American adults turned to the three major networks to follow the story. There was no measurement of the daytime television audience on September 11, 2001, but that night, at least 80 million Americans were watching ABC.

**key concepts**

- Mediated Communication
- Interpersonal Communication
- Mass Communication
- Gatekeeper of Information
- Media Literacy
- New Media
- Media Convergence
- Media Regulation
- Market Media Systems
- Nonmarket Media Systems
- The Media as a Consumer Market
- The Media as an Advertising Market
- The Media as a Marketplace of Ideas
- Interaction between Supply and Demand
- Cultural Imperialism

exposed male college students to violent pornography and then measured their attitudes toward women. The purpose is to ascertain whether this type of pornography contributes to aggressiveness toward women.

The critical approach seeks an understanding of issues that are raised by the connections between media and society. Scholars studying their connections use a variety of techniques and have different economic and cultural perspectives. They must define themselves as qualitative studies scholars or as cultural or critical theorists. Here, we will use the terms interchangeably. Critical scholars have analyzed the narrative texts of television programs such as *Star Trek: The Next Generation* to understand its cultural message and to determine what the content reveals about today's society. They use historical analyses and interviews to investigate topics such as how the news media reinforce, or legitimate, the moral order. These topics illustrate the broad focus of critical studies. Critical theories look at the symbolic meaning behind behavior.

Each approach is limited by its paradigm. No single method of inquiry is sufficiently comprehensive and free of bias to explain all human behavior adequately. Recently, some scholars have begun to try to combine the two approaches into better theories of mass communication creation and effects.

**Types of Research Methods**

A number of research methods have developed as a result of both basic and practical research. They are classified as qualitative or quantitative. Scholar Ronald Taylor defines qualitative research as "any systematic investigation that attempts to understand the meaning that things have for individuals from their own perspective." Quantitative research involves the use of statistical analysis with units of content or observations about individual behaviors or attitudes. The responses and content are assigned numbers. Both approaches have advantages and disadvantages and can be used for both practical and basic research.

In the world of academic research, both qualitative and quantitative research are used to understand human behavior. However, businesses and policymakers depend increasingly on quantitative methods. Statistics can analyze the responses from large numbers of people, and the quantitative approach includes a system for selecting a representative sample of individuals from a large group of people. Most of this chapter concentrates on the social science approach and quantitative methods rather than on cultural studies and qualitative research, which reflects the dominance of the social science approach in applied research rather than an ordering of importance. Critical studies and qualitative research methods serve a significant role in the quest to understand the relationship between humans and their media. Qualitative and quantitative supplement and complement each other in this quest.

**Qualitative Research** Qualitative research methods work well when researchers want to understand behavior in great depth. The methods are sometimes, but not always, associated with the critical studies approach. Qualitative research concentrates on real-life settings and content. Examples of qualitative methods include participant observation, textual analysis, and in-depth interviewing. In participant observation, the researcher observes the subjects of the research in their everyday behavior. For instance, to study how editors make decisions, researchers would watch editors doing their job on a daily basis. In textual analysis, a researcher interviews subjects to find the symbolic link from the communication to create meaning. For example, scholar John Peabody read hundreds of publications to determine the symbolic meaning that the Great Chicago Fire of 1873 had for Americans. In-depth interviewing involves selecting subjects for study and conducting several detailed interviews at different times.











**Computerized Test Bank** ♦ The printed test questions are also available electronically through our computerized testing system, TestGen EQ. The fully networkable test generating software is now available in a multiplatform CD-ROM. The user-friendly interface enables instructors to view, edit, and add questions, transfer questions to tests, and print tests in a variety of fonts. Search and sort features allow instructors to locate questions quickly and arrange them in a preferred order.

**PowerPoint™ Package** ♦ Available at <http://suppscentral.ablongman.com>, this presentation package, prepared by Richard Caplan, University of Akron, provides slides combining graphic and text images in modular units to accompany each chapter. The package is compatible with Windows and Macintosh systems.

**The Allyn & Bacon Interactive Video Program and User's Guide** ♦ Our video program brings media issues to life in your classroom! Encompassing a wide range of media issues and problems, this supplement features specially selected news segments complete with commentary and on-screen critical thinking questions. A printed guide will help you integrate the video program into your curriculum effectively. Some restrictions apply.

**Allyn & Bacon Communication Studies Digital Media Archive, Version 2.0** ♦ This archive is available on CD-ROM and offers more than two hundred still images, video excerpts, and PowerPoint™ slides that can be used to enliven classroom presentations.

**Blockbuster Video Guide for Introductory Mass Communication Classes** ♦ This guide, prepared by Deborah Petersen-Perlman of the University of Minnesota, Duluth, assists teachers in reaching today's students through film and video to convey basic media concepts, illustrate complex interrelationships, and present historical facts.

**The A&B Mass Communication Video Library and the Movie Library** ♦ Adopters of this text have access to two rich libraries: (1) a set of videos about the media, created through Insight Media and Films for the Humanities; and (2) the *Movie Library*, featuring popular entertainment movies that can be used to illustrate key media topics and issues. Some restrictions apply.

## Supplements for the Student

**Companion Website with Online Practice Tests** ♦ Prepared by Andris Straumis, University of Wisconsin–Eau Claire, and expanded and enhanced for the current edition, this site's in-depth coverage of hot topics and personalities in mass communication is sure to benefit your study of mass communication. It also features convergence case studies and Internet-linked dateline charts. Find it at [www.ablongman.com/folkerts3e](http://www.ablongman.com/folkerts3e).

**Research Navigator Guide for Mass Communication** ♦ This reference guide, by Ronald Roat of Southern Indiana University, includes tips, resources, activities, and URLs to help students. The first part introduces students to the basics of the Internet and the World Wide Web. Part two includes more than thirty Internet activities that tie into the content of the text. Part three lists hundreds of web resources for mass communication. The guide also includes information on how to correctly cite research and a guide to building an online glossary. In addition, the Research Navigator Guide booklet contains a student access code for the Research Navigator database, offering students free, unlimited access to a collection of more than 25,000 discipline-specific articles from top-tier academic publications and peer-reviewed



journals, as well as popular news publications such as the *New York Times*. It is available packaged with new copies of the text.

**Media Literacy Guide** ♦ This activity guide, prepared by Ralph Carmode of Jacksonville State University, helps you use critical thinking skills to develop an awareness and understanding of how and why the media and their messages affect us.

## Acknowledgments

This text has evolved over time and through experience in teaching at two major mass media programs at George Washington University and at Michigan State University. We offer a special thank-you to Lucinda Davenport of Michigan State University, who helped conceptualize and write the first edition. We also thank Pamela Laucella and Keith Kincaid for their contributions to the public relations and advertising chapters. We wish to thank our other colleagues at these schools who encouraged us to shape an introductory course in the direction that this book has taken. In particular, we thank Leslie Lacy and Leroy Towns of the Michigan State University staff, and Maria George, executive aide, and Tracy Cook Pannozzo, communications director, in the School of Media and Public Affairs at George Washington University. We would also like to thank Dwight Teeter, whose advice across the years has been thoughtful and sustaining and whose great joy in being an administrator has been invaluable in helping others along their way.

At Allyn & Bacon, many editors and marketing people have helped bring this book to a level that best expresses our approach to the course. In particular, Allen Workman, the development editor for the first edition, motivated us to complete the project and systematically helped conceptualize the pedagogical elements of the text. For the second and third editions, Carol Alper, the development editor, kept us on course. We also thank Robert Howerton of Omegatype Typography, Inc., for his dedication to this project. For the first and second editions, Karon Bowers, our acquisitions editor, provided support and guidance. We thank Molly Taylor, series editor, for her commitment to and work on the third edition.

For all three editions, a number of our colleagues have provided helpful manuscript reviews at each stage of development. We hope they feel the book has benefited from their comments and advice. We wish to thank the following reviewers:

Edward Adams, Angelo State University  
Tom Buckner, McClennan Community College  
Larry Campbell, University of Alaska, Anchorage  
Richard E. Caplan, University of Akron  
David W. D'Alessio, University of Connecticut, Stamford  
Bill Dean, Texas Tech University  
Thomas Draper, University of Nebraska, Kearney  
Donald G. Godfrey, Arizona State University  
Colin Gromatzky, New Mexico State University  
James L. Hoyt, University of Wisconsin  
Jack Keever, Seton Hall University  
Kenneth J. Levine, Illinois State University  
Carol M. Liebler, Syracuse University  
Rebecca Ann Lind, University of Illinois, Chicago  
William M. Lingle, Linfield College  
Toni J. Morris, University of Indianapolis  
Jack A. Nelson, Brigham Young University  
Fred Owens, Youngstown State University  
Elizabeth M. Perse, University of Delaware  
Evelyn Plummer, Seton Hall University  
Randall K. Pugh, Montana State University at Billings



Ronald C. Roat, University of Southern Indiana  
Jeanne Rollberg, University of Arkansas at Little Rock  
Marshel Rossow, Mankato State University  
Kim A. Smith, Iowa State University  
Roger Soenksen, James Madison University  
Andris Straumanis, University of Wisconsin, Eau Claire  
Hazel Warlaumont, California State University, Fullerton  
Sandra Wertz, The University of South Carolina

In addition to those who specifically read chapters and provided comments during the writing and revision of this text, we wish to thank all those who worked with us on research and teaching projects over the years, whose guidance led us to incorporate our knowledge—and much of theirs—into this text. These individuals include:

David Coulson, University of Nevada–Reno  
Wayne Danielson, University of Texas at Austin  
Carolyn Dyer, University of Iowa  
Douglas Gomery, University of Maryland  
Owen Johnson, Indiana University  
Peter M. McGrath, The George Washington University  
Robert Picard, Turku School of Economics  
Shirley Quate  
Stephen Reese, University of Texas at Austin  
Dan Riffe, Ohio University  
Mary Alice Shaver, Michigan State University  
Pamela Shoemaker, Syracuse University  
Todd Simon, Kansas State University  
Jeffery Smith, University of Wisconsin–Milwaukee  
Ardyth Sohn  
Christopher Sterling, The George Washington University  
Jim Tankard, University of Texas at Austin



# **The Media in Your Life**





# BRIEF CONTENTS

## PART ONE: Media Processes and Functions

1

- 1** We the People: Media and Communication 1
- 2** Journalism: Information and Society 28
- 3** Public Relations 56
- 4** Advertising 86

## PART TWO: Media Industries

112

- 5** Books 112
- 6** Newspapers 134
- 7** Magazines 162
- 8** The Movies 188
- 9** Radio 220
- 10** Television 248
- 11** Music and the Recording Industry 284
- 12** Computers and the Internet 314

## PART THREE: Media Issues

340

- 13** Ethics 340
- 14** Regulation 366
- 15** Mass Communication Research:  
From Content to Effects 398

REFERENCES 431

GLOSSARY 445

INDEX 453



# CONTENTS

Features at a Glance xix

Preface xxiii

## PART ONE: Media Processes and Functions

1

### chapter 1

## We the People: Media and Communication

1

**Communication in Your Life** *Interacting with Others and Using Media* 3

#### How Do People Communicate? 4

Mediated Communication 5

Mass Communication 6

#### ■ Cultural Impact *Power to the People* 8

Media Literacy 8

#### Evolution of Mass Media in the United States 8

Communication Networks in North America 9

Technology, Transportation, and Communication 10

Technology: New and Convergent 12

#### ■ Media Convergence *Whom Do You Trust on the Internet?* 13

#### The Media System in the United States 13

Three Communication Markets 15

Role of Media Organizations in the Marketplace 16

Demand for Information and Ideas 17

Supply of Content 19

Interaction of Supply and Demand 20

**Profile** *Marshall McLuhan* 22

#### Use and Functions of Media in the Marketplace 23

Summary 25

Navigating the Web | *Communication on the Web* 26

Questions for Review 26

Issues to Think About 26

Suggested Readings 27

### chapter 2

## Journalism: Information and Society

28

**Journalism in Your Life** *Information and Credibility* 31

#### Journalism in American Life 31

Challenges to Elite Authority 31

**Dateline** *Journalism in Our Lives* 32

Independence and the Marketplace of Ideas 34

The Fight for Political Dominance 34

History of Press Responsibility 35

Emergence of the Reporter 37

#### Journalism on Radio and Television 39

Radio and World War II 39

Television Journalism 39

**Profile** *Edward R. Murrow* 40

#### Objectivity and Storytelling 43

Today's Market Structure 44