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Mass Communication

Theory:
Foundations, Ferment and Future

（第三版）Third Edition

Stanley J.Baran

Dennis K. Davis

大众传播理论 [影印]
基础、延展与未来

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新闻与传播系列教材·英文原版系列

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新闻与传播系列教材·英文原版系列
总　　序

　　麦克卢汉所预言的地球村，当年人们还半信半疑，如今却几乎成了一个不争的现实。通信卫星、互联网、电子信号以及现代化的交通运载工具，已经将地球联结为一个巨大的网络，环环相扣、息息相关。中国走向世界或者世界走向中国已经不再是一种期待，中国已经立足于世界，世界已经包容着中国。正是在这样一种全球化的时代，中国的新闻传播教育也进入了一个新时期。在未来的世界中，信息就是力量，获得信息和传播信息都将成为衡量一个国家和民族在世界上的地位和影响的重要标志。中国和关于中国的信息传播，其质量和数量都是中国世界形象和世界作用的一个象征。因而，为了适应这种全球化发展趋势，中国未来的新一代新闻与传播人才，必然将越来越需要一种世界性的传播视野、国际性的传播能力和全球性的传播意识。

　　正是基于这样的认识，与清华大学建设"综合性、研究型、开放式"的世界一流大学的规划相适应，清华大学新闻与传播学院在建院初始就计划一方面陆续在校内开设部分新闻学、传播学英语课程和中英文双语课程，另一方面将陆续编辑出版与课程相适应的英文原版系列教材，以培养学生的国际传播和国际交流的素质和能力。

　　这套英文原版教材包括新闻学、传播学、媒介研究和应用等方面的内容，主要集中在新闻学、电子（广播电影电视）传播、新闻媒体传播以及媒介经营管理四个方面。这也是目前清华大学在广泛考察了国内外新闻与传播教育的状况、结合传媒发展实际后，所规划的四个重点研究方向和培养方向。在学院的教学规划中，多数新闻与传播的主干课程都将配备英文原版教材作为主要教材、辅助教材或者教学参考书。

　　这套经过认真挑选的英文教材，都是欧美国家正在使用的主流教材，多数已经多次再版，具有一定的权威性或代表性，而我们选择的则是这些教材的最新版本。近年来，国内出版了一些翻译的国外新闻学、传播学教材，但是质量参差不齐，有的教材的选择不够适宜，更重要的是翻译质量难以保证，而且由于经过了一次中英文的转换之后，原文的表达和意义往往都不同程度地受到一些损害甚至歪曲。所以，我们和清华大学出版社合作，决定直接将英文原版引进出版，一方面让具有英语阅读能力的学生、读者能够直接阅读和理解英文原文的内容；同时，也让学生将英语学习与专业学习相结合，起到一石二鸟的作用；当然，这样也可以避免目前一些外文教材由于中文翻译出现的错误和疏漏而引起的误导。实际上，直接阅读英文原版专业教材，也许本来就应该成为适应全球化趋势的新一代新闻与传播人才的基本学习能力之一。

　　中国的新闻传播教育与当前传媒发展的规模和速度相比，应该说还远远不能适应。新闻

学与传播学的知识、方法、观念、体系等都面临着重大的更新。在这种情况下，这套英文原版教材的引进对于中国新闻与传播教育的发展也许会起到一定的推动作用。这些教材由于与中国国情不同，也由于作者的立场、观点、方法和知识结构的不同，在某些方面可能会引起不同的评价和看法，所以，我们希望读者能够有一种清醒的反思性的阅读意识，像鲁迅先生所说的那样，有一种"拿来主义"的胸怀和立场，从这些教材中吸取那些能够给我们带来健康的滋养和启发的资源，去其糟粕。其实，任何书都不可尽信，经典也不例外。所以，这套英文原版教材仅仅是为新闻与传播教育提供了一种新的改革实验，绝不是移植来的洋教条。中国的新闻与传播教育的根基依然在中国本土这片独特的土地上。

本套教材将陆续出版，热诚地希望国内外的专家学者能够向我们推荐更多的英文原版教材。

谢谢关心和支持本套教材编辑出版的清华大学出版社的有关人员及国内外同行。

新闻与传播系列教材·英文原版系列编委会
2002 年 4 月

导　读

　　跨进新世纪以后出版的美国大众传播学教材，从教材风格和编写体例上都在发生深刻的变化。图文并茂增强了视觉上的冲击力，内容结构和叙述逻辑出现一些新的框架，作业练习和文献检索也出现一些新形式。应该说这是传播学走向成熟和完善的标志。相比之下，我们出版的这本大众传播理论教材并不算新潮，甚至有点太朴素，但细读下来会发现，在内容结构编排的合理性上、在叙述方式和思维逻辑上，这本书都有它耐人寻味的独到之处。

　　本书的作者是两位很出色的美国传播学教授。斯坦利·J. 巴兰博士（Stanley J.Baran）是布兰特学院（Bryant College）的教授，他的主要的研究领域有：大众传播实证研究、大众传媒和社会发展研究、媒体普及研究等。他出版过十本书，特别是在广播电视和电影研究方面获过很多奖项。他所教的课程有：大众传播、广播电视媒体、媒体普及、传播理论等。另一位作者是宾州州立大学（Pennsylvania State University）的丹尼斯·K. 戴维斯博士（Dennis K. Davis）是媒体研究的教授，影视媒体研究的负责人，他的主要研究领域包括：大众传播理论、新媒体使用和新媒体普及、公众的数据活动、政治传播与文化、电视新闻受众研究、大众传媒的角色与美国政治、调查研究方法等。他多次获美国的传播学教学奖，并作为福布莱特基金的讲座教授到过很多国家和大学去讲学。

　　这本书是美国比较新的大众传播学教材。正如其书名的副标题所标明的一样，是对大众传播理论的基础、延展和未来的全面介绍，是在历史的基础上对大众传播理论进行了权威的介绍，也提供了一些表述清楚的案例、图表以及其他信息，以此来对主要的理论进行阐释。

　　本书吸纳了国际传播学界最新的理论和研究成果，内容表述上简洁明晰。作者尽量用一种容易理解的、深入浅出的介绍方式，便于读者了解大众传播的全部内容。它比以前的版本更加重视一些前沿问题，比如媒介角色研究、传播的全球化、受众接受问题、媒介行为的评价等。这本教材的第一版出版于 1995 年，集中了 20 世纪 80 年代至 90 年代初世界传播学研究的最新成果。当时的美国正处于媒介产业经历巨大变革的繁荣时期。美国的公司在向全世界扩展。网络公司在"新经济"中苗壮成长，并被认为将会是数十年繁盛的朝阳产业。新媒体技术正在飞快地发展并以惊人的速度被应用，以致于在"英特网时空"中人们逐渐改变了行为方式，传统公司在未来的虚拟企业面前黯然失色。

　　我们印刷的是这本教科书的第三版。第三版的写作是在 2001 年"9·11"事件以后，西方世界正在遭受从纽约世贸中心到华盛顿五角大楼的恐怖袭击所带来的严重挑战。在"9·11"事件中，媒体见证了邪恶与残暴。作者认为媒体理论上最重要和最值得关注的是：如何了解媒体在这个已经根本改变的世界中的角色？有关媒体角色的许多旧的问题突然变得如此重要与紧急。在早先的版本中，作者曾经说过："我们将为我们不能理解媒体的角色而付出沉重的代价。"媒体报道一个事件并迅速把它带到千家万户的强大力量，从未如此引人注目。我们应

该如何了解这种力量？是应该欢迎还是感到恐惧？

在遭受恐怖袭击的数个星期里，美国国内掀起了自第二次世界大战以后所不多见的爱国热潮。政府和总统的支持率上升到了新的高度。那么，媒体担当了催化公众意见的角色吗？在国家的危难时刻，媒体可以并且应当扮演什么样的角色？这些是新一代的媒体研究者所遇到的新的问题。但这些也是20世纪30、40年代，第一代媒体研究者所殚精竭虑的老问题。

本书的最大特点是把媒介理论放在大众传播理论的中心位置，或者说这是一本围绕大众媒介理论而展开的传播学教材。媒介理论是人类试图解释特殊社会现象和问题的典型代表。如果将理论学者们的研究目的和他们提出和阐释的问题、话题联系在一起考虑的话，我们对于理论的学习和理解将变得简单。

这本书是按照历史的线索来陈述媒体理论的，这种方式的意义在于可以揭示媒介理论是如何在报道科技、社会和政治问题中发展过来的。通常，媒介理论发展的最重要机遇是在社会危机和社会骚动时期。现在我们正经历着这样一个时期，一个不断提出媒体的重要问题，并不断探究它的答案的时期。研究者在媒介变革催生的问题中苦苦思索，争论怎样确切地理解新媒体在大众媒体中的角色和地位。相当多的研究把重心集中在大众传媒娱乐和它的效果上。研究者提出疑问是否基于新媒体的娱乐会取代固有的大众传媒？英特网将会取代电视，还是电视会吸收英特网？面对面的人际交流在电子邮件、虚拟政治、MP3、网络收音机的冲击下会发生什么样的变化？

在20世纪的后半个世纪中，依赖于世界范围的冷战而形成的媒介理论到了90年代，许多理论问题都已褪色。这个时期的问题已经和20世纪40年代大相径庭，媒介理论和传播研究在发生变化，理论在经历着变革，传统的观点受到新的观念挑战。一个激荡的科技变革时代的到来在催生新的媒介理论，我们需要新的媒介理论用于一个崭新的社会，一个经济前景使人鼓舞，科技进步令人惊叹的社会。

本书对大众传播过程的主要环节都进行了集中分析。涵盖了当今社会的主要大众传播形式——电视、广播、报纸、电影、音乐以及电子技术、电话和卫星通讯。并对大众媒介的所有领域都进行了富有创见的、易于理解的考察，包括大众媒介的定义、运作方式、在社会中的功能、媒介生产、媒介组织以及媒介内容分析。不仅如此，作者还论述了大众传播理论是如何与社会及文化理论建立联系的。

本书描述了大众传播理论两大主要流派——经验学派和文化批判学派的产生和发展过程，对这两种学术传统是如何支持媒介文化运动的发展进行了总结性陈述，同时提出了一种将二者结合起来的新的媒介传播理论。书中引用了很多经验学派和文化批判学派的例子，同时深层次地讨论了它们的科学性和局限性。这本书的一个独特的特征是我们提供关于理论的两个主要方面的平衡的全面的介绍：社会的/行为的理论和文化的/评论的理论。

这本书对于宣传倾注了相当多的关注。这一关注是必要的，因为在上个世纪30、40年代，关于媒体的最重要的问题就集中在宣传上。媒体宣传可以引发从一个意识形态到另一个意识

形态的普遍转化。怎样运用宣传为政府和政治服务，"9·11"以后，此类问题再一次引起美国政府的最高层的关注。好莱坞作家和主管被邀请参加白宫和军队的会议，以赢得他们对作战的帮助和支持。教材要求教师们尽可能地利用录像带和其他的材料来举例说明。

这本教材的编写思路很清晰，体例也很新颖，注重学习方法的创新和拓展。每一章的结尾都有一个对全章内容的总结（summary）和几个知识拓展的栏目。如："探寻大众传播理论"（exploring mass communication theory），用来指导学生在因特网上通过网址等信息线索来找到丰富的学习资料，以此来丰富和支持他们的研究，教师要指导他们如何通过因特网来找到与每章内容相关的站点和信息。还设立了"评论思考题"（critical thinking questions）这一小节，想以此达到两个目的。首先，学生能够通过它来对本章的主要内容进行复习；其次，学生能够使用这些信息来对他们自身的价值判断和理解、认识进行批判性思考。除此之外，每一章都提供了一些"重要人物和他们的著作"（significant people and their writing）列表，对于重要思想、事件以及理论的解释，同时也在重要概念第一次出现的页边空白处列出了对它们的解释和定义。在全书的末尾，作者列出了一个完整的参考文献目录。

媒体的变革总是带来挑战，同时却也创造了机遇。我们可以运用媒体来提高我们的生活质量，或者我们可以阻止我们的生活陷入无尽的混乱。对于一个社会，我们可以聪明地或愚笨地使用媒体。为了作出这些选择，我们需要理论的指导，从小的方面来讲，为我们解释媒体的角色；从大的方面来讲为社会引导媒介产业的发展。本书将帮助我们加深对理论的理解，如此我们可以更好地运用媒介，并在新媒介产业的发展中扮演一定的角色。

本书特别适合做新闻传播院系研究生的大众传播学教材或大学生的参考书。对广大媒介从业人员也不失为一本很好的案头书。我们推出这套原版教材就是希望学习者能够原汁原味地去理解和把握西方传播学的精髓和妙处。

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崔保国

2003 年 6 月 26 日于荷清苑

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Preface

We wrote the first and second editions of this textbook at a prosperous time in the life of our nation when U.S. media industries were undergoing rapid change. American corporations were spreading around the world. Dot com companies were thriving in a "New Economy" that some thought likely to prosper for decades. New media technology was evolving so rapidly and new media applications were proliferating so fast that a new scale of "Internet time" was created to measure change. "Brick and mortar" companies were distained in favor of virtual enterprises.

Change was also going on in media theory and research. Theory was in ferment as new perspectives challenged long-standing notions. Researchers struggled with questions flowing from the changes in media. They debated how best to understand the role of new media and chart their place among the well-established mass media. Considerable research focused on mass media entertainment and its effects. Researchers asked whether new media-based entertainment would displace established mass media. Would the Internet displace television or would the tube absorb the Internet? Would people pay the extra price to get HDTV? Did the protection of children from online smut require new laws? What would happen to face-to-face communication in the wake of the email onslaught? Virtual democracy? MP3? Web radio?

On September 11, 2001, everything changed. As we wrote the third edition to this textbook, the Western world was reeling from the terrorist attack on the World Trade Center in New York and on the Pentagon in Washington. A new type of war was declared on terrorism. Americans were told to make important sacrifices and to be vigilant, but at the same time to carry on our daily lives as though September 11 had never happened. As authors, we faced a serious challenge. When it comes to media theories, what is still relevant and what is unimportant? How can and should we understand the role that media now play in the world that has been radically altered? In our previous editions we argued, "the price to be paid for our failure to understand the role of media is dear." We pointed to controversies over the effects of media violence and the banning of rap music lyrics. We worried about growing dissatisfaction with modern election

campaigns and the role of an increasingly "bottom-line" focused press in our democracy. These questions remain important and will doubtlessly rise again on the media research agenda. But for a time these questions have been displaced by more pressing issues.

On September 11, we were eyewitnesses to an atrocity that will forever alter our experience of our social world. The power of media to mediate an event and bring it into our homes was never before demonstrated so dramatically. But how should we understand this power? Is it something we should embrace or fear? Is it a new form of media power or has it been seen before? In the weeks following the attack, our nation was swept by a wave of patriotism not seen since the Second World War. Support for government and the president rose to new heights. Did media play a role in fostering this transformation of public opinion? In a time of national crisis, what role can and should media play? These are new questions for this generation of media researchers, but they are also old questions— questions that the first generation of media researchers grappled with in the 1930s and 1940s.

This textbook uses an historical approach to presenting media theory. In previous editions, we argued that the value of this approach lay in its ability to reveal how social theory generally—and media theory specifically—develops in an ongoing effort to address pressing technological, social, and political problems. Often the most important eras for media theory development have been those of crisis and social turmoil. These are the times when the most important questions about media are asked and the search for their answers is most desperate. For half a century after the 1940s, we relied on media theories forged in the cauldron of economic depression and worldwide warfare. But by the 1990s, the concerns of earlier eras had faded. In our last edition, we asked whether an era of dramatic technological change might give rise to new media theories for a world whose problems were different from the 1940s. Did we need new media theories to fit a stable and orderly world with rising economic prosperity and startling but beneficent technological change?

Now we confront the challenges of a world in which many old questions about the role of media suddenly have an important new urgency. As you read this book, you will find that we devote considerable attention to propaganda. This attention is necessary because in the 1930s and 1940s, the most important questions concerning media centered on propaganda. Could media propaganda induce widespread conversions from one ideology to another? Was systematic censorship of media essential to the preservation of democracy as we faced the totalitarian threats of fascism and communism? How could propaganda be used to promote democracy at a time when the deficiencies of democracy were so evident and the fruits of totalitarianism so alluring to masses of people around the world? After September 11, similar questions are again being asked and answered in the highest circles of the

American government. Hollywood writers and executives were invited to meetings with the White House and military to win their aid and support for the war effort. Television networks were asked to voluntarily censor enemy video that could be sending coded messages. On television screens, we saw the faces of masses of angry people in cities across the Islamic world. Propaganda was clearly inflaming their passions. Could this propaganda kindle domestic unrest—could U.S. adherents to Islam be converted along with their counterparts around the world? We faced an enemy skilled at using propaganda to promote a religious ideology that most Americans find incomprehensible because it is so fundamentally opposed to their way of life. And yet, this ideology clearly had a strong appeal in many parts of the Islamic world. In the new war that we will be waging for years to come, media are likely to be among our most important weapons. A propaganda battle for the hearts and minds of people will again need to be waged. An understanding of media theory will provide crucial insights for this new war.

A Unique Approach

One unique feature of this book is the way we provide balanced, comprehensive introductions to the two major bodies of theory that currently dominate the field: the social/behavioral theories, which some have labeled communication science, and the cultural/critical theories. We need to know the strengths and the limitations of these two bodies of theory. We need to know how they developed in the past, how they are developing in the present, and what new conceptions they might produce because not only do these schools of thought represent the mass communication theory of today, they also promise to dominate our understanding of mass communication for some time to come.

Many texts emphasize social/behavioral theories and either ignore or denigrate cultural/critical theories. Instructors and students are then forced to supplement their texts with books that introduce critical/cultural theories—books that often express open hostility toward social/behavioral theories. To solve this problem (and we hope advance understanding of all mass communication theory), we systematically explain the legitimate differences that exist between researchers who use the different theories. We also consider possibilities for accommodation or collaboration between them.

The Use of History

In this book, we assume that it is important for those who study mass communication theory to have a strong grounding in the historical development of media

theory. Therefore, in the pages that follow, we trace the history of theory in a clear, straightforward manner. We include discussions of historical events and people that students will find inherently interesting, especially if instructors use widely available videotapes and other materials to illustrate them (such as political propaganda, the *War of the Worlds* broadcast, Adolf Hitler, and so on).

The Use of Topics

It is important, too, that students realize that theories have been developed to address important questions about the role of media—enduring questions that will again become quite important as new media continue to be introduced and as we deal with a world reordered by September 11. We must be aware of how the radical changes in media that took place in the past are related to the changes taking place now. Examples can be found in discussion questions at the end of chapters.

We attempt this engagement with mass communication theory in several ways. Each chapter includes a section entitled "Exploring Mass Communication Theory," directing students to the Internet and World Wide Web where they can use **InfoTrac College Edition** to investigate hundreds of journals and magazines in search of supporting or enriching material, and where they are also directed to interesting Web sites relating to the chapter's content. The "Critical Thinking Questions" section serves two functions. First, students can review the chapters' important points and, second, students can use that information to think critically about their own values and assumptions. We believe that mass communication theory, if it is to have any meaning for students, must be used by them.

All chapters also provide lists of significant people and their writing; boxes that explain or illustrate important ideas, events, or theorists; definitions of important terms in the margins near where they first appear; and chapter summaries. At the end of the text is an extensive bibliography as well as a thorough index.

The Big Picture

This textbook provides a comprehensive, historically based, authoritative introduction to mass communication theory. We have provided clearly written examples, graphics, and other materials to illustrate key theories. We trace the emergence of two main bodies of mass communication theory—social/behavioral and critical/cultural—and conclude with a discussion of how these two traditions support the media literacy movement and might be combined to produce a new theory of mediated communication.

We offer many examples of social/behavioral and critical/cultural theory and an in-depth discussion of their strengths and limitations. We emphasize that media theories are human creations that typically are intended to address specific problems or issues. We believe that it is easier to learn theories when they are examined with contextual information about the motives of theorists and the problems and issues they addressed.

In the next few years, as mass media industries continue to experience rapid change and as we come to terms with the post–September 11 "new world order," it is quite likely that understanding media theory will become even more necessary and universal. All the old questions about the role of media in society and in people's lives will resurface with renewed relevance. This book traces how these questions have been addressed in the past, and we provide insights into how they might be addressed in the future.

The Supporting Philosophy of This Book

The philosophy of this book is relatively straightforward: Though today's media technologies might be new, their impact on daily life might not be so different from past influences. Changes in media have always posed challenges but have also created opportunities. We can use media to improve the quality of our lives or we can permit our lives to be seriously disrupted. As a society, we can use media wisely or foolishly. To make these choices, we need theories—theories that explain the role of media for us as individuals and guide the development of media industries for our society at large. This book should help us develop our understanding of theory so we can make better use of media and play a role in the development of new media industries.

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In preparing this third edition, we have had the assistance of many people. Most important, we have drawn on the scholarly work of several generations of social and cultural theorists. Their ideas have inspired and guided contemporary work. It's an exciting time to be a communication scholar!

We work within a research community that might be in ferment but that is also both vibrant and supportive. In these pages, we acknowledge and explain the contributions that our many colleagues across the United States and around the world have made to mass communication theory. We regret the inevitable errors or omissions, and we take responsibility for them. We are grateful to our reviewers:

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