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传播学理论

视角、过程与语境

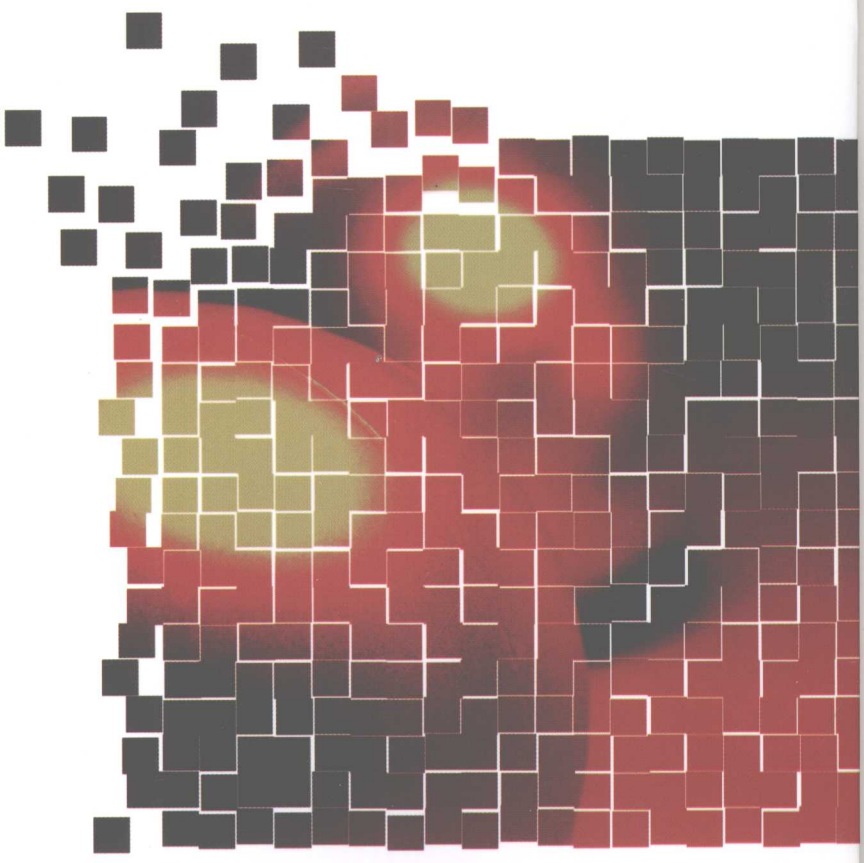
COMMUNICATION THEORIES

PERSPECTIVES, PROCESSES, AND CONTEXTS

第二版

second edition

〔美〕凯瑟琳·米勒
Katherine Miller



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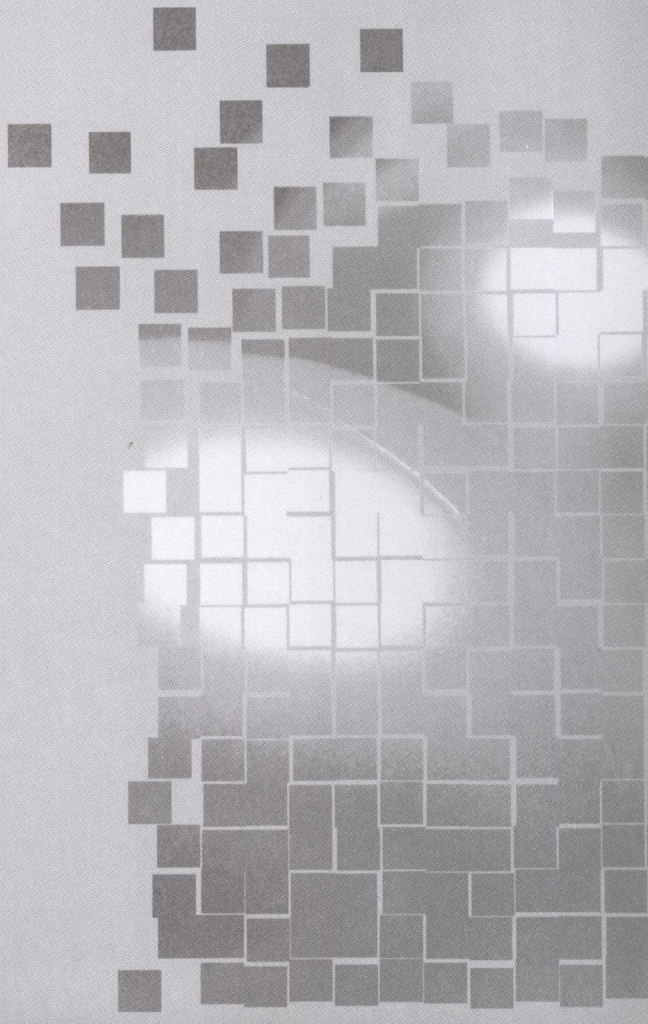

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Katherine　Miller

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我们欢迎业内专家和学者对我们的工作进行指导，欢迎读者给我们提出宝贵的意见和建议。

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序 言

谢新洲

在《世界传播学经典教材》第一辑出版后，读者和学界同仁一直在期盼着本丛书的延续。自1949年施拉姆出版《大众传播学》，第一次提出大众传播学框架之后，传播学之名便在美国得以创立，一门独立的学科正式诞生。这个学科的研究方法扎根于美国的实证学派，核心理论以充分吸收其他社会科学的精华见长。从研究的范围而言，此后的美国“主流”学者的大多数著作一般可根据传播的四种类型（人内传播、人际传播、组织传播、大众传播）进行划分。具体到大众传播研究，所关注的对象则集中在5W（传播者、内容、媒介、受众、效果）上。本套丛书的初衷就是在传播学多样化发展的今天，为学人们献上能够反映这一学科全貌的重要著作，提示人们重视这些学术上的成就。

传播学源于人类最本能、最简单、最基本的生活实践。虽然传播学作为一个学科的诞生主要得益于电子大众媒介的扩散和应用，但历史上人类传播的实践是这个学科得以萌芽和成长的基础。传播学者们关注来自山顶洞的火光，来自美索不达米亚平原的泥版，来自尼罗河边的莎草纸，来自西奈山上的羊皮卷，来自中国的甲骨简牍，来自印度的贝叶……人类整部文明历史都可以视作为传播学的诞生而进行的筹备。学者们的研究使得我们对媒介本质和传播规律的认识上升到知识层面，从而对人类文明的发展有了更深刻的洞见。

传播学在中国经历了引进、消化、吸收、本土化的发展过程。中国接受、研究和发展传播学理论，最初的几步相当迟缓。20世纪70年代末，传播学的学术层面才开始进入中国人的视野。

1978年7月，上海复旦大学新闻系出版了新闻学刊物《外国新闻事业资料》，在创刊号上发表了介绍传播学的译文——《公共传播》（Mass Communication）（当时使用的是“公共传播”的译法，而不是后来的“大众传播”）。1982年5月，美国传播学学者施拉姆（Wilbur Schramm）访华。随后，在中国社会科学院新闻研究所召开了中国第一次全国性的传播学研讨会。这些事件从一个侧面反映了中国传播学发展的路径与历程。

传播学在中国的发展，算来已经将近三十年了。1997年，国务院学位委员会正式将传播学列入博士、硕士专业目录，标志着传播学作为一门独立的学科在中国的学科体系内确立。随着社会实践的不断丰富，传播学研究也逐渐深入、细化，越来越多的人开始用传播学来指导实践。

随着传播学高等教育的发展，其学科地位得到了认同与迅速提高；中国媒介产业的发展与壮大以及信息传播在社会中的应用地位凸显，为应用传播学提供了用武之地；网络媒体、手机与移动媒体等新媒体的出现及迅速普及，为传播学的发展提供了新的生长点。目前，中国传播学正

处于历史发展最佳时期，可谓蓬勃发展、蒸蒸日上。

《世界传播学经典教材》第二辑在延续第一辑出版目的的同时，继续在完善和创新上孜孜以求。与第一辑一样，我们的视野并没有局限于大众传播领域，而是涉及了传播学的各个领域。第一辑出版后取得了很好的反响，得到了广大读者的肯定和鼓励。在本辑中，我们继续引进传播学分支学科的教材，如《人际传播》(*The Interpersonal Communication Book*) 和《小团体传播》(*Communicating in Small Groups*)等，力图使读者从多个角度对这一学科有一个完整的了解；我们也吸纳了传播学理论方面的教材，如《媒介效果基础理论》(*Fundamentals of Media Effects*)和《传播学理论：视角、过程与语境》(*Communication Theories: Perspectives, Processes and Contexts*)等，希望借此清晰地勾勒学科的发展脉络；同时，介绍传播学研究方法的选题也得到重视，本辑中的《传播学研究导论》(*Introduction to Communication Research*)就是这一领域的优秀教材。这套书仍然将是开放式的，我们会不断补充传播学领域的经典教材，更好地为读者服务。在此，我们也衷心感谢北京大学出版社海纳百川的博大胸怀和对新闻与传播学学科发展的大力支持。

丛书所列，读者所见，都是编者和出版者汗水所凝成。希望《世界传播学经典教材》第二辑的出版能为中国传播学的传播与发展提供参照。

2007 年 5 月于燕园

Preface

When I began writing the first edition of this textbook a number of years ago, I thought I had a pretty clear understanding of what I was getting myself into. I had been in the field of communication for a number of years, had worked in several departments with active scholars in a variety of areas, and had taught communication theory at several levels. However, while writing the book, I was both humbled and amazed by what I still had to learn: for theory within the communication discipline is wide-ranging and complex, encompassing huge differences in scholarship in terms of topic areas and in terms of philosophical foundations and approaches to the theory development process. I was once again floored as I took up revising the text for the second edition. Although theory serves as a bedrock for much of our work in the communication discipline, I found that the bedrock was at the same time both durable and changing. This book, then, is my attempt to understand—and help students understand—the burgeoning world of communication theory and to see both the enduring and evolving features of that world.

I had several goals in writing this book. The first of these was to help students understand the intricacies and nuances of theories that were developed by communication theorists or that have been used extensively by communication researchers and scholars. Because I wanted the coverage of theories to be comprehensive and current, I was faced with the task of limiting the number of theories considered. As I explain in Chapter 1, three criteria guided my choices. First, I would include only work that could be clearly distinguished as a theory. That is, I did not include individual research efforts or areas of interest in communication that had not been codified into coherent theoretical statements. Second, I would include only theories developed by scholars working in the communication discipline or widely used and extended by scholars in the field. Finally, I would concentrate on theories that would be chiefly considered social science theories. This is not to say that all theories with rhetorical roots are ignored, but those that are highlighted have had a strong influence on a wide range of communication scholars.

My second goal in writing this book was to help students think critically about the theories they encounter. For me, critical thinking is enhanced through processes of analytical comparison and by using an appropriate critical lens. To facilitate critical thinking, then, I grouped theories into sets of two to four per chapter, with each chapter covering an important substantive area within communication studies. These groupings allow students to compare and contrast theoretical approaches regarding similar communication phenomena. More important, though, I tried to enhance critical thinking by giving extensive coverage to the theoretical perspectives and frameworks that under gird communication theories. Thus, the first five chapters of this book deal not with specific theories of communication but with the conceptual and philosophical frameworks within which these theories were developed. I consider general definitions of communication and theory as well as specific perspectives on theorizing rising from post-positivist, interpretivist, and critical traditions.

My third goal in writing this text was to make communication theories—and the process of theorizing—accessible to students. Thus, I have tried to write in a style that is understandable and conversational but which does not lose the complexities of the theories at hand. I have developed numerous examples and tables that will help to clarify theoretical issues for students, and each chapter provides key terminology and discussion questions.

I maintained these goals as I worked on revisions for the second edition of this textbook and,

indeed, tried to make the book even more complete and accurate, and even more accessible to students. Given that a revision always requires an author to make choices about both additions and deletions, I made these choices with an eye toward current work in the communication discipline and toward theoretical coherence.

Features

To reach my goals, I have built into the textbook a number of key features:

- **Organizing Framework:** The book is organized into three parts. Part 1 (Perspectives on Communication Theory) provides strong foundational chapters that will help students understand the scope and nature of theory development processes generally and within the field of communication more specifically. These chapters cover conceptualizations of communication, the nature of theory and metatheoretical considerations that guide its development, and the three major theoretical perspectives: post-positivist, interpretivist, and critical studies. These paradigms are discussed in terms of their historical roots and their current commitments, and provide a framework for understanding theories in the remainder of the book.

In Part 2 (Theories of Communication Processes) and Part 3 (Theories of Communication Contexts), the text moves to a consideration of specific theories developed and used in communication studies. These theories were chosen with specific criteria in mind, and I believe this selection allows for deeper coverage, understanding, and critique of each theory's complex features.

- **Spotlight on the Theorist:** I have tried to show the human side of theorizing by including boxes that spotlight some of the theorists that students encounter in this book, giving them a face and describing some of the tribulations and rewards of the theory development process. Through these Spotlights, I also hope that students will make connections between theories and theorizing and communication in their everyday lives.
- **Real Life Insight:** This new feature relates communication theory to serious real-world issues. These concern such topics as child abuse, communication with health care providers, school board meetings, nuclear proliferation, welfare legislation, and the space shuttle disasters. Real Life Insights highlight the ways in which communication theories can shed light on contemporary societal issues and problems.
- **Current Research and an Extensive List of References:** The coverage of the theories is current, and extensive references are included for further research. The new edition includes over 170 new references; most of these are from works published since 2000.
- **Comparison and Commentary Sections:** In Parts 2 and 3, theories are conceptually grouped into sets of two to four per chapter. These groupings allow students to compare and contrast related theories. The Comparison and Commentary Sections at the end of each chapter facilitate the crucial critical-thinking process.
- **End-of-Chapter Pedagogy:** Each chapter closes with key terms and discussion questions to point students to critical issues raised throughout the text. A new "Into Your World" feature encourages students to apply chapter concepts to their own everyday concerns.
- **Instructor's Manual:** This textbook is accompanied by an Instructor's Resource CD-ROM (IRCD), which includes a number of features that will help instructors in their pedagogical tasks. The IRCD includes sample syllabi, suggested assignments, key terms, chapter outlines, and extensive test

items (in true/false, multiple-choice, fill-in-the-blank, and essay formats). Web sites and video resources are also suggested.

Acknowledgments

The revision of this textbook has been a challenging and sometimes cumbersome process that has involved the efforts of many. Thanks go first to the team at McGraw-Hill: to my editor Nanette Giles, project manager Christina Thornton-Villagomez, copy editor Michelle Lulos-Livingston, and especially to development editor Joshua Hawkins, who took the lead in all things on the second edition. I am also grateful to those scholars in the communication discipline who took the time to read the first edition of this textbook and offer constructive suggestions for its revision:

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I have been ably assisted by students in my Communication Theory classes—both undergraduate and graduate—at Texas A&M University. They have helped me understand areas in my presentation that were not clear, have pointed to applications I never would have thought of, and have discovered new literature that has added substantially to the coverage of theories in the book.

Finally, I am ever grateful for the dogged determination of Mickey Stanley, crown prince of cocker spaniels, for the loving support and encouragement of my husband, Jim Stiff, and for the joy that our daughter, Kalena Margaret Miller, brings to my life on a daily basis.

Katherine Miller

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第一部分　传播学理论的多维视角

Perspectives on Communication Theory

A perspective is a way of viewing or seeing a particular phenomenon. An artist's perspective encompasses concerns such as distance, angle, lighting, and filter—all factors that can influence the way a particular object is viewed. The notion of perspective in communication theory, then, suggests that there is a lens through which communication processes can be viewed and appreciated.

It is important to note that we are not talking about *perspective* in the singular but about *perspectives* in the plural, for there is clearly not a single or correct lens through which communication phenomenon can be viewed. Rather, different theorists look at communication from different angles, using different filters and lighting processes. These varying perspectives lead to different types of theory and to different ways of understanding communication processes in our everyday lives.

In Part One, then, we consider various perspectives we can use in approaching communication theory. We begin with two chapters that provide grounding in the concept of communication (Chapter 1) and the concept of theory (Chapter 2). These two foundational chapters are followed by a consideration of three major perspectives on theory development in the communication discipline. These are the post-positivist perspective (Chapter 3), the interpretivist perspective (Chapter 4), and the critical perspective (Chapter 5).

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