

# The Media of Mass Communication 大众传媒

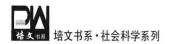
【美】约翰·维维安 著 John Vivian

第7版











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# 出版说明

培文书系社会科学英文影印系列旨在面向社会科学领域的师生和 广大社会科学的从业者和爱好者,推介国外社会科学领域的英文原版专 著和教材,使我国读者能够接触到原汁原味的第一手资料。

需要重申的是,作者本人的有些观点和结论尚需商榷,有些甚至是不可取的,为此提请读者加以甄别。书中观点均不代表出版社观点。

北京大学出版社 2005 年 1 月

# Preface

■n the increasingly crowded field of introduction to mass communication books from which professors can choose, nothing is fresher than this seventh edition of The Media of Mass Communication. Change is ever constant in mass communication, and it is a textbook author's challenge to keep up with media events as they unfold. In this edition we have pushed the envelope of the publishing cycle to deliver to students' hands the most up-to-date edition possible. The 2004 Academy Awards are here. So is the Janet Jackson Super Bowl stunt, the deletion of AOL from the Time Warner name, the Rupert Murdoch acquisition of DirecTV. You also will find the latest scholarship that gives us insight into how the media of mass communication work.

Movies

Colorful chapter opening pages bring to life the topic discussed in each chapter.

With most movies so tightly edited that audiences are breathless trying to keep up with the stories, Kevin Cost ner is out of sync with most of Hollywood. His 1990 classic Dances With Wolves hardly fit contemporary filmic style In an era of 100-minute films, Dances ran for three hours

For the sake of authenticity, half of the dialogue was in Sioux with minimal subtitles—hardly a device to speed the

For Dances, Costner won an Oscar as best director and one to

The same operature from fadio indevention of the manuscri-ture of the same operature from fadio indevention of the manuscri-ture same operature from fadio indevention, the financian and Ori many Normathia for the commercial success of Dances with crossed SIAs a million at U.S. move houses, but that was secondary crossed SIAs a million at U.S. move houses, but that was secondary crossed SIAs a million at U.S. move houses, but that was secondary new secondary of the control of the control of the control of the seaters. Costoner works at making growing finis that subside set the needlines to be to vary secondary paded to lowest common enormators in the audience. At the same time, he sary, it imports an excuse to bore it defined. "Silences are dramatic lineages are dramatic." He said in a control of the control of the said of the said in a control of the said of the said of the said of the said of control of the said of the said of the said of the said of the control of the said of the said of the said of the said of the control of the said of the

How This Book Is Organized

mental points in the text.

the accompanying CD.

This book has three sections, each intended to examine a different aspect of the mass media.

The edition is oversized. Just as Life magazine rewrote the

rules of photojournalism in the 1930s with larger page sizes, mak-

ing photos jump off the page with the added impact of size, The

Media of Mass Communication has grown to add punch to the

book's long tradition of powerful photos that bring home funda-

At the same time we have kept the book at roughly 500 pages. You will find the treatment compact yet thorough, just right for a semester-long course. To be sure, an author always has more to say than the confines of page limitations allow. If you have special interest in photojournalism or the mass media and political theory, you will find these topics covered in two additional chapters on

The Mass Media: Chapter 1, "Mass Media," provides a foundation for understanding the mass media and the dynamics that affect the messages that they transmit. The next eight chapters deal with each of the major mass media—books, magazines, newspapers, recordings, movies, radio, television and the web.

Mass Messages: Then come chapters on the major content forms disseminated by the media to mass audiences. These include news, public relations, advertising and, new to this edition, entertainment. Also included is a chapter on media research, with special attention to measuring the audience for mass messages.

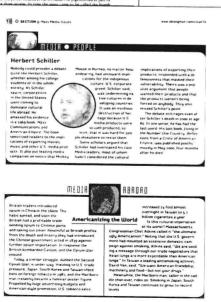
Topical vignettes and learning goals set the stage for the chapter discussion that follows. Mass Media Issues: The rest of the book focuses on specific issues, including mass communication, media effects, the mass media and society, global mass media, media and governance, law and ethics.

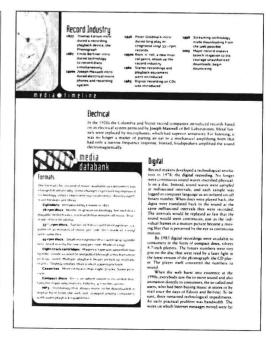
### Using This Book

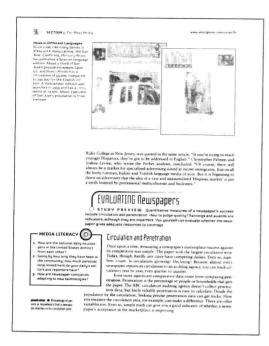
This edition retains many of the popular features that have helped your predecessors master the subject, as well as introducing some new ones.

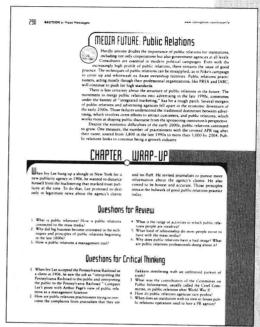
- Introductory Vignettes. Chapters open with colorful descriptions about people who contributed significantly to the mass media.
- Learning Goals. Chapters begin with learning goals to help you guide your thoughts as you read through the chapters.
- O Study Previews. To help you prepare for the material ahead, each major section begins with a preview of the concepts to be covered there.
  - Media Online. The margins contain hundreds of web addresses to guide your learning about the mass media beyond the textbook and the classroom.
  - Running Glossary. You will also find glossary definitions in the margins, on the same page that the name or concept is introduced in the text.
  - Media People. This feature introduces personalities who have had a major impact on the media or whose story illustrates a major point of media history.
  - Media Abroad. This feature discusses practices in other countries to help you assess your own country's media performance.
  - Media Timeline. This feature helps you see the sequence of important media events and put the events of the chapter in historical context.
  - Media Databank. This feature contains tables to help you see certain facts about the mass media at a glance.











- Media Literacy. New to this edition, these boxes pose critical thinking questions to encourage you to apply your new knowledge about the media to develop a better understanding of the mass media and how they work.
- Evaluating Media. These sections give you concrete tips on how you can judge media companies and media content, which are both at the core of media literacy.
- Media Future: These sections appearing at the end of most chapters focus on compelling projected trends in media.
- Questions for Review. These questions are keyed to the major topics and themes
  in the chapter. Use them for a quick assessment of whether you caught the major
  points.
- Questions for Critical Thinking. These questions ask you both to recall specific information and to use your imagination and critical thinking abilities to restructure the material.
- Keeping Up to Date. These sections list professional and trade journals, magazines, newspapers and other periodical references to help you keep current on media developments and issues. Most of these periodicals are available in college libraries.

### Supplements

### **Instructor Supplements**

**Instructor's Resource Manual (IRM).** This manual is designed to ease the time-consuming demands of instructional preparation, enhance lectures and provide helpful suggestions to organize the course. The IRM consists of helpful teaching resources and lecture enrichment including outlines, synopses, glossaries, activities, and at-a-glance guides to the wealth of resources available in the package.

**Test Bank.** The test bank includes more than 2,200 multiple choice, true/false, matching, fill-in-the-blank, short answer and essay questions.

**Computerized Test Bank.** The Computerized Test Bank provides test questions 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.

**VideoWorkshop for Mass Communication.** This is a new way to bring video into your course for maximized learning! This total teaching and learning system includes quality video footage on an easy-to-use CD-ROM plus a Student Learning Guide and an Instructor's Teaching Guide—both with textbook-specific Correlation Grids. The result? A program that brings textbook concepts to life with ease and that helps students understand, analyze and apply the objectives of the course. Video-Workshop is available for your students as a value-pack option with this textbook.

**The Allyn & Bacon Interactive Video Program.** Specially selected news segments from ABC news programs include on-screen critical thinking questions and deal with a variety of media issues and problems to help bring media issues to life in the classroom. The program includes an accompanying video user's guide.

**PowerPoint Presentation Package.** This package consists of a collection of lecture outlines and graphic images keyed to every chapter in the text and is available on the web at http://suppscentral.ablongman.com.

**Premium Course Management System.** Cartridges for Blackboard and CourseCompass are available as course management tools. These include instructor's resources (PowerPoint slides, Instructor's Resource Manual, Digital Media Archive) as well as resources for students (Research Navigator<sup>™</sup>, video clips and our premium web site).

Allyn & Bacon Digital Media Archive for Communication Version 3.0. This collection of communication media images, video and audio clips, lecture resources and web links is available on CD-ROM for Windows and Macintosh and illustrates concepts in all areas of communication.

**Allyn & Bacon Mass Communication Video Library.** This library of videos, produced by Insight Media and Films for the Humanities and Sciences, includes full-length videos such as *Functions of Mass Communication, Making of a Newspaper, Illusions of News* and *The Truth About Lies.* (Some restrictions apply.)

**Blockbuster Video Guide for Introductory Mass Communication Classes.** This guide, prepared by Deborah Petersen-Perlman, University of Minnesota, Duluth, is intended to help teachers of mass communication use film and video to convey basic media concepts and historical facts or to illustrate complex media interrelationships.

**Allyn & Bacon Communication Video Library.** Contains a collection of communication videos produced by Films for the Humanities and Sciences. (Some restrictions apply.)

**CD-ROM with Bonus Chapters.** Inside the back cover of this text you will find a CD-ROM launcher that contains two additional chapters: Chapter 22, "Visual Messages," and Chapter 23, "Media and Political Systems."

**Companion Web Site Plus.** Revised and improved for the seventh edition, this web site, available at www.ablongman.com/vivian7e, features "Media in the News" text updates on current media developments. It also includes the following: links to media-related web sites, including those featured in the text's Media Online boxes; media profiles; timelines enhanced with links to related Internet sites; flashcards to review key terms and a complete online study guide, including chapter objectives and

practice tests. The "Careers in Media" section features links to various web sites to help students investigate media professions.

Research Navigator™ Guide for Mass Communication. This booklet by Ronald Roat, 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 over 30 Net 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 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 and the New York *Times*. The guide is available packaged with new copies of the text.

**Communication Tutor Center.** Our Tutor Center (access code required) provides free, one-on-one tutoring for students who purchase a new copy of participating Allyn & Bacon textbooks. Qualified instructors tutor students on all material covered in the texts. The approach is highly interactive, providing both knowledge of the academic discipline and methods for study of that discipline. Tutoring assistance is offered by phone, fax, Internet and e-mail during Tutor Center hours. For more details and ordering information, please contact your Allyn & Bacon representative.

### Acknowledgments

The greatest ongoing contributions to making The Media of Mass Communication the most adopted mass communication survey book in the history of the field have been made by Carol Alper, senior development editor at Allyn & Bacon. She not only has applied her lively imagination and good sense to the book's contents but also has coordinated all the complexities of moving the manuscript through production. Besides my students and colleagues at my academic home, Winona State University, who made contributions in ways beyond what they realize, I am indebted to many students elsewhere who have written thoughtful suggestions that have shaped this edition. They include Niele Anderson, Grambling State University; Krislynn Barnhart, Green River Community College; Mamie Bush, Winthrop University; Lashaunda Carruth, Forest Park Community College; Mike Costache, Pepperdine University; Scott DeWitt, University of Montana; Denise Fredrickson, Mesabi Range Community and Technical College; James Grades, Michigan State University; Dion Hillman, Grambling State University; Rebecca Iserman, Saint Olaf University; Scott Wayne Joyner, Michigan State University; Nicholas Nabokov, University of Montana; June Siple, University of Montana; and Candace Webb, Oxnard College.

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### Keeping Current

To you, the student, I want to emphasize that this book is a tool to help you become a more intelligent and discerning media consumer. If you plan on a media career, the book is intended to orient you to the courses that will follow in your curriculum. This book, though, is only one of many tools for staying on top of the subject for many years to come. A feature at the end of every chapter, Keeping Up to Date, has tips on how to keep current even when your course is over.

### Stay in Touch

Please feel free to contact me with questions and also ideas for improving the next edition. My e-mail is jvivian@winona.edu. My address is 23148 Highway 14, Lewiston, MN 55952.

May your experience with The Media of Mass Communication be a good one.

-John Vivian

# About the Author

John Vivian is a professor of journalism at Winona State University in Minnesota, where he has taught mass media survey courses for more than 20 years. Earlier he taught at Marquette University, the University of North Dakota, New Mexico State University and the University of Wisconsin centers in Waukesha and West Bend. He holds an honorary faculty appointment at the U.S. Defense Information School.

He is a past president of the Text and Academic Authors Association and founder of the Society of Academic Authors. He has been active in the Society of Professional

Journalists and College Media Advisers.

His professional media experience began with his hometown newspaper in Kellogg, Idaho, and continued through college at Gonzaga University with United Press International and the Associated Press. After receiving a master's degree from Northwestern University's Medill School of Journalism, he returned to the AP in Seattle, Denver and Cheyenne. Besides Gonzaga and Northwestern, he has done advanced studies at Marquette University, the University of Minnesota and the University of North Dakota.

His work as an Army command information officer earned numerous Minaret, Fourth Estate and other awards. In college he was editor of the Gonzaga *Bulletin*. He was faculty adviser to the Marquette *Tribune* and later founded the multicollege *Winona Campus Life* lab newspaper. He has edited numerous publications, including *The Academic Author*, and several online news sites, including the sa<sup>2</sup> news site for academic authors (www.sa2.info) and a college news site (www.indee.info).

Vivian introduced his widely used college textbook, The Media of Mass Communication, in 1991. Vivian and coauthor Alfred Lawrence Lorenz of Loyola University in New Orleans wrote News: Reporting and Writing, a journalism textbook, in 1995. Vivian's scholarly, professional and trade articles have appeared in many publications, including American Journalism, American Speech, Journalism Educator, Journalism History, Journalism Quarterly, Masthead and Newspaper Research Journal. He also has written numerous encyclopedia articles.

# Award for Excellence

he Media of Mass Communication by John Vivian has been awarded the Text and Academic Authors award for excellence. Affectionately called "the Texty," the award has been characterized as the Oscar for textbooks. The award is given to college textbooks in a broad range of academic disciplines that include communication, education and the performing and visual arts. The judges, all veteran textbook authors, evaluate books on four criteria: Is the book interesting and informative? Is the book well organized and presented? Is the book up to date and appealing? Does the book possess "teachability"? The judges gave The Media of Mass Communication perfect scores on all criteria. Said one judge: "By all measures, superior." John Vivian said he was especially pleased with the award because fellow textbook authors were the judges. "There is no more meaningful recognition than that which comes from peers," he said.

The Text and Academic Authors Association sponsors the Texty awards to promote excellence by identifying outstanding textbooks and other learning materials.

The Media of Mass Communication was introduced in 1991 and quickly became the most-adopted textbook for introductory mass media and mass communication courses. The book's popularity has grown among college professors and their students with every new edition.

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The mass media are the vehicles that carry mass messages. Television is a mass medium. So is the web—magazines too. In all, there are eight major mass media. An entire industry has been built up around each of these major media. This first section of your book includes an introductory chapter and then deals with each of these major mass media.

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