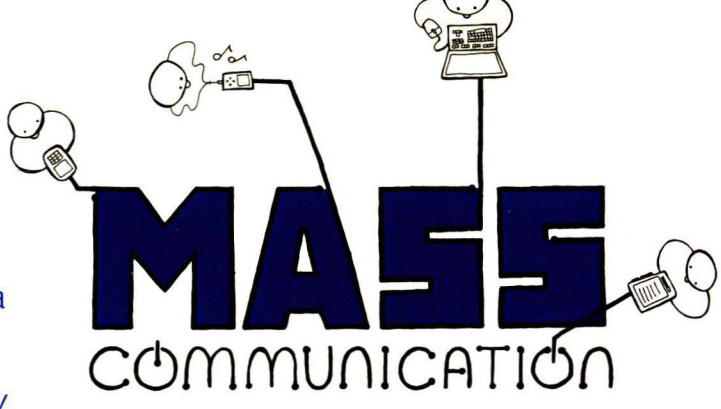
MASS COMMUNICATION

Living in a Media World

EDITION 5

Ralph E. Hanson



"Students seem to really enjoy the Hanson book. They like the fact that the book looks back and looks ahead—that it ties the history of the media and media professions to the future."

—**Jeff South**, *Virginia Commonwealth University*

"I've used *Mass Communication* for years and it just keeps getting better. The book keeps pace with its subject matter, with an eBook, website, and blog that my student's love."

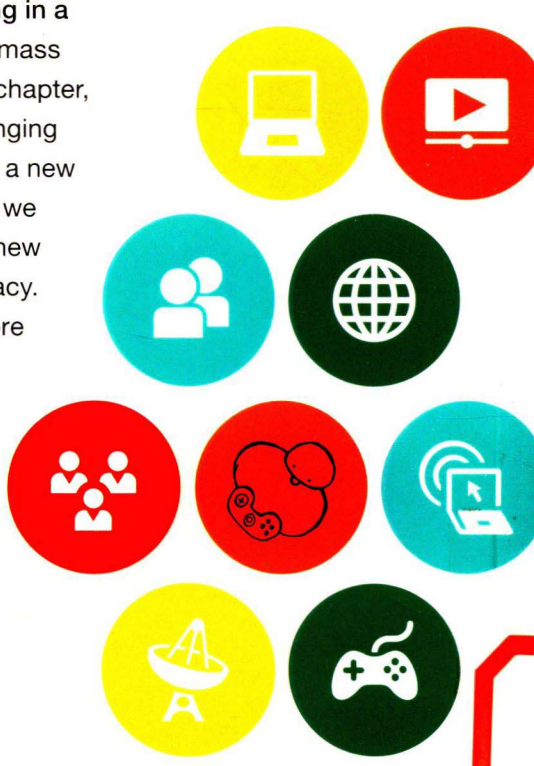
—**Don Lowe**, *University of Kentucky*

"Excellent opening vignettes. Hanson does a good job of providing just the right amount of depth to his historical accounts to make them lively and interesting."

—**Philip A. Thompsen**, *West Chester University*

Skills to Succeed in Today's Media World

Designed to give students the media literacy principles and critical thinking skills they need to become smart consumers of the media, **Mass Communication: Living in a Media World** provides comprehensive yet concise coverage of all aspects of mass media, along with insightful analysis and fun, conversational writing. In every chapter, students will explore the latest developments and current events that are changing the face of media today. The newly revised four-color **Fifth Edition** introduces a new "Media Transformations" box feature that highlights dynamic changes to how we produce and consume media. Each "Media Transformations" box includes a new infographic that helps illustrate key issues and promotes data and media literacy. **Mass Communication** is an interactive learning experience where you'll explore the latest developments that are changing today's media world.



SAGE edge™

Give your students the SAGE edge!

SAGE edge offers a robust online environment featuring an impressive array of free tools and resources for review, study, and further exploration, keeping both instructors and students on the cutting edge of teaching and learning.

Learn more at edge.sagepub.com/hanson5e.

SAGE www.sagepublications.com
Los Angeles • London • New Delhi • Singapore • Washington DC • Boston

FSC
www.fsc.org
MIX
Paper from responsible sources
FSC® C011825

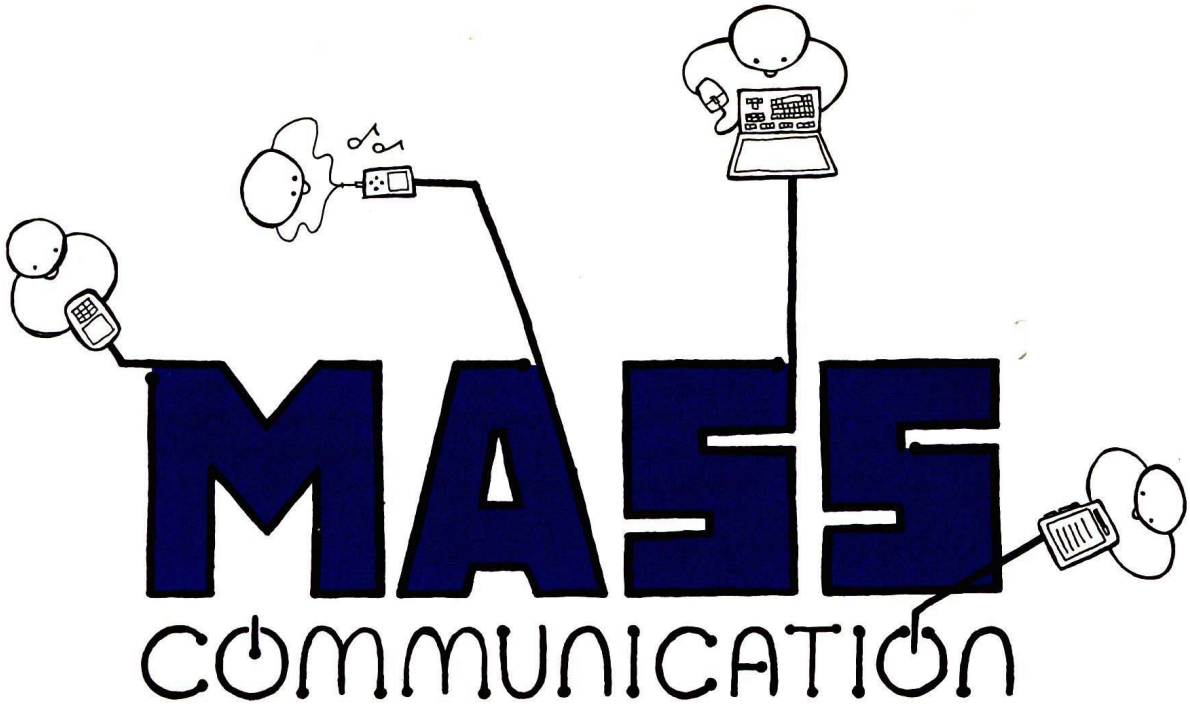
ISBN 978-1-4833-4475-1
90000
9 781483 344751

Hanson

EDITION 5

MASS COMMUNICAT

SAGE



MASS COMMUNICATION

Living in a Media World

EDITION 5

常州大学图书馆
藏书章

Ralph E. Hanson
University of Nebraska at Kearney

SAGE
Los Angeles | London | New Delhi
Singapore | Washington DC | Boston

SAGE

Los Angeles | London | New Delhi
Singapore | Washington DC | Boston

FOR INFORMATION:

SAGE Publications, Inc.
2455 Teller Road
Thousand Oaks, California 91320
E-mail: order@sagepub.com

SAGE Publications Ltd.
1 Oliver's Yard
55 City Road
London, EC1Y 1SP
United Kingdom

SAGE Publications India Pvt. Ltd.
B 1/I 1 Mohan Cooperative Industrial Area
Mathura Road, New Delhi 110 044
India

SAGE Publications Asia-Pacific Pte. Ltd.
3 Church Street
#10-04 Samsung Hub
Singapore 049483

Copyright © 2016 by SAGE Publications, Inc.

All rights reserved. No part of this book 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 permission in writing from the publisher.

Printed in Canada

Cataloging-in-publication data is available for this title from the Library of Congress.

ISBN 978-1-4833-4475-1

Acquisitions Editor: Matt Byrnie
Associate Editor: Natalie Konopinski
Digital Content Editor: Gabrielle Piccininni
Editorial Assistant: Janae Masnovi
Production Editor: Laura Barrett
Copy Editor: Melinda Masson
Typesetter: C&M Digitals (P) Ltd.
Proofreader: Theresa Kay
Indexer: Will Ragsdale
Cover Designer: Janet Kiesel
Marketing Manager: Liz Thornton

This book is printed on acid-free paper.

MIX
Paper from responsible sources
FSC® C011825
FSC www.fsc.org

15 16 17 18 19 10 9 8 7 6 5 4 3 2 1

此为试读，需要完整PDF请访问：www.ertongbook.com

THE QUESTION:

In a world of information overload, how do students become savvy, self-aware consumers of media?

THE ANSWER:

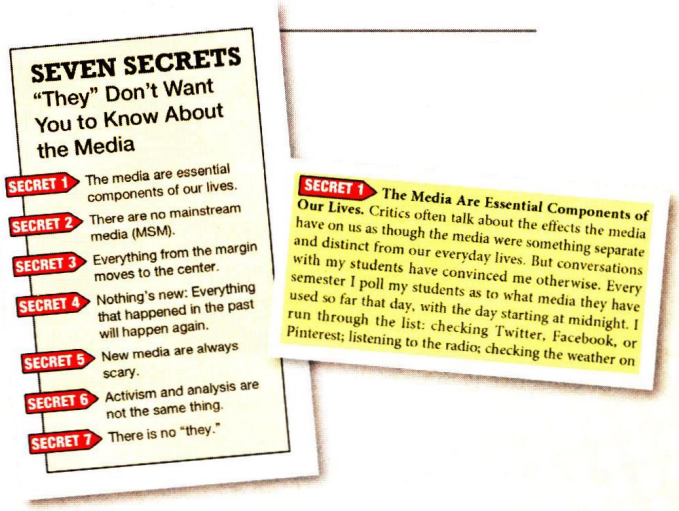
Instill proven media literacy principles and really show students how to:

- filter through the fluff
- indentify sources of bias
- distill and critically assess all media
- effectively navigate a media world

Ralph E. Hanson believes that armed with media literacy principles, students have the tools and critical thinking skills they need to be smart consumers of the media. Through 15 chapters, Hanson delivers comprehensive yet compact coverage, incisive analysis, and fun, conversational writing. While he delves into critical theory, and will take a critical stance on the media, he does not believe the media are something to be feared or demonized. Rather the media are an essential part of the way we live.

The Seven Secrets

Students are encouraged to think about what the media are, who controls the media, how media content is selected, why the media behave the way they do, and how society and the media interact with each other. Every time a secret is referenced, it's highlighted in yellow.



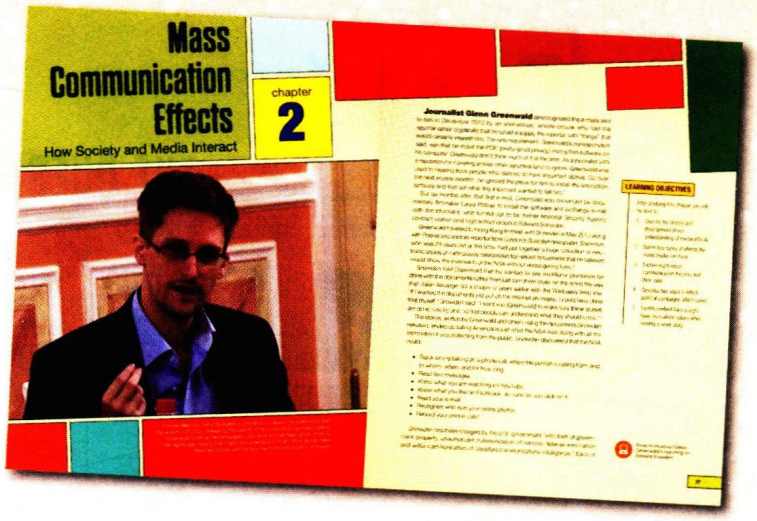
SEVEN SECRETS
"They" Don't Want You to Know About the Media

SECRET 1 The media are essential components of our lives.
SECRET 2 There are no mainstream media (MSM).
SECRET 3 Everything from the margin moves to the center.
SECRET 4 Nothing's new: Everything that happened in the past will happen again.
SECRET 5 New media are always scary.
SECRET 6 Activism and analysis are not the same thing.
SECRET 7 There is no "they."

SECRET 1 **The Media Are Essential Components of Our Lives.** Critics often talk about the effects the media have on us as though the media were something separate and distinct from our everyday lives. But conversations with my students have convinced me otherwise. Every semester I poll my students as to what media they have used so far that day, with the day starting at midnight. I run through the list: checking Twitter, Facebook, or Pinterest; listening to the radio; checking the weather on

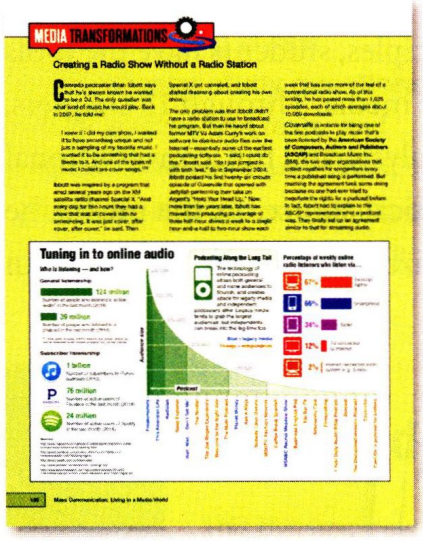
Vignettes and Objectives

Each chapter kicks off with a compelling story about a figure or people at the center of a newsworthy event—the perfect way to hook students and exemplify chapter themes. Objectives call out key topics to encourage close, focused reading.



Chapter Timelines

Key events in the development of mass communication are placed within the context of other major historical dates.



Media Transformations

This new set of boxes take an in-depth look at how media channels, use, and industries have transformed over recent decades. Each feature includes text telling the story of one transformation accompanied by an original infographic that gives the broader picure of the transformation.

Test Your Media Literacy

These boxes have one important goal in mind: cultivate critical media consumers. Students read about current research, interviews, data, or an event, and then answer questions that elicit real analysis: who is the source? What is he/she saying? What evidence is there? What do you think about the topic?

Test Your *Visual* Media Literacy

These boxes showcase images from various media—sometimes controversial—to seek instinctive reactions from students before providing context and questions that encourage critical assessment of how we see and interpret images, and what more may be behind them.

MASS COMMUNICATION

EDITION

To Pam, Erik, and Andrew

SAGE | 50 YEARS

SAGE was founded in 1965 by Sara Miller McCune to support the dissemination of usable knowledge by publishing innovative and high-quality research and teaching content. Today, we publish more than 750 journals, including those of more than 300 learned societies, more than 800 new books per year, and a growing range of library products including archives, data, case studies, reports, conference highlights, and video. SAGE remains majority-owned by our founder, and after Sara's lifetime will become owned by a charitable trust that secures our continued independence.

Los Angeles | London | Washington DC | New Delhi | Singapore | Boston

Preface

Many of the defining moments of our lives come from our shared experiences with the media. It could be witnessing the death of a global terrorist through social media coverage, experiencing the thrill of a sports victory viewed streaming on the Internet, going to a blockbuster movie as the backdrop to a first date, or hearing a song from the summer you turned sixteen. For my generation, it was the moon walk. Parents all across the United States let their nine-year-olds stay up way past their bedtimes to watch on television the biggest show of their lives—*Apollo 11* astronaut Neil Armstrong setting foot on the moon. On September 11, 2001, my son and his fellow fifth-grade classmates sat mesmerized by news coverage of the airplanes crashing into the World Trade Center twin towers, the Pentagon, and a field in southwestern Pennsylvania. Some parents questioned whether their children ought to have watched these events, but my son said, "We begged the teacher to keep the TV on. We had to know." As I write this, my former fifth-grader is a college graduate who has lived in Europe and Asia with a global perspective brought on in part by that fateful day in 2001. I'm starting to reach the point with my freshmen where their earliest major media memories are no longer 9/11. That horrible day remains the top media memory for many of them, but others are now including the start of the Iraq war, specific sporting events, or some kind of local news story.

Then there are the myriad trivial aspects of everyday life that come from our time with the media: the perfect pair of vintage Levi's found in the shopping magazine *Lucky*, William Shatner's version of the song "Common People" on the *Coverville* podcast, or arguments on the Internet about the merits of the Bowl Championship Series versus a college football playoff.

The media world we inhabit is constantly changing, as is our relationship with the media. In my first job as a college professor, I taught a course in media effects. On the first day of class, a student raised his hand and asked, "When do we get to the part where we talk about how television turns people into zombies?" His question has stayed with me through the years because it represents the view many people have about the media. The student's attitude had been fostered by media critics with an agenda—getting elected to office, getting a regulation approved, promoting a product, or even pushing a moral choice. I have long taken the view that the successful study of mass communication is also a journey of self-awareness. We are students of media and also players in a media world.

Approach of the Book

A study conducted by the Kaiser Family Foundation shows that young Americans spend an average of seven hours and thirty-eight minutes a day interacting with mass media of one form or another. And because they are multitasking, teens actually consume close to eleven hours worth of media within that time. The media are a central aspect of our lives, and many worry about the influence of these institutions.

Mass Communication: Living in a Media World views the media in our world not as isolated institutions that somehow "do something" to us, but rather as forces that are central to how we live, work, and play. The media are not outside influences; they are part of who we are. From mobile media devices to streaming video, the pervasiveness of mass communication in our daily lives complicates our ability to understand the media's rich history of technical, cultural, sociological, political, economic, and artistic achievements. *Mass Communication* reveals the forces that drive the industry, while at the same time motivating readers to think critically about how they consume media. It uses compelling stories and examples drawn from everyday life. Readers are encouraged to consider the media industry from the inside out and, in so doing, to explore the many dimensions of mass communication that operate in our society.

My students over the years have told me that they remember information better if it is presented as a story, and so I strive to be a storyteller. The narrative style of this book will help motivate students to do the reading and facilitate their recall of the material. Many of the Test Your Media Literacy exercises are based on writing assignments I've used in classroom settings, as well as in more writing-intensive online sections. These exercises connect the

material from the book to the media that students use every day, and students say that these assignments make them really think about how they experience the media.

Organization

The book is organized into five parts, each examining critical dimensions that comprise the world of mass communication. *Part I: Introduction to the Media* presents the institutions, social effects, and business workings of the media in order to lay the foundation for understanding mass communication. *Part II: Print Media* explores the development of mass literacy and mass communication and what has traditionally been the paper-oriented print media, including newspapers, books, and magazines. *Part III: Electronic Media* covers the media of sound and motion, from radio and music to movies, television, and the Internet. *Part IV: Strategic Communication* delves into the advertising and public relations industries. *Part V: Regulation and Control of the Media* looks at the institutions, conventions, and rules that regulate and control the media in the United States and around the world, critiques normative theories of the press in various countries, and looks at how the media operate around the globe.

Most of the chapters about the individual print or electronic media (Parts II and III) are organized around the same basic structure. Following an opening vignette and chapter timeline come four major sections:

1. How the medium developed along with major changes in society and culture. More than just a history of the medium, this section considers how societal, cultural, and technological elements came together to create the medium we have today.
2. How the medium operates within the business and social world. This section looks at why the medium behaves the way it does within our economy.
3. Current issues and controversies between the medium and society. These often include issues involving media effects, such as the concern about the influence of fashion magazines on a young woman's body image or the influence of rock and rap lyrics on listeners.
4. The future of the medium, including the effects mobile technology and the long tail have had on it.

New to the Fifth Edition

We live in a media world that is constantly changing. My chief goal in writing this fifth edition, in addition to comprehensively updating the material, was to reflect the big changes taking place within the media industry while continuing to strengthen the book's media literacy focus. The fifth edition of *Mass Communication* deals with this period of rapid change with several new elements, including Media Transformations boxes and infographics, a strengthened focus on mobile and social media, new chapter opening vignettes, and an interactive e-book. Below are the details about these new offerings, as well as information on some returning features.

Revised chapter objectives—Learning objectives appear at the start of each chapter and call out key topics for close, focussed reading. Students can refer back to them for study guidance as well.

New Media Transformations boxes—These new boxes use a combination of text and visual graphics to help students understand the rapid rate of media changes over recent decades. Each Media Transformations feature includes text telling the story of one specific transformation such as how the transmission of news from disasters at Mt. Everest from the time of *Into Thin Air* in 1996 to the avalanche in 2014 changed, how e-books are changing the publishing industry, how podcasts are blurring the line between radio and online content, and how Netflix and other streaming services are transforming the way we define "watching television" in the twenty-first century. Many of these Media Transformations were inspired by changes that have happened since the first edition of his book came out about 10 years ago. Each story is accompanied by an original infographic that shows the broader picture of the transformation.

New chapter-opening vignettes—Ten brand new stories about key figures in the media provide a powerful narrative thread exemplifying the major themes of each chapter. These vignettes convey the excitement and relevance of media studies and critical enquiry by way of those whose lives have been profoundly affected by the media.

Mobile media—This edition includes a strengthened emphasis on the role the mobile media are playing in how we consume both legacy and new types of media. More than two-thirds of all Americans go online with mobile devices like smartphones or tablets. And this use of mobile media has moved us from the need-to-connect of dial-up service, to the always-on of broadband, to the access-everywhere of mobile Internet.

Social media—Throughout the book I take a more nuanced look at social media and how they are used not only on their own but as a tool for existing media to interact with their audiences. Social media has become increasingly relevant in today's media landscape: We get photos from astronauts and comments allegedly from NASA space probes from Twitter, and both Israeli and Palestinian military send out messages to the public through channels like YouTube. The role of social media across the various mediums is integrated throughout the book.

Global media—The fifth edition contains expanded global media coverage including a strengthened emphasis on the risks journalists face when reporting around the world. Reporters working in war zones in places like

此为试读，需要完整PDF请访问：www.ertongbook.com

Syria face not only the dangers of battle but also risk being kidnapped and beheaded in propaganda videos. As technology continues to change, so too do the boundaries on information that is available to media and consumers.

Updated chapters—Each chapter has been thoroughly updated to include new developments, new scholarship, and recent events in mass communication. Highlights of the revisions include:

Chapter 2, *Mass Communication Effects*, looks at new studies that give us fresh insight on classic areas of media effects studies such as the spiral of silence and cultivation theory.

Chapter 3, *The Media Business*, reflects the changing face of who provides media for our consumption, highlighting newer players like cable giant Comcast, which acquired NBC Universal, or revolutionary technology company Apple, with its high-volume hardware sales. A second emphasis is on how these companies are splitting up and recombining in new ways to dominate significant segments of the media marketplace.

Chapter 4, *Books*, looks at how e-books and e-book readers are changing the book marketplace both in terms of how books are distributed and how they are priced. There is also a look at how graphic novels have moved from being "mere" comic books into respected parts of the literary canon. (Not that there's anything wrong with comic books!)

Chapter 5, *Magazines*, includes a look at how social media are becoming integrated into legacy material features like magazine spreads. There is also a substantially updated look at magazine covers and race.

Chapter 8, *Movies*, looks at how digital media have transformed our movie watching experience. It now ranges from seeing movies in immersive digital IMAX theaters to viewing movies on the go using mobile devices and streaming services.

Chapter 10, *The Internet*, examines how video games have moved from being an individual pastime to something audiences will tune in across the country to watch.

Chapter 15, *Global Media*, looks at the risks journalists face carrying out their jobs, both from governments and from groups that don't want to be held up for examination.

Returning Favorites

While some of the book's new features were described above, the fifth edition contains many returning features and coverage that have been updated to enhance and improve upon the existing content.

The Seven Secrets—The Seven Truths have become the Seven Secrets in an effort to highlight the fun elements of these media literacy principles. Throughout all fifteen chapters, the Seven Secrets remind students about the principles of media literacy laid out in Chapter 1. These concepts deal with what the media are, who controls the media, how media content is selected, why the media behave the way they do, and how society and the media interact with each other. The Seven Secrets are as follows:

SECRET 1 The media are essential components of our lives.

SECRET 2 There are no mainstream media.

SECRET 3 Everything from the margin moves to the center.

SECRET 4 Nothing's new: Everything that happened in the past will happen again.

SECRET 5 New media are always scary.

SECRET 6 Activism and analysis are not the same thing.

SECRET 7 There is no "they."

The secrets are presented in depth in the last section of Chapter 1, and they recur, when relevant, in the subsequent chapters to remind students of these concepts and also to serve as a springboard for discussions or writing assignments. These important principals of media literacy are highlighted to call attention to where the Seven Secrets appear throughout the chapters, reminding readers to be attentive and thoughtful.

Illustrated chapter timelines—Updated timelines at the start of each chapter summarize major events in the development of mass communication and place them within the context of other major historical dates. This allows students to integrate their knowledge of world history with the parallel development of mass media. The timelines preview important dates in mass-media history that are detailed elsewhere in the chapter.

Test Your Media Literacy boxes—There's no better way to cultivate critical media consumers than by modeling critical thinking. These boxes present students with current research, interviews, and issues relating to the practice of mass communication, and ask questions that challenge students to evaluate and analyze the story being told. The readings are engaging and fun, but more important, the questions get students to do more than summarize what they've read—they encourage them to think.

Test Your Visual Media Literacy boxes—These boxes showcase images—sometimes controversial—from various media to seek instinctive reactions from students before providing context and questions that encourage critical assessment of how we see and interpret images, and what more may be behind them. Both media literacy boxes are supplemented with up-to-the-minute additions and further related information through my blog at http://ralphehanson.com.

Questioning the Media feature—This marginal feature poses critical-thinking questions that address current media issues and encourage students to consider how they use and consume media and develop their own opinions.

Global media icon— Globe icons next to major headings in the Table of Contents give a quick overview of where global media developments and issues are addressed throughout the books, and are shown next to the same headings in the text to cue readers to look for upcoming global media content.

Chapter summary—Each chapter concludes with a brief recap of important points to assist students in reviewing key themes, events, and concepts.

Key terms—Boldface terms are defined in the margins, and a list of key terms—with page references—appears at the end of each chapter to make the terms easy to locate.

Concept review—Central concepts are listed at the end of each chapter, providing students with a mini-study guide. The central concepts are ideas that go beyond one or two vocabulary words and may be developed throughout an entire section or chapter.

Living in a Media World's Social Media

Located at **http://ralphehanson.com,** my blog *Living in a Media World* covers the entire mass communication field and has been linked to by national Web sites, including FishbowlDC, Wonkette, Gawker, Eat the Press, and *USA Today*'s On Deadline. One of the blog's biggest benefits to you is that it provides a single destination for up-to-date material on the topics covered in this book. It also provides links to current multimedia features created by media outlets across the country. Think of it as a clearing house for current media news and features. You may also find examples of new assignments or early versions of new book features on the blog as well.

The *Living in a Media World* blog has now been joined by several other social media feeds. You can follow me on Twitter **(https://twitter.com/@ralphehanson)** for daily links to media news and whatever else I'm reading. I generally tag my tweets that tie most closely to this book with the hashtag #liamw (for Living In A Media World), as occasionally do other teachers and students. (Expect links to Web comics and motorcycle news to make an occasional appearance.) I also have a Tumblr **(http://ralphehanson.tumblr.com)** that will feature a lot of great video clips that work well as a pre-class feature, along with photos and other images I've found online or created myself. Typical content includes music clips, viral videos, memes, and commentary on geek culture. The Tumblr tends to be a bit less focused than the blog and sometimes includes photos I've taken. Finally, this book has a Facebook page **(https://www.facebook.com/livinginamediaworld)** where you can share materials and find links to what I've been posting about on the blog and on Tumblr.

Ancillaries

SAGE has created new student and instructor online resources customized to the text and featuring an array of tools for review, study, and further exploration.

SAGE edge™

SAGE provides comprehensive multimedia online resources at **http://edge.sagepub.com/hanson5e**. Instructors receive full access to the password-protected **SAGE edge Instructor Resources Site**.

SAGE edge for Instructors supports teaching by easily integrating quality content and creating a rich learning environment for students.

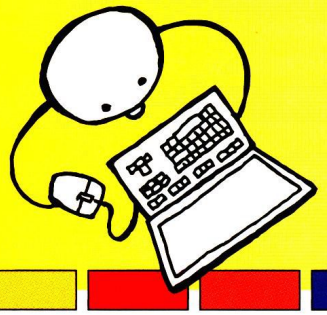
- **Test banks** provide a diverse range of pre-written options as well as the opportunity to edit any question and/or insert your own personalized questions to effectively assess students' progress and understanding.
- Editable, chapter-specific **PowerPoint® slides** offer complete flexibility for creating a multimedia presentation for your course.
- **Lecture notes** summarize key concepts on a chapter-by-chapter basis to help with preparation for lectures and class discussions.
- An **Instructor's manual** written by the author and offers chapter-by-chapter guidance.
- Carefully selected chapter-by-chapter **video links** and **multimedia content**, which enhance classroom-based explorations of key topics.
- **Exhibits from the printed book** are available in an easily-downloadable format for use in papers, handouts, and presentations
- A **common course cartridge** includes all of the instructor resources and assessment material from the student study site, making it easy for instructors to upload and use these materials in learning management systems such as Blackboard™, Angel®, Moodle™, Canvas, and Desire2Learn™

SAGE edge™

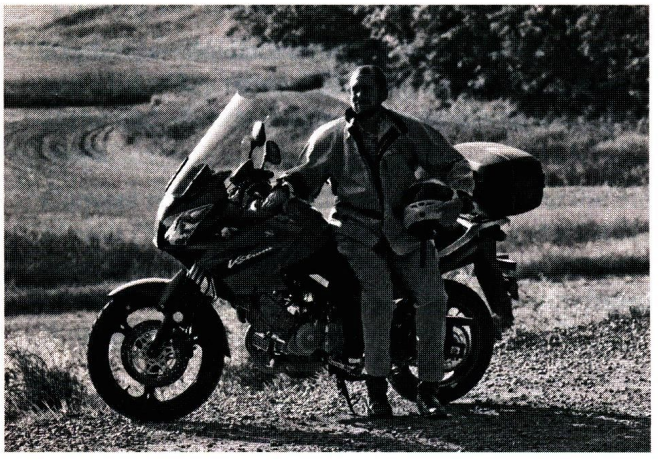
SAGE edge for students provides a personalized approach to help students accomplish their coursework

goals in an easy-to-use learning environment. SAGE provide students with comprehensive multimedia online resources at **http://edge.sagepub.com/hanson5e.**

- Mobile-friendly **eFlashcards** strengthen understanding of key terms and concepts.
- Mobile-friendly practice **quizzes** allow for independent assessment by students of their mastery of course material.
- A customized online **action plan** includes tips and feedback on progress through the course and materials, which allows students to individualize their learning experience.
- Chapter-specific **learning objectives** reinforce the most important material.
- **Multimedia content** includes links to video, audio, web, and data that appeal to students with different learning styles.
- Chapter-by-chapter **study questions** to help you prepare for quizzes and tests.
- **Internet activities and exercises**, comprised of Web resources and critical thinking questions to apply your knowledge of the chapter perspectives.



About the Author

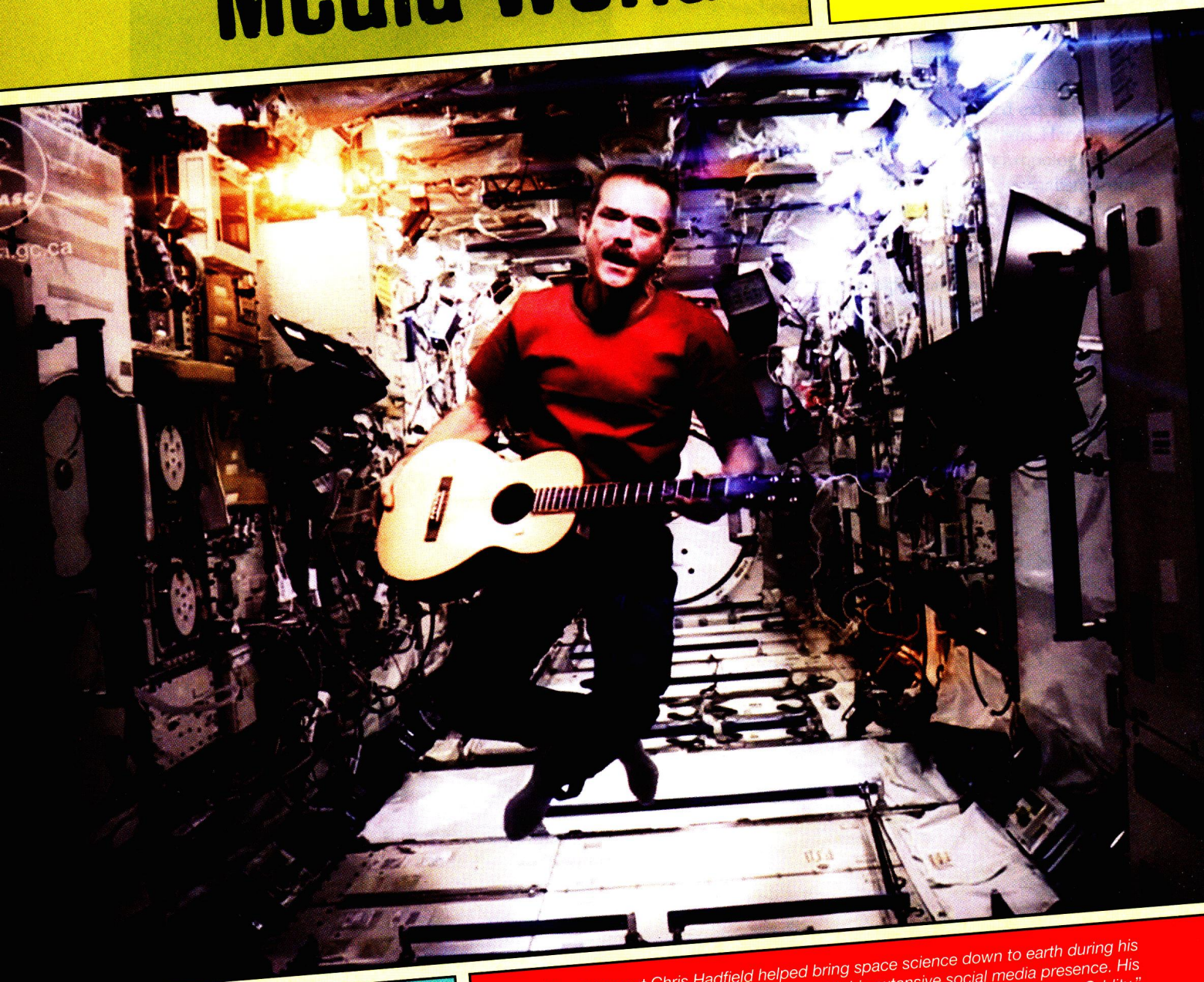


Ralph E. Hanson is professor and chair in the communication department at the University of Nebraska at Kearney, where he teaches courses in writing, blogging, reporting, and mass communication. Previously, he was on the faculty at West Virginia University and Northern Arizona University. He has been teaching introduction to mass communication for more than a decade, and he has worked extensively on developing online courses and degree programs. Hanson has a bachelor's degree in journalism and anthropology from Iowa State University, a master's degree in journalism from Iowa State, and a doctorate in sociology from Arizona State University. When Ralph is not out on his motorcycle, he is blogging on mass communication issues at http://ralphehanson.com. He Twitters as ©ralphehanson.

chapter

1

Living in a Media World



Canadian astronaut Chris Hadfield helped bring space science down to earth during his time on the International Space Station with his extensive social media presence. His most famous was a music video he recorded of David Bowie's 1969 hit "Space Oddity."

EPA/NASA/Landov

此为试读，需要完整PDF请访问：www.ertongbook.com