



HUMAN COMMUNICATION IN SOCIETY

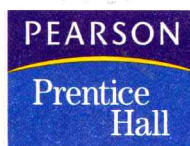
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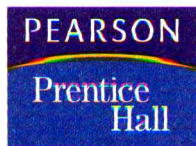
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The Story of *Human Communication in Society*

Human Communication in Society explains how the interplay between the individual and society impacts communication.

Based on the feedback of over 2,000 students and 75 faculty reviewers, this innovative new textbook will redefine the survey of human communication course.

Understanding how individual forces, societal forces, cultures, and context work together to shape communication and its meaning will help students to become more ethical and effective communicators. Introduced via the authors' unique model for human communication in Chapter 1, unpacked via a detailed discussion of identity in Chapter 3, and integrated in every chapter thereafter, this theme of individual-societal tension assists students in seeing the big picture and making connections among the many subsets of the study of human communication.



Jess K. Alberts



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About the Authors

JESS ALBERTS, THOMAS NAKAYAMA, and JUDITH MARTIN currently are colleagues in the Hugh Downs School of Communication at Arizona State University. Alberts is a social scientist who focuses on interpersonal communication and specializes in the study of conflict. Nakayama is a critical scholar who focuses on rhetoric and intercultural communication. Martin is an interpretive scholar whose expertise is in intercultural communication. With their different areas of expertise, the authors have created a comprehensive text and a truly balanced approach to the study of human communication.




Preface

Organization of the Text

Human Communication in Society is divided into three sections:

- I. The first section, which comprises Chapters 1–3, provides an overview of the book and outlines its theoretical foundation.
 - **Chapter 1** outlines the traditional models of human communication and then explains the theme of this book—the interaction between the individual and society. It provides extensive discussion of the individual forces involved (personality, gender, sexual orientation, identity) and describes societal influences (economic, historical, political) on communication. The chapter offers a pronounced focus on culture, class, and power and their influences on communication. This chapter also identifies seven communication contexts or subfields covered in the remainder of the book: intercultural, dyadic, group/team, organizational, public, mass media, and computer-mediated.
 - **Chapter 2** provides a brief history of the field from its early rhetorical roots through the rise of behaviorism to contemporary multiparadigmatic traditions.
 - **Chapter 3** explores the relationship between communication and identities. We discuss both the traditional approach to identity development as an individual process as well as the more recent critical approaches that stress the importance of society in shaping identity and communication. As in each subsequent chapter, we conclude Chapter 3 with a discussion of relevant ethical issues and give practical suggestions for applying the chapter material to the students' everyday communication.
- II. The second section, consisting of Chapters 4–6, provides the foundation for the study of human communication.
 - **Chapter 4** focuses on communication and perception, describing individual perceptual processes as well as the cognitive processes that are group-related, including stereotyping, prejudice, and ethnocentrism.
 - **Chapter 5** outlines the elements of verbal communication. The content of this chapter stresses not only the individual—the functions and components of language and communication style—but it also describes the interaction between the individual and society, showing how culture can influence perception and language and how issues of power and hierarchy constrain our language use—that is, how language can empower or disempower.



As experienced researchers and instructors in the field of communication, we are impressed by the breadth and depth of scholarship in our discipline; we also recognize that it presents challenges for students and instructors in the introductory survey course. For example, which research traditions should be covered: the traditional functionalist and psychological perspectives; the interpretive-qualitative perspectives; or the more recent critical and post-modern perspective? Which subfields should be covered: intercultural communication; communication technologies; nonverbal communication; rhetorical studies? Should instructors focus primarily on helping students develop communication skills? Or should they focus primarily on theories and inquiry?

Our struggle to answer these questions led us to write this text, which we believe meets the goals we established early on: first, to expose beginning students to the breadth and depth of our discipline's scholarship, and second, to provide a balance between theory and application.

We are aware that the introductory course often serves to "recruit" majors in the field of communication. Therefore, a third goal in writing this textbook is to present a lively overview of the discipline, to meet students "where they live," and to engage them in exploring the implications of communication in their daily lives.

The book is organized through the theme of the interaction between the individual and society. In this way, we connect the more traditional individual-centered, functionalist approach—that is, "who you are (gender, race, age) affects how you communicate"—with the more contemporary critical approaches, which focus on the impact of societal structures and history on communication outcomes. By highlighting this tension between individual and societal forces, we encourage students to recognize the value of multiple perspectives in understanding communication.

Human Communication in Society reflects over three years of research on what faculty cover in the survey course and what goals they have for student outcomes. Our book accordingly covers the full range of topics addressed in existing textbooks but also introduces some useful innovations. We include coverage of rhetoric and a discussion of the range of paradigmatic approaches in the field. We offer a balance between theory and practice: Chapters 3 through 14 each cover the major theoretical approaches for a given topic and conclude with practical guidelines for applying the material. Ours is the first book to separate coverage of the field of rhetoric (Chapter 11) from public-speaking instruction (Chapter 14). Computer-mediated communication (Chapter 13) is covered in addition to mass communication (Chapter 12).

- **Chapter 6** addresses issues of nonverbal communication, again covering both individual elements such as nonverbal codes (kinesics, paralinguistics, time and space, haptics) and the relationship between nonverbal communication and society. Central to the chapter is the examination of how nonverbal messages communicate information and regulate interaction, and how they can serve as a means of social control.
- III. The third section, which includes Chapters 7–14, explores the various contexts in which human communication occurs.
- **Chapter 7** explores communication across cultures, describing how culture functions on an individual level, influencing our values, attitudes, and communication acts, and addressing communication “on the borders.” The chapter also discusses the tension between the individual and society by exploring the impact of history and power structures on intercultural interaction.
 - **Chapter 8** discusses communication in close relationships, presenting several models of relationship development and reviewing relational problematics. Society’s impact on relational communication is illustrated in discussion of societal expectations, norms, and regulation of friendships and romantic relationships.
 - **Chapter 9** explores small group communication, covering the traditional topics of types and functions of groups, group roles, leadership, and decision making. Our discussion of the impact of society on small-group communication examines the role of power and diversity in small groups.
 - **Chapter 10** introduces the subfield of organizational communication and begins by exploring the impact of gender, race, and class on organizational communication. The interaction of organizational communication and society is explicated through examination of issues such as organizational culture, diversity, and globalization. Problems in organizational communication are discussed, including stress, burnout, consumption, bullying, and sexual harassment.
 - **Chapter 11** covers the area of public communication and introduces current scholarship in rhetoric. The individual characteristics of the rhetor are explored, followed by a discussion of the relationship between rhetoric and society, and the relationship between rhetoric, justice, and social change. Chapter 11 sets the stage for public-speaking skills, which are covered fully in Chapter 14.
 - **Chapter 12** discusses communication and mass media, presenting several approaches to studying media as well as individual consumption of media. The chapter explores the relationship between media and society, as well as the roles of media in

confirming/disconfirming identities, shaping an understanding of the world, and representing violence.

- **Chapter 13** covers media that facilitate interpersonal communication, primarily computer-mediated communication (CMC). The chapter explores several theoretical approaches to understanding CMC and the relationship between CMC, identity, and online relationship development. The discussion of the interaction between society and CMC includes issues of access, globalization, and the “digital divide.”
- **Chapter 14** offers a mostly skills-based discussion of public speaking. After discussing ethical and cultural issues in public speaking, the chapter presents a step-by-step approach to developing and delivering a public speech.

Features

We had four major goals in designing the pedagogical features of *Human Communication in Society*: to explain communication theory in an accessible manner; to emphasize the importance of ethics in communication; to provide ample opportunities for students to apply the theories that they learn; and (a goal closely related to the last) to foster student engagement with the text, with their classmates and instructor, and with the field of communication.

- **Accessible presentation of communication theory.** In addition to using a down-to-earth writing style and providing plenty of examples, *Human Communication in Society* offers specific tools throughout the text to help students understand the theory and key concepts:
 - **Visual summaries** in every chapter illustrate theories and connections among key concepts.
 - **Key terms** are glossed in the margins, referenced at the end of each chapter, and compiled in a convenient Glossary at the end of the text.
 - **Chapter summaries** conclude each chapter.
- **Emphasis on ethics in communication.** Each chapter includes one or more detailed sections discussing ethical issues relevant to that chapter’s communication topic.
- **Opportunities to apply what was learned.** We advocate a hands-on approach to the study of communication. For this reason, we’ve added features throughout the text that will help bring the theory home for students:
 - **Improving Your Communication Skills** sections: Chapters 3–14 conclude with a section providing practical guidelines for applying chapter material to everyday communication.
 - **Exercises and activities**, including end-of-chapter **Test Your Knowledge** questions, **Apply What You Know** prompts, and **Explore** activities, encourage students to work through challenging concepts. These exercises and activities can be used in class or for homework, and many of them can be completed at the *Human Communication in Society Online* Web site (www.prenhall.com/alberts).

• **Student engagement.** We like to think that we have translated our commitment to the field and our love of teaching into a text that will engage students. We encourage this involvement with the following pedagogical features:

- **It Happened to Me** boxes offer real-life accounts of student experiences that provide a “connection” or “hook” to important communication concepts.
- **Communication in the Media** boxes offer excerpts from newspapers, periodicals, the Internet, and other media that provide examples of communication issues explored and discussed in our text.
- **Alternative View** boxes offer a discussion of perspectives that challenge mainstream thinking on a topic. These features are written to encourage students to think critically about what they have learned.
- **Reflection questions** in the margins encourage students to reflect on how major concepts connect with their everyday experiences.

A Word About Language

The text’s commitment to presenting comprehensive coverage of the complex field of communication carries with it a responsibility to use language thoughtfully. We recognize the fact that, for complex historical and political relations, identity labels carry strong denotative meanings that may vary from person to person and across time. Hence, we have used the most inclusive terms possible to represent the heterogeneity of opinions within various ethnic and racial groups.

For example, the term *Hispanic* was created and used in 1980 by the U.S. government when collecting census statistics but is rejected by many individuals of Spanish descent. They (and we) prefer *Latina/o* (referring to U.S. Americans of Spanish descent from a specific ancestral nation like Argentina, Mexico, or any country in Latin America or Spain). We also use *Mexican American* when referring to individuals coming more directly from Mexico, or *Chicana/o* to designate a more political consciousness among persons of Mexican descent.

Similarly, we use the inclusive term *Asian American*, unless referring to individuals with a specific national origin (e.g., Japan or the Philippines). We use *African American* or *Black* interchangeably, recognizing that some individuals (often those from the Caribbean) prefer the more inclusive term *Black*, whereas others prefer *African American*. We also use *Native American* and *American Indian* interchangeably, recognizing that individuals are divided in their preferences for each of these terms.

We should also note that we use *White*, since this is the term preferred by U.S. Americans of European ancestry, rather than *European American*. We believe that this term appropriately emphasizes the racial distinction that is more important than ethnic distinctions in contemporary U.S. society. At the same time, we recognize that some individuals prefer to emphasize their more specific origins (*Japanese American* rather than *Asian American*, *Yaqui* rather than

Native American, or *German American* rather than *White*).

Finally, we are learning to think more internationally in our use of language. Many of our neighbors in Latin and South America, as well as in Canada, find it offensive when we use the term *American* to refer to ourselves. (After all, these people are *Americans* as well.) Therefore, we prefer the term *U.S. American*, in recognition of the fact that we are only one society out of many that make up the continents of North and South America.

Support Material

We know what it’s like to teach a class on short notice, and we, too, find ourselves chronically short on time. We also know that our students benefit from materials that support and broaden the coverage of a textbook. For this reason, adoption of *Human Communication in Society* includes a full range of technological and media supplements that provides support for instructors and students alike.

FOR THE INSTRUCTOR

- **Instructor’s Manual with Test Item File (0-13-156812-4):** This resource provides additional teaching material for both new and experienced instructors and includes chapter outlines, additional examples, and useful teaching tips for key concepts. The Test Item File contains multiple choice, true/false, and essay questions at every level, for all key concepts in the book.
- **Test GEN-EQ (0-13-132181-1):** This computerized software allows instructors to create their own personalized exams, to edit any or all of the existing test questions, and to add new questions. Other special features of this program include random generation of test questions, creation of alternate versions of the same test, scrambling of question sequence, and test preview before printing.
- **PowerPoints™:** These slides combine graphics and text for each chapter in a colorful format to help instructors convey human communication principles in a new and exciting way. For easy access, they are available online at www.prenhall.com and in the OneKey course management offerings.
- **OneKey:** This passcode-protected resource pulls together the teaching and learning materials associated with the text and integrates them into a single resource available for BlackBoard™, WebCT™, and Course Compass™. The OneKey course cartridge enables the instructor to teach all, or a portion, of the course online, using text-specific premium content delivered using the robust features of their desired course management platform.
- **Research Navigator™:** Research Navigator helps students complete research assignments efficiently and with confidence. The program provides three databases of high-quality scholarly and popular press articles accessed by easy-to-use search engines and includes direct online links to the National Communication Association journals,

among others. Research Navigator can be packaged (in the form of a booklet with an access code) with any Prentice Hall text, and it is included in every OneKey course for Human Communication. Contact your local Prentice Hall representative for details.

- **Companion Web Site:** An open-access companion Web site is available to all students. The Web activities from the book, as well as chapter quizzing and links, are available at www.prenhall.com/alberts to help students review and test themselves on key concepts.

Acknowledgments

Human Communication in Society took us over three years to complete. It is not just a result of our efforts, of course: the book would not have happened without invaluable feedback from over 75 instructors via in-depth manuscript reviews and over 2,000 students through class tests. Unfortunately, we're unable to list here all of the students who participated, but we'd like to acknowledge the instructors who have helped to shape and define this first edition of *Human Communication in Society*.

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Thanks also to our editorial assistant, Tsai Shan (Sam) Shen, who spent hours searching for (and finding) the most recent and relevant research articles. He also successfully

persuaded his fellow graduate student instructors and their students to provide us with lively and relevant “It Happened to Me” material. We especially appreciate his assistance given that he had his own work to do, and we congratulate him on finishing his Ph.D. and becoming an assistant professor.

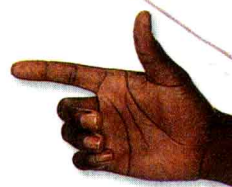
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