Instructor’s Manual and Test Bank

for

Dennis and DeFleur

Understanding Media in the Digital Age

First Edition

prepared by

Amy Mattson Lauters

Minnesota State University, Mankato

Allyn & Bacon

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**Test Bank**

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Chapter 12. Public Relations: Influencing Beliefs, Attitudes, and Actions


Chapter 14. Media Effects: The Processes and Influences of Mass Communication

Chapter 15. Ethics: Assessing Content and Behavior of the Media
MASS 110: INTRODUCTION TO MASS COMMUNICATION
T,Th, X-XX p.m.
LOCATION
SEMESTER
INSTRUCTOR

Office Hours
Office Location
Phone Number:
Email:

Course Description:
Nature, functions and responsibilities of the media in contemporary society.

Course Objectives:
To increase knowledge and awareness of primary issues in the discipline of mass communication. To introduce students to variety of media and their implications for the future. To prepare students for future study in mass communication. To expose students to the wide variety of media industries present in contemporary society. To establish the challenges and opportunities new digital technologies bring to media industries.

Text:
Dennis & DeFleur,

Structure:
The course material will be delivered in lecture and small group discussion formats. Students should complete the week’s reading assignment before the first class in a given week in order to facilitate discussion during the course.

Attendance:
Attendance will not be taken during this course; however, students are responsible for all material covered in class. Exams are based on both lecture and text. In-class activities, designed to stimulate student learning, may not be made up.

Exams:
Four non-cumulative multiple-choice exams, will be given on appointed days noted in the attached schedule. Attendance at exams is
mandatory to receive credit for the exam. Only serious documented emergency may be considered as a possible excuse for missing an exam.

**Journal:**  
The last portion of your grade is based on a journal you will keep throughout the term outlining your thoughts and answers to a series of questions and issues raised throughout the course. There are no “right” or “wrong” journals; there are simply reflections on the course material that stimulate your thinking. Each journal entry should be approximately 300 words, and students should write 10 journal entries. Students will submit their journals (typed, double-spaced, 12-point font) on the last day of class. Topics appear in the syllabus and will also be offered in class. Some special in-class topics may also be given out for extra credit in the course.

**Final Grades:**

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<tr>
<td>4 Exams @ 100 pts each:</td>
<td>400</td>
</tr>
<tr>
<td>1 Journal @ 100 pts:</td>
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<td>Total:</td>
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**Disabilities:** *Every attempt will be made to accommodate qualified students with disabilities.* If you are a student with a documented disability, please see the instructor as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at (xxx-xxx-xxxx).

**Grading Questions:** If you have a question about a grade received on an exam, please see the instructor within five business days to address it. This gives both of us an opportunity to see that mistakes made on one assignment aren’t repeated for subsequent assignments. Additionally, this helps us to solve any issues that may arise BEFORE final grades are due.

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Most lectures will be delivered in a variety of formats, but will likely include PowerPoint slides. The content of the slides is intended as a guide for students taking notes, and students should not focus on the slide content without listening and taking notes from the instructor’s
commentary. Questions may arise on the exams that come from the commentary. PowerPoints will not be available after class, so take good notes.

**Study Guides:**
Study guides will be made available one week before scheduled exams. Study guides will include lists of concepts and terms that may aid the student in preparing for the exams. Students also are encouraged to make use of the electronic materials available with their textbooks online, which include practice exams, terms and definitions flashcards, and multimedia materials.

**CLASS SCHEDULE:**

**Week 1: Understanding Communication Concepts in the Internet Age**
- **Read**: Chapter 1, D & D.
- **Tuesday**: Introduction to the course. Icebreakers.
- **Thursday**: Lecture. In-class activity.

**Week 2: Navigating Change: The Rise of Digital and Global Media**
- **Read**: Chapter 2, D & D
- **Tuesday**: Review Week 1. Lecture, week 2.
- **Thursday**: Finish lecture. In-class activity.

**Week 3: Books: The First and Most Respected Medium**
**Read**: Chapter 3, D & D
- **Tuesday**: Review Week 2. Lecture, week 3.
- **Thursday**: Finish lecture. In-class activity.

**Week 4: Newspapers and News Media: Delivering Information to Society**
- **Read**: Chapter 4, D & D
- **Tuesday**: Review Week 3. Lecture, week 4
- **Thursday**: Finish lecture. In-class activity.
  - (Guest speaker: Newspaper Publisher/Editor/Reporter)

**Week 5: Magazines: Voices for Many Interests**
- **Read**: Chapter 5, D & D
- **Tuesday**: Review Week 4. Lecture, Week 5.
- **Thursday**: EXAM I, Ch. 1-4

**Week 6: Motion Pictures: The Great Entertainer**
• **Read:** Chapter 6, *D & D*
• **Tuesday:** Review Week 5. Lecture, Week 6.
• **Thursday:** Return exams. Finish lecture. In-class activity.

**Week 7: Radio: The Resilient Medium**
• **Read:** Chapter 7, *D & D*
• **Tuesday:** Review week 6. Lecture, week 7
• **Thursday:** Finish lecture. In-class activity.

**Week 8: Television: The Most Influential Medium**
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**Week 9: News, Journalism, and Public Affairs**
• **Read:** Chapter 9, *D & D*
• **Tuesday:** Review week 8. Lecture, week 9.
• **Thursday:** EXAM II, Ch. 5-8.

**Week 10: Popular Culture: Entertainment, Sports, and Music**
• **Read:** Chapter 10, *D & D*
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  o (Guest speaker, Ad agency)

**Week 11: Advertising: Using Media in the Marketplace**
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**Week 13: Social Forces: Economics, Technology, and Policy**
• **Read:** Chapter 13, *D & D*
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• **Thursday:** EXAM III, Ch. 9-12.

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- **Thursday:** Finish lecture. In-class activity.
  - (Guest speaker: News council member/ombudsman) OR Mock Trial Hearing

**Week 16: Wrapping Up: Communication Concepts in the Internet Age**
- **Read:** None
- **Tuesday:** Review week 15. Review course concepts.
- **Thursday:** Class discussion over sum of course. In-class activity.

**FINAL EXAM: TBA, Ch. 13-15**

**JOURNAL TOPICS:**

At least ten journal entries must be submitted with your final journal on the last day of class. Each entry should be a minimum of 300 words, but they are reflective in nature. That is, nothing you write is “wrong”—but what you write should be thoughtful and interesting, reflective of the week’s topic.

**For week 1, a special journal entry should be written:**

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How has this course affected the way you think about media? How much, if at all, will what you’ve learned here affect your work with media?

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CHAPTER 1

Understanding Communication Concepts in the Internet Age

CHAPTER SUMMARY

Communication has been an evolutionary process moving from nonverbal to verbal, and then to complex messages and modes of expression. Human communication relies on systems of learned and shared verbal and nonverbal symbols, their meanings, and conventionalized rules for use. The basic act of human communication can be analyzed in terms of the linear model of communication, which includes six major steps (deciding on a message, encoding the message by linking symbols and meanings, transmitting information to span distance, perceiving the incoming information patterns, perceiving and constructing meanings). As a result, receivers experience some effect. In face-to-face communication, feedback and role taking are important principles related to accuracy. Mass communication also is a linear process in which professional communicators encode and transmit various kinds of messages to present to different segments of the public for a variety of purposes. Through the use of mass media, those messages are disseminated to large and diverse audiences who attend to the messages in selective ways. Mass communication differs from interpersonal communication in that mass communication lacks the feedback and role-taking features, making it a largely one-way, inflexible process. Advertising pressures require media content to be tailored to a majority with immense collective purchasing power, resulting in a number of criticisms of media. The study of mass communication must include attention to three broad sets of issues: (1) The many ways in which a society’s history, values and economic and political realities have influence its media; (2) The unique features of each medium in the system that make it different from other media; and (3) The kinds of influences that media have on us as individuals and on our society and culture.

CHAPTER LEARNING OBJECTIVES

1. The student will gain a broader understanding of the context and history of human communication.
2. The student will be able to define “mass communication”.
3. The student will be able to define and interpret the linear model of mass communication.
4. The student will understand how meanings of messages can be permeable and flexible depending upon the “noise” that interferes with any part of this process.
5. The student will be able to identify primary criticisms of mass media.
6. The student will understand that media do have some influence on audience.

CHAPTER OUTLINE

I. Introduction: Context
   a. History of Communication:
      i. Figure 1.1: Significant Transitions in Human Communication (2)
      ii. Embedded nature of contemporary media (3)

II. Studying Media Strategically
   a. Context:
      i. Contemporary media bombardment; digital media overload. (3)
ii. Mapping the role of communication in society (3)

b. Concepts:
   i. Leadership: coping with change (3)
   ii. Management: coping with complexity (3)
   iii. Together, form “strategic thinking” (4)
   iv. Critical thinking: A capacity to evaluate and make sense of the (media) world. (4)
   v. Use theory, historical perspectives, and voices of experiences to make sense of this world. (4)

c. The Big Picture: Communication Theory
   i. Theories: Statements that describe and explain what events or factors bring about, result in, or cause sort of consequences. (4)
   ii. Two goals for journalism schools:
       1. To prepare a workforce for media
       2. To provide general knowledge and understanding of what media and communication actually do. (4)
   iii. A number of theories have been developed to help describe and identify various aspects of the communication process and the consequences of mass communication
   iv. Boxed Feature: Big Ideas: Media Theories Explained (5)
      1. The Nature and Uses of Theory: Theories explain how things work.
         a. Systematic descriptions of what prior conditions bring about what consequences.
         b. Each description starts with a set of assumptions about relationships.
         c. Statements about what causes what provide explanations.
         d. Products of research that uncover possible causal connections.
         e. Provides a prediction of what should be found by further careful observation.
         f. Provides a guide for relevant research.
            i. Theories are sets of interrelated propositions, derived from research, that provide descriptions about how things work.
            ii. Theories provide explanations about what prior conditions bring about what consequences.
            iii. Theories provide logical predictions, that is, guides to research, about what should be found by further careful observation.
            iv. Theories are supported when their predictions are found by research to be accurate. If not, they must be revised and retested or simply rejected. (5)

d. Historical Perspective
   i. Helps us identify social cultural factors that contribute to our complete understanding of the media.
   ii. Three important questions help guide this study:
1. How were our present media shaped by the events, trends, policies and characteristics of society?
2. How do our media select, process, and disseminate various categories of content?
3. What assumptions and forecasts can we make about the media we will have in the future, and what will they offer to their audiences in the years ahead? (6)

e. Voices of Experience
   i. Professional communicators and audience members
   ii. Remember role of people in the process
      1. All play a role and shape the reality of communication and the ability to use and benefit from it. (6)

III. The Interpersonal Communication Process
   a. Concepts:
      i. Mediated Communication: Interpersonal communication aided by sophisticated media technology that conquers both time and distance (7)
      ii. Media: Devices that bring messages quickly from the communicators to a large audience. (7)
   b. Sharing Meaning with Verbal and Nonverbal Symbols
      i. Concepts:
         1. Language: A learned system, shared by members of a culture, of verbal and nonverbal symbols that have accumulated and grown increasingly complex over time (7)
         2. Culture: Set of shared beliefs, values and customs transmitted from generation to generation among communities (7)
         3. Symbol: A word, an action or an object that "stands for" and arouses standardized internal meanings in people within a given language community. (7)
   c. A Basic Model of Human Communication
      i. Linear Model of Communication: (8)
         1. Sender: Initiates a message that expresses a specific set of intended meanings. (8)
            a. Encodes the intended meanings by selecting specific words and gestures with conventionalized interpretations
            b. Transmits, by speaking or writing, the message to cross the space between the sender and the
         2. Receiver: Attends to and perceives the incoming patterned information, identifying it as a specific language message. (8)
            a. Decodes the message by constructing his or her own interpretations of the conventionalized meanings of the symbols
            b. Becomes influenced by the message in some way as a result of the interpretation of the message.
   ii. Meanings may not match!
      1. Noise: Any physical, psychological, social or cultural condition that reduces similarities between the intended
means of the sender and the interpreted meanings of the receiver. (8)
   a. Physical: dim light, poor acoustics, etc.
   b. Psychological: memory failure, faulty perception.
   c. Social: unfamiliarity with language (syntax, grammar)
   d. Cultural: meanings vary across cultures (9)

iii. Problems with linear model (9)
   1. Oversimplifies the process
   2. Human conversations are transactional and interactive (9)

d. Communicating Accurately (9)
   i. The accuracy principle: the lower the level of correspondence between intended meanings of the sender and the interpreted meanings of the receiver, the less effective an act of communication will be in achieving either mutual understanding or an intended influence. (11)
   ii. The feedback principle: If ongoing and immediate feedback is provided by the receiver, accuracy will be increased; that is, the intended meanings of the communicator have a better chance of being similar to those constructed by the receiver. (11)
   iii. The role-taking principle: In communication situations where the sender can engage in sensitive role taking, accuracy is increased. That is, meanings understood by the sender more closely match those constructed by the receiver. (11)

e. Boxed Feature: Big Ideas: Media Theories Explained (10)
   i. Magic Bullet Theory: Media messages reach every eye and ear in the same way, like a symbolic “bullet,” bringing about the same changes of thought and behavior in the entire audience. (10)
      1. Assumptions:
         a. People lead socially isolated lives with limited social controls.
         b. Human beings are endowed at birth with a uniform set of instincts that guide their ways of responding to the world around them.
         c. Individuals attend to events in similar ways.
         d. People’s inherited human nature and their isolated social condition lead them to receive and interpret media messages in a uniform way.
         e. THEREFORE, media messages can be thought of as symbolic “bullets,” striking every eye and ear among the members of their audience, and resulting in effects on thought that are direct, immediate, uniform and powerful. (10)

IV. The “Mass” Communication Process (12)
   a. Concepts:
      i. Information: A patterned physical signal corresponding to a message. (12)
   b. Modeling mass communication: (12)
      i. Senders are professional communicators.
      ii. Production specialists encode messages.
iii. Messages are transmitted as information through specialized media technologies.

iv. Large and diverse audiences, made up of individual receivers, attend to the media and perceive the incoming information, decoding it.

v. Individual receivers selectively construct interpretations of the message in such a way that they experience subjective meanings that to a degree parallel the intended message.

vi. Receivers are influenced in some way by the message. (13)

c. Defining mass communication:
   i. A process in which professional communicators design and use media to disseminate messages widely, rapidly and continuously in order to arouse intended meanings in large, diverse, and selectively attending audiences in attempts to influence them in a variety of ways. (13)

d. Which Media are Mass Media? (13)
   i. Publishing, film, electronic media such as radio, television, DVDs, etc.
   ii. Table 1.1: Years Taken to Reach 50% of U.S. Households (13)

V. Comparing face-to-face and mass communication (14)
   a. Concepts:
      i. Mass Communication (1) depends on mechanical or electronic media and (2) addresses a large, diverse audience. (14)
   b. Consequences of using any medium (14)
      i. Loss of direct and immediate feedback (14)
      ii. Inability to engage in effective role-taking (15)
      iii. Loss of accuracy (15)
         1. Use of a medium reduces the richness of feedback and limits the process of role taking.
         2. Both limitations increase the possibility of similar meanings between senders and receivers.
         3. When meanings are dissimilar, accuracy is reduced and mutual understanding is limited.
         4. Decrease in accuracy of communication reduces the probability that the message will influence receivers. (15)
   c. Consequences of large, diverse audiences: (16)
      i. Aggregated audiences: total audiences composed of many distinct parts. (16)
      ii. Professional communicators assume the majority in their audiences has a limited attention span, prefers to be entertained rather than enlightened, and quickly loses interest in any subject that makes intellectual demands.
      iii. More profitable for advertisers to reach the larger numbers of intellectually undemanding receivers whose aggregate purchasing power is immense.
      iv. Media organizations' goal: making money for their owners (17)

VI. Strategic Questions (18)
   a. Good jumping off points for discussion and reflection.
These activities are developed from the key concepts in each section of the chapter.

1. **Key Concept: Communication Theory; Information Society**
   How do individuals communicate in their everyday lives? What portion of their lives is devoted to mediated communication?
   **Activity:** In class, discuss the differences between mediated communication and other forms of human communication. Challenge students to 24 hours without mediated communication. Have them keep a record of that 24 hours, journaling their thoughts each time they feel compelled or deprived because of the choice not to use mediated communication.

2. **Key Concepts: Shannon and Weaver Model; Noise; Accuracy, Feedback, Role-Taking**
   How does the linear model of communication work? And what can interfere with that process?
   **Activity:** In class, line students up around the room. (In a large lecture, have them break into smaller groups in smaller rings of 20 students or so.) Hand the first student in the ring a card with a predetermined message, written by you. Have the student whisper that message to the next student in the ring, who will then pass it on in whisper, until every student has heard the message. The last student in the ring will speak the message out loud. Discuss the differences between the original message and the final message. What factors contributed to the differences? In a circle where the final message was accurate, how did the members of the group ensure its accuracy? Note: This is also an excellent icebreaker activity for the first day of class.

3. **Key Concepts: Meaning; Language; Encoding, Decoding; Symbols**
   How does language evolve? What meanings do we give language? How does this symbolic process work?
   **Activity:** Pair students up. Give each pair five minutes to come up with five new words for five items in their classrooms or backpacks. Next, give each pair five minutes to communicate what their words mean to the pair next to them. Put no limitations on how they may attempt to explain the meaning of their words other than specifically prohibiting them from explicitly defining it. Discuss the process. In what ways did each pair communicate most effectively? How did they come up with their new words? Broaden the discussion to how language evolves by discussing current slang for communication tools, such as “cell,” ‘net, or blog.
4. **Key Concepts: Professional Communicators; Audiences**

What do you think of the idea that media producers prefer audiences of intellectually undemanding receivers with immense spending power? What is your perception of that statement as a media consumer?

**Activity:** Have students list their favorite media programming in a variety of categories: films, published media, television, Web sites, video games, or others. This could be done in a journal or as a one-minute in-class assignment. Next, start a diagram on the board or overhead in which students can place their top favorites on a scale from ‘low-brow’ to ‘high-brow.’ Use the opportunity to help them question their assumptions about what might be considered ‘low’ or ‘high’. Then, discuss cost. What does each of their favorite items cost—in terms of money, time, or social capital? (You may need to define social capital.) Discuss the value of their media consumption in these terms, and weigh the discussion about the intellectual demands of their programming favorites.

5. **Key Concepts: Communications Media; Communication Theory**

How do we decide what is mass media, and what is not?

**Activity:** This is a critical thinking exercise, and its goal is not only to define mass media, but to introduce or reinforce to students the concept of testing definitions. Write the definition of mass communication, as used in the book, on the board or overhead. Go through that definition piece by piece. Using various items you bring with you, ask students to test the items and their uses against that definition. (Examples include a cell phone, lap top, newspaper, DVD, video game, pencil, a blog, etc.) They may do this in small groups or as one large group for further discussion.

6. **Key Concepts: Professional Communicators; Accuracy Principle**

How can we identify who controls what media? And why is this significant?

**Activity:** Have students identify and seek out three different news media sites, and identify the sites’ web master, editor, publisher, and corporate owner. What does this information tell you about the media are structured? Use this as a starting point for discussion or journaling.(media structures; professional communicators)

7. **Key Concepts: Information Society; Professional Communicators; Feedback Principle**

To what degree does the everyday person control his or her own media content? What kinds of information do Internet users seek out and create?

**Activity:** Have students identify and seek out three different blogs, and identify their owners and affiliations. What does this information tell you about the Web as a form of mass communication? (media in an Internet age) (You may also consider assigning them to follow a blog for the duration of the course.)

**DISCUSSION QUESTIONS**

These questions are tied to the boxed materials.

1. **The Nature and Uses of Theory:** Consider the circumstance under which theories are developed. Using a real-life example, can you think of a situation where you 1) made assumptions about a causal relationship, 2) tested that relationship, 3) came to a conclusion about it? An example: The stove looks hot. If I touch the stove, I might be burned. I touch the stove; I am burned! Now, apply this to your media consumption. What causal assumptions do you make? (5)
2. **Magic Bullet Theory:** Under what circumstances can you imagine the magic bullet theory at work? What challenges would you raise to the theory? Do you think a media message has ever worked as a “magic bullet” on you? How, why, and under what circumstances? And finally, what do you think of this theory? (10)
CHAPTER 2

NAVIGATING CHANGE: THE RISE OF DIGITAL AND GLOBAL MEDIA

CHAPTER SUMMARY:

Communication and the development of media has been an evolutionary process. The digital age is characterized by rapid change as new methods for information storage and retrieval develop and are adopted. This digital revolution is different from any that have come before, but legacy media survive, interact with new media and have themselves adapted to these media forms. Media functionality continues to evolve, but can be identified as serving the functions of informing, influencing, entertaining, and providing a marketplace for goods and services. Where once media stayed largely within their geographic borders, the proliferation of new media platforms now allows information to spread globally, giving rise to globalization and concerns about cultural imperialism.

CHAPTER LEARNING OBJECTIVES:

1. To understand, define, and identify a digital revolution in media communication.
2. To identify challenges associated with a digital revolution.
3. To briefly understand the process of innovation and adoption of new technologies.
4. To identify challenges associated with media study during a digital revolution.
5. To understand the spread of global media.
6. To understand and articulate concept of “cultural imperialism”

CHAPTER OUTLINE:

I. Introduction
   a. Context: Late twentieth century and early twenty-first century experienced radical shift in way communication occurs
      i. Digital revolution: A period, currently underway, in which the ways communication occurs are changing at a rapid pace.
      ii. From static to dynamic; from local to global.
      iii. From legacy media to new, digital media.
         1. Legacy media: traditional media such as books, magazines and newspapers. (21)

II. The Dawn of the Digital Age (22)
   i. Timeline of human history:
      1. Agrarian age, with people as hunters and farmers living in small villages
      2. Industrial revolution (1830s), machines and manufacturing introduced, people lived in cities, transportation systems developed, innovations in communication developed.
      3. Information age (1980s-1990s), more people employed in creation, development and dissemination of information than in agriculture and manufacturing.
      4. Information society: A way of living made possible by the digital revolution in which people everywhere have greater access to information, allowing new freedoms because of greater capacity to communicate. (22)

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b. History of the Digital Revolution (22)
   i. Marshall McLuhan, 1960s: “the global village” is coming.
   ii. Idea: Every human being on earth would be able to communicate with every other human being on earth, sharing their knowledge.
      1. Web seems to have made this vision a reality, but not quite. (22)
      2. Figure 2.1: World Internet Penetration Rates by Geographic Regions (23) shows lack of Web in Africa, Asia, and other places.
   iii. Digital revolution outlined in three phases: (23)
      1. The Early Days: 1970s and 1980s, early versions of Web used in military and educational settings (23)
      2. Boom and Bust: 1994 on, personal computers adopted widely in businesses and at home. (23)
   a. Dot-coms: Term used for new businesses that grew during this period and relied on World Wide Web; also refers to any commercial Internet address. (23)
   b. Expansion of dot-coms created a bubble that crashed in 2000 and 2001. (23)
      3. Reemergence: 2002 and 2003, new media companies come back, re-evolve; old media companies cautiously move into new media. (23)
   a. Web 2.0: Era in which greater interactivity, better visual and audio capacity, high speed Internet, and other factors marked a resurgence in new media. (24)
      4. Digital media are both nurtured by and reflect powerful forces of their time: (24)
   a. Economic: economy provides climate for innovation. (24)
   b. Technological innovation: new developments only occur when creative individuals have the ability and the need to invent new systems and devices. (24)
   c. Government and legal: regulatory hand of government can either encourage or erect barriers to the implementation and use of new media. (24)
   c. The Speed of Change in a Digital Age (24)
      i. History of new media provides context for the speed of change:
         1. Example: Books were scrolls before they were bound, which didn’t happen until the printing press was invented, and have largely stayed static ever since. (25)
         2. Example: Newspapers became a mass medium in 19th century, and largely stayed the same. (25)
         3. In each case, media were introduced as an innovation, then gradually were adopted by society. (25)
   a. Adoption curve: the path toward widespread use of any media. (25)
   b. Figure 2.2: Consumer Adoption of New Technologies (25) shows how different media forms were adopted into general use over time.
   d. Defining Communication in a Digital Age (25)
      i. Technology is an amalgam of forces—cultural, social, political, and economic—that shape and influence all aspects of communication. (25)
      ii. Challenge: To find the right terminology for describing what’s happening in the digital revolution. (26)
1. **Mass communication**: term used to describe media organized to reach mass audiences, originally carried out by professionals and aimed at accumulated audiences in which it was impossible to truly identify an individual viewer or reader. (26)

2. Digital age has shaken this up.

a. Individuals can be identified, individuals contribute to message making, individuals can be targeted precisely. (26)

   i. **Personal media**: highly sophisticated communication devices used by individuals to interact with others, including Blackberry, iPhones, and other such devices. (26)

   ii. **Intermediate communication**: Communication via technology that creates communities for like-minded people with similar interests; such systems can be closed to others, or open to all. (26)

b. Both personal media and intermediate communication can be and are used by media industries to target individuals with messages specifically tailored to them. (26)

e. Concerns about the Digital Revolution (26)

   i. Critics: pace is too fast; cognitive development can't keep up. (26)

   ii. Other issues include loss of privacy, cyber crime, and decline of quality media. (27)

      1. Quote T.S. Eliot: Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information? (27)

      2. Adds Anthony Smith: Where is the information we have lost in data? (27)

f. Challenges of Media Study in a Digital Age (27)

   i. Old content now repurposed into digital packages. (27)

      1. **Repurposing**: Taking old messages and content and repackaging them to use in new ways. (27)

      ii. Functionality of media challenged, and new functions uncovered. (27)

      1. Harold D. Lasswell, 1940s, identified **media functions**:

        a. **Media functions**: the purposes for which we use media. (27)

        b. Surveillance of the environment. (27)

        c. Correlation to the environment. (27)

        d. Transmission of the social heritage from one generation to another. (27)

        2. Charles Wright now adds: (27)

a. Entertainm t; communicative acts primarily intended for amusement. (27)

b. Building community (28)

   3. Today, also see goals of media themselves: (28)

a. Informing: Through news, journalism, and public affairs information (28)

b. Influencing: through opinion media, editorials and commentary (28)

b. Entertaining: through comedy shows and sites, fiction, dramas, film and games (28)

c. Providing a marketplace for goods and services: through such methods as advertising and product placement. (28)
4. Such functions do tend to blur into each other. (28)

III. The Spread of Global Media
a. Digital revolution has erased geographic boundaries for information sharing. (28)
   i. Big Ideas: Media Theories Explained (29)
      1. Cultural Imperialism (29)
a. Theory: mass media follow a deliberate policy designed by powerful economic and political interests to transform and dominate the cultures of other people. Process is focused on developing countries, and is said to be displacing traditional values, beliefs, and other important features of the way of life in receiving societies. (29)
b. Grows out of concern about spread of Western media to developing countries.
c. Articulated:
   i. Content of print and broadcast news, plus movies and television programming, produced by organizations in the U.S. and Europe is widely distributed throughout the globe.
   ii. Citizens who live in developing societies have only limited choices for media-provided information and entertainment outside those brought to them by Western global distribution systems.
   iii. Those in less-developed countries are exposed to a perceived attractive alternative to own material cultures.
   iv. Those audiences are led to adopt or want to adopt the goods, services, values and lifestyles portrayed in Western media.
   v. THEREFORE: developed countries deliberately engage in cultural imperialism by distributing media content that systematically undermines and replaces traditional beliefs, values, and lifestyles—leading people to prefer Western political systems, material goods and perspectives. (29)

ii. Media systems generally were contained within their own countries and cultures. (30)
iii. Digital revolution made it easier for such systems to cross-pollinate; that is, to share information and entertainment across borders. (30)
iv. Media have become more global in scope.
   1. Figure 2.3 Relative Exportability of Different Media Products and Services (30) shows media divided by type of media and its ability to be exported to other countries successfully.
   2. Motion pictures have a higher exportability than do newspapers, which are lowest.
v. Some countries champion their own national media. (31)
   1. Example: United Kingdom and BBC. (31)
vi. Global media a relatively new phenomenon that is growing.

1. Figure 2.4 Global Media Giants (32) shows the breakdown, at the time of writing (2009) of the world media giants.
2. Table 2.1 (32) shows the revenues of the top 25 media companies, globally, in 2007. Time Warner made the most money, at $32.6 million.

SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. Key Concepts: Digital revolution, media functions, personal media, innovation and adoption
   Just how critical have new media become to our everyday existence? What functions to media platforms serve?
   **Activity:** In class, informally survey the students about their cell phone usage. How many have phones? For what uses do they employ them? Make a list on the board for all to see. Then, challenge students to go 24 hours without their cell phones. In class, discuss what adjustments students had to make in order to perform this task. Some may not have been able to handle the task at all. Finally, ask students to reflect on the experience in a one-minute writing exercise.

2. Key Concepts: Digital revolution, legacy media, repurposing content
   What changes have newspapers undergone in order to keep up with the digital revolution? How can this be viewed?
   **Activity:** Have students find an article in the local newspaper (assuming that newspaper also has an online edition). Make sure they start with the print edition of the newspaper. Next, have them go to the newspaper’s web site and find the same article. How has it been packaged to work in the new environment? This will work best if the article is an in-depth piece that can be repurposed successfully, and it may be best if the instructor finds an appropriate article for distribution to the students, first. Finally, in class, discuss the differences in the content packaging.

   How has globalization affected the media we consume? What cultural challenges can we identify, and what expectations do we now have for the media we consume in the wake of globalization?
   **Activity:** In class, have students make a list of their favorite films and actors. In small groups, have students share their preferences, and identify any who are recognizably “global” (i.e., Jackie Chan and the Hong Kong motion picture industry). In the large group, discuss movie expectations. What impact has a global film industry had on viewing habits? (You might also consider showing a clip of a mainstream foreign film such as “Crouching Tiger, Hidden Dragon,” “Rush Hour,” “Slumdog Millionaire,” or other favorite, to spur discussion.)

   How has the digital revolution affected interpersonal communication?
   **Activity:** This activity sets up a semester-long learning exercise. First, set up a classroom blog. This can usually be done through the university, but can also be set up for free at several different web sites, including blogspot.com and wordpress.com. Second, invite all students to subscribe to the blog. Ask each to post at least once a week. Make no restrictions on the kinds of posts that are allowed, but specify the blog is for the students’
use. The overall goal of the exercise is for students to identify the classroom as a community, and to use the blog as a forum for engaging in that community outside of the classroom. Discuss the blog and its posts each week in class. What topics are students finding most intriguing? What does that say about the nature of the digital revolution? Intermediate communication? Community? Media functionality? Challenge students to think about these issues in a final paper about the blog and its classroom use.

5. **Key Concepts**: Intermediate communication, digital revolution, media functions
   How has the digital revolution affected interpersonal communication? What functions do web sites preserve for students?

   **Activity**: In class, have students “shout out” their favorite web sites and web activities. Make a list that all can see. Then, identify the sites that are community-builders, such as Facebook, MySpace, or other social networking sites. Identify the other sites by function (informing, influencing, providing a marketplace for products and ideas, entertaining). In a one-minute reflection paper, have students think and write about their own usage of such sites and the purposes each serves for them.

**DISCUSSION QUESTIONS (Tied to the Big Ideas Boxes)**

1. **Cultural Imperialism**: Consider the implications of the concept of cultural imperialism. What do you think of the claim that the spread of Western media to developing countries is, in effect, changing the value and belief structures of those countries? What kind of judgments would you make about this claim? Finally, consider if you were dropped into American culture without any pre-knowledge about it. What would you think about all Americans if you only had entertainment media to tell you about them?
CHAPTER 3

BOOKS: THE FIRST AND MOST RESPECTED MASS MEDIUM

CHAPTER SUMMARY:

Books began after writing and portable media were developed, and have undergone significant transformations over time. When portable media replaced stone, larger documents and libraries of scrolls became possible. Romans made the first books with covers and letters on both sides of pages. Skills of writing and manuscript preparation were kept alive during the Dark Ages in Christian monasteries. Johannes Gutenberg's invention of a workable press and moveable type spread quickly throughout the world and made large-scale printing possible. Books will likely continue to survive because of their portability, permanence and cost-effectiveness. However, new technologies continue to be developed that may bring about a fourth transition—to a digital form—in the history of the book.

CHAPTER LEARNING OBJECTIVES:

1. To understand the significance of the book in media history.
2. To understand the placement of the book on a timeline of media history.
3. To identify the key inventions and people involved in book history.
4. To identify key issues that surround the contemporary place of the book.
5. To identify potential media platforms for the book.

CHAPTER OUTLINE:

I. Introduction
   a. Concepts: (36)
      i. Books are oldest and most respected medium
      ii. Traditional form faces significant challenges from digital revolution

II. The Importance of Books as a Mass Medium (37)
   a. Books as a Mass Medium (37)
      i. Characteristics:
         1. Take a year or more to produce, so less timely than other media
         2. Bound and covered, consecutive from beginning to end.
         3. Made to last longer than other media, so more capable of durable, in depth exploration and development of ideas.
         4. Not heavily supported by advertising. Must earn money for producers based on sale of content.
   b. The Importance of Books (37-38)
      i. Medium of entertainment
      ii. Repository of culture
      iii. Guides to technical knowledge
      iv. Source of teachings on many subjects
      v. Basic reference to religious doctrines
      vi. Often promote powerful ideas and inspire great changes; has led to attempts to censor certain books over time.

III. Where Did Books Come From? (38)
a. The Evolution of Written Documents
   i. Origins of writing: evolution of a media in order to graphically represent ideas
      1. **Medium**: A device by which a sender can move physical information (graphic symbols: sound, light, radio waves, etc.) through time or space in such a way that one or more people can receive the information and decipher the sender’s intended meaning. (38)
   
ii. Representing Ideas with Graphic Symbols:
      1. Cave paintings, earliest representation forms known, of limited use.
      2. Writing a tool for preserving ideas that were expressed earlier (mnemonic devices) (39)
      3. Writing permits people who did not record the idea to recover accurately the meanings and implications of those who did. (39)
      4. Required standardizing depictions and rules for interpretation; took ten thousand years to develop those rules. (39)
   
iii. Standardizing Meanings with Cultural Conventions (39)
      1. Between 5000 and 4000 BC, cultures and people in Near East began developing uniform ways of representing graphic symbols
      2. Symbols were assigned one specific meaning per symbol.
         a. **Ideographic**: “thought writing;” system of writing using pictures as symbols for words and ideas; also called pictographic writing (39)
      3. Representing sound in Written Form (39)
         1. Simpler method by which sounds are assigned symbols.
            a. Requires fewer symbols to provide same message.
            b. **Phonogram**: graphic symbols linked to specified sounds by cultural conventions or rules that prevail among those who speak a particular language. (39-40)
               i. Example: the English alphabet (40)

b. Books as Scrolls: The First Transition (40)
   i. Earliest portable media were wet clay tablets (Sumerians) between 3000 and 1800 years ago.
   ii. **Papyrus**: paper like surface made from pounding thin layers of reeds that grew by Nile River; surfaced around 3000 BC.
   iii. **Scrolls**: sheets of papyrus joined together at ends and rolled up on a stick; made extended documents possible. (40)
   iv. **Parchment** and **vellum**: alternative writing surfaces (media) made from animal skin. (41)

c. Books with Bound Pages: The Second Transition (41)
   i. Roman influence:
      1. Developed bound books with covers and writing on both sides of pages
      2. Originated much of grammatical structure we follow
      3. Brought the idea of paragraphing
4. Standardized punctuation.
5. Created the forerunners of upper and lowercase lettering (41)
   ii. Dark Ages (476 AD to 1200s) nearly wiped out this knowledge; it was kept alive in Christian monasteries in manuscript, or handwritten books. (41)
   iii. Paper Becomes Available: 12th and 13th century (originated by Chinese) (41-42)
d. Printed Books: The Third Transition (42)
   i. Johannes Gutenberg: 1455 AD, cast individual letters, made of metal, that when inked and pressed to paper were clear and sharp (moveable type).
   ii. That invention of a practical and efficient press marked an extraordinary technological advance.
   iii. The Rapid Adoption of Printing: (42)
      1. Gutenberg’s invention led to technological revolution (not unlike the digital revolution)
      2. Writing accelerated, spread of ideas accelerated, number of books printed exploded. (42)
      3. Education and literacy grew as a result. (43)
IV. The Digital Future of Books: The Fourth Transition (43)
   i. Books’ future: very bright; but medium faces changes
b. Changes in Bookselling (43)
   i. Book sales at online retailers such as amazon.com increase direct sales by consumers from their homes.
   ii. Web offers more promotional opportunities for publishers and authors. (43)
      1. Media Leaders Insights: Book Publishing (44-45)
         a. Jonathan Karp, Publisher and Editor-in-Chief of The Hachette Book Group.
         b. Interviewed, and discusses current book publishing trends, influence of digital media
c. Electronic Publishing and Reading (45)
   i. Printed Books On Demand
      1. Downloaded one at a time for individual customers as they buy them.
         a. Reduces cost of paper and printing
         b. Reduced costs for ‘middlemen’
         c. Books can be stored in electronic form, making the available through electronic archives
         d. Publishers don’t need to absorb costs of returns
            i. Returns: a system whereby booksellers send unsold inventories back to publishers with no penalty. (45)
   ii. Direct Downloading from the Internet (45-46)
      1. Vendors maintain only web sites and servers; no physical structures or warehouses.
      2. Files are supplied for:
         a. Reading online.
         b. Downloading, then reading from a computer

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c. Downloading to another device
   i. Example: Kindle. (46)

3. Spread of e-books may signify:
   a. Libraries and bookstores replaced by databases of electronic books
   b. Travelers need not take along heavy books
   c. Individuals in less-developed countries could have access to increased literary materials (46)

d. Predictions for the Fourth Transition (47)
   i. Likely that books in printed form still have a viable future
   ii. Electronic and printed books will likely co-exist. (47)

V. Between the Past and the Future: Book Publishing Today (47)
   i. **Book Publishers**: entities that 1) select and help shape what will be published; 2) produce the book as a physical artifact; 3) advertise and distribute the book to receivers. (47)

b. A Short History of Book Publishing in America
   i. Book Publishing in the American colonies (47)
      1. Began very early; 1539, *Breve y Mass Compendiosa Doctrina Cristiana*
      3. Developed slowly in part due to British restrictions on colonies (48)
      4. Grew as political dissent grew (48)
   ii. Books and Literacy Spread in Nineteenth Century (48)
      1. Following Revolution, New York, Boston and Philadelphia become established as publishing centers
      2. School attendance made mandatory in 1830s; growing body of literate populace made publishing grow as well.
      3. By 1855, U.S. surpassed Great Britain in number of books sold.
   iii. Growing Numbers of books Published in Twentieth Century (48)
      1. More titles produced in recent years than at any time in nation's history.
         a. Figure 3.1 (48) Book Titles Published in the U.S. (from 1900 to 2006), in thousands of titles.
      2. Book clubs established. (49)
      3. Paperbacks provided inexpensive means of publishing books. (49)
      4. Money spent on books by Americans increased massively over twentieth century. (49)

c. Today's Book Publishing Process
   i. Publishers and publishing houses establish reputations in specific areas of publishing business. (49)
      1. Table 3.1 (50): Types of Books
         a. Trade
         b. Textbooks
         c. Children's
         d. Reference
         e. Technical and Scientific

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f. Law
g. Medical

2. Figure 3.2: (50) End User Spending on Books
   ii. Trade books account for largest share of books sold by publishers (49)
   iii. University presses publish for elite audiences, aimed primarily at scholars and scientists. (50)
   iv. Key people involved: (50)
       1. **Authors**: those who write the books. (51)
          a. **Paid royalties**: an agreed-upon small percentage of the publisher’s earnings from sales (no wages). (51)
          b. Established authors get **advances** that are deducted from future royalties. (51)
       2. **Agents**: Ferret out book ideas; identify authors whose work is likely to be of interest to publishers; contacts publishing houses and editors who may be interested in a particular book or author; represents the author in negotiating a contract with the publisher; are paid by the authors (usually 15 percent of author’s royalties). (51).
       3. **Editors**: may initiate ideas for books, and assume many and varied roles:
          a. **Acquisitions**: generate ideas for books and find authors
          b. **Development**: work with authors to organize the book effectively and make it the most effective statement of its topic
          c. **Copy**: check the spelling, syntax, actual language and expression of the manuscript (51)
       4. **Production Staff**: Set the manuscript into type for printing, print and bind the book. (51-52)
       5. **Sales Staff**: Persuade booksellers to carry the books, school boards to adopt them, or faculty members to assign them. (52)

   d. **Book Publishing as a Business** (52)
      i. Most books will not turn a profit—publishing is a gamble.
      ii. Two conditions of contemporary publishing keep it going:
         1. Consolidation of ownership:
            a. Since 1960s, many publishers merged or were acquired by large communications conglomerates. (52).
            b. Six large publishers dominate market: (53)
               i. Random House, Inc. (53)
               ii. Penguin Putnam, Inc. (53)
               iii. HarperCollins (53)
               iv. Holzbrinck Publishing Holdings (53)
               v. Time Warner (53)
               vi. Simon & Schuster (53)
            c. Some maintain other media holdings that help promote the book.
            d. Much work is outsourced

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2. Marketing and Selling Books (54)
   a. More sophisticated than in past.
   b. **Superstores**: Mega chains of bookstores that hold and sell thousands of titles. (54)
   c. Marketing:
      i. Reviews in magazines and newspapers to promote book, as way to supplement paid advertising.
      ii. Authors appear as guests on talk shows.
      iii. Book tours take authors from place to place to promote the books. (54)
      1. Figure 3.3 (55): America’s Most Literate Cities, 2007.
      iii. Outlook for books remains positive.
   iv. Business of books is a factory for the transmission of knowledge, creative thought, and the general culture. (55)

SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. **How are books made?** Before the digital revolution, how did the process of making books affect their value?
   
   **Key Concepts:** Book transitions; economics of books
   **Activity:** Have students create their own small books in a hands-on activity. Distribute 4 by 12” strips of plain paper. Have students accordion-fold them to create a 4” square. Use a stapler or needle and thread to bind one edge. Discuss, as you create the project, how materials have changed in book-making. What kinds of covers were possible (gold leaf, leather), and what are common today (paper, cardboard)? What does that tell us about the overall intrinsic value of books?

2. **How has electronic publishing affected the ways students conduct their lives and coursework?**
   
   **Key Concepts:** electronic publishing, book publishers, Kindle, amazon.com
   **Activity:** Outside of class, have students navigate to Amazon.com on the web. Ask them to search (demonstrate this procedure in class if necessary) for books around the key word “publishing”. Have them then make a user’s list on the Amazon.com site for publishing books, and explore the Kindle. Finally, have them reflect on the experience in a one-page journal entry. What do they think the future holds for electronic publishing?

3. **What is the role of the literary agent in contemporary book publishing?**
   
   **Key Concepts:** Literary agent
   **Activity:** This is an ideal opportunity for a guest speaker—a literary agent. Most large communities have at least access to one literary agent. Have the speaker discuss the challenges and opportunities of his or her work.
   In the absence of the appropriate guest speaker, you could choose to create a role-playing exercise in class. You, as the instructor, play the literary agent. In small groups, have students come up with ideas for a new book they’d like to pitch. Have each group designate a person to “pitch” that idea to the “literary agent,” and make the appropriate response. In addition, the “literary agent” could go from group to group with an eye toward profit. (53)
group to solicit or suggest ideas. In the end, have the class vote on the top idea to be published.


**Key Concepts:** Taste publics, publishing on demand

**Activity:** Have students go to the New York Times book review section online: [http://www.nytimes.com/pages/books/](http://www.nytimes.com/pages/books/). Have each choose a book review to analyze and discuss in a one-page journal reflection. What does the review say about the significance of the book? Alternately, have students discuss the following: what are the bestsellers each class member has read or heard about? Which ones have been made into films? Which format does each prefer, and why?

**DISCUSSION QUESTIONS:** (tied to the boxed materials)

1. **MEDIA LEADERS INSIGHTS: BOOK PUBLISHING (44-45)**: Mr. Karp seems optimistic about the future of the book. Do you agree or disagree with his opinion? What in your own lived experience suggests or informs your opinion?
CHAPTER 4

NEWSPAPERS AND NEWS MEDIA: DELIVERING INFORMATION TO SOCIETY

CHAPTER SUMMARY

Newspapers, once ink-on-paper products, are entering the digital world. They are distinguishable from other media because they are portable, predictable, accessible, and cost effective. News is current or fresh information about an event or subject that is gathered processed and disseminated via a medium to a significant number of people. Newspapers were slow to come to the colonies, but once established, a tradition of free expression grew, cementing with the trial of Peter Zenger. Newspapers for colonial readers were aimed at affluent, literate audiences; in the nineteenth century, the industrial revolution brought about changes in printing and paper-making that made the widespread growth of newspapers. Benjamin Day is credited as the originator of the penny press system. Many changes in American society spurred newspaper growth, including rapid population growth, increasing literacy, and technological changes. Intense competition among urban newspapers brought about an era of yellow journalism. As other media arrived in the twentieth century, newspaper’s role in American household was downsized, and functions of newspapers began to change. As a contemporary medium, newspapers have altered their functions to respond to competing media, with less focus on immediacy and more on detailed coverage. Several types of newspapers exist; some struggling newspapers now have done away with print editions and gone exclusively to online editions.

CHAPTER LEARNING OBJECTIVES

1. To understand the role of the newspaper and its context in Western civilization.
2. To understand the history of the newspaper in the United States.
3. To identify the strengths and weaknesses of the newspaper as a media form.
4. To identify the challenges the digital revolution has brought to the newspaper.

CHAPTER OUTLINE:

I. Introduction (59)
   a. Today’s newspapers have distinct advantages
      i. Portable: Go anywhere a person goes, without equipment, software or plug-ins
      ii. Predictable: Users know what to expect; they know how a newspaper is organized and what’s where
      iii. Accessible: There is no mystery about where you get a newspaper and how.
      iv. Cost Effective: Newspapers are cheap to purchase, and readers get a lot for their money.
   b. Disadvantages of newspapers:
      i. Perishable: They lack permanence
      ii. Difficult to store
      iii. Impossible to update

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iv. Appeal mostly to middle-aged and older readers
v. Likely to cause ink smudges on your hands
c. Newspapers often called “gold standard” for news and information
d. Newspapers under siege by forces of technology and new competition
   i. Print editions of newspapers have been dying
      1. Ex: Rocky Mountain News, Seattle Post Intelligencer
e. Newspapers must be understood in context of nature, purpose and extension of news (60)
   i. **News**: The surveillance function of mass media

II. The Importance of Newspapers as a News Medium (60)
   i. Newspaper: A printed product containing news and printed daily or weekly; some are online, rather than traditional ink-on-paper products
b. The Premier Place of Newspapers in the News Media
   i. **News**: current or fresh information about an event or subject that is gathered, processed, and disseminated via a medium to a significant number of people (60)
   ii. News is principle concern of newspapers.
   iii. Newspapers have intellectual and cultural weight in the work they do. (61)
   iv. Newspapers still the most prestigious and serious enclaves of high-caliber people devoted to the gathering, processing and dissemination of news.
   v. Newspapers shape current expectations for formatting of news.
   vi. Newspapers play a leading role in the creation of news content.
c. Newspapers and News in a Digital Era (61)
   i. Worldwide financial crisis of 2008-2009 shattered some newspapers and made permanent some conversions to online-only formats
   ii. Digital revolution is radically different from past revolutions, and has troubled the industry.
   iii. Though “death” of newspaper has been predicted, newspapers continue to live
   iv. Many have begun to harness the power of digital technologies and put them to work for the newspaper (62)
      1. MEDIA LEADERS INSIGHTS: Jennifer Carroll, VP/Digital Content, Gannett Co. Inc. (62-63)
   v. Newspapers are said to be able to adapt to any delivery mode, including online and wireless modes.

III. Newspapers: The First Medium for the Mass Society (63)
a. The First Newspapers
   i. Mid-1500s Venice; paid a gazetta for a printed newsheet.
   ii. Idea spread; Holland, London (64)
   iii. Characteristics of newspapers:
      1. Published at least weekly
      2. Produced by mechanical printing process
      3. Available (for a price) to all walks of life
      4. Prints news of general interest rather than items on specialized topics such as religion or business
      5. Readable by people of ordinary literacy
      6. Timely

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7. Stable over time (64)
   iv. First true newspaper by this definition: Oxford Gazette, 1665
   v. First daily newspaper in English: The Daily Courant (London, 1702) (64)

b. The Press in the American Colonies
   i. Growth tied to cultural, economic and political circumstances that existed at the time.
   ii. First: Publick Occurrences Both Foreign and Domestick (Boston, 1690)
       1. Published by Benjamin Harris; only one issue
       2. Significant also because it spoke out against government
   iii. First “true” newspaper (by definition above): Boston News-Letter (1704); “Published by authority”

c. Establishing Traditions in American Journalism (65)
   1. Today protected by First Amendment
   2. However, long history of events led to establishment of this freedom
   ii. The Press as Watchdog of the Public Interest (65)
       1. 1721: James Franklin publishes the New England Courant, not published by authority, and it acted as a crusader for public issues.
       2. Used the paper to speak out against a condition.
       3. Brother Benjamin Franklin, apprenticed to James, took over Pennsylvania Gazette in 1729 and subsequently started a small chain of newspapers
   iii. Establishing the Principle of Freedom of the Press (65)
       1. John Peter Zenger trial: 1735 (66)
          a. For criticizing government in his paper, New York Weekly Journal, accused of sedition and libel
             i. Sedition: promoting disaffection with government or inciting people to revolt against constituted authority
             ii. Libel: publicizing untruths
          b. Jury found that because Zenger told the truth, he should not be found guilty
          c. Established principle: the Press should be allowed to criticize government. (66)

d. Characteristics of the Colonial Press (66)
   i. News seldom up to date
   ii. Were published infrequently
   iii. Slow to reach subscribers
   iv. Limited by technology
   v. Usually partisan; argued for one point of view (67)

e. Newspapers for Ordinary Citizens
   i. 1830: steam-powered rotary presses introduced; made printing faster than previously known
   ii. The Emergence of the Penny Press:
       1. 1833: The New York Sun, Benjamin Day, publisher
          a. Specifically designed to appeal to the masses
          b. Hired first salaried reporter
c. Used advertising as a central method of financing the paper; charged 1 penny a copy
d. Paper instantly successful (67)

2. Formula established by Day became known as “Penny Press”

3. Others included:
   a. New York Herald (1835, James Gordon Bennett)
   b. Tribune (Horace Greeley)
   c. New York Times (Henry Jarvis Raymond)

f. The Impact of Society on the Growth of Newspapers (68)
   i. Rapid expansion of population led to larger numbers of newspaper readers
   ii. Technological developments increased ability of journalists to gather, transmit, print and distribute news
   iii. The Civil War stimulated great demand for news and the development of more efficient systems for getting newspapers to subscribers (68)

g. The Era of Yellow Journalism (70)
   i. Newspapers profit-oriented and competitive
   ii. 1890s: Such competition led to a period of sensational journalism now called “yellow”
      1. “Yellow” journalism takes its name from a popular cartoon in the New York World called the Yellow Kid

IV. Trends that Shaped Today’s Newspapers (71)
   a. Newspapers as Cultural Innovation (71)
      i. U.S. patterns of purchasing followed a curve of adoption similar to that of new innovations; subscription rates reflect the changing numbers of households in the country during each decade
         1. Figure 4.1: Curve of Adoption of Daily Newspapers in the U.S. 1850-2000 (71)
         2. Figure 4.2: Number of Daily U.S. Newspapers 1950-2006 (72)
      ii. Costs of news-gathering and publishing increased after 1930
      iii. Newspapers began to fail; a trend that has been recurring since that time
   b. The Growth of Wire Services and Feature Syndicates (72)
      i. Two major auxiliary services developed: wire services and feature syndicates
         1. Wire services: grew out of newspapers’ pooling of resources to provide faster, cheaper and more comprehensive news of the Mexican War (1840s) (73)
            a. Main wire service: The Associated Press
            b. Idea: Cooperate and share resources to get the news out to everyone from far-reaching corners
         2. Feature syndicates: Similar to wire services, but provide more entertainment stories than news stories. (73)
   c. Changing Patterns of Ownership (74)
      i. Consolidation of newspaper ownership; puts many publications into the hands of a few owners
1. Chains: Groups of newspapers owned by the same company; able to split many costs, reducing the expense of publishing each individual newspaper in the chain.

ii. Implications of Concentrated Ownership (75)
1. Critics: Implication of the ability on the part of the owners to control the news and thereby potentially shape how readers think about events.
2. Critics: Businesses that are not traditionally media businesses are taking over media companies
3. Critics: Absentee owners:
   a. Likely to have little commitment to local communities
   b. Not likely to be committed to expensive but critical journalistic watchdog traditions
   c. News may come to be defined as only one of the many products in a conglomerate's portfolio (75)

4. Predictions: (76)
   a. Difficult to determine what the implications of such consolidation will be
   b. Possibility exists that serious journalism may become a nonprofit entity

V. The Newspaper as a Contemporary Medium (76)

a. Types of Newspapers (77)
   i. General news: intended for readers in a general area
   ii. Specialized: intended for a particular type of reader
   iii. Metropolitan dailies: newspapers in the nation's largest cities with daily circulations that usually exceed 250,000 readers (77)
   iv. Medium-sized and small dailies: smaller markets with circulations of 50,000-100,000 readers; smaller still, circulations under 50,000 (78)
   v. Non-daily newspapers: community or grassroots press venues; published weekly in rural or suburban areas; usually supplementary reading for people already informed about news and public affairs from other media
   vi. Free Dailies: (6 percent of U.S. newspapers) aimed at a younger audience
   vii. The Ethnic Press: foreign language papers and papers written in English aimed at a particular ethnic group
   viii. Other Specialized papers: Any others, such as student papers or prison newspapers.

b. Changing Functions and Content (79)
   i. Persuading: to support and promote public policies, programs and political candidates
   ii. Informing: to provide the news
   iii. Entertaining: to amuse and gratify readers
   iv. Providing In-Depth Coverage and Analysis: to provide background details and context for news
   v. Serving as an “Official” Communicator (80): to be the medium of public record for local government
   vi. Appealing to Specialized Interests: to provide content of special interest to particular members of reader audiences

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c. Newspapers’ Dual Identity and Built-In Conflict of Interest
   i. Newspapers are quasi-public institutions charged with being the watchdog for the public AND they are charged with making a profit.
   ii. Conflict: Business values clash with journalistic ones.

d. How Newspaper Work is Organized (80)
   i. Overview of departments: (81)
      1. Advertising: Handles both display and non-display advertisements
      2. Production: Responsible for typesetting and printing
      3. Circulation: Responsible for arranging for home or mail delivery or sale
      4. Business: Handles accounting, personnel, building maintenance
   ii. Editorial Staff: People who gather, write, and edit stories; handle photographs; select what to publish; prepare final selections for printing. (81)
      1. Publisher: Owner or owner’s representative
      2. Editor-in-Chief: Heads the editorial department
      3. Editorial page editor: Responsible for the op-ed page and editorial page
      4. Managing editor: Responsible for day-to-day operations of newsroom
      5. Specialized editors: Responsible for their sections of the newspaper
      6. News editor: responsible for preparing copy for insertion into pages; supervises copy editors
      7. Copy editor: Edit news stories
      8. Wire editor: Selects, edits, and coordinates the national and international news from the news services, such as AP
   iii. Reporters: Journalists who seek out information and initially write stories (82)
      1. General assignment: cover a wide range of news as it happens
      2. Beat: assigned to a particular area of government
      3. Specialists: over fields such as business, science, urban issues
      4. Investigative: serve the watchdog role
      5. Photojournalists: take pictures to illustrate stories
      6. Online staff: maintain a parallel online newspaper

VI. The Future of the Newspaper (82)
   a. Financial factors will probably continue to reduce the proportions of Americans who read newspapers and proportions of revenues received (83)
      i. Corporate ownership
      ii. Finite numbers of advertising dollars
      iii. Rising labor and newsprint prices
   b. However, newspapers command the largest share of American advertising dollars; remain a personal and local medium; serve needs that are difficult for any other medium to fill (83)
   c. Interactive Media and Online Newspapers (83)
      i. 2009: Virtually all large U.S. and international newspapers had an interactive news division or presence

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DISCUSSION QUESTIONS: (tied to the boxed materials)

1. MEDIA LEADER INSIGHTS: NEWSPAPERS (62): What do you think of Ms. Carroll’s advice to be “multi-platform” and “multifaceted” in order to work in journalism? What does that statement make you think about your future in this career?

SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. How important is the watchdog role of the press? How is that put to use today?
   **Key Concepts:** Watchdog role; dual identity
   **Activity:** Show the film *The Paper* in class. Following the film, have students discuss in small groups the large issues it raises about the business of journalism and how that clashes with the values of journalism. Consider requiring an analytical paper on the topic.

2. How do newspapers get their news? How do they decide what goes into the daily newspaper?
   **Key Concepts:** Wire services; feature syndicates; dual identity
   **Activity:** Have students bring in copies of their hometown newspapers. In class, have them measure, in column inches, the amount of space devoted to local, state, and national news. Have them identify which stories are written and produced locally, and which come from wire services and feature syndicates. What does this information tell students about their own hometown publications? Make a list on the board or an overhead as students draw their conclusions.

3. How is press content different in print from what can be found online?
   **Key Concepts:** electronic or digital newspapers
   **Activity:** Pick a current local story that has been covered in both print and online versions of a local newspaper. Ask students to compare and contrast the two. What kinds of possibilities exist for telling that story online that don’t exist in print? What opportunities exist for print journalists that don’t exist in an online format? Consider having students write a one-page journal reflection about their findings.

4. What is it like to be in the business of journalism?
   **Key Concepts:** News; Surveillance Function of Media; Reporters
   **Activity:** Invite a reporter or editor from the local newspaper to discuss his or her job, its challenges and opportunities, as a guest speaker in class. Ask students to then reflect upon the experience in a one-page journal entry.

5. How have and do newspapers influence or continue to influence the lives of everyday Americans?
   **Key Concepts:** Newspaper influence
   **Activity:** Consider having students discuss, in small groups, the role of the newspaper in their everyday lives. If a campus newspaper exists, consider having a representative of the paper come to class to discuss the role of the student newspaper.

ii. Such online newspapers have difficulty making money (84)
iii. However, online newspapers have a large youth following.
CHAPTER 5

MAGAZINES: VOICES FOR MANY INTERESTS

CHAPTER SUMMARY:

Magazines as a contemporary medium serve the traditional media functions of surveillance, monitoring what is going on, transmitting the culture, and entertaining the population. Its most notable function is correlation, interpreting the society by bringing together diverse facts, trends, and sequences of events. Earliest magazines started in London, and served as political instruments in both Britain and in the United States. The difficulty in establishing magazines in the U.S. can be attributed to its initially spread-out, illiterate and poor populace as well as to poor transportation and postal services. As all of these factors improved in the 1800s, interest in magazines improved, too. In the early twentieth century, magazines served as sites for special “muckraking” articles exposing corruption and unacceptable working conditions in U.S. government and industry. New kinds of magazines appeared in the 1920s: newsmagazines and large-circulation general interest magazines. When television arrived in the 1940s and 1950s, it began to draw off advertising revenue that previously had been spent with magazine publishers, signaling the failure of many magazines. Today, the magazine industry is fiercely competitive and dynamic, serving a variety of niche markets. The two main kinds of contemporary magazines are consumer and business magazines; consumer magazines dominate the market. Most magazines are owned by large media conglomerates or chains. New computer technologies challenge magazines, but magazines are likely to survive in their current forms. Many increasingly have digital strategies to sustain them, including online editions, connections to search engines, social networking, and mobile media.

CHAPTER LEARNING OBJECTIVES:

1. To understand the context and history of magazines as a medium.
2. To identify the characteristics of magazines.
3. To identify the types of magazines available both historically and currently, and understand their functions.
4. To isolate and understand the challenges and opportunities digital media offer to magazines as a medium.

CHAPTER OUTLINE:

I. Introduction (88)
   a. Magazines grew apart from books and newspapers by serving specific, different functions
   b. Twenty-first century magazines have been seamlessly identified with blogs and podcasts; blending the old medium with new media technologies

II. Distinguishing Magazines from Other Media
   a. Traditional distinctions:
      i. Published less frequently than newspapers
      ii. Manufactured in a different format from newspapers
      iii. Bound rather than folded
      iv. Has some kind of cover
   b. Complications of digital technology: 89

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i. Web site delivery of magazine content
ii. Broadcast delivery of programs called “magazine” shows

c. Magazines perform all media functions
   i. Surveillance of the environment
   ii. Correlation of the parts of society responding to the environment
   iii. Transmission of the social heritage from one generation to another
   iv. Entertainment

d. Magazines excel at projecting trends and explaining the meaning of the news; they are great interpreters

III. The History of Magazines (89)
   a. The First Magazines (89)
      i. Originally established in London, where they prospered
      ii. Designed to make a profit
      iii. Depended on subscriptions (91)
   b. American Magazines in the 1700s: Barriers to Development (91)
      i. Rough social conditions held back the development of magazines in the colonies
         1. Nature and dispersion of the population made it difficult to physically reach audiences
         2. Economics of publishing made it difficult to make money on printed, bound publications that cost a great deal to produce (92)
         3. The state of transportation and the postal system were both underdeveloped and difficult to use to reach audiences
         4. Subscriber costs were out of the reach of most general audience members (92)
      ii. As nation expanded, became urban, and developed better transportation, magazines prospered
   c. American Magazines in the 1800s (93)
      i. Became a serious medium; offered a national news option
         1. Population exploded (93)
         2. Many people moved into the cities (93)
         3. Transportation improved (93)
         4. People became better educated (94)
         5. Great issues were uncovered that the populace needed to be kept informed about (94)
            a. Civil War
            b. Darwinism
            c. Women’s issues (94)
      ii. Table 5.1: U.S. Population Moves to Cities (93)
      iii. Magazines were developed for every taste and culture (95)
         1. Figure 5.1: Increase in Magazine Titles in the 19th Century (95)

d. Magazines in the Twentieth Century (96)
   i. Early on, magazine played important role in exposing unacceptable social conditions and stimulating reform
      1. Muckraking: An early form of investigative reporting dedicated to the exposure of seedy industrial and government practices in the early 20th century (96)
ii. Between the two world wars, magazines were a major mass media with an advertising distributed nationally (96-97)

iii. After WWII, the growth of television had significant impact on the magazine industry (98)
   1. Advertising dollars were lost
   2. New kinds of magazines were created to meet different kinds of demands
      a. Newsweek (98)
      b. Digests (98)

IV. The Magazine Industry Today (99)
   a. Types of Magazines (see Table 5.2: Types of Consumer Magazines, p 100-102)
      i. Consumer magazines: periodicals purchased on newsstands or subscribed to by the general public for home delivery
      ii. Trade journals: magazines aimed at a particular trade or industry
      iii. Sponsored publications: internal publications of particular organizations, unions, and other groups.
      iv. Farm publications: cover agriculture and agribusiness; given their own category because of their large number and degree of specialization (99)

b. The Life Cycle of Magazines (103)
   i. Launch: starting a new magazine in response to a social or economic phenomenon that points out an information need not being met
   ii. Growth: Demand is established, publisher makes a strategic investment in circulation
   iii. Maturity: Growth slows as competitors enter market; struggles to manage costs
   iv. Decline: Social or economic shifts cause reader interest to decline.
   v. Death: The magazine stops publishing (103)
   vi. MEDIA LEADERS INSIGHTS: MAGAZINES
      1. Jay McGill, Senior Vice President, Hearst Magazines International (104-105)

vii. TABLE 5.3: NEW U.S. MAGAZINE Launches BY INTEREST CATEGORY, 2007 (105)

viii. TABLE 5.4: NUMBER OF MAGAZINES, 1997-2007 (106)

ix. Stages of magazine publishing:
   1. Content creation and acquisition
   2. Editing and content processing
   3. Production for publication
   4. Printing and binding
   5. Advertising sales, marketing, and circulation
   6. Distribution (106)

c. The Magazine Staff (107)
   i. Editorial staff:
      1. Editor: Overall responsible for planning or organizing the magazine
      2. Managing editor: Hires and supervises staff
      3. Associate editor: Responsible for specific departments
      4. Senior, assistant, department editors: Report to associate editors or content editors

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5. Editorial assistants: junior staff
6. Art or design director: designs graphic presentations of the magazine
7. Webmaster or digital content director: produces the online version of the magazine

ii. Business staff:
1. Publisher: Operationally and fiscally responsible for the magazine
2. Advertising manager: Acquires all advertising
3. Associate and assistant advertising managers: assist the advertising manager
4. Advertising sales person: Sells advertising
5. Circulation or distribution manager: connects published magazines to distribution agents and services
6. Production manager: transforms raw content into finished product ready for distribution and sale (107)

d. Making a Profit (108)
   i. Consumer magazines are the chief moneymaker
   ii. Magazines make money in two ways: circulation or advertising
      1. Circulation: sale of magazines via subscriptions or newsstands (108)
         a. TABLE 5.5: WHERE MAGAZINES WERE SOLD 1998-2007 (108)
      2. Advertising: media messages designed to sell a product, placed in various platforms, including magazines (109)
         a. Recommendations for magazines’ survival in competitive advertising market (110)
            i. Spend a lot of time creating your pitch
            ii. Customize your offerings to match clients’ objectives
            iii. Impact the bottom line
            iv. Research reach, circulation, and buzz.

e. Ownership Trends (110)
   i. Many magazines are owned by chains
   ii. Many publishers produce more than one magazine (110)

f. The Influence and Importance of Magazines (110)
   i. Largest circulation magazines not necessarily most influential
      1. *TV Guide*: Large circulation, little influence on public opinion regarding public affairs
      2. *The Nation* and *Weekly Standard*: Small circulations, deeply influential in public affairs matters
   ii. Magazines have luxury of offering opinions
      1. Can offer deeper investigations
      2. Can use reputations to forward opinions (111)

V. The Future of Magazines (111)
   a. Same challenges as newspapers, in a way
      i. Impossible to predict the outcome
   b. Many magazines have online editions
      i. Some are doing away with their print editions
   c. **E-zines**: Magazines available on the internet only.
VI. Magazines and the Digital Revolution (111)

a. Magazines have used computer power and digitization since they became available (112)

b. Magazines have harnessed web power to increase circulation
   i. Use reader blogs to build community
   ii. Use podcasts (audio transmissions of magazine articles) and other platforms to attract readers

c. Magazine Publishers Association holds annual digital conference
   i. Brings together thought leaders in digital areas.

d. Magazine is likely to survive as a medium. (112)
   i. TABLE 5.6: NUMBER OF MAGAZINES WITH WEBSITES 2004-2008 (112)

SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. How have magazines been influential in your own lives?
   
   **Key Concepts:** Types of magazines, Circulation, Advertising

   **Activity:** In class, have students list, on a single sheet of paper, all of the magazines to which they subscribe or occasionally buy. Give them a minute to make the list. Next, have students shout out their favorites, and list them on an overhead or on the board. Finally, take one magazine at a time and ask the students the following questions for discussion: Why do you read each magazine? What do you get out of each magazine? How would you classify each magazine? Did you purchase the magazine? If so, how? (Through subscription or newsstand?) Finally, what does this tell you about the role of magazines in contemporary society?

2. How influential were the muckrakers? How has their legacy lasted until the present day?

   **Key Concepts:** Muckraking, Opinion magazines

   **Activity:** Assign students to read one of the classic muckraking articles. The best example, used in the text as well, is Ida Tarbell’s Standard Oil series (available online at http://www.history.rochester.edu/fuels/tarbell/MMAIN.HTM). Discuss in class the uniqueness of this piece in the context both of Ms. Tarbell’s status as a woman reporter, and in the context of the period. Discuss how it was influential at the time. Then ask students to reflect on the potential power of muckraking and investigative reporting in their own lives, using the Tarbell piece as a standard for analysis, in a one-to-two page paper.

3. How have magazines gone digital?

   **Key Concepts:** E-zines, Digital publishing, Web magazines

   **Activity:** View the ABC Nightline video available on the MyKit about blogging. Have students view the story, then search the web for blogs and e-zines that they’re interested in. Have the journal about this search. Finally, encourage students to begin their own blogs for the duration of the course. (Alternatively, create a class blog to which all students will participate, and discuss how it could be effectively used as an e-zine.)
DISCUSSION QUESTIONS: (tied to the boxed materials)

1. MEDIA LEADERS INSIGHTS: MAGAZINES (104-105) What do you think of Mr. McGill’s contention that magazine publishers need to embrace digital technologies to stay relevant and important? Is he right? Argue for or against this idea.
CHAPTER 6

MOTION PICTURES: THE GREAT ENTERTAINER

CHAPTER SUMMARY:

Motion pictures have a technological history that includes inventions in optics, photography, and electronics. Movie theaters as we know them began at the turn of the twentieth century as nickelodeons. Within a few years, movies were being made for the middle class, and became popular as family entertainment. As society changed rapidly after World War I, movies mirrored the new ways of life. Extensive efforts to control movies arose. The great Golden Age of movies, between 1930 and 1950, dawned and declined. Though there have been many changes in the medium’s short history, it has primarily been an entertainment medium. Motion pictures are much affected by digital technologies that have revolutionized production and changed content and distribution patterns. Making films requires a wide range of professionals and craft workers. The content of a film is influenced by conflicting forces: the desire for efficiency, a view of what the audience wants, and an individual’s desire to shape the film; a wide range of genres and styles have developed as a result. Audiences are influenced by ticket prices and availability, ratings, and the evaluations of movies conveyed by reviews and awards. Traditional film was once more important than it is today, but will likely remain a large, lively and significant medium.

CHAPTER LEARNING OBJECTIVES:

1. To understand the history and context of motion pictures as a media form.
2. To identify the major events and changes in motion picture history.
3. To identify and understand the creation of film and its industry conditions.
4. To identify the challenges and opportunities the digital revolution brings to the film as a medium.

CHAPTER OUTLINE:

I. Introduction  
   a. Movies have capitalized on digital age (116)  
      i. Used new technologies in production and distribution of film  
   b. Movies more than just “entertainment”  
      i. Have left an enduring cultural legacy  
      ii. Inform societal constructions of things like “manliness”  
      iii. Been proven a significant social force  
      iv. Been proven a big business  
   c. Movies are affected by the same media economy as other media industries (117)

II. The Development of Movie Technology (117)  
   a. Magic Shadows on the Wall  
      i. First development: How to focus and project an image  
         1. Many experiments evolved, starting about 600 B.C.  
         2. By 18th century, shadow plays using lanterns were common (117)  
   b. Photography (118)
2. Made a significant amount of money playing houses.

ii. Others were set up, and named after the first. (120)

i. Until 19th century projection was possible, but images were not

ii. Much experimentation in 18th and 19th centuries
1. 1839: Louis Daguerre perfected a process with his partner Joseph Niepce; images could be replicated on very thin polished copper plates: daguerreotypes
2. By 1860s, daguerreotype studios existed in every major U.S. city.
3. 1880s, George Eastman developed and marketed celluloid roll film and box cameras that made at-home, popular photography possible and successful.

iii. Roll film made moving pictures technically feasible. (118)

2. By 1860s, daguerreotype studios existed in every major U.S. city.

3. 1880s, George Eastman developed and marketed celluloid roll film and box cameras that made at-home, popular photography possible and successful.

ii. The Illusion of Motion (118)
1. Motion pictures don't move; they are a collection of several still pictures that move in progression, making the viewer see the illusion of motion
2. Takes advantage of “visual persistence”
   1. **Visual persistence:** The brain will persist in seeing an object when it is no longer before the eye itself. (118)
   2. Discovered by Dr. Peter Mark Roget in 1824 (118)

iii. By mid-19th century, the phenakistoscope (or wheel of life) was highly developed (119)
   1. A number of drawings were mounted on a large disk and spun in different positions so the viewer could see a smooth motion. (119)

4. Capturing and Projecting Motion with Film (119)
   1. Early experiment to settle a bet: Eadweard Muybridge
      1. Set up trip wires with cameras along a track to capture a horse race; object: find out whether the horse’s legs ever came up off the ground all at once.
   2. 1895: August and Luis Lumiere, France, could show brief moving pictures
   3. 1895: William Dickson, assistant to Thomas Edison, developed the first practical motion picture camera
      1. Edison and Thomas Armat developed a reliable projection system: The Vitascope
      2. Edison created a machine called a kinetoscope (120)
         a. For a nickel, viewers could see a brief film in the machine
         b. By 1896, Edison was projecting motion pictures to the public in New York (120)

III. The Movies Become a Medium (120)
   a. The Nickelodeons (120)
      1. Started by Harry P. Davis and John P. Harris in 1905: Charged a nickel for admission to a theater that featured a rented film.
         1. The Nickelodeon started in a store front with folding chairs, a projector, a piano, and a screen.
         2. Made a significant amount of money playing to packed houses.
      2. Others were set up, and named after the first. (120)
iii. Extremely popular with a variety of working-class audiences; called "democracy's theaters" because of their appeal across barriers of language and class. (121)

b. Movies for the Middle Class (121)
   i. Targeting a middle-class audience meant creating movie "palaces" in more upscale neighborhoods.
      1. Hired press agents to publicize actors and actresses
      2. Initiated the "star" system
   ii. By 1914, movie theaters were socially acceptable, and nickelodeons were gone. (121)

c. The Talkies (121)
   i. By mid 1920s, AT&T produced reliable sound system based on optical recording of sound incorporated directly into the actual film.
   ii. 1927, partnership between AT&T and Warner brothers led to production of The Jazz Singer, starring Al Jolson. Considered the first talkie, or sound movie. (122)

d. Portrayals of the Fast Life (122)
   i. 1920s: Period of great transition
      1. Women’s roles changing quickly
      2. By mid 1920s, women could smoke, wear short dresses and cosmetics, cut their hair short, and drink alcohol without being branded "harlots."
   ii. Movies began to introduce movies that were sexually frank and portrayed modes of behavior that were unacceptable to earlier generations.
      1. Religious groups opposed such portrayals in movies. (122)

e. The "Golden Age" (122)
   i. 1930s: Movies tried to appeal to entire families.
   ii. 1930: Rigid code developed to prevent "sinful" films or characterizations
   iii. 1930-1940s: Movies the most popular form of mass entertainment in America.
      1. Relatively cheap family outing

f. The Decline (123)
   i. Television introduced in 1948
   ii. Motion picture audiences declined; people preferred to watch free entertainment at home
   iii. Many gimmicks used to try to lure audiences back to the theater:
      1. Color
      2. Escalation of violence
      3. Explicit materials
      4. Horror themes
      5. Special effects
      6. 3D productions
   iv. None worked; trend continues to this today

g. The Digital Age (123)
   i. Movie exhibitors own theaters and show films
   ii. Multiplexes offer a range of films on a number of screens from which to choose

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ii. Digital cinema is disseminated to 6,455 screens, 72 percent of those in the United States. (123)

1. MEDIA LEADER INSIGHTS: MOTION PICTURES
   a. Interview with Tim Stevens, Senior Vice President, Administration; New Line Cinema (124-125)

iv. Many view films at home through renting DVDs or videos, or downloading them digitally to television or computer receivers (126)

IV. Film as a Contemporary Medium (126)
   a. The Functions of Films (126)
      i. Entertain or amuse, by providing diversion and enjoyment
      ii. Educate, as documentaries do
      iii. Persuade or influence, as in the case of wartime propaganda films
      iv. Enrich our cultural experience
   b. The Development of Themes and Styles (126)
      i. Three major themes in films from 1900s to 1930: crime, sex and love
      ii. Different teams dominate at any time and in any film
         1. **Auteurs:** filmmakers with a personal style who keep creative control over their pictures
         2. **Studios:** Major motion picture making companies
      iii. **Directors:** those who determine the picture's style and direction. (128)
      iv. At any given time, content and production are driven by need to appeal to those who finance the films. (128)
   c. The Content of American Films (128)
      i. Shaped by conflicting forces
      ii. Many characteristics in common:
         1. Standardized lengths
         2. Realistic locations
         3. Special effects that seem realistic
         4. Coherent plot structures
      iii. Directors, actors and producers also put a mark of imagination on the film in many ways
      iv. Other forces affect finished products over time:
         1. **Genre:** story types that are more or less standardized plots (129)
         2. **Documentaries:** film that documents real life (129)
         3. **Public preferences:** trends in morality and standards, current fads and styles, and recent events (130)

V. The Movie Industry (131)
   a. Making a Movie (131)
      i. Products of teams of people, not just one person
      ii. Seven stages:
         1. Conceptualization
         2. Production
         3. Directions
         4. Performance
         5. Visualization
         6. Special effects
         7. Editing (131)
iii. **Producer:** A key figure who carries responsibility for most of the central decisions that must be made in order to make the film

b. The Filmmakers (132)

i. Owners and Studios: A dominant force in Hollywood
   1. Studios originally had control over production and distribution (scheduling and promoting showings)
   2. **Block booking:** Studios forced theater owners to show bad films if they wanted to show the good ones.
   3. **1948 Paramount decision:** courts ruled that major studios must stop block booking and give up their theaters.
   4. 1960s: Various corporations bought up theaters as investments
   5. By 2000s: Much consolidation of holdings and change of ownership in theaters and in production studios.
   6. Movie industry today more diverse and scattered than it was in the first half of the century.

ii. Careers in the Film Industry (133)

1. A number of specialists work in the industry, trained in a variety of skills for a variety of different occupations
   a. TABLE 6.1: NUMBER OF EMPLOYEES IN THE MOTION PICTURE INDUSTRY (133)

c. Movies and Money: The Economics of the Business (134)

i. Of more than 600 films made each year in the U.S., fewer than 200 get a favorable release; and fewer still make significant profit
ii. Film studios invest in films they think will turn profits, looking for the rare blockbuster.
iii. Films need to make more money than it cost to make them. (134)
iv. Wages a significant part of the budget
v. Above-the-line costs: Those that must be met before the production is started
   1. TABLE 6.2: ABOVE-AND BELOW-THE-LINE POSITIONS IN FILMMAKING (135)

VI. The Movie Audience (135)

a. Key factors that influence the size and make up of theater audiences:
   i. Theaters and the Cost of Admission
      1. Exhibitors rent movies to show in their theaters
      2. How many people go to the movies? (136)
         a. Weekly attendance at movies down to 18.5 million by 1992 (from peak of 90 million in 1940) (136)
         b. Numbers of those employed by theaters also declined over time.
      3. Movie prices of admission: increased from 25 cents in 1933 to more than $10 in some American markets today (136)
         a. FIGURE 6.1 PERCENT OF ADMISSIONS BY AGE GROUP (136)
      4. More youth attend movies than families or other age groups.
      5. Single people tend to go more than married couples
      6. More males than females go.
      7. Movie attendance increases with higher educational levels among adults (137)
ii. Ratings and Objectionable Content (137)
   1. Civic groups objected to some movie content
   2. Movie ratings evolved as a compromise; rigid censorship was
dissolved because the public was informed of what to expect
in a film (139)
      a. BIG IDEAS: MEDIA THEORIES EXPLAINED (138)
         i. Selective and Limited Influences Theory
            1. Because exposure to media messages
            is highly selective and interpretation
            of content varies greatly from person
to person, a mass communicated
message will have only limited effects
on the public as a whole. (138)
   3. Creeping Desensitization
      a. Competition with television led to movies using
increased levels of violence and vulgarity in an effort
to attract viewers
      b. No political system of censorship means movies
supply the public what it appears to want (140)
iii. Censorship and Politics (140)
   1. Political films also have been targets for censorship
   2. Political themes criticized in 1930s.
   3. Communist hysteria of 1950s led to blacklisting in
Hollywood
      a. Blacklisting: The act of private groups to keep
      certain people from getting hired to work based on
their political beliefs. (140)
   4. Consumers of films sometimes protest content; both
filmmakers and consumers have freedom of expression
rights, so such dialogues, while contentious are part of the
restraint process (141)
   5. Filmmakers also exercise their rights to attempt to influence
the government. (141)
   b. The Influence of Evaluation: Criticism and Awards (141)
      i. The Critics
         1. Reviewers: Make assessments about the appeal of films for
a general audience (141)
         2. Critics: Judge a film using artistic and theoretical criteria and
try to ascertain its social importance (141-142)
      ii. The Awards: (142)
         1. Academy Awards (Oscars) are prizes from the industry itself
to an honored few.
            a. Winning an Oscar has real economic value—film
            gains prestige and a larger audience.
         2. Other prizes confer other status, as well
            a. Writers Guild, Directors Guild, Golden Globes, film
festivals (142)
SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. What influence have movies had over American culture? What is their lasting contribution to society?
   **Key Concepts:** Movie audience, Selective and Limited Influences Theory
   **Activity:** In class, have students shout out their ideas of big blockbuster movies of recent years. Create this list on the board. Then, in small groups, have students discuss the influence of these and other films on their lives. Allow them to share stories about their interactions with film. What has been most influential? Finally, in a one-page reflection or journal writing, ask students to remember and discuss the most influential film on their personal lives.

2. How have movies evolved? What technological processes have occurred to make movies the phenomenon they are today?
   **Key Concepts:** Nickelodeons, Talkies, Golden Age, Awards
   **Activities:** Show the film clips from the MyKit associated with this chapter in class, or have students view them on their own. The clips include a newsreel of a night at the Oscars, video footage of movie palaces and of a United Artists signing ceremony featuring the original founders, and an actuality clip, classic, of the train arriving at the station. You may also find others at the Library of Congress’s American Memory collection in digital format. Discuss with students the wonder that was present at each of these distinct events.

3. What constraints have been placed on films from the beginning? What kinds of restraints currently govern filmmaking?
   **Key Concepts:** Self-censorship, Ratings systems, Freedom of Expression
   **Activity:** Have students view, or show in class, the newsreel about self-censorship in Hollywood associated with this chapter and available in the MyKit. Discuss the role of the Hays censorship system, and demonstrate the current ratings system. Finally, ask students to come up with their own rating systems. What labels would they put on films? How do they use the ratings to determine their own viewing habits? This could be a journal writing or a general class discussion.

DISCUSSION QUESTIONS: (tied to the boxed materials)

1. **SELECTIVE AND LIMITED INFLUENCES THEORY:** In what ways do films influence public perceptions of cultural values? What films have made a lasting impact on you personally? Have those same films affected others in the same way? Why or why not?

2. **MEDIA LEADER INSIGHTS: MOTION PICTURES:** Do you agree or disagree with Tim Steven’s thinking about the future of motion pictures? Why or why not?
CHAPTER 7

RADIO: THE RESILIENT MEDIUM

CHAPTER SUMMARY:

Radio developed as a logical extension of the electric telegraph in the 1840s. The speed of the telegraph in moving messages from one place to another was a true advance in media technology. The first wireless patent went to Guglielmo Marconi, who sent a wireless message in 1897 across the English channel, and another in 1901 across the Atlantic. The wireless form of telegraphy was useful for communicating with ships at sea and with geographically distant business, military and diplomatic enterprises around the world. Radio played an early critical role in rescue efforts at sea, but took some time to enter households. Once widespread, radio garnered a large and enthusiastic following. Regulations in the early 1920s allowed virtually anyone to obtain a license, build a transmitter, and go on the air. The conflicting and cluttered signals that resulted made Congress pass the Radio Act of 1927 and the Federal Communications Act of 1934, which brought radio broadcasting under the technical control of the federal government. Paying for broadcasts became the remaining barrier to widespread household use of the radio; this problem was solved with the use of advertising-sponsored programming. The golden age of radio occurred between the 1930s and the 1950s. As a contemporary medium, radio survives as a local medium that works well with digital technologies. Features and formats of radio include various kinds of music as well as talk shows, news, and sports, with predictable formats. Satellite technology was introduced in 2000, and two major satellite firms merged in 2008, providing subscription service with multi-channel offerings free of commercials. Radio's future seems secure, and presently, radio is enjoying a period of relative prosperity.

CHAPTER LEARNING OBJECTIVES:

1. To understand the history and context of radio as a media form.
2. To identify and understand the major people, places and events in radio history.
3. To identify and understand the technological shifts that have taken place in radio history.
4. To identify the challenges and opportunities digital technology has brought to radio as a medium.

CHAPTER OUTLINE:

1. Introduction (146)
   a. Radio is the oldest broadcast medium
   b. It has taken full advantage of the digital revolution
   c. Requires only four things:
      i. Transmission station and means for production and distribution
      ii. Talent to operate radio stations
      iii. Audience for radio
      iv. Advertising to finance it. (146)
   d. Radio likely to remain viable in future (147)
II. The Development of Radio Technology (147)
   a. The Social Conditions That Spawned Radio (148)
      i. 1800s: People traveled on foot or in vehicles pulled by animals
      ii. Food grown locally
      iii. Long distance communication occurred using postal mail and courier services; very slow
      iv. Mid 1800s: Railroad cut travel time
      v. Food began to be transported from elsewhere
      vi. Electricity was developed into a usable form (148)
   b. Communicating Over a Wire (148)
      i. 1700s: A simple, low-power invention that worked just between two rooms demonstrated that electricity could travel over wires.
      ii. 1819: Hans Oerstead found that electric current could travel over greater distances. (149)
      iii. 1837: Wilhelm Cooke and Charles Wheatstone developed a working telegraph system, used by railroads in England (149)
   c. The Contribution of Samuel B. Morse (149)
      i. 1844: Morse developed a more efficient system
      ii. Developed a code for each letter by using long and short pulses of electricity; in print form, looks like dots and dashes
      iii. Became Morse code.
      iv. Crude system, but fantastically advanced
      v. 1866: Regular telegraph service between U.S. and Europe available.
      vi. Was NOT a form for home use
      vii. Medium became property of private corporation to be operated for profit, establishing pattern of media ownership (149)
   d. Communicating with Radio Waves (150)
      i. 1887: Heinrich Hertz demonstrated the existence of radio waves
      ii. By 1895: Guglielmo Marconi used this concept to build a device that could transmit messages using radio waves rather than wires; patented in 1897 as a “wireless telegraph”
         1. 1901: Marconi sends a wireless message across the Atlantic.
         2. Invention enabled ships at sea to communicate with each other and with the shore
         3. 1904: Marconi patents device for detecting and generating a particular wavelength for precise transmission of signals (or, finding and using a particular frequency) (151)
      iii. The Radiotelephone
         1. 1906: Reginald A. Fessenden broadcast his voice rather than a dot-and-dash code
         2. 1906: Lee DeForest invented the audio, a three-element vacuum tube that allowed amplification of radio signals and development of small, reliable receivers.
         3. 1912: Titanic sinking—a young David Sarnoff, a Marconi wireless operator for Wanamaker’s department store, stayed up all night after being contacted by ship’s operators, and he attempted to raise help for the sinking ship (151)

III. Radio Becomes a Mass Medium (152)
   a. The Period of Transition (152)
      i. To become a mass medium, it had to develop five things:
1. Small size
2. Low price
3. Regularly scheduled programming
4. Clear reception
5. Moneymaking capability

ii. The "Radio Music Box": Sarnoff in 1916 proposed a receiver device for home sale and use that could attract home audiences with music and entertainment. He was turned down. (152)
   1. 1919: Sarnoff becomes the manager of Radio Corporation of America (RCA), and played a major role in bringing radio to use as a mass medium

iii. Scheduled Programs Begin (153)
   1. April 1920: Dr. Frank Conrad begins broadcasting from his garage, two evenings a week.
   2. 1920: KDKA established in Pittsburgh; first radio station (153)
   3. KDKA still on the air

iv. Chaos on the Airways (153)
   1. Within months, dozens of stations on the air
   2. 1922: 254 federal licenses issued
   3. 1923: more than 600 operating stations
   4. Not enough locations on frequency spectrum to accommodate everyone (154)

v. Networks emerge (154)
   1. 1926: Sarnoff, now head of National Broadcasting Corporation (NBC), initiated network broadcasting.
      a. Groups of radios broadcast the same content; expanded audience became basis for radio industry

vi. Regulating broadcasting (154)
   1. Radio Act of 1912 tried to establish a system for licensing; did not work well
      a. No way to turn anyone down
      b. Did not prescribe frequencies
   2. Radio Act of 1927 established important principle (155)
      a. Airwaves belong to the people, and can be regulated by the government
      b. Provided a Federal Radio Commission
         i. Regulated frequencies and licensing rules
   3. Federal Communications Act of 1934: established the Federal Communications Commission; remains the legislative foundation for the broadcast industries and other forms of radio transmissions in the United States (155)

b. Establishing the Economic Base of the New Medium (155)
   i. Paying for the new medium? A few options:
      1. Operation by government
      2. Subscription system
      3. Common carrier approach
      4. Endowments
   ii. Advertising as the Source of Profit (156)
1. Met the challenge of providing content for free to receivers while making money
2. Early standards included:
   a. Regular corporate sponsorship of programming
   b. Institutional advertising: corporations simply used their names, rather than their products, to support the programs. (156)
c. Selling Receivers for Home Use (156)
   i. Early years, demand outstripped supply
   ii. Radio became favorite leisure activity by end of 1920
IV. The Golden Age of Radio (157)
   a. Between 1930 and 1941, developed into a medium of importance
      i. Provided entertainment:
         1. Comedians, popular dance bands and singers, sports events, politicians, news broadcasts, daytime “soap opera”.
      ii. BIG IDEAS: MEDIA THEORIES EXPLAINED (158)
         1. Uses and Gratification Theory
            a. Members of the audience will actively select and attend to specific forms of media content, while ignoring or rejecting others, in order to fulfill their needs and to provide gratifications of their interests and motives. (158)
   b. Radio During the Great Depression (159)
      i. Provided free entertainment to U.S. population affected by rising unemployment and rising costs; no public welfare system, no unemployment compensation, no Medicaid or Medicare.
      ii. Frequency Modulation Broadcasting (FM) (160)
         1. 1933: Edwin Armstrong develops and patents new kind of radio signal based on frequency modulation (FM) rather than amplitude modulation (AM)
            a. Advantage: Static free; could carry higher and lower audio frequencies than could AM
         2. Had to fight RCA in the courts when it started using his system for TV broadcasts; committed suicide before the settlement (in his favor). (160)
      iii. Radio and the News
         1. 1930: Lowell Thomas starts to read the news on air
         2. Courts ruled factual content of news is public domain; in effect, no one “owns” the news
         3. Stimulated interest in news broadcasting and newspaper reading (160)
   c. Radio During World War II (160)
      i. Radio reporters transmitted live reports on major events via short wave to New York (160)
         2. Dec. 7, 1941: Radio spread news about Pearl Harbor (161)
V. The Challenge of Television (161)
   a. 1948: Television stations go on the air; radio is in deep trouble
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b. Radio Adapts (161)
   i. Made two changes: New content, and localization of programming
   ii. 1967: Public Broadcasting developed as government-supported, noncommercial radio and television
   iii. National Public Radio links such stations into a network and collectively produces non-commercial programming.
      1. MEDIA LEADER INSIGHTS: RADIO (162-163)
         a. Dick Meyer, Executive Director, National Public Radio
   iv. The Growth of FM Broadcasting: Trend toward declining audiences for AM, but increasing audiences for FM stations

VI. Radio as a Contemporary Medium (164)
   a. Radio’s Role in Today’s Media Mix (164)
      i. Radio listening remains widespread; continues to prosper as an advertising medium (164)
      ii. Local advertisers can better afford radio than TV ad costs (165)
      iii. Industry is dominated by broadcasting “giants” such as Clear Channel Communications.
         1. TABLE 7.1: NUMBER OF STATIONS OWNED BY TOP BROADCASTING COMPANIES, 2006 VS 2007 (165-166)
         2. FIGURE 7.3: NUMBER OF MARKETS REACHED BY TOP COMPANIES 2007 (166)
      iv. Radio’s growth still exceeds that of the overall economy (167)
   b. Radio Ownership Today
      i. Smaller groups, including individuals, can own very small radio stations
         1. Low-power FM radio can reach small, local areas
            a. 10-watt: between one and two miles
            b. 100-watt: about three and a half miles
         2. Potentially opens this market up beyond giant corporations (167)
   c. Today’s Radio Content (167)
      i. Most stations draw from one of several predictable formats
         1. TABLE 7.2: RADIO STATION FORMATS (168)
      ii. Stations make creative use of formats to draw audiences and sell them to advertisers.
         1. FIGURE 7.4: CURRENT HIT RADIO CLOCK WHEEL (169)
      iii. Content controversies: Radio is competitive, and some entertainment challenges some community standards
         1. DJs and “Shock Jocks” can engage in vulgarities, political incorrectness, and other forms of content that may or may not be acceptable
            a. Case of Don Imus: Fired after making racially insensitive remarks on air (170)
   d. Radio in the Digital Age (170)
      i. Many new options for radio listeners, including downloading of podcasts, tuning in to Internet radio stations, or using satellite radio. (170)
         1. Satellite broadcasting: (171)
a. Subscriber-based services that require a fee for users, as well as specialized equipment, to receive clear signals from satellite communications.

2. Internet radio: Streaming audio service
3. HD radio: Using digital signals to improve reach and sound quality; requires digital receiver
4. Digital radio: transmission and reception of sound with technology like that used in CD players, processing sound as information rather than as sound waves
5. Mobile radio: hand-held two-way radio system used by emergency services; useful also for any internal communications for point-to-point communication needs (172)

ii. Monitoring your listening: MOBILTRAK can detect consumer radio stations as they are listening to them
iii. Squeezing in more ads: Stations slice seconds out of tape that are not in use in order to find more time to broadcast advertising
iv. Conclusions: Radio is versatile, adaptive, and viable. (172)

SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. What influence has David Sarnoff had on the influence and spread of radio?
   **Key Concept:** Golden Age, David Sarnoff, Radio networks
   **Activity:** Review the biography of David Sarnoff found at http://www.museum.tv/archives/etv/S/htmlS/sarnoffdavi/sarnoffdavi.htm (link included in the MyKit files for students). Review, too, the “Golden Age of Radio” clip attached to the MyKit. Ask students to discuss, in a one-page reflection or a journal writing, how one person could have had such an impact on an entire medium.

2. How did the early radio transmissions work?
   **Key Concept:** Marconi wireless, Morse Code
   **Activity:** Review the official timeline of the development of radio technology at the FCC site, located at http://www.fcc.gov/omd/history/radio/., and the history of the use of Morse code, located at http://www.spacetoday.org/History/RadioHistory.html. In class, have students used Morse code to create messages of any length, then collect and redistribute the Morse code messages for deciphering. You might also consider using sound to achieve this by stationing students at opposite ends of the room with an easy-to-make transmitter-and-receiver (such as two paper cups tied together with string). This illustrates the process of sound traveling over a wire.

3. What is the attraction of a purely audio-based medium? What might it have been like to listen?
   **Key Concept:** Golden Age
   **Activity:** Ask students to set aside all materials, then play FDR’s radio address regarding the motion picture industry and Mae West’s 1933 interview, muting any video that accompanies the clips. Both of these are available in the MyKit that accompanies this text. Ask students to reflect on the experience in a one-page journaling assignment.
DISCUSSION QUESTIONS: (tied to the boxed materials)

1. USES AND GRATIFICATION THEORY (158): What do you get out of listening to the radio? Why do you tune in? Extend this question to all the media you consume. For what purpose do you watch TV? Movies? Go online? What needs to these things fulfill for you?

2. MEDIA LEADERS INSIGHTS: RADIO: Dick Meyer says, “Commercial radio is in deep trouble, and what it is producing right now is rarely something I can imagine giving a career to. I think public radio has the possibility of becoming bigger and more influential than it ever has been in America—but online. Thinking about a radio career wholly separate from an online career is a recipe for frustration.” (163) Why do you think this is? What do you think of his statement?
CHAPTER 8

TELEVISION: THE MOST INFLUENTIAL MEDIUM

CHAPTER SUMMARY:

Television grew out of experiments with sending pictures by radio after World War I. It was not until electronic scanning was developed that television became practical. The first patent for an electronic television was awarded to Philo T. Farnsworth; another inventor, Vladimir Zworykin, also invented an electronic system, but Farnsworth won subsequent court battles for the patent. By 1932, a television transmitter had been set up in the Empire State Building in New York City. A few hundred amateur enthusiasts could get signals in the New York area. By 1940, television was capable of becoming a mass medium for home use. World War II production needs temporarily halted the development of the new medium. Rapid adoption of television in homes began just after the war; between 1950 and 1960, nearly 90 percent of American households acquired a set, in spite of an FCC freeze on licensing and construction of new television stations. Television quickly was adapted by families and changed family behavior patterns. Color sets replaced black and white sets in the 1970s. Two periods claim the title of the “golden age” of television; the first, based on popularity of television personalities, is set between 1950 and 1960. The second, based on the dominance and profitability of television shows, is set between 1960 and 1985. Cable became a major influence on the industry in the 1980s. VCRs, developed in the 1950s, grew to prominence in the 1980s. The industry is undergoing significant changes in the face of the digital revolution. Large corporations and conglomerates are taking over individual television stations as well as large television networks. Original networks have lost advertising dollars to cable. The industry continues to evolve as new technologies such as high-definition television take hold.

CHAPTER LEARNING OBJECTIVES:

1. To understand the history and context of the television industry.
2. To identify the major inventions, people and points in television history.
3. To examine the changes in the industry in recent years.
4. To identify the challenges and opportunities new digital technologies bring to the television industry.

CHAPTER OUTLINE:

I. Introduction
   a. Television survives with its increased use of and capitalization on digital technologies (176)

II. Cultural Influence of Television (176)
   a. Medium of enormous power and influence
      i. It is a medium, a technology, a platform, a communication system, and an industry
      ii. Fulfills all major functions of communication
      iii. Seen mainly as fulfilling the entertainment function.
      iv. Invention an technology have played critical roles in television’s development

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b. Impacts and influences people’s thinking, attitudes and behavior (177)
   i. This is a continuous subject for debate, study and research

c. Television, as with other 21st century media, is converging with other media

d. Television was born in controversy and remains controversial.

e. TV quickly became and remains America’s favorite, and arguably most
   influential, medium of entertainment and information.

III. The Birth of Television (178)

a. Paul Nipkow, 1884: Experimented with a rotating disk that had small holes
   in a spiral pattern; it could reflect light in patterns as images.

b. Developing an Electronic System (178)
   i. 1922: Philo T. Farnsworth, in high school, created diagrams for
      electronic circuits that would make it possible to transmit and
      receive moving pictures over the air.
   ii. Vladimir K. Zworykin, same period, came up with similar models in
      Russia.
   iii. 1925: Zworykin moves to California and starts experimenting
   iv. 1927: Farnsworth makes first broadcasts.
   v. Patent fight between Farnsworth and RCA; Farnsworth held out for a
      lucrative royalty settlement
   vi. John Logie Baird invented a system at the same time that was
      adopted by the BBC in the U.K.

c. The Early Broadcasts (180)
   i. 1927: A picture of Herbert Hoover appeared on experimental
      broadcast.
   ii. 1936: System tested in New York City
   iii. 1941: Licensing system in place
      1. World War II delayed the implementation of television
         broadcasting.
   iv. 1945: WWII over, companies could return to manufacturing TV

IV. The Period of Rapid Adoption (180)

a. 1946: 24 licenses for transmitters; seemed clear that TV would become truly
   important as a broadcast medium; mad scramble to take part.

b. 1948: Most taverns had TVs

c. The Big Freeze (181)
   i. 1948: FCC had issued 100 licenses
   ii. 1948 through 1952, FCC froze the market to study its transmission
       needs and come up with a master plan to govern TV’s spread (181)

d. Becoming a Nation of Television Viewers (181)
   i. 1950: less than 10 percent of American homes had TV sets; 1960: nearly 90 percent had them.
      1. FIGURE 8.1: CURVE OF ADOPTION OF TELEVISION PER
         HOUSEHOLD (182)
   2. FIGURE 8.2: HOUSEHOLD HOURS OF TELEVISION VIEWING (182)

e. The Coming of Color (183)
   i. Experimentation in color viewing as early as 1940.
   ii. By 1946, two color systems had been perfected
      1. CBS—color programming could only be seen on color sets
      2. RCA—color programming could also be seen on black-and-white sets, in black-and-white

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iii. 1967: Most network programs in color (183)

iv. BIG IDEAS: MEDIA THEORIES EXPLAINED (183)
   1. Social Expectations Theory (184)
      a. Learned expectations (provided by media exposure) concerning appropriate behavior for self and other serve as guides to action when individuals actually encounter or try to understand such groups in real life. (185)

f. Television’s First Golden Age (184)
   i. 1952-1960: Rapid growth of medium and high-quality programming

g. The Second Golden Age
   i. 1960-1980: Medium the primary form of entertainment and information, dominated by three networks: ABC, CBS, and NBC (185)

V. Alternatives to Broadcast Television (185)
a. The Spread of Cable Systems (186)
   i. Origins: Needed in areas where transmissions from a television broadcaster were interrupted by physical barriers, such as mountains or tall buildings; emerged in late 1940s and early 1950s in Pennsylvania, Oregon, and Arkansas.
   ii. Solution: put up a large community antenna in a good location, and hard-wire people’s homes via coaxial cable to that facility
   iii. Concept expanded because of better picture quality and selection.
   iv. Much litigation between cable companies and broadcast networks developed; the end result:
      1. 1979: Restrictions on cable systems relaxed.
      2. 1980: Less than 20 percent of homes wired; 2008: 98.2 percent were wired.
      3. FIGURE 8.3: PERCENT OF U.S. HOUSEHOLDS WITH CABLE TV (186)

v. Impact of cable:
   1. Reduced market share (proportion of total television viewing audience) that watches regular network TV
   2. Begun segmenting the viewing public along lines of taste and interest (187)

vi. MEDIA LEADERS INSIGHTS: TELEVISION (187-188)
   1. Chris McCumber, Senior Vice President for Marketing and Brand Strategy, USA Network

VI. VCR and DVD (189)
a. Invention of video tape systems allowed households to tape live TV programming and watch it later
   i. Viewed as serious threat by movie-makers
   ii. Fear unfounded
   iii. FIGURE 8.4: CURVE OF ADOPTION OF VCRS AND DVDS (189)

b. Direct Broadcast Satellite (190)
   i. Concept: Receive television signals directly from satellites; receivers available for many years
   ii. Today, DBS systems are undergoing strong pattern of increasing adoption

c. Digital Television Arrives (190)
i. Digital: A method of signal representation with specific numeric values (as opposed to analog, which has continuously fluctuation current or voltage)

ii. A truly revolutionary development
   1. Means better picture and sound quality and interactive feedback for consumers; allows producers to use more sophisticated cameras and production equipment (191)
   2. All stations switched to digital broadcast in 2009. (191)

VII. Television as a Contemporary Medium (191)
   a. The Economics of Competing Systems (192)
      i. Television signals received from local stations over the air or on cable; these stations still the backbone of the system.
      ii. Barter syndication: free programming for independent stations that has advertising already inserted.
         1. Local stations get their programming taped from program syndicators who sell it.
      iii. Competition among content deliverers (stations and productions) is intense, and is central to understanding the economics of television
      iv. Advertisers pay larger fees for programs that reach a larger audience; programs need to be popular with an audience to command those fees (and thus make money) (193)
         1. Ratings: degree to which a program is popular with an audience, measured by share of the audience on a given night
         2. Law of large numbers: The more audience members a program attracts, the more valuable it is to the advertiser.
      v. Such measures as the Nielsen ratings are now undergoing challenge by consumers, scholars, and advertisers. (193)

b. The Content Producers (193)
   i. Television networks produce much of the content that appears on television.
   ii. Networks have expensive business and programming divisions.
   iii. Television schedules evolve through a development cycle that begins with a concept, moves to script development and then goes on to pilot production, to audience testing. (194)
   iv. Finally, an initial 13-week commitment goes forward while executives wait to see its ratings.
      1. TABLE 8.1: TOP TEN PROGRAMS—REGULARLY SCHEDULED (FOR 2008) (194)
   v. No one can predict what will catch on with an audience.

c. Television Content and Genres (194)
   i. Main TV program formats include:
      1. News
      2. News-Talk (195)
      3. Late Night/Variety
      4. Daytime programming
      5. Situation Comedies
      6. Dramatic Programs
      7. Reality programs
      8. Children’s programs
      9. Sports

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10. Documentaries and docudrama
11. Movies
12. Home shopping (196)
13. Specials and events
14. Cultural programs

ii. FIGURE 8.5: MOST FREQUENTLY WATCHED TELEVISION PROGRAM TYPES (197)

d. The Television Industry in Transition (196)
   i. Now a global industry
   ii. Television profits are a function of the total revenues of the whole industry, not just a program or two.
   iii. While much is known about the social, cultural, and economic structure of the American population, less is known about the actual composition of television audiences
      1. **Market:** a community and contiguous area in which a substantial number of people live who can be reached by a station’s signal. (197)

e. Emerging Trends in Television (197)
   i. Many television, cable, and satellite platforms are merging with digital, on-demand and Internet platforms.
      1. Sites like Hulu and NBC Rewind allow viewers to receive programming on home computers
   ii. TV’s story remains one of connections and continuity, with new developments in technology, programming, and business models. (198)

SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. How influential is television in everyday life?
   **Key Concepts:** Social Expectations Theory, TV program types and genres, Reality TV
   **Activity:** In class, show clips from various current reality TV programs featuring college-age actors or people. Ask students to identify the behaviors of the people shown in these clips (MTV’s Spring Break coverage is usually a good place to start, as are MTV’s Jackass programs). In small groups, have students discuss the potential influence of these images on their behaviors or the behaviors of their peers. Do they agree with the contention that people learn how to behave in situations unfamiliar to them by watching media programming?

2. How do markets, shares, and ratings work? What’s involved with keeping track of ratings?
   **Key Concepts:** Ratings, Economics of television, Home video
   **Activity:** Ask students to log their television viewing for one week. Compile in class. What programs were most popular among these students? Compare and contrast their assessment with that week’s overall national assessment (published weekly in TV Guide or similar publications). To what degree do their “ratings” agree with the national ratings? Where did your students watch television? Did students watch in real time? Discuss the market for college-aged students and how it differs from the national audience.
3. How did television evolve? And what do you think the future holds for television?

**Key Concepts:** Golden Ages of television, Television technologies

Activity: Have students view and compile their own timelines from the information available in the text or online at [http://americanhistory.si.edu/collections/subject_detail.cfm?key=32&colkey=10](http://americanhistory.si.edu/collections/subject_detail.cfm?key=32&colkey=10) and at [http://www.fcc.gov/omd/history/tv/](http://www.fcc.gov/omd/history/tv/). Both links are available to students in the MyKit. Discuss in class.

4. What production decisions go into current television programming?

**Key Concepts:** Programming, News cycles

Activity: Have students view on their own, or show in class, one of the three ABC Nightline videos available in the MyKit that focus on how media work with disasters, voting, or violent images. Each deals with a contemporary issue facing programmers of television. Ask students to evaluate the issue themselves in a one-page journal writing or reflection.

DISCUSSION QUESTIONS: (tied to the boxed materials)

1. SOCIAL EXPECTATIONS THEORY (183): How did you learn how to behave in a college environment? What portion of your own behavior did you learn from watching TV and other entertainment programming?

2. MEDIA LEADERS INSIGHTS: CHRIS MCCUMBER (187): Mr. McCumber said, “While no one knows exactly how the digital future is going to play out, the one thing we do know is that the more access our audience has to our characters, the more they want to consume our content.” In what ways can television programmers reach out to their audiences to allow them access to those characters? And do you think that’s a successful strategy for retaining viewers? Why or why not?
CHAPTER 9

NEWS, JOURNALISM AND PUBLIC AFFAIRS

CHAPTER SUMMARY:

Digital technologies have speeded up the transmission, pace, and delivery of news and have rendered obsolete much of the traditional “appointment” media, where the medium dictated when people read or viewed the news. News is now delivered 24/7 across all channels from Internet websites and blogs to newspapers, magazines, radio and TV stations, all of which harness digital technologies. Such technologies have also altered the scope, topics, sources and impact of news. Social and human values influence and help structure the news; among them are impact, timeliness, prominence, proximity, the bizarre, conflict and currency. News is often packaged in a way that reflects journalistic styles, standards, and trends. The digital age has allowed for the development of citizen journalism, where any individual can go online, do reporting or question others’ reports, and have an impact on news across other channels, too.

CHAPTER LEARNING OBJECTIVES:

1. To understand the purpose, scope and standards of journalism.
2. To understand and define “news.”
3. To identify the social and human values underlying the construction of “news”.
4. To identify the different styles of news delivery.
5. To identify and understand the social and cultural influences on and functions of the news.
6. To identify and understand the challenges and opportunities new digital technologies have brought to journalism.

CHAPTER OUTLINE:

I. Introduction (202)
   a. Impact of the digital age on news:
      i. Increased the pace and hunger for it
      ii. Changed where people get it
      iii. Created new categories of journalism
         1. Citizen journalism: “news” reports from peers and other ordinary individuals (202)
         2. FIGURE 9.1: WHERE DO YOU GET MOST OF YOUR NATIONAL AND INTERNATIONAL NEWS? (202)
         3. FIGURE 9.2: INTERNET RIVALS TV AS MAIN NEWS SOURCE FOR YOUNG PEOPLE (203)

II. News: The Information Function of the Press (203)
   a. Defining news: current or fresh knowledge about an event or subject that is gathered, processed, and disseminated via a medium to a significant number of interested people. (203)
      i. Gathered, processed, disseminated, and public: All key words in the news process. (204)
         1. Gather relevant facts or details
         2. Prepare them into stories judged to be newsworthy
3. Transmit those actions via a mass medium to an audience
4. Audience attends to and comprehends what has been presented (204)

ii. Also thought of as “surveillance function of the media”—press keeps its eye on what is going on for citizens and produces reliable reports about what appears to be important.

b. Categories for Surveillance (204)
   i. Territories, topics, and organization. (204)
      1. Geographic regions
      2. Classifications on specialized topics such as politics, economy, sciences
      3. Organizations from which facts are often obtained; sources include government institutions like City Hall (205)
   ii. Time as a category (205)
      1. Within any of the previous categories, decisions can be made based on extension of the story through time
         a. Spot news: Happening now
         b. Developing: Stories that occur in states
         c. Continuing: Ongoing events are reported as happening
   iii. Hard vs. Soft News (206)
      1. Hard news: Fresh happenings reported to the public as they occur
      2. Soft news: “human interest” or other stories that are not restricted to a particular day or time, such as lifestyle stories

c. How Facts Become Distorted (206)
   i. Reporters obtain their stories through several means:
      1. Direct observation: being on the spot to see the news
      2. Reports of witnesses: talking to people to did see the news
      3. News releases: prepared handouts provided to reporters in electronic form, video or on paper by an organization to sum up an “official” version of the event or situation
      4. Published documents: reports of varied groups, such as businesses or educational institutions, found in libraries and through other sources. (206)
      5. Public records: court documents, property ownership records and so on. (207)

III. Encoding Strategies: Packaging the News (207)
   a. Encoding: The process of breaking down a story into its component parts, then arranging, composing, storing and disseminating the story in the particular style and practice demanded of it and the medium. (207)
   b. Traditional News Values (208)
      i. Guide editors and news directors in making final decision about what to print, put on the air, or put on the Net.
      1. Impact: the number of people whose lives will be influenced in some way by the story
      2. Timeliness: the news is fresh
      3. Prominence: stories about people in the public eye
      4. Proximity: stories in one’s home community
5. The bizarre: stories documenting something out of the ordinary
6. Conflict: any strife or controversy
7. Currency: the story pertains to issues or topics that are spotlighted as public concerns. (209)

c. Story Formats (209)
   i. Print:
      1. Inverted pyramid: Arranges the “Who, What, Where, When Why and How” of a story with the most important information first. (210)
   ii. Electronic:
      1. Word story: read by anchor at desk
      2. Stand-up: anchor switches to reporter in the field
      3. Stand-up with package: reporter interviews someone at scene. (210)

IV. Journalistic Styles (210)
   a. Sensational or Tabloid Journalism (210)
      i. (1890s to 1920): stresses shocking details, bizarre events, and transgressions of social norms.
   b. Objective or Impartial Journalism (211)
      i. (1920-1950+): has three aims
         1. separates fact from opinion
         2. presents an emotionally detached view of the news
         3. strives for fairness and balance, giving both sides an opportunity to reply in a way that offers full information to an audience (211)
   c. Critical, Interpretive Journalism
      i. Instead of just reporting what is said, reporters interpret and uncover the meanings behind what is said and try to counter false or misleading information. (211)
   d. Literary or “New” Journalism: (212)
      i. (1960s-1970s): Uses literary technique to tell nonfiction stories; includes things like scene-setting and extended dialogue.
   e. Advocacy Journalism (212)
      i. Telling stories in such a way as to promote a particular position
   f. Precision Journalism (213)
      i. Computer-assisted reporting or computer-assisted investigative reporting that makes use of some of the methods of the social sciences to gather and analyze quantitative information for the purposes of preparing news stories.
   g. Civic or Public Affairs Journalism (213)
      i. (1990s): stories aimed at diagnosing and helping solve community problems
   h. Citizen Journalism, Blogging, and the Demonstration of News (214)
      i. Reporting that involves everyday people producing news reports as citizens participating in a democracy; includes audience participation.
      ii. FIGURE 9.3: BROADCAST: TOP-DOWN NEWS VS. BOTTOM-UP NEWS (214)
   i. Satirical or Humor Journalism (215)

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i. Using authentic news from standard sources and presenting them with a humorous or satirical twist or tone.

V. Social and Cultural Influences on the News (215)

a. Two sets of cultural factors affect news decisions:
   i. The Social Organization of Newspapers (216)
      1. SEE IMAGE P 216
      2. Gatekeeping: the process of selecting and eliminating details or entire stories from the whole of all news for the day in order to present relevant news for a specific audience.
      3. Individuals at all level of the newspaper make decisions about what will and won't get into a newspaper.
      4. Greatly affects the construction of reality reported by the press (216)

ii. Consequences of the Profit Motive (217)
   1. News is viewed as content and commodity to bring in revenues.
   2. News costs a great deal to gather and disseminate.
   3. Corporate pressure requires news "sell" to an audience so that profits remain steady.
   4. Affects the quality and content of news (218)

VI. Social and Cultural Functions of the News (218)

a. The Market Approach: News as a Product
   i. Devotes resources to understanding what an audience wants in a news medium, then makes certain it serves those interests.
   ii. Markets news a product to its audience (218)

b. The Adversarial Approach: Watchdogs of the Public Interest (219)
   i. Most honored tradition in journalism; press increases accountability of government and the private sector by exposing unsatisfactory conditions in both institutions.
      1. Traditional Investigative reporting: newsgathering in which the reporter probes deeply into a situation and assembles evidence that discloses whether or not there is something unusual, unethical, illegal, or even outrageous going on.
      2. Defined as: reporting, through one's own work product and initiative, matters of importance that some persons or organizations wish to keep secret (219).

c. The Agenda-Setting Function of the News Media
   i. BIG IDEAS: MEDIA THEORIES EXPLAINED
      1. The Agenda-Setting Theory of The Media
         a. As politicians become aware of the public's ranking of importance concerning public issues, as published by the press, that ranking can influence the policymaking agenda of leaders and legislators (221-222)
      ii. Final stage of constructing the daily news: Deciding which stories to present to the public and the degree of prominence they deserve (or, agenda-setting).
      iii. Surveys of readers show that they agree with the agenda-setting decisions made by newsmakers.
      iv. Agenda-setting can have a profound influence on the direction the nation takes in developing new policies and laws (222)
SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. What is the process of investigative reporting, and how has it changed?
   **Key Concepts:** Investigative reporting, Journalistic styles, Digital revolution, Profit motive
   **Activity:** In class, show the film *All the President’s Men*, which chronicles the development of the Watergate story by *Washington Post* journalists Bob Woodward and Carl Bernstein. When the lights come up, have students break into small groups to discuss their perceptions of investigative journalism. Have them identify, too, the tools used in the 1970s to conduct the investigation, and the tools they could use today to conduct the same investigation. How do they differ, if at all? Would Woodward and Bernstein be allowed to pursue this kind of story today?

2. How are contemporary print media produced?
   **Key Concepts:** Media organization; social influences of the media; gatekeeping
   **Activity:** This is an ideal opportunity to invite a guest speaker from the local newspaper, perhaps the publisher or a news editor, to talk to students about the challenges and opportunities of contemporary journalism. Alternately, arrange a field trip to tour the local newspaper or a local television station to get a behind-the-scenes look at the production of a news broadcast or newspaper. Have students journal about their experiences.

3. How do news decisions get made? What news values are incorporated into news decision-making?
   **Key Concepts:** Gatekeeping, news values, social and cultural functions of news
   **Activity:** Choose a story in the local newspaper that has been a continually updated story. Have students trace the origins of that story, then follow it for the term. In a paper, have them analyze the story. What news values influenced its original publication? What keeps the story in the public eye? Do students agree or disagree with its importance, and why?

4. How does the economics of media affect the kinds of stories that are told? How has the digital revolution affected the press?
   **Key Concepts:** Economics of media
   **Activity:** In class, show the PBS Frontline documentary “News War” (link available on MyKit to the digital online version). In small groups, discuss the implications of the documentary on the state of contemporary journalism and public affairs.

DISCUSSION QUESTIONS: (tied to the boxed materials)

1. AGENDA-SETTING THEORY OF MEDIA (221-222): To what degree do you agree with media-makers about the general importance of each topic in the press? Rank the top three issues you think the press ought to be covering. Rank the top three issues that you think the press is covering. How do these lists compare and contrast? What do you think of the contention that such attention can influence public policy?
CHAPTER 10

POPULAR CULTURE: ENTERTAINMENT, SPORTS, AND MUSIC

CHAPTER SUMMARY:

A great need for popular culture was created by the Industrial Revolution of the nineteenth century, as factories with regular workdays defined and expanded leisure time. Much of today's mass media content is popular culture that is sold for a profit and integral to the economics of media. Popular culture is mass-communicated messages that make limited intellectual and aesthetic demands, or content that is designed to amuse and entertain some audiences. It's important to take popular culture seriously because it reaches almost all of the public in one form or another, influences the way we think, act, dress or relate to others, and has a tremendous economic impact on the media. People have debated the artistic merits of media-produced culture and its impact on society for generations, disagreeing on whether deliberately manufactured mass "art" is blasphemy or blessing. Folk art consists of products that are developed spontaneously among anonymous people. Elite art is deliberately produced by talented and creative individuals who often gain great personal recognition for their achievements. Many critics maintain that both folk and elite art are threatened by a more inferior category called kitsch. Viewing media-created heroes is one way to access theory of popular culture. Such theory also makes assumptions about taste levels among the public; several different levels of taste exist. The largest of these is the lower-middle level, which has the greatest aggregate purchasing power. Feature syndicates play an important role in bringing entertainment content to newspapers. Sports are a form of popular culture deeply rooted in modern society, and music is a critical indicator of popular culture, expressing the values and references of different generations. However, sports as a category get more media attention than any other category of popular culture.

CHAPTER LEARNING OBJECTIVES:

1. To identify and define the significance of popular culture in the study of mass media.
2. To understand the influence of mass-produced popular culture on contemporary audiences.
3. To identify and define a structure for understanding such influence.
4. To identify and understand dominate theory of popular culture.
5. To identify and define the forms of popular culture that get the most media attention.

CHAPTER OUTLINE:

I. Introduction (226)
   a. Forms and content of popular culture in a digital world many and varied.
   b. Popular culture: the totality of popular social and artistic expression; sometimes referred to as culture "you buy". (226)
II. The Nature and Importance of Popular Culture
   a. The Media and Popular Culture (227)
i. Media produced to be consumed by the largest audience possible, with pleasurable, easily understood fare
   1. **Lowbrow**: a person of vulgar or uncultivated tastes
   2. **Highbrow**: a person who aspires to a high level of cultivation and learning
   3. **Middlebrow**: a person who accepted and sometimes celebrated mediocre fare somewhere between the other two

ii. Popular culture is big business, distributed through new and traditional media.
   1. Media are channels; pop culture are the contents

b. Defining Popular Culture (227)
   i. Many definitions exist; however, text defines as:
      1. **Popular culture**: Mass-communicated messages that make limited intellectual and aesthetic demands—content that is designed to amuse and entertain media audiences. (228)

c. The Importance of Popular Culture
   i. Importance a matter of great debate; arguments exist for the creation of multiple dimensions of popular culture that do not distinguish between "high" and "low."
   
   ii. Various views of pop culture:
      1. Quantitative: Literary works once considered high culture now are spread into various media forms that can be quantified (such as spread of *Harry Potter* across varied platforms).
      2. The Left Overs: Remnants of what was once specialized or limited interest, reintroduced as nostalgia, harking to a glorious past. (229)
      3. The Mass Culture: Quickly manufactured items for mass consumption, without regard for taste or quality.
      4. The "Authentic": Anything that ordinary people create, use, or adopt that becomes popular.
      5. The Political: The result of friction created when subordinated groups resist the interests of influential groups.

iii. Reasons for studying popular culture:
   1. It offers delight for everyone.
   2. It reflects and influences human life.
   3. It spreads specific ideas and ideology internationally
   4. It raises far-reaching policy questions, challenging education, and research.
   5. It is us. (229)

iv. Today's pop culture may become tomorrow's high culture.

v. Two kinds of media research closely follow popular culture (230)
   1. Heroes: Study of popular heroes in a given period (such as film stars)
   2. Images: Learning about cultures through popular culture images of them (and the challenges involved with doing so) (230)

d. Critiques of Popular Culture (230)
   i. Too much consumption may have negative impact on viewers

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II. Popular Culture 

i. Popular culture is too commercial
ii. Pop culture provides too much “lowbrow” entertainment.
iii. The U.S. spreads too much of its popular culture messages to other cultures. (230)

III. Popular Culture as Entertainment (231)

a. Media Influences on Consumer Art (231)
   i. Spread of “unsophisticated” material (such as comic strips and romance novels) fascinates many
   ii. The artistic merits of such materials remain a source of debate
   iii. Media criticism reaches conclusions based on personal opinions and values, rather than on scientific data collection
b. Cultural Content and Tastes Levels (232)
   i. One theory of mass-communicated (and mediated) popular culture evolves from discussion of:
      1. The merits of various forms
      2. The levels of cultural taste that characterize segments of the American population served by these mediums
   ii. Categories open to interpretation, but help to structure the discussion
   iii. Folk art: artistic products developed out of the spontaneous effort of anonymous people; unsophisticated, localized, and natural
   iv. Elite art: products represent “high culture” deliberately produced by talented and creative individuals who often gain recognition for their achievements; thematically and technically complex.
   v. Kitsch: “tragically inferior” products of privately owned, profit-oriented media; unsophisticated, simplistic, and trivial. (232)
      1. Criticisms of kitsch: (233)
         a. It mines folk and elite art for crass commercial purposes
         b. Competes for the attention of everyone
         c. Blurs distinctions between other types of art
         d. Exploits media and robs citizens of chance to acquire higher tastes
      2. Heroes of media as kitsch: (234)
         a. Early heroes were real people who performed deeds that had truly significant impacts on history
         b. Today, heroes are made by media from fictionalized characters, or from real people performing for the media
            i. Batman, Superman
            ii. Pop singers, sports heroes
         c. Charge: media heroes diminish interest in the accomplishments of real-life people and achievements (236)
      3. Whether kitsch is a “threat” to the public is a matter of personal judgment. (236)
c. “Taste Publics” as Markets for Media Presentations (236)
   i. Theory makes important assumptions about taste levels among the public.
1. **High-culture** taste public: likes products of “serious” writers, artist, and composers; seldom found in mass communication; members of this public consider themselves elite and exclusive

2. **Upper-middle taste public**: concentrated in the upper-middle socioeconomic class, well educated and relatively affluent people who are neither creators or critics; consume literature, music, theater, and other art that is accepted as “good” (236)

3. **Lower-middle taste public**: largest number of Americans; has sufficient income to purchase most media-advertised products; often consciously rejects high and upper-middle taste public products. (237)

4. **Low culture taste public**: skilled and semi-skilled blue-collar workers; education at vocational schools or less; prefers action in its entertainment.

5. **Quasi-folk taste public**: bottom of socioeconomic ladder; people are poor with little education; larger portion nonwhite or rural; plays minor role in shaping media content because its purchasing power is too low (237)

ii. **ALL CATEGORIES ARE EXTREMELY ELITIST AND USED ONLY FOR THEIR VALUE IN ASSESSING MEDIA AUDIENCES, TASTES AND CHOICES (238)**

iii. **BIG IDEAS: MEDIA THEORIES EXPLAINED**: (238)

1. **CRITICAL CULTURAL THEORY**
   a. Those who control the media are deliberately or unwittingly exploiting audiences for their own benefit by using the media to reinforce the capitalist ideology—thereby keeping their audiences bound to the system and avoiding challenges to their power. (238)

   d. Implications of Popular Culture Theory (239)
      i. Media must continue to produce content that appeals to the largest taste publics
      ii. That content attracts attention that media sell to sponsors in order to stay in business. (239)

IV. **Entertainment Media and Popular Culture (239)**

   i. There is no true entertainment that does not transmit some sort of information
   ii. Entertainment media remain best expressions of popular culture

b. **Sports Media: Content and Culture (240)**

   i. Deeply rooted in modern society; claim to fame comes through media and through advertising.
   ii. Sports culture industry: sales of toys, games, cards, calendars, clothing, and such.
   iii. Sports coverage occupies 20 percent of all newspaper space and 25 percent of television’s weekend and special-event coverage
   iv. Sports and media industries grew up together from the industrial revolution, during which people began to have more leisure time (240)
v. Henry Chadwick: “Father of the Game” of baseball; sports writer in New York, b. in England in 1824 (241)
vi. Sports writing and broadcasting grew from this type of reporting and writing
vii. Television revenues took sports from a mostly local, modest enterprise to a billion-dollar business.
c. Sports and Their Significance (242)
i. Today: occupies a large percentage of time and space in print and electronic media, and accounts for large revenues
ii. Specific sports media are part of larger industries and live by their rules
   1. Example: TV networks have sports divisions
   2. Sports magazines also run online
iii. Various taste publics favor different sports
iv. Olympic games bring sports international attention (243)
d. Music Media Content and Culture (243)
i. Music one of most distinct aspects of popular culture
ii. Music has a long history within different contexts
iii. Each generation has its own music
iv. Today: Music has a distinct industry
   1. Recorded music industry acquired and developed artists, secured copyright and ownership rules, and controlled production and distribution of the music
   2. Changed with advent of Internet, which allowed music downloading, circumventing the system
      a. Napster case, summer 2000; still in the courts
      b. Downloading illegal
   3. MEDIA LEADERS INSIGHTS: MUSIC, MEDIA AND POPULAR CULTURE (244)
      a. Michael Joseloff, Vice President for Affiliate Relations and Marketing, MTV Networks (244-245)
e. Music as Popular Culture (246)
i. Music as an industry faces the same shifts that other media industries do, and must meet those challenges (246)
f. The Importance of Music (246)
i. The kind of music offered by a medium largely signals the audience it seeks
ii. Demonstrated with radio formats
iii. Many people have musical tastes that cross over various forms of taste publics and categories (246)
g. Video Games in Popular Culture (246)
i. As a media force, now rival motion picture production
ii. Now a billion-dollar industry
iii. Place in popular culture seems assured
   1. TABLE 10.1: BEST-SELLING VIDEO GAMES OF ALL TIME (247)
   2. TABLE 10.2: BEST-SELLING VIDEO GAMES OF 2008 (247)
iv. History includes early arcade games, console games, university mainframes, home computers, handheld devices, and mobile devices.
v. First mostly played by students and young adults, but spread to children.
vi. Advances in technology made easier to use. (248)
vi. Gaming and social networking are closely related.
viii. Video games have inspired a critical literature that assesses their beneficial and potentially hazardous effects.
ix. Video games are a worldwide force in popular culture. (248)
x. Video games are now a part of everyday life. (249)

SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. In what ways are the characterizations of taste publics “right”? In what ways are they “wrong”?

   **Key Concepts**: Taste publics, cultural content, kitsch

   **Activity**: This is a critical thinking exercise. In class, take five minutes to allow students to identify the “taste publics” to which they belong. Start the exercise by saying they must categorize themselves into one of the five main taste publics – high, upper-middle, lower-middle, low, and quasi-folk. Students may get frustrated at this point. Allow yourself to be talked into letting them choose more than one taste public to identify with. Then ask: How challenging is this exercise? What does it say about these characterizations? Note that the categories as identified in the text (through scholarship) are classist, and viewed primarily through an elite lens. What flaws do students see with this reasoning? Be prepared for a contentious debate.

2. What influence has music had on popular culture, and vice versa?

   **Key Concepts**: Music, taste publics, Critical Cultural Theory

   **Activity**: View the two clips in the MyKit package about hip hop: Nightline’s “Hip Hop and Violence” and “Kanye West: Hip-Hop’s ‘Creative Genius.’” In small groups, have students discuss the influence and impact of hip-hop on culture, and of culture on hip-hop. Then, ask them to identify other types of music and their influences and culture, and culture’s influence on the music. (This works pretty well with all kinds of music, but Bob Dylan, Toby Keith, Merle Haggard, and Shania Twain make good starting points.) Finally, ask students to identify the music they currently own. What appeals to them about this music? How are they affected by it? What can they learn from this exercise? Finally, discuss, as a large group, this information in the context of Critical Cultural Theory. Does the fact that we each pay for the music make it any less powerful culturally?

3. Of what value is kitsch to culture?

   **Key Concepts**: Kitsch, taste publics, cultural content

   **Activity**: Designate a day in which each student will bring a favorite piece of mass-produced popular culture to class. Make no restrictions on what can be brought (with the possible exception of live animals). Make the day a kind of show-and-tell. Have each student present their object and answer the following questions in doing so: What did it cost? Why did you want it? Of what significance is it to you? When all students are finished presenting, have them break up into small groups to discuss the concept of kitsch. Does it truly pose a threat to public taste? Follow through with a one-page journal writing exercise.
DISCUSSION QUESTIONS: (tied to the boxed materials)

1. CRITICAL CULTURAL THEORY (238): This theory makes a number of assumptions about media audiences and their culpability in media production. What do you think about its overall argument? Do media industries exploit audiences for profit? If so, what does that say about the individuality of audience members who allow themselves to be exploited? Are media industries inherently “wrong” to mass produce popular culture entertainment?

2. MUSIC, MEDIA AND POPULAR CULTURE (244-245): Mr. Joseloff says, “Ultimately, we are human beings. If digital continues to make our lives easier and fulfills basic human needs in the right way, then it will succeed.” In what ways do digital technologies make your lives easier? What forms of popular culture succeed only because of their digital nature? What kind of impact do these forms have on audiences? On individuals? On yourself?
CHAPTER 11

ADVERTISING: USING MEDIA IN THE MARKETPLACE+

CHAPTER SUMMARY:

Advertising is involved in virtually all aspects of digital communication in its creation, development and distribution. Advertising agencies make heavy use of digital media, and there are even digital agencies. Social networking and search advertising are highly touted and growing in the midst of virtually all media integrating digital technologies. Advertising is a form of controlled communication about a particular product or service which attempts to persuade an appropriate audience, through the use of a variety of appeals and strategies, to adopt a belief or make a decision to perform an action, such as to buy or use a product or service. Advertising is essential to both the nation's economy and to its mass media, as media's principal source of revenue. Advertising's history begins long ago, but it expanded greatly with the industrial revolution. As need for advertising grew, agencies were developed to provide services to both the media of the time and to those who wanted to market their products. Three such types of groups exist today: large and small "creative boutique" advertising agencies, media service organizations, and in-house advertising departments. Agencies are composed of managers, writers, artists, researchers, and other specialists. Advertising researchers study various categories of consumers, focusing on our lifestyles and the characteristics that can lead them to purchase specific products. Virtually any medium via which a persuasive message can be brought to the attention of a public can be used to transmit advertising messages. Advertisers use a variety of strategies to develop persuasive messages.

CHAPTER LEARNING OBJECTIVES:

1. To understand the context and history of advertising as an industry
2. To define and identify the major components of the advertising industry
3. To discuss and identify the strategies behind constructing persuasive messages
4. To outline and identify types of advertising research
5. To address and discuss social implications of advertising
6. To discuss the challenges and opportunities presented to advertising by digital technologies

CHAPTER OUTLINE:

I. Introduction: (253)
   a. Almost every aspect of advertising touched by digital revolution (253)
      i. Viral advertising bombards customers
      ii. Virtually every medium has digital platform and seeks out advertising
      iii. Social networking and advertising go together
   b. Capacity of the Internet has opened ways for new advertising ventures
      i. Can link advertisers with potential customers without using ad agencies or advertising media.
      1. Concept: Disintermediation, or the elimination of a mediator between advertiser and customer
   c. Advertising is "engine that keeps media economy going." (253)
II. Advertising in America: A Brief History (254)
   a. Colonial America: Ads on pamphlets, in almanacs, early newspapers, other periodicals.
      i. Abundance of product seems to drive advertising; when there is no abundance, there is no need for advertising. (254)
   b. The Industrial Revolution (255)
      i. 1800s: Advertising changed from primitive to complex
         1. PT Barnum: Understood and implemented idea that constant overblown claims, garish messages, and so forth, could bring crowds in to his circus. (255)
         2. Patent medicines: Products developed to “cure” common ills; sold from backs of wagons going from town to town
         3. The case of Lydia Pinkham’s Vegetable Compound
            a. 1875, her sons began concentrated advertising campaign to sell the mixture nationally; it succeeded
      ii. Expanding world trade and increases of the industrial revolution drove up competition, and therefore, drove up need for advertising. (255)
   c. The Development of Brands: (256)
      i. Brands do two things:
         1. Standardize products, which are then predictable for consumers
         2. Provide clear identity for advertisers, which can then use those identities to promote the product (256)
      ii. Premiums:
         1. 1851, B.T. Babbitt introduced a preformed bar of soap, wrapped in paper.
         2. Did not sell well until he offered a “premium”: Collect the papers, get a free picture. (256)
      iii. Common items required a brand in order to be competitive. (256)
      iv. FIGURE 11.1: THE COCA-COLA SLOGAN, 1886-2008 (257)
         1. A company’s slogan used in advertising connects with social trends, popular taste, and consumer aspirations. (257)
   d. Nationally Circulated General Magazines: Allowed national advertising of products (256-257)
   e. The Gendering of Consumer Culture: Nationally circulated magazines were marketed to and appealed to women. (258)
      i. Advertising-dependent magazines presented women readers with fiction that encouraged them as consumers (258)
   f. Department stores: Offered “dazzling” array of goods in large scales departments, offered and displayed attractively (258)
      1. First: Wanamaker’s, Philadelphia (1880)
      ii. All required advertising to get women into the store to purchase products
      iii. Department stores were local
      iv. Establishment of mail-order department stores made the trend grow nationally
         1. Montgomery Ward, Sears.
   v. Advertising products under brand names in a mail-order house was a major development in retailing (258)
g. Establishing the Advertising Agency (259)
   i. As industry grew, newspapers and magazines developed internal advertising departments.
   ii. Volney Parker, 1848: Established a business that acted as an intermediary between the advertisers and the media; bought large blocks of space in media and sold it more cheaply to advertisers. (first to do so)
   iii. Agencies are independent organizations that specifically provide advertising copy, creative assistance, and management of advertising strategies to large numbers of clients. (259)
   iv. Many agencies were established in New York City by 1910.

h. Advertising-Supported Modern Media (259)
   i. Radio and television were ideal to carry both national and local advertising; especially effective at doing so.
   ii. Symbiotic relationship between advertising and the media industries developed; advertising provided financial foundation for media industries to grow. (259)
   iii. By 1950s, advertising became a "deeply established social institution linking our nation's productivity, our mass media, and our consuming public." (259)

III. The Contemporary Advertising Industry (260)
   a. Acts as a facilitator between advertisers and the public
      i. Components include advertising agencies, media service organizations, suppliers of supporting services, and advertising media.
      ii. Industry has substantial economic impact (late 1990s, American businesses spent more than $126 billion per year on advertising) (261)
   iii. MEDIA LEADERS INSIGHTS: ADVERTISING/NEW MEDIA
      1. Sean Duggan, Director, East Coast Sales, MySpace (260-261)
   iv. FIGURE 11.1: U.S. AD SPENDING TOTALS BY MEDIA (262)
   v. Trend toward concentration of ownership in media also seen in advertising. (262)
   vi. System is very competitive (262)

b. Types of Advertising Agencies (263)
   i. Originated on Madison Avenue in New York.
   ii. Many local agencies now exist in smaller cities.
      1. Full-service agency: involved in planning, creation and execution, and coordination of advertising for clients; employs host of people to do all of these things, including account executives, creative people, media directors, researchers, and administrators. (263-264)
      2. Creative boutiques: has more limited goals; these are essentially the creative arm of advertising, and hired by other agencies and groups to provide creative services (265)
      3. Specialist agencies: sometimes called media service organizations, buy space in media at reasonable rates and negotiated with advertising agencies that need to use that space. (265)
4. **In-house agency or department:** works exclusively with its own firm’s products or services in a larger corporate setting; has intimate knowledge of the larger manufacturing industry of which it is a part. (266)

c. **Advertising Networks** (266)
i. Work around traditional advertising agencies by going directly to advertisers and seeking out their own platforms (or media) for delivery of their ad messages.
   1. Argue that agencies are a waste of money
   2. Work primarily with digital media instead of traditional ad media (266)

d. **Advertising Media** (266-267)
i. All standard mass media are advertising vehicles
   1. Term “media” invented by early 20th century ad agencies. (267)
   ii. **FIGURE 11.2: U.S. AD SPENDING BY MEDIUM, 2007** (267)
   iii. **FIGURE 11.3: TOP 10 ADVERTISERS, 2007** (267)
   iv. To select a medium, advertising agencies consider:
      1. Target audience
      2. Cost of advertising
      3. Effectiveness of medium for reaching their desired consumers (267)
   v. This can include traditional ads, corporate sponsorship, retail signs and displays, specialty advertising, outdoor advertising, transit advertising, business-site advertising, and other forms (268)
   vi. **BIG IDEAS: MEDIA THEORIES EXPLAINED** (269)
      1. MEDIA INFORMATION UTILITY THEORY
         a. People in urban-industrial societies become dependent on mass media to obtain the utilitarian information that they require to make many kinds of routine daily decisions. (269)

IV. **Advertising as Persuasive Communication** (270)
a. **Rhetoric:** A strategy for influencing the beliefs and actions of people
   i. Using speeches in eras when literacy was low
b. **Propaganda:** Using media to sway peoples’ commitments to such matters as loyalty to a particular leader, acceptance of a specific political system, willingness to make personal sacrifices in times of war, and so on. (270)
c. **Persuasion:** To attempt to influence others into action.
   i. **Basic issue:** define exactly what the message is intended to accomplish; inspire change:
      1. Change personal orientation about an opinion, belief, or attitude
      2. Inspire overt behavior (go out and buy a product) (271)
      3. Learn-feel-do approach.
d. **Basic Strategies for Constructing Persuasive Messages** (271)
   i. The Psychodynamic Strategy: based on individual psychological factors, either emotional or rational, that determine how a person will behave in a particular context
      1. Examples: Emotional appeals (271)
ii. The Sociocultural Strategy: Using cultural requirements of a given populace to try to persuade people to engage in other kinds of actions. (272)
   1. Build on connections, values and ideals of a given culture; associate products or concepts with those ideals.
   2. Conform-or-be-punished approach. (272)
e. Cutting Through the Clutter: The Problem of Gaining Attention (273)
   i. Ads that aren’t seen and understood by their intended audiences are wasted efforts.
   ii. Attention is a precious commodity.
   iii. Sheer volume of media and advertising means not everything will get attention; advertisers work to break through such “noise”. (273)
f. Digital Advertising Challenges (273)
   i. Began simply as static website ads or pop-ups.
   ii. Now include streaming video and graphic features that exceeded the limits of traditional ad media.
   iii. Social networking allows greater capacity to reach individuals and audiences with addressable, targeted messages tailored to specific people. (273)
   iv. Potential problems:
      1. Fragmentation
      2. Clutter
      3. Ad skipping
      4. Endless changes
      5. Audience economics (274)
v. All require better education for the industry and the consumer to be effectively addressed. (274)

V. The Role of Advertising Research (274)
   a. Accountability: Demonstrating the effectiveness of advertising to those who are paying for it.
      i. Requires research and hard, quantifiable evidence.
      ii. Much advertising effectiveness research is proprietary; it belongs to those who conducted it, and is not shared publicly.
      iii. Quantitative research exists; there’s also growth in research using ethnographic research (studying the audiences themselves through observation) (275)
b. Studying the Effects of Advertising (275)
   i. Goal: Sales.
   ii. Process consumers must go through to get to that point: (276)
      1. Awareness
      2. Comprehension
      3. Conviction
   iii. Requires basic research about audiences and media forms that is replicated or copied several times with different audiences under different circumstances. (276)
c. Consumer and Lifestyle Research (276)
   i. Consumer behavior: how needs, drives and motives affect buying, how perceptions of advertisements might vary, and what opinions,
attitudes, beliefs and prejudices should be taken into account when fashioning a message. (277)

ii. **Lifestyle research:** Changing attitudes and lifestyles that characterize potential consumers at different ages and stages. (277)

iii. **Both have applied objectives.**

1. Help stimulate sales of specific products or services. (277)

d. **Qualitative Research on Advertising** (277)

i. Draws conclusions about the impact of media commercialism on people, institutions, and society itself.

ii. Growing area; views advertising content and makes conclusions about it (277).

   1. Examples: Images of women in advertising. (278)

e. **Assessing Target Audiences in an Age of Market Segmentation** (278)

i. Advertisers isolate the particular segment of the market that is most likely to buy their products, and target their messages to that market.

ii. Makes it difficult to apply a “truth in advertising” standard; appeal is pitched to desire, not to straightforward statements about product quality. (278)

VI. **Criticism and Control of Advertising** (278)

i. These focus on attempts to regulate advertising in some way.

b. **Economic and Social Criticisms** (279)

i. Favorable view of advertising:

   1. Stimulates economic competition, which is good for the economy; encourages the development of new products, which is good for consumers.

ii. Critics:

   1. Much advertising has nothing to do with objective information; does not help consumers make wise choices

   2. People pay for advertising because its cost raises the price of goods they buy.

   3. Advertising contributes to monopolies by favoring large firms who can afford to advertise over small ones that cannot.

iii. **Economists:**

   1. Pay little attention to advertising, because they believe that consumer wants are held deeply within the human psyche. (279)

   2. Would downgrade some of most basic principles of economics if it were true that consumer wants are generated by advertising and not by human nature (280)

c. **The Issue of Children and Advertising** (280)

i. Critics:

   1. Children's advertising creates wants that cannot be fulfilled and prompts children to ask parents for many things they cannot afford; creates tension in families

ii. **Supporters:**

   1. Helps children learn to be consumers, a vital role in this economy. (280)

iii. **Key questions in studying children and advertising:**
1. To what extent do children pay attention to commercials?
2. What, if any, effects do commercials have on children's thinking processes?
3. Can they, for example, distinguish between fact and fantasy in a commercial?
4. What, if any, influence do children exert on their parents' buying as a result of a commercial? (280)

iv. Findings:
1. The younger the child, the fuller the attention paid to commercials; this attention declines with age.
2. Children do pressure their parents to buy products they've seen advertised.
3. Many questions have yet to be explored in depth, and true impact of advertising on children is unknown. (280)

d. Sources of Control (281)
   i. Regulation by government:
      1. Fraudulent and misleading advertising made a misdemeanor in most states as early as 1911.
      3. Government controls over advertising have relaxed since the mid-1980s. (281)

   ii. Industry Codes of Ethics: (281)
      1. Various advertising organizations and individual industries have developed codes and standards of practice to fight unethical advertising and deception.

   iii. Court rulings: (281)
      1. Courts have distinguished between two things in judging First Amendment rights of advertising:
         a. Advertising that promotes one's views, which is protected;
         b. Advertising designed for commercial gain, which is NOT protected.

iv. Consumer groups: (282)
1. Advertisers respond well to public criticism because they serve the public and must appeal to it.
2. Schudson suggests advertising reinforces consumer wants, serves an informational function, may be socially democratizing force, may promote dangerous products or bad values, and could survive and sell goods without promoting values, but is only "one factor among many in shaping consumer choice and human values." (282)
SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. How would you survive without any media at all?
   **Key Concepts:** Media Information Utility Theory
   **Activity:** Challenge students to go 24 hours without using or consuming any media at all. In articulating this challenge, list all the forms of media they might be tempted to use. (This is also an excellent introduction to the entire course as a journal reflection.) In the next class period, have students discuss in small groups the challenges and opportunities the 24-hour period presented them. How did they feel about their degree of knowledge about the world in the absence of any media at all? Did they need some information that they were forbidden to get? Follow through with a journal or a one to two page paper about the experience in the context of the Media Information Utility Theory.

2. How do psychodynamic and sociocultural strategies for persuasion work in practice?
   **Key Concepts:** Persuasion, propaganda, rhetoric, psychodynamic and sociocultural strategies of persuasion
   **Activity:** Divide the class into small groups, and ask each group to come up with a unique company, product, and target audience for that product. Have them write these things down on a piece of paper, then collect. Shuffle and redistribute these to the groups, so that each group has a company and product different from the one that they came up with. Have each group then come up with a psychodynamic and a sociocultural persuasion strategy for selling their assigned product. Finally, have each group pitch their strategies to the full class, using applause as a meter for the best strategies. (Small prizes may be given to the best pitches.) Have them reflect on the experience in their journals.

3. How pervasive is advertising media?
   **Key Concepts:** Clutter, Advertising media, Market segmentation, Branding
   **Activity:** This is a good in-lecture activity for the first day of this material. Stop and ask students to identify all the different forms of advertising they see in the classroom at that given moment. There may be posters, brochures, handwritten announcements on the bulletin or blackboard, or other forms of media. There also will certainly be numerous students wearing advertising, either for their school or others, or for baseball teams. Discuss the pervasiveness of such clutter and ads; discuss the utility of advertising for their particular market segment, and their importance to advertisers. (College-aged students have more disposable income than most, and advertisers look to capitalize on that.) Finally, ask students to count the number of ads they see for the rest of the day, to discuss in the next class period.

4. Why are researchers and consumer groups concerned about the influences of advertising on vulnerable populations such as children? How can these concerns be addressed?
   **Key Concepts:** Regulation of Advertising, Advertising Research
   **Activity:** This will work best in a classroom held at a time when students are bound to be hungry. Start the class by showing different commercials for food. Then ask, “Who’s hungry?” This should start an obvious discussion about the influence of those commercials on students who are already prepped to receive the messages they’re sending. (Alternately, you could begin with commercials for high-tech devices favored by college students, such as new laptops or specific video games.) Explain how this principle works, and tie it back to the discussion of Selected and Limited Effects research in previous chapters. These advertising messages have a persuasive influence because the audience is already receptive to them.
5. Why do some believe better controls for advertising need to be put into place?

**Key Concepts:** Regulation of Advertising, Ethics

**Activity:** View the ABC 20/20 video on Deception in Advertising. Ask students to reflect on and discuss the video in a one-page journaling assignment.

**DISCUSSION QUESTIONS:** (tied to the boxed materials)

1. MEDIA INFORMATION UTILITY THEORY: How much do you rely on different media to inform you about what is happening in your world? How did you know that class started at XX time today? How did you know about this college? What media do you rely on? How would you survive without any media at all?
CHAPTER 12

PUBLIC RELATIONS: INFLUENCING BELIEFS, ATTITUDES, AND ACTIONS

CHAPTER SUMMARY:

Public relations has been greatly benefited by the digital media and have developed digital media practice areas. Demands on PR are shifting as digital strategies become more necessary at a time when virtually all media are going digital with interactive involvement of many new stakeholders. Public relations can be defined as the work and outcomes of paid professional practitioners who design and transmit messages, on behalf of a client, via a variety of media to relevant and targeted audiences in an attempt to influence their beliefs, attitudes, or even actions regarding some person, organization, policy, situation, or event. Many of the communication strategies in use today have ancient origins. Most, but not all public relations efforts make extensive use of media of all kinds. Practitioners constantly try to draw attention to their clients by information transmitted by the media in news reports, talk shows, or in any form of print, online or broadcast content that can show their client in a favorable light. An uneasy relationship exists between the field of public relations and the media—more specifically, journalism. Each is dependent on the other. Lobbying can be considered a special, if controversial, form of public relations. Lobbyists use a variety of interpersonal and other communication techniques to try to influence legislators as they initiate, modify and pass laws that can have an influence on their clients. Today, there is a strong movement among its practitioners and educators to try to transform public relations into a profession. Its success will depend on how well the field meets three criteria: developing a body of sophisticated knowledge, using that knowledge for the public good within a system of ethical norms, and ensuring compliance to those norms by monitoring practitioners.

CHAPTER LEARNING OBJECTIVES:

1. To understand the history and context of public relations as a profession.
2. To identify and define the work of public relations practitioners.
3. To understand the sometimes tense relationship between public relations and journalism.
4. To spotlight a controversial area of public relations, lobbying.
5. To identify the challenges and opportunities afforded public relations by digital technologies.
6. To examine the potential for the profession of public relations.

CHAPTER OUTLINE:

1. Introduction (287)
   a. Digital public relations making an enormous impact on the field
   b. Digital PR strategies usually involve:
      i. Search engine optimization
      ii. Blogging/blogger relations
      iii. Social media.
   c. Publicity: expanding the number of people who are aware of some person, policy or program
d. **Propaganda:**persuasive communications designed to gain people’s approval concerning some action taken or planned, some individual, or some decision that has been made. (287)

e. Throughout history, efforts to change public beliefs, attitudes and behaviors through the use of effective communication strategies have been a part of human society (288)

f. **MEDIA LEADERS INSIGHTS: PUBLIC RELATIONS**
   
   i. Rebecca Lowell Edwards, Group Senior Vice President, Ruder Finn. (288-290)

II. The Development of Public Relations (289)
   
   i. Originated in part to counteract muckrakers (288)

b. Birth of a Public Relations Agency (290)
   
   i. 1900: Publicity Bureau of Boston, founded by three newspapermen
      1. Promoted a company’s causes and business interests by getting favorable stories in the newspapers and by other forms of managed communication – for a fee.
      2. Early clients: AT&T, Harvard University
   
   ii. 1911: Bureau dead; other agencies formed.

   iii. Ivy Lee: former journalist who provided pr services to help businesses communicate with the public
      1. Clients included John D. Rockefeller, Jr., and the Standard Oil Company (who needed the PR after guards fired on workers at one of his mines).

   iv. Early PR specialists were called “publicity men” or “press agents”

   v. Task: Use the media to provide the public with “interpretations” of events related to their clients.

   vi. PR has grown into a much more complex field. (291)

c. Defining Public Relations Today (291)
   
   i. PR is an organized communication process, conducted by people who make a living as professional communicators
      1. “...design and transmit messages, on behalf of a client, via a variety of media to relevant and targeted audiences in an attempt to influence their beliefs, attitudes, or even actions regarding some person, organization, policy, situation, or event.” (291)

   ii. Practitioners:
      1. People whose education and prior employment has been in a field in which writing and producing other forms of messages have been major focuses. (291)

   iii. Strategies:
      1. Scoping out the role, image and vision the client wants to achieve, and marshaling the resources to make it happen (292)

   iv. Messages:
      1. Prepare many kinds of messages for many kinds of media, including news releases and information campaigns (292)
      2. Most are routine: brochures, annual reports, and so on.
      3. Assist in preparation of news stories and other information to be released to the press. (292)

   v. Clients:

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1. Wide variety; include any institution, entity, person or corporation that needs a constant flow of publicity in order to foster beliefs about their importance on the part of the public. (292)

vi. Media:
1. Virtually every kind of medium used or communication today plays some part in activities of PR specialists
2. In some cases, prepare messages aimed at damage control; offering information to the public and helping management focus on the steps the public sees as making it take responsibility for its actions.
   a. Examples: Tylenol crisis of 1982; Jeremiah Wright and President Barack Obama's campaign, 2008 (293)

vii. Audiences: (293)
1. Messages are developed for many different categories of people.
   a. Some are broadly defined, targeting the general public.
   b. Some are more narrowly defined, information for a special group of people who needs it. (293)

viii. Influences:
1. Bottom line: Have the messages that are transmitted accomplish their purposes.
2. Goal: Inform and positively persuade audiences. (294)

d. PR-Media Interplay (294)
   i. PR is a communications process, closely related to the lessons of communication theory;
   ii. It is also a practical reality, and media are among its chief platforms for delivering messages.
   iii. Media and public relations enjoy a symbiotic relationship; each depends on the other
      1. PR practitioners provide messages to media; media rely on PR practitioners as sources for stories.

e. Public Relations versus Advertising (294-295)
   i. Main distinction: Advertisers pay for the space they use in the press; PR practitioners do not.
   ii. The goal of PR practitioners is to receive free, positive publicity for clients
   iii. PR is a set of strategies for deliberately manipulating means in ways that are not always apparent to the target audience, so as to influence the audience's interpretations of a person, group, or policy represented by the communicator. (295)

III. Public Relations Settings and Activities (295)
   i. More than a half-million people work in public relations areas in the U.S.

b. The Public Relations Industry (296)
   i. Many large international holdings have advertising and public relations firms under one room.
   ii. Important players include:
1. Public relations counselors or agencies: Take on clients and represent them by conducting PR activities on their behalves.
2. Public relations departments: Work within particular businesses, industries or other settings as part of an overall management team to provide channels for feedback from the public to management, and from management to the public.
3. Specialized consultants: carry out organized public relations within their specialty areas; specific specialties include health, transportation or insurance experts.
4. Technical communication specialists: help with actual implementation of messages in various technical formats.

(c) Major Practice Areas
i. Consumer, industrial, health, technology, financial services, government, and nonprofit.
ii. Greatest growth expected in areas of corporate reputation, digital public relations, and marketing communications. (297)
iii. Corporate social responsibility programs work with communities and nonprofits and link corporations to them, to mutual benefit. (298)

1. CSR is a growth area, also.

d) Typical Tasks and Work Assignments
i. Vary widely from one professional setting to another.
ii. Usual: Top end of the organization engages in tactical and strategic planning; lower levels perform more routine tasks involved with implementation.
iii. Such tasks include: (299)
1. Writing: producing news releases and drafting copy for other publications
2. Editing: revising and checking texts.
3. Media relations and placement: getting clients into the newspaper and on the air; coordinating media coverage of events.
4. Special events: organizing media events
5. Speaking: writing and delivering speeches to various groups on behalf of the client or organization
6. Production: working with designers and others to present material in printed or visual form.
7. Research: evaluating programs, developing questionnaires for surveys, and analyzing media coverage of an event or issue
8. Programming and counseling: Developing a plan for the client or department and giving advice about how to handle particular events or negative publicity
9. Training and management: providing training services to employees and coordinating employees of varied skills and backgrounds (299)

e) Public Relations Campaigns (299)
1. An organized way of communicating carefully designed messages with specific meanings to targeted audiences that are important to
the client, making use of a number of media to achieve its goals. (299)

ii. Four basic stages to a campaign: (300)
   1. Fact-finding and feedback: Background research on the desired audience.
   2. Planning and programming: using the information to set a broad strategy for the entire program, using timetables, budgets, and so on.
   3. Action and Communication: Implementation of the plan using actual media and appropriate publicity tools.
   4. Evaluation: Assessing how well the campaign worked by measuring changes in beliefs, attitudes, and opinions of audiences targeted; may (and should) affect future planning and campaigns. (300)

f. Managing Elections (301)
   i. PR consultants often serve as strategists and managers of election campaigns
      1. Focus efforts on polling and focus groups.
      2. Sometimes appear on TV to speak on behalf of their clients.
      3. May serve both political parties.
      4. Concept: “Spin control”: carefully controlling use of language in a campaign to ensure its interpretation by media.
      5. Political campaigning now a battleground of public relations managers who are experts of assessing public opinion and desires who can design messages that resonate with voters. (302)

ii. BIG IDEAS: MEDIA THEORIES EXPLAINED (302)
   1. TWO-STEP FLOW OF COMMUNICATION THEORY
      a. Mass communications often move in two distinct stages—from the media to opinion leaders, who attend directly to media presentations about selected topics, and then by word of mouth to other people whom they influence with their information and interpretations. (303)

IV. Public Relations and The Media (303)
   a. Two barriers exist to establishing free, positive public images for clients:
      i. Media are independent entities with their own goals, which may or may not conflict with PR desires;
      ii. Significant competition for limited space in news media exists. (303)
   b. The Gatekeeping Process (304)
      i. Gatekeeping theory: Those who select the content for the daily newspaper, news broadcast or online news site do so by using a number of criteria to decide what is newsworthy.
      ii. Those stories judged to be most important, or in which their audience will be most interested, will be given priority.
      iii. PR practitioners try to establish positive personal relationships with the gatekeepers. (304)
   c. A Relationship of Mutual Dependency (304)
      i. Both groups—the press and PR practitioners—need each other.
1. Much of the daily agenda starts with press releases and public relations specialists.
2. Reporters need news; PR specialists provide it.
3. Video News Releases (VNRs): self-serving promotional vehicles of a person or organization presented on videotape provided by practitioners to television stations; media may use verbatim, edit it heavily, or identify it as a statement. (305)
   a. Ethical problem: Identifying the source of such video.

V. Lobbying as Public Relations (305)
   a. **Lobbying**: a special form of public relations involving people employed to “influence legislators to introduce or vote for measures favorable to the interests they represent.” (305)
      i. Relies on interpersonal communication and informal contacts with those whom they try to influence.
      ii. Paid to engage in efforts to influence the beliefs, attitudes and actions of specifically defined target individuals through the use of deliberately designed messages. (306)
      iii. Federal law requires that lobbyists register with the Records and Registration Division of the Capitol Hill Lobbying Office.
      iv. Lobbyists have always been the subjects of controversy.
      v. Clients pay huge fees to be represented by dominant lobbying and public relations firms.
      vi. Lobbyists may be criticized, but they have a legitimate role in government process; they bring issues to the attention of lawmakers. (307)

VI. Public Relations as an Emerging Profession (307)
   a. Defining “profession”:
      i. Has an extensive body of sophisticated knowledge requiring a long period of formal study to learn and master.
      ii. Practitioners use that knowledge on behalf of the public within a set of ethical norms.
      iii. Practitioners monitor each other to ensure compliance with the norms, rejecting from their ranks those who engage in unethical practices. (307)
   b. Today, “professional” widely used to designate any specialized occupational group.
   c. Two major factors influence the use of this term:
      i. Degrees and degree programs in higher education within a given profession;
      ii. Systematic research and scholarly inquiry, aimed at the second criterion.
      iii. Biggest question: Applying the third criterion regarding ethics. (307)
   d. Public Relations Education (308)
      i. 1923, NYU: Edward Bernays teaches first PR course.
      ii. Early on, PR mostly taught in journalism schools.
      iii. 1947, Boston University: First formal undergraduate degree program in public relations
      iv. Today, rapidly growing area of study, and an established profession.
v. Public relations education promotes the field as a professional communications activity, produces well-educated workforces, and fosters research. (308)

e. Public Relations Research (308)
   i. Much research focuses on practical, rather than theoretical knowledge (309)
      1. Assesses the results of a particular campaign or determines the needs of a client in order to develop appropriate business strategy. (309)
   ii. Other research is drawn from body of media and communications research, such as the process of persuasion, attitudes and behavior, and agenda setting.
   iii. Three general reasons for public relations research:
      1. Understanding PR as communication
      2. Solving practical problems in the field
      3. Need to monitor the profession (309)

f. Ethical Issues and Criticisms (309)
   i. Two major issues for PR as profession:
      1. Its public image.
      2. Its need to develop and enforce a meaningful code of ethics. (309)
   ii. Field never shaken allegations of deception and misleading information. (310)
   iii. Charges have some foundation.
      1. Few unscrupulous people in PR who have questionable practices are in the public eye, and therefore highlighted.

iv. Organizations help to reduce poor practices:
   1. PRSA: Public Relations Society of America
   2. Universal Accreditation Board offers a rigorous exam to PR specialists to get an APR designation.

v. Public accountability has become an important concept for PR as a field, tied to corporate social responsibility, so the negative perceptions may change in the future. (310)

VII. The Future of the Field (310)
   a. Efforts to be considered a “profession” will continue.
   b. New digital technologies will continue to be used to help serve relevant publics, and new strategies will be developed for their use. (311)
   c. PR will continue to be an essential part of a complex future society, interwoven into its major media, activities, and affairs. (311)

SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. What kind of tasks to Public Relations practitioners perform?

   Key Concepts: Public relations specialists, “Public relations solution”

   Activity: View the list of tasks commonly performed by public relations practitioners. Fully describe these tasks, and ask students to identify, in one minute, the tasks that most appeal to them and the tasks that least appeal to them. Have them discuss the challenges and opportunities of each task in small groups, then reflect on those tasks in a journal writing.
2. What goes into the planning of a public relations campaign?

**Key Concepts:** Campaigns, PR clients

**Activity:** In small groups, have students come up with a unique client and product, and write these down on a piece of paper. Collect and redistribute these ideas to the groups. Ask each group to then identify what they need to know for stage 1 of a campaign (p 300) for that product; what they’d like to do for that product as an overall strategy (stage 2); how they’d implement it, and how they’d evaluate it (stages 3 and 4). Have each group then present their ideas to the full class, using an applause meter to determine the best overall public relations strategy.

3. How do companies respond effectively to moments of crisis?

**Key Concepts:** PR clients, Damage control

**Activity:** Have students view the series of interviews by Joan Lawrence on the recent recalls of toys made in China (available in the online MyKit). Ask them to listen to and evaluate her company’s public relations strategy to deal with the crisis. Was it effective? You may consider providing students with actual news clippings of the recall announcements and follow-ups from your local newspapers. Finally, have them reflect on this material in a one-to-two page paper.

4. Just how close is the symbiotic relationship between news and public relations?

**Key Concepts:** News release and video news release

**Activity:** Ask students to review the two VNRs available in the MyKit (Price Waterhouse Cooper and the Oscars; Ikea and Unicef). How can these VNRs be distinguished from news stories produced on the air for broadcast by news media? Take this exercise a step further by asking students to evaluate the broadcast media for a week. What stories clearly came from pre-packaged VNRs, and what stories were locally produced? Explain the “tells” to your students: VNRs offer insider access to video footage not easily gleaned from spot news teams. Finally, determine the question of sourcing. How many VNRs are used that are also identified as such?

DISCUSSION QUESTIONS: (tied to the boxed materials)

1. MEDIA LEADER INSIGHTS: PUBLIC RELATIONS: (288-289) Ms. Edwards suggests that traditional PR agencies are struggling with how to use digital technologies and incorporate them into public relations strategies. What do you think of her assessment? How can PR practitioners continue to stay on top of digital trends?

2. TWO-STEP FLOW OF COMMUNICATION THEORY: (302-303) Where do your opinions come from? To whom do you look for opinions about public events of the day? Who are your opinion leaders? Why? Examine this process by thinking about a major issue and how you understand it. How does your opinion develop?
CHAPTER 13
SOCIAL FORCES: ECONOMICS, TECHNOLOGY, AND POLICY

CHAPTER SUMMARY:

The public interest is at the center of all communication law and policy and is drawn from the First Amendment and regulatory rules. Digital integration and impact on the media is the product of social forces—especially those involving economics, technology and policy. Media revenues come mainly from advertising and user fees, such as cable subscriptions, etc. Broadcasting and narrowcasting coexist in the modern media world, although interactivity and digital communication is changing the stakes. Although most Americans approve of a free press and believe we have one, the mass media in the United States operate in a complex web of limitations arising from politics and government. The First Amendment forbids Congress to make laws restricting the freedom of the press, but that freedom often conflicts with other rights, such as the right to privacy and the right to a fair trial. Libel laws are intended to protect people from false and damaging statements made about them, and libel suits today can result in awards of millions of dollars. Obscene material is not clearly under the protection of the First Amendment. Reporters claim a right to keep their sources confidential. The courts are frequent referees when the right to a free press and other rights conflict. The FCC has the power to regulate many aspects of broadcasting but is sometimes less than vigorous in doing so. The media are largely commercial enterprises and live within the rules of the larger economy. The digital economy of the present day is partly driven by technology and communication, and has caused all media to seek innovative and alternative business models.

CHAPTER LEARNING OBJECTIVES:

1. To outline and understand the competing forces of economy, society and law that affect mass media.
2. To understand the context for how these things are changing in a digital society.
3. To identify and define the social forces that will continue to shape mass media in the future.
4. To identify and define key terms of interest to future media practitioners.

CHAPTER OUTLINE:

I. Introduction (315)
   a. We must understand the social forces that affect media, including digital media.
   b. Economy creates a climate for innovation, but new developments only occur when creative individuals invent new systems and devices.
   c. Digital media have gone through at least three phases of development (refer to Ch. 2 as well):
      i. The Beginnings: 1970s on, with early development of the Internet as massive information, storage and retrieval network.
      ii. Boom and Bust: 1994 forward, with new platform “blossoming” as personal computers were widely adopted at home; 1998-1999 saw the Internet bubble; 2000-2001 saw the dot-com crash.
iii. Rebirth: 2002-2003, comeback with new media companies evolving and old media now entering the digital market. (315)

d. All of these things foreseen by big thinkers 30 years ago—so what challenges does the future hold? (316)

II. An Interplay of Forces (316)
  a. Economy, politics, and social institutions all affect and are affected by media as an institution. (316)
  b. Things that are included in this chapter:
     i. Communication policy: An area of law and regulation that affects media industries and audiences (316)
        1. Also viewed as an organizing framework, formal and informal, of the public and private sectors in play as they cope with social development and change.
     ii. Definitions of public interest: a key term and concept required and mandated by government in various communication acts, but loosely defined, if at all.
     iii. Definitions of media’s public duty: what should and do media give back to the public?

III. Searching for the Public Interest (317)
  a. Main question: Who gets media freedom?
     i. Is this an individual, or institutional right?
     ii. Key question because of the number of individuals now acting as “media” through social networking and digital technologies, not as part of an overall media company or business as professional media-makers. (317)
  b. Print media have been largely unregulated; broadcast media have been regulated.
  c. Issue for broadcast regulation was to provide a “marketplace of ideas”:
     i. But, today this need is less relevant because nearly everyone can access a Web site and communicate their ideas, as opposed to previous eras in which few had such access. (318)
  d. Defining “public interest” had been economic; whatever interested the public was deemed to be of public interest.
     i. More subtle test: matters IN the public interest, another question all together. (318)
     ii. Broadcasters attempted to enforce standard by requiring public affairs programming, minority hiring, and equal time for political candidates. (318)

IV. Denying the Business of Media (318)
  a. Many media makers are biased against the business side of their own industry; recognize advertising as “necessary evil.”
  b. Business purpose of media was to deliver audiences to advertisers.
  c. Many did also believe that they operating a “quasi-public” institution dedicated to serving their communities or audiences.
  d. Both terms “media consumer” and “citizen” apply when discussion role of the media and its audiences.
  e. Economics of media industry remain a continual challenge (319)

V. Enter Media Economics (319)
  a. Key questions:
     1. Who owns the media?
2. Who supports the media?
3. How are media companies financed?
4. What are the financial drivers of media firms?
5. What accounts for profits and losses?
6. What inspires innovation?
7. What is the role of technology? (319)

 ii. Public opinion plays a role in regulating and legitimizing some media transactions.
 iii. Government regulating the media economy changes depending on public support and ultimate policy.
 iv. In terms of controls that shape, influence, and guide media, there is nothing more important than the economy (320)

 b. Media and the Digital Economy (320)
 i. Media industries bridge changes in the economy
   1. Originated as products of the industrial revolution
   2. Produced cultural objects that were sold to audiences
   3. News was a commodity for sale.
   4. Advertisers bought access to media consumer (321)

 ii. E-commerce: allows media consumers to buy, sell and interact with each other, rather than using traditional media as intermediaries. (321)

 iii. Distinction between "big media" and "little media"
   1. Big media: Giant communication companies and conglomerates, such as Sony, AOL-Time Warner, and Viacom, which hold multiple media platforms.
   2. Little media: Startups or entrepreneurs sometimes run by single individuals with specific singular media platforms such as websites. (321)

 iv. New business models and profit centers are under development, incorporating niche strategies to sell small, narrowly defined products to a small, narrowly defined audience. (321)

 v. BIG IDEAS: MEDIA THEORIES EXPLAINED (322)
   1. The Long Tail Theory
      a. A model for new media entrepreneurs that involves selling many of a small single product in order to profit; allows more diversity in sales.

 c. Corporate Cultures and Revenue Models (323)
   i. Law of large numbers: delivering larger and larger audiences to advertisers.
   ii. Law of right numbers: delivering specific demographic audiences requested by advertisers.
      1. "Right numbers" connects audience demographics with specific content.
      2. Also aims content at audiences with specific psychographic characteristics, such as people who want luxury goods (even though they're not in the largest income bracket). (323)

   iii. Many structures exist in media
      1. Small family firms, small-scale entrepreneurs to large corporations.

d. New Business Models for Media (323)

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i. Digital revolution has displaced some major media, such as newspapers, magazines, and television, as well as ad agencies.
   1. Offers more competition, new platforms, less revenue.

ii. Some new models are:
    1. Philanthropic funding: Getting a donor or foundation to underwrite a new project (323)
    2. Foundation model: A media firm incorporates as a foundation or nonprofit organization to leave behind the corporate model. (324)
    3. Membership model: Media enterprises are supported by membership dues, rather than by advertising.
    4. Employee ownership model: Employees of a company finance the establishment or purchase of media outlets, with stock assigned accordingly.
    5. Government subsidy model: More common in Europe; tax-exempt benefits or tax subsidies go to support media enterprises (324)

e. Free Markets and Regulatory Controls (324)
   i. Internet economic models far from settled, though seems to be advertising based
   ii. Most content on Internet is free to the user and paid for through advertisers, special interests or product manufacturers (324)
   iii. Some content is subscriber-based. (325)
      1. Internet offers the “right audience” to a broad audience that can also be small and segmented, depending on the needs of the business;
      2. Also has the advantage of interactivity.
   iv. Economic, technological, and policy considerations all interconnect, and become more or less important depending upon the issue at hand. (325)

VI. Independence with Controls (325)
   a. Communication Policy
      i. Has been described as government interface with media institutions on behalf of the public; also characterized as a more complex formulation that involves the private sector, other social institutions and interests. (325)
      ii. Controls are simple constraints to set standards and allow for resolution of disputes and for political activity. (325)

b. Controlling Objectionable Content (326)
   i. Concern today: Control of free flow of information in digital environment.
   ii. Internet poses new challenges because of its capacity to store and manipulate information.
   iii. Censorship: an official act of government to block communication.
   iv. Some argue companies’ refusal to sell some artistic materials amounts to censorship via corporate body, rather than via government act. (326)

c. Controlling Political Communication (326)
   i. Legal system still deals with news and advertising/entertainment differently.
ii. Global media system now exists in which global media companies must live within the laws of various nations in an internationally acceptable manner.
   1. Permissive media laws of the U.S. do NOT always apply abroad; this shapes what companies can do.
   2. International arguments about the Internet, intellectual property rights and satellite transmissions have occurred. (327)

d. Protecting the Public Interest (327)
   i. Deeply established tradition: U.S. news media expected to provide information, debate and opinion to the public; described as “trustees” or “representatives” of the people.
      1. This role is the **watchdog** role of the press.
      2. Also describes press as “the Fourth Estate” (the others being the judicial, legislative and executive branches of government). (327)
   ii. Such a role creates conflict between government and the press
      1. Especially true of times of war, when first “casualty” has been said to be “truth.” (327)
e. Covering the Electoral Politics (327)
   i. Election coverage also a site of conflict between government and the press.
      1. Political candidates—who, of course, have their own agenda in making such charges—levy allegations of bias and unfair portrayals against the press.
   ii. Media perform two major functions: (328)
      1. Provide a forum of communication for the nation, a commonality of interest; sets a daily agenda for public discussion.
      2. Serve as advocates and intermediaries for the citizenry as they debate the topics on the news agenda from various social, economic, and political viewpoints. (328)
   iii. News media, then, exist in atmosphere of consensus and conflict.
   iv. The press sees itself as non-ideological entities, or instruments of fairness and impartiality in a world of self-serving politicians and government officials. (328)
   v. U.S. press is largely politically independent and generally nonpartisan. (328)

VII. Political Protections: The Constitutional Framework (328)
   i. Two fundamental elements:
      1. A guarantee of freedom of the press is clearly embodied in the U.S. Constitution;
      2. That freedom is NOT absolute, and may conflict with other rights and freedoms. (328)

b. The Free Press: A Historical Legacy (328)
   i. English law contains a specific set of legal relationships between the press and the government:
      1. Prior restraint: the government could not only punish those responsible for illegal publications but also prevent the publication of material it did not like. (censorship) (329)
American colonies were governed by English law.

1. Governors sometimes required comment by newspapers about Crown activities be reviewed and approved before publication.
2. John Peter Zenger challenged this, and was charged with seditious libel (defaming the Crown and its governor).
   a. He was found not guilty because he was alleged to have told the truth.
   b. Led to truth principle as a defense against libel. (329)
3. Prior restraint remained an important, if unenforced, legal principle. (329)

c. The First Amendment (329)
   i. Framers of U.S. Constitution could not agree on concept of freedom of the press for incorporation in the original document.
   ii. Before final ratification, several states required amendments that listed guaranteed freedoms; the First Amendment stated that “Congress shall make no law... abridging the freedom of speech, or of the press.” (329)
      1. Seems clear, but with changes in media technologies, questions have risen.
      2. Support for idea of press freedom based on the belief that a free press is the best method for ensuring a well-informed public and a stable democracy. (330)
      3. Concept also complicated by issues of libel, offensive materials, technical needs to control the airwaves, secrets during war time, and other issues. (330)
   iii. Protected vs. Unprotected Speech:
      1. 1915: U.S. Supreme Court ruled that the cinema was a for-profit business, and therefore not protected by the First Amendment.
      2. 1952: Decision reversed; states have no power to censor films on religious grounds.
      3. No limits on newspapers’ numbers; limits do exist on numbers of broadcast TV and radio stations because there are limited frequencies.
   iv. Technological Challenges to Regulation (331)
      1. Scarcity of channels is no longer a problem; with introduction of the Internet, abundance of channels now exists.
         a. Has led to some deregulation.
         b. Same limitations still exist: libel, trial coverage, obscene material, and government secrets. (331)

d. Technology’s Place in Regulation: From Printing to Cyberspace (331)
   i. Government policies or controls have often focused on technology as a way of encouraging access to information or blocking it.
      1. From printing presses to cyberspace.
   ii. Much action by government and other institutions trying to monitor administer or influence communication has been driven by technology.
      1. Ex: Licensing of frequencies for broadcasting (331)
iii. **Telecommunications Reform Act of 1996**: (332)
   1. Permitted various business connections between media industries that previously would have been in restraint of trade and subject to antitrust laws.
   2. Relaxed rules for media ownership and content.
      a. Seemed to deregulate a highly regulated industry and open up more competition.

iv. **Indecency and Regulation** (332)
   1. Communications Decency Act banned indecent or patently offensive speech; made sending and receiving obscene or indecent content over the Internet a crime.
   2. Struck down by federal court in Philadelphia; free and open Internet upheld in U.S. Supreme Court. (332)

VIII. **Linchpins of Communication Law** (332)
   i. Old concepts still in force:
      1. Libel and slander (written and spoken defamation)
      2. Privacy (the right to be let alone and enjoy one's personal freedom)
      3. Copyright (the protection of intellectual property)
      4. Obscenity and pornography (linked to changing concepts of decency and morality)
      5. Advertising law
      6. Reporters privilege (involving protection of reporters’ sources)
      7. Fair trial-free press concerns (involving balance between freedom of the press and right to a speedy trial)

b. **The Libel Conundrum** (333)
   i. Libel: Making false, defamatory statements about others.
   ii. Idea: a person whose reputation had been damaged by another's untrue public statements is entitled to compensation
   iii. Media with huge audiences make it possible for reputations to be damaged on a very large scale, with dire consequences (333)

c. **Libel Laws and the Media**
   i. State laws govern most libel cases.
   ii. Such laws usually allow publication of public records and “fair comment and criticism” of public figures and public officials.
      1. Definitions of “public figures” and “public officials” vary by state. (333)
      2. Essentially, public figures are those who are well known.
   iii. 1964: *New York Times v. Sullivan* decision led to U.S. Supreme Court ruling that states could not restrain the press through their libel laws. (334)

d. **Multimillion-Dollar Libel Suits** (334)
   i. Economic conditions have called attention to the importance of libel as a constraint on freedom of the press.
      1. Rising costs of libel trials involves judgments of the courts as well as legal fees and increasing libel insurance premiums.
      2. Area that bears watching, because laws are complex. (334)

IX. **Trial by Media** (335)
a. Sixth Amendment guarantees a fair and speedy trial to defendants; press coverage about a crime sometimes seems to make a fair trial impossible.
   i. Example: O. J. Simpson case.

b. Defendants need protection; American Bar Association guidelines suggest rules to restrict the release of prejudicial information.
   i. Guidelines used voluntarily by the press until the 1970s
   ii. A judge ruled then that those rules should restrict the press.
   iii. Therefore, they were dropped because they infringed on First Amendment rights. (335)

X. Moral Values: Obscenity and Pornography (336)
   a. Definitions of obscenity and pornography fluctuate; they’re tied to the morals and values of society at any given time.
      i. First Amendment absolutists say all speech should be protected.
      ii. Difficulty in determining what is and is not obscene.
      iii. Media tend to censor themselves.
   b. Federal Communication Act’s strict rules about obscenity on the air are enforced by the FCC (336)

XI. The Government’s Secrets During National Crises (337)
   i. Patriot Act of 2002: opened longstanding discussion of what measure a government might take to protect its citizenry in times of national emergencies.
   ii. May mean lack of transparency and openness with regard to information about the government and its actions.
   iii. Americans generally have accepted some form of censorship during times of war and politically sensitive periods.
   iv. Government secrecy has led to many controversies.

b. Direct Censorship in Wartime (337)
   i. Indirect ways of controlling information included denial of access to telegraphs, cable and other facilities by reporters; reporters then had to let military censors screen their copy or try to transmit it in some other way.
   ii. Codes, regulations and guidelines also have been implemented; Espionage Act of 1917, for example, stipulated fines and prison terms for anyone interfering with the war effort. (338)
   iii. Even in peacetime, media have censored selves to protect national interests.
      1. 1960: Soviet Union shot down an American U2 spy plane; the fact that the U.S. was flying such planes was known to the press, but unpublished. (usually viewed as a media mistake)
   iv. Efforts by the White House to get the media to withhold information have usually been rejected. (338)

b. Challenges to Government Secrecy (338)
   i. During Civil War, newspapers were an indirect source of military information.
      1. U.S. War Department tried to prevent publication of stories that revealed troop movements for the North; military in the South were trying to get their hands on the newspapers.
      2. Editors usually ignored War Department orders. (339)
   ii. Americans question censorship even in war time.
1. Government position: it needs to protect itself, and it has a duty to protect the nation.
2. Press position: The public has a right to know what the government is doing.
3. Therefore, an inherent conflict exists. (339)

iii. Pentagon Papers Case
1. Pentagon Papers were a history of U.S. involvement with Vietnam, marked classified and top secret.
2. These were leaked to the New York Times in 1971 with the hope that making them public would sway public opinion about the Vietnam War.
3. Nixon administration took the Times to court to stop publication.
4. Eventually, U.S. Supreme Court ruled against the government.

iv. Conflict continues between the public’s right to know, the press’s right to publish, and the government’s need to protect secrecy of some activities. (339)

XII. Political Constraints: The Agents of Control (339)

i. As a social institution, media pay a great deal of attention to the U.S. Supreme Court; its rulings have directly affected media controls. (340)

b. The Regulatory Agencies (340)
1. FCC makes and enforces rules and policies that govern communication industries.
2. Rulings have the status of law and can only be overturned by federal courts or congressional action.
3. Established “fairness doctrine”, which grants equal time to people representing issues and causes; dropped it in the 1980s, saying it had outlived its usefulness. (340)
4. Deregulation has altered FCC’s roles in recent years.
5. However, notion that broadcasters are obliged to fulfill the public trust by accepting a government license still exists; a broadcast station must accept its responsibilities along with its privileges in ways that newspapers do not. (341)

c. Controls by the Federal Trade Commission (341)
1. FTC is an independent regulatory agency that exists for the purpose of preventing unfair competition; this applies to advertising regulation (341)
2. FTC decisions have defined the scope of deception in advertising, discussed the concept of truth in advertising, and denounced “puffery” (exaggerated claims). (342)

1. FIGURE 13.1: THE COMPLEX INTERFACES OF SOCIAL MEDIA—OR SOCIAL NETWORKING MEDIA OFFER INFINITE CHALLENGES (342)

d. Deregulation and Outside Pressures
1. Assumption: Competition in the marketplace is the best way to conduct business in America and that government rules are an intrusion.

2. Regulation by the FCC and FTC is complex an evolving.
iii. Political influences and pressures on the media do not exist in isolation, nor are they narrowly confined. (343)

1. FIGURE 13.2: BIG MEDIA BY PERCENTAGES OF THEIR MEDIA HOLDINGS (343)

iv. Complexity of communication-related issues leads some to think a more coherent communications policy should exist. (344)

SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. What does it truly cost to start up and run a media business? How does advertising play a role in media economics?
   
   **Key Concepts:** Media economics; dual identity of media
   
   **Activity:** In small groups, have students come up with an idea for a newspaper, magazine or web site that does not yet exist. Have them refine their ideas, then develop a budget for implementing their ideas. This may be a project that extends over a few weeks. Their budget should include everything it will cost to create their media platform, and include any income they think they can make through it. Their final product should be an analytical paper of the process and the economics of media.

2. How do news media self-censor? What controls do media place on themselves?
   
   **Key Concepts:** Media regulations, Libel Law, Government secrecy, the Public Interest
   
   **Activity:** Ask students to write an analysis of one of the issues in this chapter by first viewing one of the three news features available on the MyKit site for this chapter: “Rathergate and the Fallout Over Unsubstantiated Claims,” “Government Censorship of the Media: Breastfeeding in advertisements,” or “Differences of Press Coverage in Great Britain and the U.S.” Ask them to identify the main social force at play in the segment, then analyze it within the context of what’s being shown on the program. This could be a two-to-three page paper.

3. What does the concept of press freedom mean today?
   
   **Key Concepts:** Press freedom, public interest
   
   **Activity:** Visit the Reporters Committee on Freedom of the Press website (http://www.rcfp.org/) and choose one or more of the current cases available there for study. Divide the class into small groups. Give each group a different case study to analyze in the context of the entire course. What issues does each raise? What was the court’s ultimate decision? Do students agree or disagree with those decisions? Finally, ask students to reflect on their conceptualization of press freedom. What restrictions, if any, do they think are necessary with the advent of new digital technologies?

DISCUSSION QUESTIONS: (tied to the boxed materials)

1. LONG TAIL THEORY: (322) What do you think of this economic theory with regard to your own experiences? Does the infinite shelf life of online “shops” and the online marketplace outweigh the value of limited life, localized businesses? Discuss this from your point of views as media consumers.
CHAPTER 14

MEDIA EFFECTS: THE PROCESSES AND INFLUENCES OF MASS COMMUNICATION

CHAPTER SUMMARY:

Digital media developments like those in conventional media benefit from long-term, theoretical study and research. All media, including digital media, are part of a process of communication that is better understood through sense-making theories based on evidence. Before modern research methods were developed, many scholars speculated about the influence of mass press on audiences. The earliest research was guided by assumptions of the magic bullet theory, later abandoned, which said the media have immediate, powerful, and universal effects. Further research revealed that audiences with different psychological and social characteristics actively select from available media content that will gratify needs or provide satisfaction. Theories, now supported by research, aid in understanding such processes as modeling of behavior that is depicted in media. If a particular idea or situation is portrayed repeatedly, consistently and uniformly by several media, both traditional and digital, it can have a long-term accumulated influence on individuals and the society as a whole. Another long-term influence is learning social expectations regarding norms, roles, ranks and controls in groups within which an individual plays no part but to which the person is linked in a web of mutual social dependencies.

CHAPTER LEARNING OBJECTIVES:

1. To outline and define the major developments in the history of media effects research
2. To understand the context for the development of mass communications theories.
3. To articulate the major theories connected to media effects research.
4. To understand something of the application of these theories.

CHAPTER OUTLINE:

I. Introduction (349)
   a. Social and behavior impact of digital technologies are often overlooked as people scramble to keep up with them.
   b. Everyone wants to know how communication works in the digital world.
   c. Many “Big Ideas” introduced previously will be examined here in that context.
   d. Mass communication has grown ever more complex; scholars now wonder if a new and better description should be found. (349)

II. Early Views of Media Influence (350)
   a. Alexis de Tocqueville, 1849: Abundance of cheap newspapers would reduce individuality and create similarity in the population.
      i. Became known as “dead-level” theory: If everyone is exposed to the same set of ideas, then they will be influenced in a uniform manner.
   b. 1904, John Burroughs, Harper’s Magazine: Constant exposure to same topics and ideas “makes us all alike; we are as it were, all pebbles on the same shore, washed by the same waves.” (350)
c. Charles Horton Cooley, 1907: Modern newspapers expanded the awareness of people about other parts of the world, creating a much more extended mentality.
   i. Theory of individuality: Such abundance of ideas allowed people to choose and inform themselves of virtually any interest
   ii. This would result in making people different from one another, creating diversity and individuality in the population (351)

d. All sides believed newspapers had great power over individuals, and that they played major roles in shaping public opinion, moral norms, and patterns of overt behavior in modern society. (351)
   i. Became known as **magic bullet theory**.
   ii. Seemed supported by successful use of propaganda by both sides during World War I (1914-1918)

e. In years following WWI, people shared a set of assumptions that mass media have **immediate, uniform, and powerful** effects. (351)

III. Media Effects Research Begins (351)
   a. A National Dilemma (352)
      i. Key questions: What influence do media have? And if media are truly so powerful, should they have the broad freedoms we allow them?
      ii. Finally, who decides how and what to control about the media, if they need to be controlled?
   b. The Nature and Functions of Research (353)
      i. Quantitative research:
         1. Uses methods of the social sciences
            a. Experiments
            b. Surveys
            c. Content analysis
      2. Been adapted for use to study media
      3. Specific hypotheses can be tested and conclusions can be reached that help to decide merits of various kinds of theories (353)
      ii. Qualitative research:
         1. Looks for patterns and trends that cannot be measured directly, only intuitively observed.
         2. Demarcated by clear, careful observations of patterns, trends and changes in society over time. (353)
   iii. Distinct research goals:
      1. Basic research: seeks explanations
      2. Applied research: seeks solutions to a problem
      3. Scholarly research: aims to develop and assess theory.
   iv. Research moves the cutting edge forward: (353)
      1. History of theory demonstrates the processes of mass communication or its influences on individuals and society (354)
      2. As in all scientific endeavor, some early conclusions are supported, and others are inconsistent, or wrong.
      3. As research moves forward, incorrect conclusions are eliminated and replaced with alternatives. (354)
      4. A slow and steady accumulation of valid knowledge about how our media function has occurred over time. (354)
c. Early Support for the Magic Bullet Theory (354)
   i. Scientific research lagged behind the development of media
   ii. Large-scale studies didn’t begin until the 1920s.
   iii. Many of the statistical tests and methods used to conduct research didn’t exist until that time.
   iv. Beyond 1920s:
      1. Basic theories were developed
      2. Increasingly sophisticated research methods were used in media research
      3. New findings forced researchers to change or even abandon some theories.
      1. 1929: About 40 million minors went to the movies weekly
      2. Led to concern about the influence of movies on these children
      3. Payne Fund studies seemed to confirm charges of movie influence; parents were deeply concerned.
         a. Research itself was limited by tools of the time
         b. May not have been valid research.
   vi. The “Invasion from Mars”
      1. Oct. 30, 1938: “War of the Worlds” broadcast influenced some to believe that Martians really were invading. (355)
      2. No deception had been intended.
   vii. Inconsistencies in the Magic Bullet Theory (356)
      1. Researchers noted that the WoW broadcast did not affect all audience members uniformly; only some were affected in this powerful way. (356)
      2. Critical ability found to be the most significant variable related to the response people made to the broadcast.
         a. Critical ability: the capacity to make intelligent decisions. (356)
         b. This discovery was a milestone in media effects research. (356)

IV. Beyond the Magic Bullet: Selective and Limited Effects (356)
   a. The “Why We Fight” Film Experiments(357)
      1. Military formed a team of social psychologists to study effectiveness of films designed to teach recruits about the background of the war, to influence their opinions, and to motivate them. (357)
      2. All new draftees came from varied backgrounds and walks of life.
   b. Goals and Conduct of the experiments:
      1. Seven orientation films directed by Frank Capra for the U.S. Army.
      2. Plan: To see if exposure to such a film would result in measurable influences on the understandings and orientations of the soldiers. Touted:
         a. Belief in right of American cause
         b. Realization that the job would be tough
         c. Confidence in “our side’s” ability to win.
d. Resentment of Germany and Japan for making fight necessary

e. A belief that a better world order would result from military victory.

3. Experiments: Several hundred men were given a before questionnaire, shown a film, and given a post-questionnaire—all under strict conditions. (357)

4. Findings: No dramatic results. Films produced only minor changes in their audiences. Effects were thus limited. (358)

iii. Implications: Media have limited effects.

1. Films successful in teaching soldiers facts about events leading up to war; altered a few specific opinions about those facts.

2. But films had no great power to change all the ideal messages as was hoped. (358)

b. Effects of the Media in a Presidential Campaign

i. 1940: Paul Lazarsfeld, Bernard Berelson, and hazel Gaudet probed influences on people’s voting decisions for the 1940 presidential election (which was won by Franklin Delano Roosevelt (358)

ii. Landmark study used more sophisticated methods than ever before; revealed completely new perspectives on the process and effects of mass communication (358)

iii. Great improvements in research methods: Series of monthly interviews with more than three thousand people in urban and rural areas of Erie County, Ohio.

iv. Media as part of a web of influence: Media were just one of the many influences on voters. (359)

1. People's personal characteristics, social category memberships, families, friends, and associates as well as media all helped them make up their minds.

2. Three kinds of media influence were found:
   a. Activation: media helped activate voters to follow their predisposition
   b. Reinforcement: media reassures and reinforces voters' decisions.
   c. Conversion: media campaign moved some voters from one party to another; but this was very rare. (359)

v. The Two-Step Flow: Important finding (360)

1. Described the flow of personal influence in interpreting the campaign and the word of mouth diffusion of the views.

2. Media content moves from the mass media to opinion leaders, who then pass it on to others whom they inevitably influence. (360)

vi. Implications: Media have Selective and Limited Influences

1. Magic Bullet Theory completely inadequate, and rejected.

2. Individual differences in what people learned led to great interpersonal diversity; each person has a different psychological organization.
3. Each person also belongs to numerous social categories, all of which influence behavior.
4. Sources of diversity all had powerful influences on mass communications behavior of individuals. (361)

V. Audiences use Media Content to Obtain Gratifications (361)
   i. Scholars wanted to understand the selections of media by audiences; why did they tune in?
   ii. Sought to understand a part of the process by which specific messages from specific media selectively reached specific segments of the audience.
   iii. Idea: The audience is active in freely choosing and selectively consuming message content.

b. Gratifications Found in Media Content (361)
   i. Herta Hertzog, 1940s, interviewed women about their listening to radio serial dramas (soaps) in daytime programming.
      1. Findings: Women had varied reasons for listening (362)
         a. Identification with characters
         b. Emotional release through vicariously experiencing tragedy or joy
         c. Wishful thinking about adventures of characters with interesting experiences
         d. Valuable advice about how to handle their own family difficulties. (362)

c. Children and Television (362)
   i. Thousands of studies collected over 50-year period and summarized in 2006 probe the impact of television on children.
   ii. Three stand out:
      1. Patterns of viewing: (363)
         a. Children spend more time watching television than they spend in school from ages three to sixteen.
         b. Children's tastes varied with age, gender and intelligence
         c. Families were chief influence on taste.
      2. Gratifications Obtained from the Program: (363)
         a. Fantasy was the one of the most important pleasures obtained from TV
         b. Children also tune in for diversion and unintentional learning through instructional programming
      3. Viewing Television Seemed to Pose Few Dangers (363)
         a. No dramatic problems exist.
         b. Selective factors such as the child's family, mental ability, group ties, age, gender, needs and general personality affect the influence television has on individual children.

VI. Television and Youth Violence (364)
   i. A chief and continual concern is the possibility of a link between television viewing and acts of youth violence.

b. The Report to the Surgeon General
   i. National Institute of Mental Health, 1969 charged with conducting research into this potential connection.
ii. They appointed a committee charged with two tasks:
   1. Review what was already known about television’s effects.
   2. Launch new studies on the subject. (364)
iii. Network Television’s Violent Content: Very frequent and very unrealistic. (365)
iv. Social Learning from Models for Behavior: (365)
   1. Studied observational learning, or the modeling of beliefs, attitudes or behavior on someone else’s actions.
   2. Found that children often imitate what they see others doing, and that extends to what they see on television.
   3. Led to formulation of modeling theory (365)
   4. BIG IDEAS: MEDIA THEORIES EXPLAINED: (366)
      a. Modeling Theory:
         i. An individual encounters a form of action portrayed by a person in a media presentation
         ii. The individual identifies with the model
         iii. The individual remembers and reproduces the actions of the model
         iv. Performing the reproduced activity solves some problem or results in some reward for the individual (providing positive reinforcement)
         v. Receiving positive reinforcement increases the probability that a person will use the reproduced activity repeatedly as a means of responding to similar situations in the future.
   5. Television and Teenage Aggression (366-367)
      a. Overall, specific kinds of youth were more likely to watch televised violence and to be aggressive:
         i. Males, younger adolescents, of lesser intelligence, in lower socioeconomic levels.
      b. Again, other factors influence the effects of television; no flat causal relationship exists. (367)
   6. Overall findings: Viewing Violence on Television May Cause Aggression (367)
   c. The Second Report to the Surgeon General (368)
      i. 1982: More synthesis on significant amount of research conducted in previous decades allowed production of second report.
      ii. Findings:
         1. Research pace had increased; so had violence on TV
         2. Viewing of televised violence by children clearly does cause aggression. (368)
VII. Long-Term Influences on Society and Culture (369)
   i. Media have both weak and powerful effects.
   ii. Weak effects are short-term.
   iii. Powerful effects are longer-term.
   b. Accumulating Media Effects and Social Expectations (369)
      i. Theory of accumulation of minimal effects helps explain how changes in public opinions and shared beliefs change over time.
ii. Social expectations theory explains long-term media influences on people as they slowly acquire more clear conceptions of the organizations, functions, and consequences of key groups within a society (369)

c. Accumulation Theory: The “Adding Up” of Minimal Effects (370)
   i. Three factors must be present before accumulation theory can explain how significant changes occur over a long period:
      1. Media must focus repeatedly on a specific issue
      2. Media must be relatively consistent in presenting a more-or-less uniform interpretation of that issue
      3. Media must corroborate each other with parallel content.
   ii. Best recent examples come from how media portray armed interventions on behalf the U.S.; repeated support for intervention in media eventually led to positive public support for such interventions.
   iii. Smoking and Health: 25-year campaign against smoking, waged largely in the media, provided continuous, consistent, and corroborated portrayal of smoking as harmful to health; public support eventually supported a variety of new laws concerning the habits of smoking. (371)

d. Social Expectations Theory: Learning Group Requirements
   i. People learn the rules and requirements for acting out parts within various kinds of groups by seeing them portrayed in media content (371)
      1. Groups form to accomplish goals that are deemed important
      2. Groups coordinate their actions into a team-like pattern that gives advantage to the group
      3. Social organization, or rules, help coordinate groups as teams.
         a. Social organization: the pattern of general group norms, specialized roles, ranking positions, and the set of social controls used by the group to ensure reasonable conformity to its requirements.
      4. Humans acquire their personal knowledge of these rules through first-hand experience AND/OR through watching demonstrations of group behavior in media presentations and portrayals. (372)

e. Implications of Long-Term Theories (373)
   i. In the short term, media have limited effects.
   ii. But, repeated exposure to a consistent message can change people.
      1. Among large populations repeatedly exposed to relatively consistent interpretations presented and corroborated across media, an accumulation of individual influences eventually can result in significant change. (373)
SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. How do media affect individuals in the short term?
   **Key Concepts:** Magic Bullet Theory, Selective and Limited Effects
   **Activity:** Find and play a copy of the 1938 broadcast of "War of the Worlds" in class. Be sure to start the audio as students are coming in to the class, so that not all will hear the introduction, which clearly states that the program is fiction. Listen for about the first fifteen minutes, until the broadcast reporters have been “vaporized.” Turn off the recording and discuss how the broadcast affected audiences in 1938. Would this have had the same effect on today's audiences? What would today's entertainment media have to do to have the same kind of limited effect this broadcast had? (Be sure to listen to this broadcast yourself, first.)

2. How do repeated messages effect long-term change in media users?
   **Key Concepts:** Accumulation of effects, social expectations theory
   **Activity:** View the public service announcement in the MyKit that features health care. The theme is “Get More Involved” with your own health care by asking questions. Ask students to pay attention to similar messages in the media for a period of one week. Then, in class, discuss whether the message was repeated. Go through the three preconditions for accumulated effects, and discuss how this message could affect consumers of it. (Alternately, use the “Rock the Vote” video).

3. How do people model their behavior after media portrayals?
   **Key Concepts:** Modeling theory
   **Activity:** Show a clip of your choice from a reality TV show, such as VH1’s *Megan Wants a Millionaire* or CBS’s *Survivor*. In small groups, have students analyze the behavior of the groups reflected in those programs. How is their behavior organized? What would an innocent viewer understand from the behavior on those programs? Finally, make the connection back to cultural imperialism. Is this the kind of behavior young people in other countries should model to be more American?

DISCUSSION QUESTIONS: (tied to the boxed materials)

1. **MODELING THEORY:** (366) Consider this theory in the context of your own collegiate experiences. In what new situations have you found yourself since you started school here? How have you known how to behave? In what ways have you modeled your own behavior on your experiences with mass media? In what ways do you see others modeling their behavior on media experiences?
CHAPTER 15

ETHICS: ASSESSING CONTENT AND BEHAVIOR OF THE MEDIA

CHAPTER SUMMARY:

Some critics ridicule the idea that competitive and profit-driven media can operate within an ethical framework, but most disagree, saying that no media system can exist very long without public confidence. That requires accurate, honest, and believable communication. Ethical behavior in a general sense means that people should not commit antisocial acts; ethics is doing what is “right”, but different groups might define “right” differently. Technology opens up new avenues for ethical concerns. Ethical dilemmas also arise over the content of the media—whether it is entertainment, news, opinion, or advertising—as well as over the behavior of media people. The First Amendment does NOT require media be fair, responsible, or accurate. Institutional media ethics have evolved considerably since the press of the early years of American journalism. A consistent thread promoting media ethics over the years has been media criticism; critiques have kept public attention focused on need for ethical standards. Media ethics have centered on three major issues: 1) accuracy and fairness in reporting and other activities; 2) the behavior of reporters, especially in relation to their sources; and 3) avoidance of conflicts of interest. Standardized codes of media ethics are difficult to establish because there are few ethical imperatives that work in all situations. Various codes of ethics have spread to virtually every part of the communications industry. An important principle for the future is that voluntary methods of resolving ethical dilemmas are typically preferable to those that eventually end up in the courts.

CHAPTER LEARNING OBJECTIVES:

1. To identify the main ethical challenges addressed in the communications industries.
2. To outline the history and context of ethical communication standards in these industries.
3. To identify the major ethical issues raised within the media.
4. To understand the opportunities and challenges presented to ethics by new digital media technologies.

CHAPTER OUTLINE:

I. Introduction
   a. Ethics is a branch of philosophy concerned with morals and moral choices
   b. Digital media raise many questions for those interested in media ethics
   c. Media ethics are usually associated with media professionals, their behavior, and the character of the content they produce.
      i. Example: Rupert Murdoch’s purchase of Wall Street Journal in 2007 drew significant debate over the ethics of Murdoch as a media owner, and over his intentions with the magazine.
   d. Generational differences involving attitudes and values exist, particularly with regard to the ethical use of digital technologies.
      i. Example: Online poll that found most respondents believed it was OK to purchase and make copies of a CD for their own use. (379)
e. Accuracy, and therefore credibility, remains critical to journalists and others in the media industry. (380)

II. Media-Wide Ethics Watch (380)
   a. Much concern focuses on media content or communicator behavior.
      i. Ethics is vital for all communication functions
      ii. All media industries confront ethics as an issue.
      iii. However, most ethical challenges are associated with news, information and journalism.
          1. This is because these areas of media have great importance to functioning of society and ability of people to communicate effectively with each other.
   b. Some argue that all users of media ought not be expected to adhere to the same standard.
      i. Question: Do personal communications (IM, Twitter, texts) have the same obligation as professional media?
      ii. As yet unanswerable, but a critical question
   c. Ethics continues to be relevant to communicators across all media industries (381)
      i. Advertising sales people, for example, should represent selves with honesty and integrity.
      ii. Reporters should represent themselves fairly, and shouldn’t fictionalize stories
   d. Each industry has its own accusations of ethical misbehavior including these examples: (381)
      i. Motion pictures: Distorting reality
      ii. Book publishers: Deciding to cancel publishing contracts because of plagiarism or misrepresentation.
      iii. Advertisers: Exploitation of children’s sexuality to move products.
      iv. Internet web sites: Engaging in plagiarism and misuse of others intellectual property.
      v. Public relations: Misrepresenting a client’s background and record or crossing the damage control threshold in representing dishonest clients.
      vi. Television: Sensationalizing and distorting events and issues; misleading the public.
   e. Media ethics remains significant subject of public discussion (382)

III. New Technology Challenges
   a. Traditional, non-interactive media follow a command-and-control model (owners and their employees control the messages and distribution)
   b. New media models allow greater interactivity, allowing end-users to initiate messages.
      i. A major issue includes misrepresentation of identity, or the use of another identity in a virtual world such as Second Life to cause harm.

IV. Dimensions of Ethics for the Media (382)
   a. Media ethics has typically centered on three major issues:
      i. Accuracy and fairness in reporting and other activities.
      ii. Behavior of reporters, especially in relation to their sources
      iii. Avoidance of Conflicts of Interest
   b. Accuracy and Fairness

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i. It’s critical for reporters to provide accurate information without distortion of the facts.

c. The Behavior of Reporters (383)
   i. Reporters should be honest when gathering information from sources.
   ii. Reporters should not misrepresent themselves in order to get information.

d. Conflict of Interest (384)
   i. Refers to engaging in activity that compromises one’s integrity in the performance of one’s professional or public duties.
      1. Example: Political writers who run for office
      2. Example: Checkbook journalism, the paying of sources for information and interviews.

V. Distinguishing Ethics and Law (384)
   a. Many questionable practices and apparent deceptions are not necessarily illegal
      i. Moral codes evolve based on social customs, but do not necessarily cross line into illegal behavior.
   b. Some acts clearly are illegal:
      i. Breaking into offices to steal papers
      ii. Committing deliberate misrepresentation by claiming to be someone else
      iii. Engaging in insider stock trading
      iv. Other illegal activities undertaken in the course of work.
   c. Richard Jewell Case (384-385)
      i. Initially thought a hero for role in saving others during the 1996 Olympic bombing; later thought to be the bomber; eventually exonerated.
      ii. Jewell’s reputation seriously damaged because of derogatory press coverage.
      iii. Eventually settled out of court.

VI. Growing Concern Over Media Ethics (385)
   a. Some say ethics is matter of personal integrity
      1. Ties media ethics to personal standards of forthright, honest and competent behavior
   b. Others say ethics is a collective concept, and the press as an institution has a social responsibility to be honest.
      1. Ethics: “Doing what is right”; the problem is, what is right for one is not necessarily right for another.
      2. A commitment to basic ethical standards binds society together.
   c. All media and supporting systems are governed by good business ethics.
      1. Most also have codes of ethics (guidelines for ethical behavior that must be followed by employees).
      2. All media industries must be concerned with ethics; standards are shifting to apply to all industries.
   d. Lines between information and entertainment are blurring. (386)
      1. Leads to challenges in determining ethical standards that should be applied in certain cases.

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b. Special Privileges, Special Responsibilities (387)
   1. The rights of news organizations includes press freedom, as set out in the First Amendment
   2. First Amendment does NOT require media to be fair, responsible, or accurate.

   ii. Question: What duties and responsibilities do the press have?
      a. Privately financed effort to look carefully at freedom of the press in America.
      b. It made recommendations, none of them binding.
         i. Press councils: Organizations made up of responsible citizens that would monitor the press and provide for feedback to the media and other mass communication agencies.

c. Beyond the First Amendment
   i. Media derive moral authority from public trust
   ii. Media claim two roles:
      1. Social conscience of society
      2. Profit-making business

d. The Long Struggle for Professionalism (388)
   i. Institutional media ethics have evolved considerably
      1. Hoaxes and deliberate deception were once commonplace
      2. Some continue today on the Internet.
   ii. Statements of noble purpose created a public-spirited, rather than self-serving press.
      1. Codes of ethics and books supporting a virtuous press helped support this transition.

e. The Rise of Mixed Media Culture (388)
   i. Media culture: “A newly diversified mass media in which the cultures of entertainment, infotainment, argument, analysis, tabloid and mainstream press not only work side by side but intermingle and merge.” (388)
   ii. Convergence: Use of many media platforms to confer similar messages, usually for a commercial purpose.
   iii. Idea: Big media with its commercial interests drive this effect as they promote their movies alongside books and newspapers. (389)
   iv. Five characteristics of mixed media culture:
      1. A never-ending news cycle makes journalism less complete—demands of 24-hour cycle mean slopping and incomplete reporting
      2. Sources are gaining power over journalists—people with self-interest and axes to grind offer more information with strings attached
      3. There are no more gatekeepers—less editing and fact checking goes on than was formerly the case
      4. Argument is overwhelming reporting—emerging argument culture drowns out factual information
      5. The blockbuster mentality—big stories dominate the news for days, weeks and months.
v. Made-for-TV movies tend to distort and sensationalize facts of real-life cases. (389)

vi. Ethical challenges to mixed-media culture (390)
   1. Growing international concern about honesty, ethics, and accurate information.
      a. Need to provide reliable and believable information under scrupulously honest conditions and checked along the way for accuracy.
      b. Digital technologies make image altering easy, and such alterations can be considered unethical.
      c. "Political Correctness" comes into play as media carry antisocial remarks made by celebrities and other public people.
   2. Economic, political, legal, cultural and philosophical forces help control media, as do media ethics. (391)

VII. Media Criticism and Media Ethics
   i. Over a 50-year period from the 1920s to 1970s, the bulk of American media developed ethical codes, most voluntary
   b. A Double Standard (392)
      i. Media criticism centered on institutional individual or content-related ethics generally distinguishes between the editorial and business functions of media.
   c. The Link to Individuals and Content (392)
      i. Media ethics tied to daily decision-making and disputes that later come to public attention.
         1. Example: Janet Cook, Washington Post, and the Pulitzer she won with a story that had a fictional young heroin addict. It was returned.
      ii. Fakery now not tolerated as it was in Benjamin Franklin's day; press is too large and powerful. (393)

VIII. Alternative Approaches to Ethics
   a. Situational Ethics
      i. Idea that each decision made by the press should be made on a case-by-case basis, and that a universal code would not be appropriate; linked to human choices that involve doing the right thing at the right time.
   b. The Continuing Search (393)
      i. Many efforts continue into finding alternative answers to ethical questions.
         1. Web sites, think tanks, media organizations all wrestle with ethical questions. (394)
         2. Press councils represent models for accountability and ethical pursuit.
   c. Credibility Studies and Market Research (394)
      i. Credibility studies probe public attitudes about the news media and dredge up concerns and problems.
         1. 1980s credibility movement stemmed from worry that loss of credibility would impair media's moral authority and undermine economic right.
ii. Pew Center on People and the Press continues to monitor public attitudes toward media.

iii. Market research also provides feedback about public tastes, preferences, and concerns.

iv. Concern over media ethics stretches across all media fields.

d. Ethics, Technology, and the Future

i. New technologies raise a variety of ethical questions and controversies
   1. Privacy concerns
      a. Hidden cameras, hidden audio recorders
   2. Spread of disingenuous or false information across global borders
      a. Satellite communication
   3. Amateur communicators
      a. Not trained in ethics, may not do work honestly

ii. Three primary concerns reflect debate, and require thought:
   1. What should be codified as a lasting part of institutional and individual rules carried over from the past?
   2. What should be left to the imagination of situational decision making in order to maximize freedom of expression?
   3. How do ethical considerations need to be re-evaluated to take into account the technologies of the future?

iii. One principle: Using voluntary methods of resolving ethical dilemmas is preferable to using the courts.

iv. Ethical dilemmas abound, and will continue to draw human attention from professionals and consumers.

SUGGESTIONS FOR STUDENT-BASED LEARNING:

1. How can the press ensure it remains a credible source of information for future generations?

   **Key Concepts**: Accuracy and credibility

   In class, ask students to list, in one minute, everything they consider to be “good” about the press in one column on a sheet of paper. Stress that they are to think about the news media as they do the exercise. Next, in a second column on the same piece of paper, have students list everything they consider to be “bad” about the press, in one minute. Collect the papers, shuffle, and re-distribute. Students then can add to or subtract items from the “good” and “bad” lists in small groups. Finally, as a large group, discuss the lists. What are the main issues that arise as “good” and “bad”? How many of them have to do with credibility? What could the press do to shift “bad” items to the “good” column?

2. Of what value is a press council in settling ethical challenges?

   **Key Concepts**: Press councils; press responsibilities

   Outside of class, ask students to visit the web site of the Minnesota News Council, at [http://news-council.org/](http://news-council.org/). Review the student and teacher handbooks for one of the cases listed under “Mock hearings.” Stage the hearing in class, with students representing both sides of the issue.
3. How do contemporary media maintain their credibility? How do reporters avoid conflicts of interest?

   **Key Concepts:** credibility studies, conflicts of interest, professionalism

   Ask students to review their hometown newspapers for a week, and to clip out articles that appear to contain conflicts of interest between the reporter and his/her source. Pay specific attention to articles that are community boosters, which often contain bias toward the community. In a one or two-page report, have students discuss the credibility of the reporting for their own hometown newspapers. What did they learn from watching the reporting in that week? What do they think they could learn if they extended the enterprise?

4. How does fictionalizing writing affect the credibility of the profession?

   **Key Concepts:** Reporter behavior, misrepresentation of identity

   In class, watch the film *Shattered Glass*. In a one to two-page paper, have students pick one of the central characters, and follow that character through the film. Have each analyze that character’s ethical decisions, and discuss how their actions affected the overall profession of journalism.

DISCUSSION QUESTIONS:

There are no boxed materials for this chapter. However, at least two classic ethics case studies are addressed. In a discussion group, you could provide the full details of those cases, then have students identify the central ethical dilemma in each case. They can discuss how the case could have been handled differently. Two suggestions:

   a. Richard Jewell and the 1996 Atlanta Olympic bombing
Chapter 1: Understanding Communication Concepts in the Internet Age
True/False:
1. The invention of writing was the first great communication revolution for our species.
   Answer: FALSE
   Page Reference: 2

2. Telephones, books, films and newspapers are all instruments of mass communication.
   Answer: FALSE
   Page Reference: 13

3. The concept of leadership involves coping with change.
   Answer: TRUE
   Page Reference: 3

4. The concept of management involves coping with complexity.
   Answer: TRUE
   Page Reference: 3

5. Theories are statements that describe and explain what events or factors bring about, result in, or cause sort of consequences.
   Answer: TRUE
   Page Reference: 4

6. Schools of journalism were organized over the 20th century with two goals: 1) to prepare a workforce for media and 2) to learn how to persuade an audience.
   Answer: FALSE
   Page Reference: 4

7. The Magic Bullet Theory has been proven true.
   Answer: FALSE
   Page Reference: 10

8. Mediated communication is interpersonal communication aided by sophisticated media technology that conquers both time and distance.
   Answer: TRUE
   Page Reference: 7

9. Media are devices that bring messages quickly from communicators to multitudes.
   Answer: TRUE
   Page Reference: 7

10. Language is a learned system, shared by members of a culture, of verbal and nonverbal symbols that have accumulated and grown increasingly complex over time.
    Answer: TRUE
    Page Reference: 7
11. Senders of messages decode by constructing their own interpretations of the conventionalized meanings of symbols.
   Answer: FALSE
   Page Reference: 8

12. Receivers of messages always are influenced in some way by the messages they create.
   Answer: FALSE
   Page Reference: 8

13. People rarely communicate in linear fashion; most communication in transactional fashion.
   Answer: TRUE
   Page Reference: 9

14. Accuracy relies on the clear transmission of information; the more interference with the message, the less accurate it will become.
   Answer: TRUE
   Page Reference: 9

15. Ongoing feedback helps ensure increased accuracy.
   Answer: TRUE
   Page Reference: 11

16. Professional communicators decide the nature and goals of a message to be presented to an audience via their particular medium.
   Answer: TRUE
   Page Reference: 12

17. Introducing a medium into the process of human communication never affects the process.
   Answer: FALSE
   Page Reference: 14

18. Whether a message has an influence on an audience depends on how well it is understood and how accurate it is.
   Answer: TRUE
   Page Reference: 15

19. Aggregated audiences are those that are comprised of many distinct parts.
   Answer: TRUE
   Page Reference: 16

20. The media in the United States operate to make money for their owners.
   Answer: TRUE
   Page Reference: 17
Multiple Choice

1. The development of speech and complex languages among humans began:
   a. About 2500 BC
   b. **Between 90,000 and 35,000 BC**
   c. Between 3000 BC and 500 AD
   d. About 1475 AD.
   Page Reference: 2

2. Studying media strategically means understanding how to cope with change and complexity. What two terms, borrowed from business, describe these coping mechanisms?
   a. **Leadership and Management**.
   b. Management and Critical Thinking.
   c. Management and Strategic Thinking
   d. Strategic Thinking and Leadership.
   Page Reference: 3

3. Journalism schools in the twentieth century were organized with two goals: 1) to prepare a workforce for media and:
   a. 2) to teach professional communicators how to persuade audiences.
   b. **2) to provide general knowledge and understanding of media and what they do.**
   c. 2) to provide tools for understanding communication effects.
   d. 2) to create a well-educated workforce.
   Page Reference: 4

4. Theories, which are statements that describe and explain the events or factors that bring about, result in, or cause certain consequences, are used to:
   a. Explain why certain effects occur.
   b. Uncover possible causal connections between prior conditions and their consequences.
   c. Predict what effects should be observable if the prior conditions do actually cause the consequences.
   d. **Do everything noted in the other three statements.**
   Page Reference: 4-5

5. Which of the following broad questions are discussed by mass communication researchers from an historical perspective?
   a. **How were our present media shaped by the events, policies, and characteristics of society?**
   b. How will the Internet change the course of future media industry developments?
   c. How do contemporary news industries work through issues of digitization and news practice?
   d. What assumptions and forecasts can we make about what magazines will offer in the future?
   Page Reference: 6
6. Who plays the most significant role in shaping the reality of communication and our capacity to use and benefit from it?
   a. Media
   b. Professional organizations
   c. People
   d. Machines
   Page Reference: 6

7. What is the general term for devices that bring messages quickly from communicators to multitudes?
   a. Televisions
   b. Newspapers
   c. Media
   d. Telephones
   Page Reference: 7

8. Interpersonal communication takes place between:
   a. Computers and users
   b. Professional communicators and audiences
   c. Two people
   d. A person and a newspaper.
   Page Reference: 7

9. Language is defined as:
   a. An intrinsic system of meaning acquired at birth.
   b. A learned system, shared by members of a culture, of verbal and nonverbal symbols that have accumulated and grown increasingly complex over time.
   c. A cultural system of symbolic exchange using nonverbal communication.
   d. A trade practice common to the first humans.
   Page Reference: 7

10. Culture may be defined as:
    a. Either low-brow or high-brow, with little variance in classification.
    b. A set of shared beliefs, values and customs transmitted from generation to generation among communities.
    c. An intrinsic system of meaning acquired at birth.
    d. A learned system of verbal and nonverbal symbols that have accumulated and grown increasingly complex over time.
    Page Reference: 7

11. A symbol is:
    a. Any object used to stand for something else.
    b. A coded message intended for delivery to a specific receiver.
    c. A word, an action or an object that “stands for” and arouses internal meanings in people within a given language community.
    d. An item of trade in early American villages.
    Page Reference: 7

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12. Which of the following is considered a “model” of human communication?
   a. Shannon and Weaver’s basic linear approach.
   b. The Magic Bullet Theory.
   c. The cultural approach.
   d. Strand’s notion of cultural hierarchy.
   Page Reference: 8

13. In a linear model of communication, what are the key stages?
   a. Sender encodes and transmits; receiver attends to, perceives the
      information, and decodes the message; receiver is influenced in some
      way.
   b. Communicator encodes; receivers decode; no influence is felt.
   c. Sender encodes and transmits; receiver decodes; no influence is felt.
   d. Receivers construct and encode; senders decode; influence is always felt.
   Page Reference: 8

14. Which of the following can be construed as “noise” in the Shannon & Weaver model?
   a. Loud bangs from the hallway outside of class.
   b. Cultural differences in interpreting the symbolic meanings of language.
   c. Use of Facebook on a laptop in the classroom while the instructor is
      speaking.
   d. Everything on this list could be interpreted as “noise.”
   Page Reference: 8

15. The human conversations we engage in with people around us are considered:
   a. Linear
   b. Transactional
   c. Cultural exchanges
   d. Circular
   Page Reference: 9

16. The accuracy principle states that:
   a. The lower the level of correspondence between the intended meanings
      of the sender and the interpreted meanings of the receiver, the less
      effective an act of communication will be in achieving either mutual
      understanding or an intended audience.
   b. If ongoing and immediate feedback is provided by the receiver, accuracy will
      be increased. That is, the intended meanings of the communicator have a
      better chance of being similar to those constructed by the receiver.
   c. In communication situations where the sender can engage in sensitive role
      taking, accuracy is increased.
   d. Meanings intended by the sender more closely match those constructed by
      the receiver.
   Page Reference: 10-11
17. The feedback principle states that:
   a. The lower the level of correspondence between the intended meanings of the sender and the interpreted meanings of the receiver, the less effective an act of communication will be in achieving either mutual understanding or an intended audience.
   b. **If ongoing and immediate feedback is provided by the receiver, accuracy will be increased.** That is, the intended meanings of the communicator have a better chance of being similar to those constructed by the receiver.
   c. In communication situations where the sender can engage in sensitive role taking, accuracy is increased.
   d. Meanings intended by the sender more closely match those constructed by the receiver.

Page Reference: 11

18. The role-taking principle states that:
   a. The lower the level of correspondence between the intended meanings of the sender and the interpreted meanings of the receiver, the less effective an act of communication will be in achieving either mutual understanding or an intended audience.
   b. If ongoing and immediate feedback is provided by the receiver, accuracy will be increased. That is, the intended meanings of the communicator have a better chance of being similar to those constructed by the receiver.
   c. **In communication situations where the sender can engage in sensitive role taking, accuracy is increased.** Meanings intended by the sender more closely match those constructed by the receiver.
   d. The intended meanings are encoded by production specialists such as a news team, a film company, a magazine staff, or a digital media team.

Page Reference: 11

19. Patterned physical signals corresponding to messages are considered to be:
   a. Symbols
   b. Language
   c. **Information**
   d. Syntax

Page Reference: 12

20. Professional communicators decide:
   a. The nature and goals of a message to be presented to an audience via their particular medium.
   b. The nature of and meaning of human communication language, symbols and goals.
   c. The ability of an audience to perceive complex messages.
   d. The ability of an audience to perceive trends the communicators deem appropriate.

Page Reference: 12
21. Which of the following are considered mass media devices?
   a. Telephones
   b. IM services
   c. Fax machines
   d. Newspapers

22. Major mass media include:
   b. Telephones, telegraphs, and photography
   c. Fax machines, IM, film.
   d. Texting, newspapers, email.

23. Face-to-face and mass communication differ in that:
   a. Face-to-face communication requires the use of a media device.
   b. Mass communication requires the physical presence of a studio audience.
   c. Face-to-face communication involves some sort of audience.
   d. Mass communication depends on mechanical or electronic media and addresses a large, diverse audience.

24. With any mediated communication suffers from two consequences: 1) the loss of direct and immediate feedback and:
   a. 2) limitation on effective role-taking.
   b. 2) limitation on effective decoding.
   c. 2) limitation on effective reception.
   d. 2) limitation on electronic availability.

25. Professional communicators often assume that the majority of their audiences:
   a. Have limited attention spans, prefer to be entertained rather than enlightened, and quickly lose interest in any subject that makes intellectual demands.
   b. Have limited attention spans, prefer to be enlightened rather than entertained, and enjoy subjects with intellectual demands.
   c. Have expanded attention spans, prefer to be entertained rather than enlightened, and lose interest in subjects with little or no intellectual merit.
   d. Have limited attention spans, prefer to be enlightened rather than entertained, and lose interest in subjects without intellectual demands.

SHORT ANSWER/ESSAY
1. What is the linear model of communication? Be sure to identify all stages of the model in your answer.
2. What are the primary criticisms of contemporary media?
3. What is the historical perspective of media? Why is it important to understand?

4. What is the difference between mass communication and interpersonal communication? Be sure to define mass communication in your answer.

5. In what ways are languages symbolic? Explain how language and meanings can be constructed, encoded and decoded. Provide a specific example.
Chapter 2: Navigating Change: The Rise of Digital and Global Media

True/False:

1. Personal media, such as Blackberry devices, allow users to share messages and files with one or more people at a time, but are not considered mass media because they do not reach a large audience.
   Answer: TRUE
   Page Reference: 26

2. The digital revolution came about thanks to the connectedness of a computer-driven electronics-based system that makes possible the Internet and the World Wide Web.
   Answer: TRUE
   Page Reference: 21

3. Global networks in “the network society” allow for true interactivity, whereby people can communicate more easily across national boundaries and other barriers than ever before.
   Answer: TRUE
   Page Reference: 21

4. Legacy media include Blackberries, iPhones, fax machines, and other personal communication devices.
   Answer: FALSE
   Page Reference: 21

5. Manuel Castells is credited with proclaiming the coming of “the global village” in the 1960s.
   Answer: FALSE
   Page Reference: 22

   Answer: TRUE
   Page Reference: 23

7. The earliest adopters of the Internet were using a simple system in the late 19th century.
   Answer: FALSE
   Page Reference: 23

8. Web 2.0 involves greater interactivity, better visual and audio capacity, high speed Internet, and other changes radically different from previous versions of the web.
   Answer: TRUE
   Page Reference: 24

9. The regulatory hand of the government can either encourage or erect barriers to the implementation and use of new media.
   Answer: TRUE
   Page Reference: 24
10. The public has always instantly adopted new innovations in technologies that make communication easier.
   Answer: FALSE
   Page Reference: 25

11. Intermediate communication uses technology to create communities of like-minded people with similar interests or the same political or social views.
   Answer: TRUE
   Page Reference: 26

12. It’s very easy to distinguish between personal media and mass media in the digital age.
   Answer: FALSE
   Page Reference: 26

13. Repurposing old content means to repackage information for use in other ways.
   Answer: TRUE
   Page Reference: 27

14. The three functions of media, as stated by Harold D. Lasswell, are surveillance of the environment, correlation of the parts of society responding to the environment, and transmission of the social heritage from one generation to another.
   Answer: TRUE
   Page Reference: 27

15. Media today have four goals: Informing, influencing, entertaining, and profit-making.
   Answer: FALSE

Multiple Choice
1. _______ are books, magazines, newspapers, and other traditional forms of media.
   a. Digital media platforms
   b. New media
   c. Legacy media
   d. Nonrecyclable materials
   Page Reference: 21

2. The _______ is credited with giving people everywhere greater access to information, thanks to cell phones and the Internet.
   a. Information society
   b. Industrial revolution
   c. Information age
   d. Agrarian age
   Page Reference: 22
3. The “Early Days” of the digital revolution are thought to be in the:
   a. 19th century, when the printing press made cheap newspapers possible.
   b. 1970s and 1980s, when early versions of the Web and Internet were used in military and university applications.
   c. 1990s, when the World Wide Web was adopted universally.
   d. 2002 and 2003, when new media companies evolved and old media companies got involved with the digital revolution.
   Page Reference: 23

4. Dot.coms are:
   c. Named for the extension “.com” on their URL addresses.
   d. All of these answers are correct.
   Page reference: 23

5. Digital media have been nurtured by and reflect powerful forces of their times. According to your book, what three forces have been most influential?
   a. Economic, social, cultural
   b. Economic, technological innovation, government and legal.
   c. Technological, legal, social
   d. Professional, economic, government and legal
   Page Reference: 24

6. A(n) ____ ____ reflects the path toward widespread use of a particular media innovation.
   a. historical trend
   b. economic parabola
   c. technological innovation
   d. adoption curve
   Page Reference: 25

7. Cultural items that have not yet been present, when introduced to society, are considered to be ________.
   a. economic
   b. illegal
   c. innovations
   d. intermediate communication
   Page Reference: 25

8. What does intermediate communication do?
   a. Allow select use of technological innovations and adoptions.
   b. Allow messages to spread from one single source to many individual audience members at one time.
   c. Allow communication between two people in a face-to-face setting.
   d. Uses technology to create communities for like-minded people with similar interests or the same political or social views.
   Page Reference: 26
9. Harold D. Lasswell in 1940 stated three functions of media: surveillance of the environment, correlation of the parts of society responding to the environment, and transmission of social heritage from one generation to another. What function does Charles Wright add?
   a. Entertainment
   b. Information
   c. Marketing
   d. Advertising
   Page Reference: 27

10. Today’s researchers note four major goals for mass media themselves:
   a. Influencing, advertising, community-building and informing
   b. **Informing, influencing, entertaining, and providing a marketplace for goods and services.**
   c. Technological advancement, marketing, entertainment, informing
   d. Informing, entertaining, advertising, and technological advancement.
   Page Reference: 28

11. Cultural imperialism theory suggests that
   a. International communicators influence Western consumers to buy globally.
   b. Mass media influence Western consumers to buy American products.
   c. Western countries refuse to market to lesser developed countries, or to distribute media to those countries, for fear of spreading Western influence among the peoples of those countries.
   d. **Developed societies deliberately engage in cultural imperialism by distributing media content that systematically undermines and replaces traditional beliefs, values, and lifestyles, leading people to prefer Western political systems, material goals, and perspectives.**
   Page Reference: 29

12. The media form thought to be the most “exportable” from one country to another is:
   a. newspapers
   b. **motion pictures**
   c. music
   d. books
   Page Reference: 30

13. At the time of the book’s writing, seven major conglomerates held most of the world’s media companies. The top-grossing media company in 2007 was:
   a. Viacom
   b. NBC Universal
   c. The News Corp.
   d. **Time Warner, Inc.**
   Page Reference: 32
14. As a trend, globalization is a relatively recent phenomenon. What do experts predict for its future?
   a. **Global media will continue to grow, and borders between geographic communities will continue to be porous, allowing free exchange of ideas across borders.**
   b. Global media growth will slow as countries develop their own national media interests to market to their own communities.
   c. As the World Wide Web and Internet access spreads to less developed countries, those countries will develop their own media platforms and cut off their ties to Western culture.
   d. None of these answers is viable.

Page Reference: 31

15. In the digital age, the term “intermediate communication” has been used to indicate what?
   a. Mid-level communication designed to be used by the average person, rather than a professional communicator.
   b. The use of personal media to communicate to massive audiences on a large scale.
   c. The use of newspapers to interact with other community members in a public setting.
   d. **The use of technology to create communities of like-minded people with similar interests or the same political or social views.**

Page Reference: 26

16. Of Lasswell’s three functions of media, which corresponds to media’s watchdog function?
   a. **surveillance**
   b. correlation
   c. transmission
   d. entertainment

Page Reference: 27

17. Of Lasswell’s three functions of media, which corresponds to the passing on of cultural heritage from one generation to the next?
   a. surveillance
   b. **transmission**
   c. correlation
   d. entertainment

Page Reference: 27

18. The continent with the greatest amount of Internet access for its people is:
   a. Europe
   b. **North America**
   c. Asia
   d. Australia

Page Reference: 23
19. Of the powerful forces that affect all media, including digital media, which deals with creating a climate for innovation and fostering enterprise and new ideas?
   a. Technological innovation
   b. Government
   c. Legal
   d. Economic
   Page Reference: 24

20. What does addressable communication do?
   a. It allows media messages to be shared on envelopes and correspondence.
   b. It allows media messages to reach specific individuals, rather than an entire audience or even segmented audiences.
   c. It allows targeting of specific market segments for product placement and other ads.
   d. It is a form of direct mail advertising often used to get people's attention on a large scale.
   Page Reference: 26

21. The information goal of media often is associated with what media form?
   a. advertising
   b. social networking
   c. entertainment programming
   d. newspapers
   Page Reference: 28

22. Which of the following is an example of a media form exported globally?
   a. telenovelas
   b. motion pictures
   c. Web sites
   d. All of these are exported globally.
   Page Reference: 30

23. Which of the following news stations is based in the United Kingdom?
   a. CNN
   b. MSNBC
   c. BBC
   d. Reuters
   Page Reference: 31

24. Manuel Castells defined global networks that allow for true interactivity, in which people could communicate more easily across national boundaries than ever before, as:
   a. digital societies
   b. information ages
   c. cultural imperialism
   d. network societies
   Page Reference: 21
25. The idea that mass media follow a deliberate policy designed by powerful economic and political interests to transform and dominate the cultures of other people is called:
   a. cultural imperialism
   b. globalization
   c. the marketplace of ideas
   d. information society

Page Reference: 29

SHORT ANSWER/ESSAY

1. What key factors made the digital revolution possible?

2. What are three stages of the digital revolution, as outlined in your book? How did each contribute to the current state of digital media?

3. What are the main functions of media, according to Harold D. Lasswell and Charles Wright? Be sure to explain each function in your answer.

4. Today’s media have four goals. Define and explain each, being sure to offer good examples for each goal.

5. Explain the concept of cultural imperialism. How does it apply in today’s global climate?
Chapter 3: Books: The First and Most Respected Mass Medium

True/False:

1. Books are the first and most respected mass medium.
   Answer: TRUE
   Page Reference: 35

2. Books take very little time to produce, making them most effective as a timely medium.
   Answer: FALSE
   Page Reference: 37

3. Books are heavily supported by advertising, which helps keep the costs of books down for the average consumer.
   Answer: FALSE
   Page Reference: 37

4. Books today remain a medium of entertainment, the principal repository of our culture, guides to our technical knowledge, the source of teachings on many subjects, and our basic reference to religious doctrines.
   Answer: TRUE
   Page Reference: 37

5. A medium is a device by which a sender can move physical information through time and space in such a way that one or more people can receive the information and decipher the sender's intended meaning.
   Answer: TRUE
   Page Reference: 38

6. The first forms of codified writing were developed about 200 BC.
   Answer: FALSE
   Page Reference: 39

7. Ideographic, or "thought writing" associated specific whole thoughts or meanings with pictures in a standardized way.
   Answer: TRUE
   Page Reference: 39

8. Phonograms are graphic symbols linked to specified sounds by cultural convention or rule that prevails among those who speak a particular language.
   Answer: TRUE
   Page Reference: 39

9. The earliest portable media were papyrus scrolls invented by the Egyptians as early as 3000 BC.
   Answer: FALSE
   Page Reference: 41
10. Papyrus, vellum and parchment are all early forms of paper made out of wood-based pulp.
   Answer: FALSE
   Page Reference: 41

11. Johannes Gutenberg invented the printing press in 1492.
   Answer: FALSE
   Page Reference: 42

12. *Manuscripti* were handwritten books created and copied by monks in Christian monasteries of the Dark Ages.
   Answer: TRUE
   Page Reference: 41

13. Online retailers such as Amazon.com make it possible for book purchasers to conduct their book-buying from the comfort of their homes.
   Answer: TRUE
   Page Reference: 43

14. Books on demand are downloaded one at a time as customers want them, reducing the costs of paper and printing to what is actually needed.
   Answer: TRUE
   Page Reference: 45

15. Book tours allow authors to generate important coverage from local media in the locations the authors visit, especially in America's most literate cities.
   Answer: TRUE
   Page Reference: 54

Multiple Choice

1. Four main characteristics of books as a mass media form are:
   a. **Less timely than other media; printed, bound and covered; have space for in-depth, durable exploration and development of topics; do not rely on advertising.**
   b. Offer up-to-the minute news; printed, bound and hard-covered; have space for in-depth, durable exploration and development of topics; heavily supported by advertising.
   c. Less timely than other media; printed, bound and covered; provides no space for exploration of topics; relies on advertising.
   d. None of these is accurate.
   Page Reference: 37

2. Books are significant because they:
   a. Are easily thrown away.
   b. Have little to do with society at large.
   c. **Transmit cultural heritage from one generation to the next.**
   d. Enforce the status quo in a society.
   Page Reference: 38
3. The development of writing required two steps: creating graphic representations of objects and ideas, and:
   a. Leaving those representations open to interpretation by subsequent generations.
   b. Passing those representations to subsequent generations using oral storytelling traditions.
   c. **Standardizing the depictions and rules for their meanings.**
   d. None of these is accurate.
   Page Reference: 38

4. A system of writing in which culturally agreed-upon symbols are created to represent thoughts, ideas, and objects is called:
   a. Phonograms
   b. **Ideographic, or “thought” writing.**
   c. Pictograms
   d. Scrolls
   Page Reference: 39

5. The term for a paper-like surface created from pounding thin layers of reeds that grow by the Nile River is:
   a. Vellum
   b. Scrolls
   c. Parchment
   d. **Papyrus**
   Page Reference: 40

6. The ________ are credited with developing the physical form of the book, including the grammar, punctuation, paragraphing, and upper-and-lower case letter system in use to this day.
   a. Romans
   b. Sumerians
   c. Greeks
   d. Celts
   Page Reference: 41

7. Johannes Gutenberg’s primary innovation was the introduction of:
   a. **moveable type**
   b. the printing press
   c. papyrus
   d. iron-based ink
   Page Reference: 42

8. Scholars agree that society at large seems to be in the middle of yet another transition in the history of the book. How many does that make?
   a. 1
   b. 6
   c. 4
   d. 8
   Page Reference: 43
9. Books on demand have a number of advantages, including the reduction of paper and printing costs and middleman costs. The practice also cuts down on the costs of returns. What are returns?
   a. A system whereby booksellers are required to accept consumer returns, bearing the cost of said returns.
   b. **A system whereby booksellers send unsold inventories back to publishers with no penalty.**
   c. A system whereby the book industry ensures the safe return of books to library systems.
   d. None of these is accurate.
   Page Reference: 45

10. E-books are gaining popularity because of their convenience. E-books suppliers offer users the chance to:
    a. Read online.
    b. Download, then read books on the computer.
    c. Download to an e-reader device.
    d. **All of these things can be done with e-books.**
    Page Reference: 46

11. Three cities emerged as book publishing centers in the newly formed United States of the early eighteenth century:
    c. **New York, Boston, and Philadelphia.**
    Page Reference: 48

12. The role of the literary agent is to:
    a. Ferret out book ideas.
    b. Identify authors who works are likely to be of interest to publishers.
    c. Contact publishing houses and editors on behalf of an author he or she is representing.
    d. **All of these are part of the role of the literary agent.**
    Page Reference: 51

13. Many book publishers now engage in two primary practices that have helped with book sales and kept the industry afloat:
    b. **Consolidation of ownership and sophisticated marketing/ selling techniques.**
    c. Sophisticated marketing/ selling techniques and independent bookselling.
    d. Book tours and independent bookselling.
    Page Reference: 52
14. Book tours are one marketing technique by which publishers send authors to the country’s most literate cities for readings and book signings in an effort to stimulate sales. In 2007, what was the most literate city?
   a. Seattle, WA.
   b. **Minneapolis, MN.**
   c. Denver, CO.
   d. Boston, MA.
   Page Reference: 55

15. As a trend, digital publishing seems to be taking over the industry. What do experts predict for the future of books?
   a. Book publishing will slow, with e-books taking over for printed materials.
   b. As the digital revolution shortens attention spans, fewer people will read books at all.
   c. **Books are more than a business; they are part of culture itself and thus likely to be on the scene for some time.**
   d. None of these answers is viable.
   Page Reference: 55

16. What do acquisitions editors do?
   a. **Generate ideas for books and find able and willing authors.**
   b. Work directly with authors to organize the book effectively and help it make the most effective statement of its topic.
   c. Check the spelling, syntax, actual language and expression of the manuscript and check the “proofs.”
   d. Represent the author in negotiating a contract with the publisher.
   Page Reference: 51

17. What do development editors do?
   a. Generate ideas for books and find able and willing authors.
   b. Check the spelling, grammar, syntax, actual language and expression of the manuscript and check the proofs.
   c. **Work directly with authors to organize the book effectively and help make it the most effective statement of its topic.**
   d. Represents the author in negotiating a contract with the publisher.
   Page Reference: 51

18. What do copy editors do?
   a. **Check the spelling, syntax, actual language and expression of the manuscript, and check proofs.**
   b. Generate ideas for books and find able and willing authors.
   c. Work directly with authors to organize the book effectively and help make it the most effective statement of its topic.
   d. Represent the author in negotiating contracts with publishers.
   Page Reference: 51
19. What is the role of a freelancer in the book production process?
   a. They are hired for specific projects on a contract basis.
   b. They set manuscripts in type for printing.
   c. They develop illustrations and design print style, cover and formats for books.
   d. **Freelancers take on a variety of tasks, depending on what’s needed, and those include everything else on this list.**

Page Reference: 52

20. What are royalties?
   a. Specific people in the upper echelons of the book publishing industry, who determine whether a particular book will be published.
   b. A payment made to the author before the book is published, gambling on the book’s success.
   c. Special designs that affect the overall look of the book, often created by freelancers.
   d. **An agreed-upon small percentage of the publisher’s earnings from selling books to retailers, paid to the author in lieu of wages.**

Page Reference: 51

21. What is a medium?
   a. **A device by which a sender can move physical information through time or space in such a way that one or more people can receive the information and decipher the sender’s intended meanings.**
   b. The surveillance function of newspapers.
   c. A digital device used to receive information from satellite feeds.
   d. A physical representation of thoughts and ideas.

Page Reference: 38

22. Graphic symbols linked to specified sounds by cultural convention or rule among those who speak a particular language are called:
   a. ideographic
   b. **phonograms**
   c. symbolic
   d. pictographic

Page Reference: 40

23. An early type of book, used by the Egyptians, was called a _______.
   a. papyrus
   b. **scroll**
   c. book
   d. tablet

Page Reference: 40
24. A type of book that includes literature, biography, and all fiction and nonfiction books for general reading and handled by retail bookstores is called:
   a. Textbooks
   b. Reference
   c. Law
   d. Trade

   Page Reference: 50

25. Consumers spend the most money on ______ books.
   a. university press
   b. mass market paperback
   c. religious
   d. trade

   Page Reference: 50

SHORT ANSWER/ESSAY
1. Discuss the characteristics of books as a mass medium. In what ways do they distinguish themselves from other media?

2. What changes have books undergone since their inception? In your answer, describe the chronology of book publishing. What technological changes made each transition possible?

3. How have the World Wide Web and other digital devices changed the practice of bookselling?

4. What are the advantages and disadvantages of books-on-demand? What challenges and opportunities do books-on-demand pose to the industry?

5. Who are the major players in the book publishing process? What are their roles? Discuss how a book gets published from conception to sales, being sure to define the roles of the people involved along the way.
Chapter 4: Newspapers and News Media: Delivering Information to Society

True/False:

1. Newspapers are perishable products that lack permanence, but they are also portable, predictable, accessible, and cost effective.
   Answer: TRUE
   Page Reference: 59

2. News is current or fresh information about an event or subject that is gathered, processed, and disseminated via a medium to a significant number of people.
   Answer: TRUE
   Page Reference: 60

3. The Second Amendment of the Constitution protects freedom of the press.
   Answer: FALSE
   Page Reference: 65

4. Libel means publicizing untruths.
   Answer: TRUE
   Page Reference: 66

5. Partisan newspapers are careful to balance their reporting, providing space for all sides of an issue in their pages.
   Answer: FALSE
   Page Reference: 67

6. The decline of newspapers in the nineteenth century has been linked to the rapid expansion of the population, the remarkable technological achievements of the era, and the Civil War, which drove great demand for news.
   Answer: FALSE
   Page Reference: 68

7. Yellow journalism is a style of sensationalistic reporting that grew out of a late nineteenth century newspaper war fought between Pulitzer and Hearst.
   Answer: TRUE
   Page Reference: 70

8. Wire services are national and worldwide news-gathering associations that bring to local newspapers a daily flow of stories from beyond their communities.
   Answer: TRUE
   Page Reference: 72

9. Most newspapers today are owned by single owners or by families, who run the businesses together as small operations.
   Answer: FALSE
   Page Reference: 74
10. Metropolitan dailies cater to mostly rural areas with small circulations of under 30,000.
   Answer: FALSE
   Page Reference: 77

11. Content designed to amuse and gratify readers serves the entertainment function of the press.
   Answer: TRUE
   Page Reference: 79

12. Because newspapers fulfill a watchdog role, most are nonprofit organizations.
   Answer: FALSE
   Page Reference: 80

13. General assignment reporters are assigned to particular areas of government such as courts, police, and state government.
   Answer: FALSE
   Page Reference: 82

14. Specialist reporters cover fields such as business, science, and urban issues.
   Answer: TRUE
   Page Reference: 82

15. Many newspapers today have both print and online issues.
   Answer: TRUE
   Page Reference: 83

Multiple Choice

1. Four main characteristics of newspapers as a mass media form are:
   a. Portable, predictable, accessible, cost effective
   b. Unpredictable, inaccessible, cost effective, portable.
   c. Portable, predictable, inaccessible, expensive.
   d. Expensive, inaccessible, stationary, unpredictable.
   Page Reference: 59

2. Newspapers are significant because they:
   a. Have been the gold standard for news and information, offering comprehensive, detailed coverage about almost everything.
   b. Maintain links to the cultural heritage of past generations.
   c. Enforce a society's beliefs, values, and ideological structures in a comprehensive way.
   d. Delineate between profit-making and ideology.
   Page Reference: 61
3. How has news been defined?
   a. As current or fresh information about an event or subject that is gathered, processed, and disseminated via a medium to a significant number of people.
   b. As data gathered by scientists and kept privately.
   c. As passing representations of culture to subsequent generations using oral storytelling traditions.
   d. As anything an editor decides is news.
Page Reference: 60

4. The first newspapers developed after the introduction of the printing press. In Venice of the mid-1500s, an early prototype newspaper, called a ________, gave the public news about the war in Dalmatia.
   a. gazetta
   b. manu script
   c. habeus corpus
   d. a priori
Page Reference: 63

5. Characteristics of a true newspaper include:
   a. Published only occasionally; produced in digital format; available (for a price) to all walks of life; prints specialized news; is readable by people of ordinary literacy; is timely; is stable over time.
   b. Published at least weekly; produced in digital format; available only to a specialized audience; readable only by a few; is timely; is unstable over time.
   c. Published at least weekly; produced by mechanical printing process; available (for a price) to all walks of life; prints news of general interest; is readable by people of ordinary literacy; is timely; is stable over time.
   d. Published only occasionally; produced by mechanical process; available only to a specialized audience; readable only by a few; is timely; is stable over time.
Page Reference: 64

6. The ______ explicitly provides for the freedom of press.
   a. First Amendment of the U.S. Constitution
   b. Articles of Confederation
   c. Magna Carta
   d. Declaration of Independence
Page Reference: 65

7. Using a newspaper to speak out against a practice or situation seen as harmful to the public epitomizes the ______ role of the press.
   a. Fourth Estate
   b. entertainment
   c. antagonistic
   d. watchdog
Page Reference: 65
8. The significance of the John Peter Zenger trial was that it established an important principle. What was it?
   a. The press should be allowed to print lies.
   b. **The press should be allowed to criticize government.**
   c. The press should not be allowed freedom of expression.
   d. The press should be used for monetary gain, not for the greater good

Page Reference: 66

9. The first of the “penny press” newspapers is attributed to whom?
   c. **Benjamin Day and his New York Sun**
   d. William Randolph Hearst and the New York Herald

Page Reference: 67

10. Yellow journalism, or the practice of sensationalist reporting, grew out of a publishing war between which two publishers?
    a. Ochs and Hearst
    b. Greeley and Pulitzer
    c. Day and Greeley
    d. **Hearst and Pulitzer**

Page Reference: 68

11. Feature syndicates are:
    a. **Commercial groups that contract with publishers to provide a great many of the features that make up the content of today’s newspapers.**
    b. National and worldwide news-gathering associations that bring to local newspapers a daily flow of stories from beyond their communities.
    c. Associations of newspaper editors formed to share news with each other at major national conferences
    d. Another name for labor union representation among reporters and editors.

Page Reference: 72

12. Functions of contemporary newspapers include:
    a. Persuading, informing, entertaining, marketing
    b. Persuading, gossip-mongering, sensationalizing, advertising,
    c. Serving as official communicator; appealing to specialized interests; marketing; gossip-mongering.
    d. **Informing, entertaining, providing in-depth coverage and analysis, serving as official communicator.**

Page Reference: 79
13. Newspapers’ dual identity stems from a central conflict between news media’s traditional watchdog role and what?
   a. The interests of the community in maintaining the status quo.
   b. **The business interests of the corporation that owns the newspaper, which want newspapers to turn a profit.**
   c. The interests of big business and government in controlling news media messages.
   d. its need to keep pace with current developments in politics.
Page Reference: 80

14. Newspapers, as businesses, generally contain five departments. They are:
   a. Editorial, marketing, promotions, circulation, business.
   b. Circulation, advertising, business, promotions, production.
   c. **Editorial, advertising, production, circulation, business.**
   d. Advertising, editorial, circulation, business, promotions.
Page Reference: 81

15. As a trend, digital publishing seems to be taking over the industry. What do experts predict for the future of newspapers?
   a. Newspapers are dead.
   b. As the digital revolution shortens attention spans, fewer people will read newspapers at all, even in online form.
   c. **Newspapers as a printed form are declining, but likely to remain a force in the market for some time.**
   d. Newspapers have a bright future as economists predicts circulations will increase.
Page Reference: 82

16. The first newspaper in the American colonies was called what?
   a. Daily Courant
   b. New England Courante
   c. **Publick Occurrences both Foreign and Domestick**
   d. Boston Newsletter
Page Reference: 64

17. One of the first newspaper chain owners was:
   a. Horace Greeley
   b. Rupert Murdoch
   c. **Benjamin Franklin**
   d. John Peter Zenger
Page Reference: 65

18. Newspapers that consistently argue for only one point of view are considered to be ________ press.
   a. objective
   b. specialized
   c. **partisan**
   d. metropolitan
Page Reference: 67
19. The most significant wire service in existence today is:
   a. The Associated Press
   b. United Press International
   c. United Features Syndicate
   d. International News Service

   Page Reference: 73

20. Newspapers that serve readers who share a specific minority group, a particular religious faith, or a well-focused interest are called __________ newspapers.
   a. general interest
   b. metropolitan
   c. daily
   d. specialized

   Page Reference: 77

21. At one time, this type of newspaper was considered to be low quality and sensationalized, with splashy headlines designed to attract attention on the streets.
   a. tabloids
   b. specialized
   c. dailies
   d. general interest

   Page Reference: 77

22. Newspaper content that supports particular political candidates, promotes public policies, endorses programs, or takes positions serves the __________ function of the press.
   a. persuasive
   b. information
   c. entertainment
   d. analysis

   Page Reference: 79

23. Newspaper content that goes beyond merely transmitting information by providing background details relevant to the news, explanations of related events and analyses of their importance and implications serves a _______________ function.
   a. providing in-depth coverage and analysis
   b. entertaining
   c. informing
   d. persuading

   Page Reference: 79

24. Which newspaper department is responsible for arranging for home or mail delivery or sale by street vendors?
   a. circulation
   b. advertising
   c. production
   d. business

   Page Reference: 81
25. Which type of reporter covers a wide range of news as it happens, regardless of topic?
   a. beat
   b. specialist
   c. **general assignment**
   d. photojournalists

Page Reference: 82

**SHORT ANSWER/ESSAY**

1. What are the advantages and disadvantages of newspapers as a medium?

2. As newspapers developed, a definition for what constitutes a newspaper also developed. What do the publications have in common that makes them “newspapers,” as opposed to some other kind of medium? Explain these elements.

3. What characteristics of the penny press made it truly revolutionary in the history of the newspaper?

4. What are the current trends in newspaper ownership? And what are the major concerns about those trends? Explain how those concerns have and can be addressed.

5. Many have predicted the “death” of newspapers. What factors have led to a decline in circulation figures for newspapers, and what can newspapers do to remain a viable medium?
Chapter 5: Magazines: Voices for Many Interests
True/False:

1. Magazines excel at projecting trends and explaining the meaning of the news by bringing together fragmented facts.
   Answer: TRUE
   Page Reference: 89

2. Nineteenth century magazines delved into a variety of topics open for public debate, such as the Civil War and women’s issues.
   Answer: TRUE
   Page Reference: 94

3. Lack of access to good transportation and expensive subscription costs slowed magazine growth during the nineteenth century.
   Answer: FALSE
   Page Reference: 91

4. By the end of the 1700s, magazines had become a mature and important medium, as varied as the country’s interests and concerns.
   Answer: FALSE
   Page Reference: 91

5. Time magazine was founded in 1923 by Martin Luther King.
   Answer: FALSE
   Page Reference: 98

6. Consumer magazines are most readily available to the public, through subscription or by direct purchase at newsstands.
   Answer: TRUE
   Page Reference: 99

7. Intellectual magazines are small-circulation publications that are similar to opinion magazines, but usually carry denser copy and are aimed at a more intellectual audience.
   Answer: TRUE
   Page Reference: 102

8. Business magazines focus on broad news-based coverage of the stock market and institutions of higher learning.
   Answer: FALSE

9. At the growth stage of a magazine, social or economic shifts cause reader interest in the magazine to decrease.
   Answer: FALSE
   Page Reference: 103

10. The first step in the magazine value chain is content creation and acquisition.
    Answer: TRUE
    Page Reference: 103
11. The managing editor typically hires and supervises staff and also arranges for freelancers and other content sources for the magazine.
   Answer: TRUE
   Page Reference: 107

12. The art or design director produces the online version of the magazine, either drawing on overall content or sometimes special material only available online.
   Answer: FALSE
   Page Reference: 107

13. Magazine publishers have operational and fiscal responsibility for their magazines.
   Answer: TRUE
   Page Reference: 107

14. Advertisers love specialized magazines because they are so effective in reaching precisely the category of consumers who buy their kind of product.
   Answer: TRUE
   Page Reference: 109

15. E-zines are a form of magazine available exclusively online.
   Answer: TRUE
   Page Reference: 111

Multiple Choice

1. Of the four main functions of magazines as a mass media form (surveillance of the environment; correlation of the parts of society responding to the environment; transmission of the social heritage from one generation to another; entertainment) the most significant function of magazines is:
   a. Surveillance
   b. Transmission of social
   c. Correlation
   d. Entertainment
   Page Reference: 89

2. Magazines are significant and distinguishable from other media forms because they:
   a. are most successful in providing in-depth analysis that helps readers to understand contemporary society and its parts; they are great interpreters.
   b. maintain links to the cultural heritage of past generations and provide transient information of little consequence.
   c. Enforce a society's beliefs, values and ideological structures in a comprehensive way through short stories and pithy commentary.
   d. None of these is accurate.
   Page Reference: 89
3. The founder of the publication credited as the first magazine, *The Review of London*, was:
   a. Daniel Defoe
   b. William Defoe
   c. Benjamin Johnson
   d. Horace Greeley
   Page Reference: 90

4. Four major conditions created barriers to the successful establishment of magazines in the American colonies:
   a. Nature and dispersion of the population; the state of government tariffs on paper; the poor trade routes with England; the unavailability of paper and ink.
   b. The state of transportation and the postal system needed for delivery; the costs of subscribing; the unavailability of paper and ink; the state of government tariffs on paper.
   c. Nature and dispersion of the population; the economics of publishing at the time; the state of transportation and the postal system needed for delivery; and the costs of subscribing.
   d. None of these is accurate.
   Page Reference: 91-92

5. The growth of magazines in the nineteenth century can be attributed to a number of factors, including:
   a. Industrialization, increased literacy among farm youth, improvement in postal codes, and slow population growth.
   b. Rapid population growth, urbanization, improvement in transportation modes, increasing education, and great issues to discuss.
   c. Increasing education, urbanization, improvement in postal codes, slow population growth, slow economic trends.
   d. None of these is accurate.
   Page Reference: 93-94

6. Reporters who exposed the seamy underbelly of government and the industrial revolution for magazines in the early twentieth century were called ________.
   a. Muckrakers
   b. Pitchmen
   c. Investigative reporters
   d. Yellow journalists
   Page Reference: 96
7. The introduction of television in the mid-twentieth century challenged magazines as an industry because:
   a. People stopped reading.
   b. Audiences found they could get their news and entertainment from the broadcast form.
   c. **Advertising dollars went to the television companies instead of to the magazines.**
   d. Television created a niche market for magazine-lovers, effectively doing away with interest in the medium.

Page Reference: 98

8. The magazine industry today generally discusses the publications in terms of two broad categories. They are:
   a. Opinion and news magazines.
   b. **Business and consumer magazines.**
   c. Consumer and opinion magazines.
   d. General interest and business magazines.

Page Reference: 99

9. ______ magazines include some of the oldest and most respected journals in the United States, and offer commentary on events of the day.
   a. **Opinion**
   b. Gay and lesbian
   c. Intellectual
   d. Sports

Page Reference: 101

10. ______ magazines are some of the most successful in the country with the highest circulations.
    a. Men's
    b. **Women’s**
    c. Business
    d. Humor

Page Reference: 101

11. The life-cycle of a magazine includes:
    a. Start-up, growth, maturity, success, perpetuation.
    b. **Launch, growth, maturity, decline, and death.**
    c. Start-up, success, perpetuation, decline, death.
    d. Launch, success, maturity, perpetuation, decline.

Page Reference: 103
12. The six distinct stages of magazine publishing include:
   a. Content creation and acquisition, editing and content processing, production for publication, printing and binding, advertising sales, marketing, and circulation, and distribution.
   b. Content creation and processing; distribution; informing and editing; printing and binding; entertaining; marketing.
   c. Advertising sales, marketing, and circulation; printing and binding; distribution; production for publication; editing and content processing; engaging in official communication.
   d. All of these statements are inaccurate.
   Page Reference: 106

13. Magazines make money two ways: through advertising and:
   a. Subscriptions
   b. Newsstand sales
   c. Distribution
   d. Circulation
   Page Reference: 108

14. Magazines truly excel in the realm of opinion. Why is that?
   a. Nobody reads magazines, so the opinions expressed in the magazines are never read, and therefore, have no impact on sales.
   b. Advertisers prefer to place their ads with magazines with content that reflects the political ideologies of the advertisers.
   c. They have the luxury of expressing their biases, being openly liberal or conservative and as grumpy or savage as they choose; they can also conduct lengthy investigations and print longer articles.
   d. The in-depth investigations of which magazines are capable allow literate readers to fully engage in the business of public opinion, even though the articles written are quite short.
   Page Reference: 110

15. As a trend, digital publishing seems to be taking over the industry. What do experts predict for the future of magazines?
   a. Magazines will die.
   b. Magazines will continue to exist in printed form because of their portability, but will also continue a web presence.
   c. As the digital revolution shortens attention spans, fewer people will read magazines at all, even in online form.
   d. None of these answers is viable.
   Page Reference: 112

16. A publication called ________________ is credited as being the first magazine, published in 1704 in London.
   a. Publick Occurences
   b. The Review
   c. The Nation
   d. The Magazine
   Page Reference: 90
17. This man led a crusade in his home state of Massachusetts for free, mandatory, public education, a goal which led to greater literacy and therefore, greater popularity for magazines.
   a. Horace Greeley
   b. **Horace Mann**
   c. Benjamin Franklin
   d. John Quincy Adams
   Page Reference: 94

18. Which of the following was one of the "great issues" addressed by magazines of the nineteenth century?
   a. Gun control
   b. Health care
   c. Isolationism
   d. Women's issues
   Page Reference: 94

19. The muckraker who exposed the seedy practices of the Standard Oil company in McClure's magazine was:
   a. Ida Tarbell
   b. Rose Wilder Lane
   c. Upton Sinclair
   d. Ernest Hemingway
   Page Reference: 97

20. The term "newsmagazine" was coined in 1923 by the founders of __________, Henry Luce and Britton Hadden.
   a. Newsweek
   b. **Time**
   c. McClures
   d. The Nation
   Page Reference: 98

21. Magazines that investigate public affairs of a particular city or region and critique the local scene are called:
   a. women's magazines
   b. men's magazines
   c. sports magazines
   d. **City magazines**
   Page Reference: 100

22. Magazines aimed at a particular trade or industry are called:
   a. trade journals
   b. sports magazines
   c. general interest
   d. consumer magazines
   Page Reference: 99
23. Magazines usually are launched when:
   a. Social or economic shifts cause reader interest to decrease.
   b. **A social or economic phenomenon points out the need for more information on that topic.**
   c. Growth slows as competitors enter the market and levels of circulation and advertising slow down.
   d. The magazine stops publishing.

Page Reference: 103

24. The highest number of U.S. magazine launches in 2007, by interest, fell in the ________________ category.
   a. Crafts/Games/Hobbies
   b. Gardening
   c. **Metropolitan/regional/state**
   d. Sports

Page Reference: 105

25. In 2008, the number of all magazines that printed online editions was:
   a. 15,232
   b. **13,247**
   c. 8,675
   d. 9,355

Page Reference: 112

SHORT ANSWER/ESSAY

1. What conditions in the American colonial era made magazines slow to grow? Under what conditions did magazine growth increase in the nineteenth century? Compare and contrast the characteristics of these two centuries.

2. Discuss the concept of “muckraking”. Who were the muckrakers, and how is their history tied to the history of magazines? Explain using specific examples.

3. Compare and contrast two of the following three types of magazines: sports, women’s, opinion. How are they alike? How are they different? What audiences does each serve?

4. Describe the life cycle of magazines. What stages do publications go through? What’s the average lifespan of a magazine?

5. In what ways do magazines continue to be important? How have they worked within the digital revolution?
Chapter 6: Motion Pictures: The Great Entertainer

True/False:

1. Movies leave an indelible stamp on our nation and our culture.
   Answer: TRUE
   Page Reference: 116

2. The daguerreotype was a kind of painting that moved when light was shined behind it.
   Answer: FALSE
   Page Reference: 118

3. “Two-reelers” were films that took up to twenty-five minutes to show.
   Answer: TRUE
   Page Reference: 120

4. By 1914, an estimated 90 million patrons attended movies every week.
   Answer: FALSE
   Page Reference: 121

5. The motion picture code of the mid-1930s banned the words “broad,” “hot,” “tart,” “pansy,” and “whore.”
   Answer: TRUE
   Page Reference: 122

6. During World War II, people stopped attending movies because they needed to devote more time to the war effort.
   Answer: FALSE
   Page Reference: 123

7. Movie exhibitors own theaters and show films.
   Answer: TRUE
   Page Reference: 123

8. Any given movie may seek to entertain, educate, persuade, or enrich.
   Answer: TRUE
   Page Reference: 126

9. During the 1930s and 1940s, the major movie-making companies, or studios, held very little power in the industry.
   Answer: FALSE
   Page Reference: 127

10. American audiences today expect to see films that have standardized lengths, realistic locations, realistic special effects, and radically different plot structures.
   Answer: FALSE
   Page Reference: 128
11. To give an “option” on a story is to give a producer the right to purchase the story at a later date.
   Answer: TRUE
   Page Reference: 132

12. Distribution involves scheduling and promoting showings of director’s cuts in people’s homes.
   Answer: FALSE
   Page Reference: 132

13. Most films do not make back the money spent to produce them.
   Answer: TRUE
   Page Reference: 134

14. The price of a movie ticket in 1933 averaged ten cents.
   Answer: FALSE
   Page Reference: 136

15. Films with an NC-17 rating cannot be shown to those younger than 17.
   Answer: TRUE
   Page Reference: 139

Multiple Choice

1. The condition of the eye in which the brain persists in seeing an object when it is no longer there, just for a fraction of a second, is called:
   a. Visual persistence.
   b. Daguerrototype
   c. Transmission of social heritage
   d. Visual kinestheticism
   Page Reference: 118

2. The kinetoscope was invented by:
   a. George Eastman
   b. **Thomas Edison**
   c. Louis Daguerre
   d. Edward Muybridge
   Page Reference: 120

3. The first theater, founded by Harry P. Davis and John P. Harris in 1905, was called “The _________”, coining a term for all such theaters.
   a. Multiplex
   b. Penny palace
   c. **Nickelodeon**
   d. Moving picture show
   Page Reference: 120
4. The first movie with a recorded soundtrack was:
   a. Gone With The Wind
   b. The Jazz Singer
   c. Snow White
   d. The Wizard of Oz
   Page Reference: 122

5. The “Golden Age” of film spans the years _________.
   a. 1910-1930
   b. 1930-1950
   c. 1950-1970
   d. 1970-1990
   Page Reference: 122

6. The functions of film are:
   a. Entertain, inform, influence, enrich.
   b. Enrich, persuade, inform, influence.
   c. Entertain, enrich, educate, inform.
   d. **Entertain, educate, persuade, enrich.**
   Page Reference: 126

7. Filmmakers who create films in distinctive styles of their own are called:
   a. Auteurs
   b. Directors
   c. Producers
   d. Actors
   Page Reference: 127

8. Today’s movies have four major characteristics in common, including standardized lengths for films, realistic locations or settings, special effects that seem realistic, and ______________.
   a. Color film
   b. **Coherent plot structures**
   c. Digital soundtracks
   d. High-definition viewing
   Page Reference: 128

9. The term for story types that are more or less standardized plots, recognizable categories of films with the same basic kinds of characters, settings, and general sequences of events, is __________.
   a. documentaries
   b. intellectual
   c. **genre**
   d. musical
   Page Reference: 129
10. Of the seven stages of in the process of filmmaking, which deals with planning and execution of actual filming, with cinematographers, lighting technicians and others?
   a. Production
   b. Conceptualization
   c. Performance
   d. Visualization
   Page Reference: 131

11. The process of scheduling and promoting the showings of movies is called:
   a. Production
   b. Conceptualization
   c. Distribution
   d. Direction
   Page Reference: 132

12. Above the line costs for films include salaries for these people:
   a. Producers, directors, actors, and writers.
   b. Producers, writers, film editors, and stunt coordinators.
   c. Camera operators, directors, actors, and technical advisers.
   d. Directors, actors, writers, and camera operators.
   Page Reference: 134

13. A production code developed in the 1960s implemented a system to warn movie-goers about the content of films they were about to see. This system is called a ______ system.
   a. classification
   b. restrictive
   c. blockbuster
   d. ratings
   Page Reference: 139

14. ________ was the practice of private groups who put together lists of people they suspected of being communists, then circulated them privately, threatening to boycott advertisers who sponsored any media that hired people on the list.
   a. Redlisting
   b. Censorship
   c. Lobbying
   d. Blacklisting
   Page Reference: 140
15. What is the significance of reviews and criticism to the film industry?
   a. **Reviewers and critics provide movie-goers with information about the film and its content before they go see it, offering opinions about its artistic, popular and technological value.**
   b. Reviewers and critics compete with each other for a share of movie profits.
   c. As the digital revolution shortens attention spans, fewer people view movies at all, even in online form, and depend on reviewers and critics to tell them what to see.
   d. Reviewers and critics spend a great deal of time arguing with each other in the press to gain attention and become celebrities in their own rights.

Page Reference: 141

16. The first successful, sharp, clear photographs were developed in 1839 by Louis Daguerre; they were called:
   a. Photographs
   b. **Daguerreotypes**
   c. Kinetographs
   d. Vitatypes

Page Reference: 118

17. By 1914, an estimated ____________ patrons attended the movies every week.
   a. 20 million
   b. 1 billion
   c. **40 million**
   d. 5 million

Page Reference: 121

18. Which of the following words were banned by the motion picture code in the mid-1930s:
   a. film
   b. motion
   c. pie
   d. **pansy**

Page Reference: 122

19. The name for those who own theaters and who films is:
   a. Director
   b. Producer
   c. Filmmaker
   d. **Movie exhibitor**

Page Reference: 123

20. Nonfiction films that provide education are called:
   a. westerns
   b. musicals
   c. dramas
   d. **documentaries**

Page Reference: 129

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21. Of the seven stages of making a movie, which deals with choosing takes from all the film that has been shot and processing a finished film?  
   a. Direction  
   b. **Editing**  
   c. Performance  
   d. Conceptualization  
   Page Reference: 131

22. Of the seven stages of making a movie, which deals with getting money together, organizing people involved in the schedule, and supervising the process until the film is ready for distribution?  
   a. Direction  
   b. **Production**  
   c. Editing  
   d. Conceptualization  
   Page Reference: 131

23. The practice of forcing a theater owner to show a studio's bad films in order to get the good ones, too, was called:  
   a. good business  
   b. blockbusting  
   c. **block booking**  
   d. distribution  
   Page Reference: 132

24. What percentage of a film's total costs go to actors' salaries?  
   a. **20 percent**  
   b. 40 percent  
   c. 80 percent  
   d. 15 percent  
   Page Reference: 134

25. Name the media theory that suggests that, because exposure to media messages is highly selective and interpretation of content varies from person to person, a mass communicated message will have only limited effects on the public as a whole.  
   a. Magic bullet theory  
   b. Uses and gratifications  
   c. **Selective and Limited Influences Theory**  
   d. cultural imperialism  
   Page Reference: 138

**SHORT ANSWER/ESSAY**
1. What technological innovations had to be in place before movies could become a medium? Who invented these innovations?

2. Numerous concerns over the cultural and social impact of films on everyday American life have been addressed over time. Discuss the particular concerns of the “Golden Age” of film. What were those concerns, and how were they addressed?
3. Discuss the challenges and opportunities brought to the movie industry by digital cinema. In what ways is the industry addressing these issues?

4. You have a fantastic idea for a film, and you know just the producer to help you get it off the ground. Discuss the stages your film will have to go through before it can be distributed.

5. Discuss the history of the ratings system currently in place, being sure to identify and define the current ratings. What do you think of this solution to the problem of objectionable content?
Chapter 7: Radio: The Resilient Medium

True/False:

1. The Internet is killing radio.
   Answer: FALSE
   Page Reference: 146

2. Devices that first allowed the transmission of electronic impulses were not invented until 1904.
   Answer: FALSE
   Page Reference: 148

3. Radio waves are the longest waves in the electromagnetic spectrum.
   Answer: TRUE
   Page Reference: 150

4. Before radio could become a mass medium, it had to be small enough to use in a home, cheap to purchase, and be profitable.
   Answer: TRUE
   Page Reference: 152

5. The first radio station was KDKA in Pittsburgh, and it's still on the air.
   Answer: TRUE
   Page Reference: 153

6. The Radio Act of 1912 established the principle that the airwaves belong the people, and therefore can be regulated by government.
   Answer: TRUE
   Page Reference: 154

7. One way early radio enthusiasts considered making a profit was through subscription systems.
   Answer: TRUE
   Page Reference: 155

8. In the Golden Age of Radio, comedians, dance bands and singers, sports events, news and daytime “soap operas” all were broadcast over the radio.
   Answer: TRUE
   Page Reference: 157

9. The terrible economy of the Great Depression made it impossible for the average person to buy a radio.
   Answer: FALSE
   Page Reference: 159

10. The Corporation for Public Broadcast supports both television and radio.
    Answer: TRUE
    Page Reference: 162
11. Television forced radio to change its content and focus.
   Answer: TRUE
   Page Reference: 161

12. Studies show that only 10 percent of the population over 12 in this country listens to radio in a given week.
   Answer: FALSE
   Page Reference: 164

13. Radio serves small, highly targeted audiences, which makes it an excellent advertising medium for many kinds of specialized products and services.
   Answer: TRUE
   Page Reference: 165

14. Low-power FM stations make it easier for large companies to reach wider audiences.
   Answer: FALSE
   Page Reference: 167

15. Digital radio uses analog patterns like sound waves to record sound.
   Answer: FALSE
   Page Reference: 168

Multiple Choice

1. A code used for transmitting letters over wires using a system of dots and dashes is called _______ code, after its inventor.
   a. Morse
   b. Sarnoff
   c. Paley
   d. Marconi
   Page Reference: 149

2. A wireless radio transmitter was first developed by:
   a. Guglielmo Marconi
   b. George Eastman
   c. David Sarnoff
   d. Heinrich Hertz
   Page Reference: 150

3. ________ are specific wavelengths to which radios must be tuned in order to send and received transmissions.
   a. Hertz
   b. KinetiHerz
   c. Marconis
   d. Frequencies
   Page Reference: 151
4. In 1906, Lee DeForest invented a three-element vacuum tube that allowed much more sophisticated circuits and applications. This was called a/an _____.
   a. audion  
   b. kinetoscope  
   c. radio  
   d. wireless transmitter  
   Page Reference: 151

5. The man credited as inventing the broadcasting network system was __________.
   a. David Sarnoff  
   b. Guglielmo Marconi  
   c. William S. Paley  
   d. Edward R. Murrow  
   Page Reference: 154

6. What was the significance of the Radio Act of 1912?
   a. It established a system for licensing of transmitters.  
   b. It established the idea that the airwaves belonged to the people, and therefore, could be regulated by the government.  
   c. It established a Federal Communications Commission.  
   d. It established a Federal Radio Commission.  
   Page Reference: 154

7. The Radio Act of 1927 was significant because:
   a. It established specific frequencies for transmission by amateur radio hobbyists.  
   b. It established the Federal Communication Commission.  
   c. It established the idea that the airwaves belong to the people, and therefore, can be regulated by the government.  
   d. It established a system for licensing transmitters.  
   Page Reference: 155

8. The Federal Communications Act of 1934 was significant because:
   a. It established a system for licensing of transmitters.  
   b. It established the idea that the airwaves are owned by the people, and therefore, can be regulated by the government.  
   c. It established tighter controls for broadcasting and created the Federal Communications Commission.  
   d. It allowed the establishment of the Federal Radio Commission.  
   Page Reference: 155

9. How did radio meet the challenge of providing programming free to listeners, but still making a profit?
   a. By endowments from rich philanthropists.  
   b. Through a subscription system.  
   c. Through advertising and sponsored programming.  
   d. Through relying on government funding.  
   Page Reference: 156
10. Radio's golden age seems to have run between:
   a. 1900 or so to 1930.
   b. 1950 to 1970.
   c. 1970 to present.
   d. **Mid-1930s to 1950.**
   Page Reference: 157

11. Uses and gratifications theory suggests that:
   a. Audience members are instantly affected by broadcast messages, which urge them to immediately change consumer behavior to the benefit of its advertisers.
   b. Audience members in underdeveloped countries are affected, long-term, by messages disseminated to them by Western media.
   c. Audience members in general are affected by long-term exposure to multiple media platforms, using such exposure to reinforce their constructions of reality.
   d. **Audience members actively select and attend to specific forms of media content, while ignoring or rejecting others, in order to fulfill their needs and provide gratifications of their interests and motives.**
   Page Reference: 158

12. Government-supported, noncommercial radio and television is known as:
   a. **public broadcasting.**
   b. commercial broadcasting.
   c. sponsored programming.
   d. subscription programming.
   Page Reference: 161

13. Radio hosts who make it a regular practice to cross common boundaries of good taste are called ________.
   a. DJs
   b. producers
   c. publicists
   d. **shock jocks**
   Page Reference: 170

14. Satellite radio is distinguished from other forms of commercial radio in that it:
   a. is a subscriber-based service.
   b. uses controversial radio hosts and alternate programming.
   c. requires specialized receiving equipment.
   d. **All of these answers are elements of satellite radio.**
   Page Reference: 171
15. What do experts predict about the future of radio in a digital revolution?
   a. Radio will decline until it is only being heard on the Web.
   b. Radio will never use the digital technologies, and therefore, will be gone from the airwaves by the mid-twenty-first century.
   c. Radio is a viable, flexible medium that will continue to readjust itself to suit the needs of its audience.
   d. The proliferation of shock jocks and other distasteful programming will eventually drive sales of satellite radios down, and radio will fade.

Page Reference: 172

16. Radio waves are part of the ________________ spectrum.
   a. light
   b. electromagnetic
   c. sound
   d. Hertzian

Page Reference: 150

17. Which of the following characteristics did radio have to develop before it became a mass medium?
   a. Low price
   b. Money-making capability
   c. Regularly scheduled programs
   d. All of these conditions needed to be met for radio before it could become a mass medium.

Page Reference: 152

18. The first regularly scheduled programming is attributed to whom?
   a. Guglielmo Marconi
   b. David Sarnoff
   c. Lee DeForest
   d. Dr. Frank Conrad

Page Reference: 153

19. What was the central reason for the chaos that ensued when the numbers of radio broadcast stations increased sharply in 1922?
   a. There were not enough frequencies in the spectrum, and no clear authority for who should be assigned the frequencies, to prevent overlap of transmissions.
   b. The government had not yet stepped in to pass any legislation about radio at all.
   c. Too many people wanted to be their own broadcasters, in effect using the radio as an early form of telephone.
   d. David Sarnoff tried to control the production of radio receivers and transmitters in order to profit from the new medium.

Page Reference: 154
20. Advertising did not have to be the method by which radio supported itself. Which of the following were other methods considered?
   a. Operation by centers of higher education
   b. Doing away with radio altogether
   c. Allowing David Sarnoff to run all radio stations
   d. Subscription systems
     Page Reference: 155

21. A kind of advertising in which a particular presentation or program would be identified by name, but now information was provided about a specific product that it produced, was called __________ advertising.
   a. sponsored
   b. endowed
   c. institutional
   d. operational
     Page Reference: 156

22. A 1930 court ruling allowed radio broadcasters to use content from local newspapers in their broadcasts, ruling that no one “owns” the news. Therefore, the news is said to be part of the __________ ____________.
   a. public domain
   b. habeas corpus
   c. frequency modulation
   d. communication center
     Page Reference: 160

23. How much of radio’s total revenues come from advertising?
   a. More than 75 percent
   b. 25 percent
   c. 30 percent
   d. 10 percent
     Page Reference: 165

24. Which company owned the largest number of radio stations in 2007?
   a. ABC/Disney
   b. Clear Channel
   c. CBS Radio
   d. Bliss Communications
     Page Reference: 166

25. What kind of reach do 10-watt stations have?
   a. Three and a half miles
   b. Between one and two miles
   c. Five miles
   d. Between five and seven miles
     Page Reference: 167

SHORT ANSWER/ESSAY
1. What technological developments had to be in place before radio could become a medium? And who made these developments possible?
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2. Even after all the technology was in place, several challenges had to be met before radio could truly be widely adapted. Discuss these conditions and how the industry met those challenges.

3. What economic systems were discussed as viable options for making money off of radio? How did advertising become the means by which radio station owners could profit? Explain.

4. In what ways does the uses and gratifications theory apply to the choice of radio as a medium for the everyday consumer? Be sure to use examples from your own experience to support.

5. How has today's radio industry met the challenges of the digital age?
Chapter 8: Television: The Most Influential Medium
True/False:

1. Television is a medium of communication, a technology, an industry, a communication system, and a communication platform.
   Answer: TRUE
   Page Reference: 176

2. The history of television goes back as far as 1953, when the FCC finally allowed broadcasters to transmit color images.
   Answer: FALSE
   Page Reference: 178

3. The earliest experimental television receivers had screens of about four inches in diameter.
   Answer: TRUE
   Page Reference: 180

4. By 1948, most taverns had set up petition drives against the use of televisions in their businesses.
   Answer: FALSE
   Page Reference: 181

5. In 1950, less than 10 percent of all American homes had a television set.
   Answer: TRUE
   Page Reference: 181

6. The FCC at first did not allow color because one system that had been developed required all users to purchase a new television set.
   Answer: TRUE
   Page Reference: 183

7. Three major advances have played a critical role in reshaping of the television industry: The growth of cable television, the widespread adoption of the VCR and DVD players, and the entry of direct satellite and digital broadcasting into the mix.
   Answer: TRUE
   Page Reference: 185

8. USA Network Senior Vice President Chris McCumber says those who want to go into the television industry as a career should be pessimistic about television’s future as a digital medium.
   Answer: FALSE
   Page Reference: 187

9. The advent of the “Big Pipe” has changed the amount of television that can be watched online.
   Answer: TRUE
   Page Reference: 190

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10. Television signals are received over the air or on cable from local stations, which are still the backbone of the television system.  
   Answer: TRUE  
   Page Reference: 192

11. Ratings of program popularity have become deeply institutionalized as the ultimate measure of whether a given program should be kept on the air.  
   Answer: TRUE  
   Page Reference: 193

12. Much of TV programming is an intuitive process.  
   Answer: TRUE  
   Page Reference: 194

13. Research shows that very few people watch the news on broadcast television any longer.  
   Answer: FALSE  
   Page Reference: 194

14. Sports programming focuses on promotion of products in what is essentially an advertising and marketing channel.  
   Answer: FALSE  
   Page Reference: 195

15. Some TV critics argue that TV programs are homogenized and can be sold like soap.  
   Answer: TRUE  
   Page Reference: 196

Multiple Choice

1. In 1884, ______ developed a rotating disk with holes arranged in a spiral pattern that reflected patterns of light and dark back toward the disk, in effect creating a scanner that could be used to send images. 
   a. David Sarnoff  
   b. Philo T. Farnsworth  
   c. Vladimir K. Zworykin  
   d. Paul Nipkow  
   Page Reference: 178

2. The first patented electronic television was developed by:  
   a. George Eastman  
   b. David Sarnoff  
   c. William S. Paley  
   d. Philo T. Farnsworth  
   Page Reference: 179
3. In order to control the proliferation of television stations and licenses, the FCC imposed a freeze on new television stations between ____ and ____.
   a. 1952 and 1954
   b. 1944 and 1946
   c. **1948 and 1952**
   d. 1946 and 1948
   Page Reference: 181

4. By 1960, nearly ___ percent of all Americans had a television receiver.
   a. 50
   b. 30
   c. **90**
   d. 80
   Page Reference: 182

5. In what year did the FCC approve a technological system that allowed programs to be produced and broadcast in color?
   a. 1946
   b. **1953**
   c. 1967
   d. 1981
   Page Reference: 183

6. Television’s first golden age, from roughly 1952 to 1960, focused on:
   a. Generation of interest in social and psychological effects of television
   b. **Prevalence of high quality programming and new television personalities**
   c. Generation of new technologies to speed interest in the new medium
   d. Prevalence of reality television
   Page Reference: 184

7. Cable television originally emerged in the 1940s and 1950s as a way to:
   a. Compete with local broadcasting stations for ad revenue.
   b. Establish a foothold in oceanic transmissions.
   c. **Enable audiences in viewing areas with significant blockage of signals to still get a picture on their television screens.**
   d. Create a user-based system of linked communication devices that could be used as telephones.
   Page Reference: 186

   a. 64.5
   b. **98.2**
   c. 78.6
   d. Less than 20
   Page Reference: 186
9. The term for a portion of the total television viewing audience is:
   a. ratings
   b. aggregated
   c. **market share**
   d. public
   Page Reference: 187

10. VCRs were first developed in 1953 by American Charles Ginsberg, but the technology grew into widespread home use as a result of wars between two competing Japanese systems: VHS and ________.
   a. DVD
   b. **Betamax**
   c. HDTV
   d. Reel-to-reel
   Page Reference: 189

11. Social expectations theory suggests that:
   a. Audience members are instantly affected by broadcast messages, which urge them to immediately change consumer behavior to the benefit of its advertisers.
   b. Audience members in underdeveloped countries are affected, long-term, by messages disseminated to them by Western media.
   c. **Individuals learn how to behave in social situations by observing social activities and group life on television and in other forms of mass media, using those media as guides to action when individuals encounter such situations in real life.**
   d. Audience members in general are affected by long-term exposure to multiple media platforms, using such exposure to reinforce their constructions of reality.
   Page Reference: 183-184

12. The most-watched television genre in the United States is:
   a. Reality-based shows
   b. **News**
   c. Drama
   d. Sports
   Page Reference: 197

13. In television terms, a ________ consists of a community and a contiguous area in which a substantial number of people live who can be reached by a station’s signal.
   a. **market**
   b. share
   c. rating
   d. station
   Page Reference: 197
14. Local stations can get taped content from program syndicators who sell their wares to independent, non-network stations, creating what amounts to a series of small networks. This system is called _____________.
   a. subscriber-based services
   b. alternate programming services
   c. network broadcasting
   d. barter syndication
   Page Reference: 192

15. What do experts predict about the future of television in a digital revolution?
   a. Television will ultimately be absorbed by the World Wide Web.
   b. Television will never use the digital technologies, and therefore, will be gone from the airwaves by the mid-twenty-first century.
   c. Television is a standout medium that will be preserved exactly as it is in generations to come.
   d. New developments in technology, programming and business models will enable the medium to continue to dominate the market as the TV effectively connects itself to the digital revolution.
   Page Reference: 198

16. Television serves as medium, a technology, an industry, and a communication ___________.
   a. inlet
   b. platform
   c. outlet
   d. mouthpiece
   Page Reference: 176

17. Which future president made his debut on a television image in 1927?
   a. Herbert Hoover
   b. Ronald Reagan
   c. Richard Nixon
   d. Strom Thurmond
   Page Reference: 180

18. In 1961, Newton Minow, then chairman of the FCC, declared television to be a “______________”
   a. vast wasteland
   b. terrible thing
   c. tasteless tube
   d. working marvel
   Page Reference: 185

19. In what year did the FCC relax complex regulations they’d used to stop the growth of cable systems?
   a. 1982
   b. 1953
   c. 1972
   d. 1979
   Page Reference: 186
20. At the heart of the mutually profitable system between advertisers and television stations is ________________.
   a. institutionalized pattern
   b. **audience attention**
   c. social expectations theory
   d. television genres
   Page Reference: 193

21. A genre of television content that focuses on soap operas, varieties and talk shows is called:
   a. sports
   b. **daytime programming**
   c. movies
   d. news-talk
   Page Reference: 195

22. A genre of television content that focuses on educational programming and other examples of high and middle cultural artifacts is called:
   a. home shopping
   b. situation comedies
   c. **cultural programming**
   d. movies
   Page Reference: 196

23. A genre of television content that focuses on “real-life” treatments of famous people, historical events, or current affairs is called:
   a. cultural programming
   b. home shopping
   c. dramatic programs
   d. **documentaries and docudramas**
   Page Reference: 195

24. How many television stations may a single owner have?
   a. 20
   b. **12**
   c. 18
   d. 2
   Page Reference: 196

25. The story of television today is one of connections and ____________.
   a. frequency
   b. **continuity**
   c. stations
   d. innovation
   Page Reference: 198

**SHORT ANSWER/ESSAY**
1. Discuss the cultural influence of television over time. How have audiences adapted to television programming? Use specific examples in your answer.
2. What technological developments had to take place before television could become a mass medium? What social forces interrupted television’s development?

3. What do you think of social expectations theory? Does it make sense in the context of your learned experiences? Define the theory and use examples from your own life to illustrate how the theory works.

4. Discuss the economics of contemporary television. How does barter syndication work? And how do television stations make their money?

5. Define “genre” and explain at least five of the different genres of television programming available today.
Chapter 9: News, Journalism, and Public Affairs
True/False:

1. Citizen journalists are responsible for covering the social calendars of the communities in which they live for their local newspapers.
   Answer: FALSE
   Page Reference: 202

2. News is current or fresh knowledge about an event or subject that is gathered, processed, and disseminated via a medium to a significant number of interested people.
   Answer: TRUE
   Page Reference: 203

3. Spot news are stories without history.
   Answer: TRUE
   Page Reference: 205

4. Hard news focuses on situations, people, or events that have “human interest.”
   Answer: FALSE
   Page Reference: 206

5. News releases are today's fresh happenings that must be reported to the public as quickly as possible.
   Answer: FALSE
   Page Reference: 206

6. Public records, such as court, tax agency, or property ownership records, are widely used as sources of facts.
   Answer: TRUE
   Page Reference: 207

7. Impact refers to the freshness of a story that is being prepared for the public.
   Answer: FALSE
   Page Reference: 208

8. The basic idea behind inverted pyramid style is that the most important information in a story should appear first.
   Answer: TRUE
   Page Reference: 210

9. The influence of the new journalism has been to open up new areas for broadcasting.
   Answer: FALSE
   Page Reference: 211

10. Advocacy journalism allows a reporter to promote a cause or position.
    Answer: TRUE
    Page Reference: 212
11. Civic journalism focuses on writing that makes use of some of the methods of the social sciences to gather and analyze quantitative information.
Answer: FALSE
Page Reference: 213

12. The process of selection and elimination of details or entire stories for print or broadcast is called “gatekeeping.”
Answer: TRUE
Page Reference: 216

13. Infotainment is the merging of information and entertainment.
Answer: TRUE
Page Reference: 217

14. The reporters that broke the Watergate story were Woodward and Silverstein.
Answer: FALSE
Page Reference: 220

15. The Drudge Report has never broken a significant story.
Answer: FALSE
Page Reference: 220

Multiple Choice

1. Information that comes from reports by peers and other ordinary individuals, rather than by news professionals, is called:
   a. public affairs reporting
   b. investigative journalism
   c. alternative journalism
   d. citizen journalism
   Page Reference: 202

2. Four key terms help in defining the nature of news: gathered, processed, disseminated, and ______.
   a. private
   b. limited
   c. acquired
   d. public
   Page Reference: 203

3. The concept of twenty-four/seven news refers to the ability of news media outlets to:
   a. provide a single time and place for their broadcasts.
   b. provide more than one appointment with the news each day.
   c. provide news and information at all hours of every day.
   d. provide news and information in a variety of formats once per day.
   Page Reference: 202
4. The kinds of division in professional journalism that deal with the geographic region each publication covers are called __________.
   a. specialized topics  
   b. territories  
   c. organizations  
   d. beats  
   Page Reference: 205

5. Stories that refer to news happenings of short duration that are essentially one-time events are called _____ news.
   a. public affairs  
   b. spot  
   c. hard  
   d. soft  
   Page Reference: 205

6. News considered fresh and timely, consisting of today’s happenings, is considered _____ news.
   a. hard  
   b. soft  
   c. spot  
   d. public affairs  
   Page Reference: 206

7. News that focuses on situations, people or events that have “human interest” is considered to be _____ news.
   a. hard  
   b. soft  
   c. spot  
   d. public affairs  
   Page Reference: 206

8. The news value that refers to the number of people who will be affected or influenced in some way by the subject of the story is _____.
   a. proximity  
   b. impact  
   c. the bizarre  
   d. timeliness  
   Page Reference: 208

9. The news value associated with the issues and topics that are in the spotlight of public concern, as opposed to those issues and topics the public cares less about, is called ____.  
   a. proximity  
   b. prominence  
   c. currency  
   d. conflict  
   Page Reference: 209
10. The concept that the most important ideas in a news story should be relayed first in any news story refers to a writing model called _________.
   a. stand-up
   b. package
   c. conflict
   d. inverted pyramid
   Page Reference: 210

11. The three aims of objectivity include 1.) separating fact from opinion, 2) presenting an emotionally detached view of the news, and 3) ____________________.
   a. striving for fairness and balance, giving both sides an opportunity to reply in a way that provides full information to the audience
   b. persuading audience members to immediately change consumer behavior to the benefit of its advertisers
   c. influencing audiences to understand the point of view of just one side of a particular public affairs issue
   d. offering opinions about both sides of a given story
   Page Reference: 211

12. A journalistic style that relies on computer-assisted reporting or computer-assisted investigative reporting is referred to as ________ journalism.
   a. advocacy
   b. precision
   c. satirical
   d. civic
   Page Reference: 213

13. Reporting, through one’s own work product and initiative, matters of importance that some persons or organizations wish to keep secret, is called ________ reporting.
   a. investigative
   b. computer-assisted
   c. advocacy
   d. precision
   Page Reference: 220

14. The agenda-setting theory of media can be summed up as:
   a. The press’s ability to the fulfill the needs and gratify the interests of its readers.
   b. The ability of the press to spread Western influences to less-developed countries in other parts of the world.
   c. The press’s ability to highlight issues of importance to the public and the press in such a way as to influence the policy-making agendas of leaders and legislators.
   d. The limited influence of media messages on individuals of significant cognitive abilities.
   Page Reference: 221-222
15. Two essential social and cultural functions of media have been identified. They are:
   a. influencing and harboring
   b. marketing and adversarial
   c. profiting and investigating
   d. marketing and investigating
   Page Reference: 218-219

16. Sources who have observed an event and can provide accounts of it are called “reports of ________”
   a. witnesses
   b. officials
   c. friends
   d. citizens
   Page Reference: 206

17. A prepared handout provided to reporters in electronic form, video or on paper by an organization to summarize the “official” version of an event or situation is a
   ____________.
   a. spot news
   b. continuing news
   c. news release
   d. developing news
   Page Reference: 206

18. A source who may not have observed a particular event but who is knowledgeable about that general class of occurrence is considered an __________.
   a. witness
   b. professional
   c. expert
   d. news reporter
   Page Reference: 206

19. Lippmann noted that “news and ________ are not the same thing.”
   a. ads
   b. facts
   c. truth
   d. objectivity
   Page Reference: 208

20. The news value that suggests that stories about events and situations in one’s home community are more newsworthy than events that take place far away is:
   a. prominence
   b. conflict
   c. proximity
   d. currency
   Page Reference: 209
21. The news value that suggests that information that is fresh, or stories of recent events, should be privileged over older information is called:
   a. proximity
   b. prominence
   c. **timeliness**
   d. conflict
   Page Reference: 209

22. A critical reporter is more than a stenographer trying to dutifully report what an ordinary person can see but tries to dig deeper and seek the ________.
   a. facts
   b. **truth**
   c. meat
   d. heart
   Page Reference: 211

23. Precision journalism is associated with _____________.
   a. critics
   b. citizen journalism
   c. blogs
   d. **computer assisted reporting**
   Page Reference: 213

24. Which two reporters were responsible for breaking the Watergate story?
   a. Silverstein and Pol
   b. Felt and Bly
   c. **Woodward and Bernstein**
   d. Woodward and Silverstein
   Page Reference: 220

25. Nelly Bly’s real name was:
   a. Ida Tarbell
   b. **Elizabeth Cochrane**
   c. Amanda Goodenough
   d. Elizabeth Blackwell
   Page Reference: 220

SHORT ANSWER/ESSAY
1. What do you think the future holds for citizen journalists? In your answer, be sure to define citizen journalism and trace out its history in order to support your opinion.

2. In what ways does the press serve their information function? Describe the categories of surveillance the press uses to organize its watchdog role. How effective are these categories?

3. How do journalists decide what constitutes news? Describe the seven news values and how they apply, using a specific example from this week’s news.
4. Compare and contrast sensational journalism with “objective” or impartial journalism: How are they alike? How are they different? What are their goals? Finally, offer your opinion: which is the better journalistic style?

5. Discuss the adversarial role of journalism. What is investigative reporting? How have journalists used their status as the “Fourth Estate” to maintain their aggressive observation of government.
Chapter 10: Popular Culture: Entertainment, Sports, and Music
True/False:

1. The term popular culture is used loosely to mean many things from electronic games to theme parks to T-shirts with printed slogans.
   Answer: TRUE
   Page Reference: 226

2. Media popular culture encompasses media presentations such as reality programming, game shows, soap operas, spectator sports, crime drama, movies, and popular music, the content of which can be defined as entertaining.
   Answer: TRUE
   Page Reference: 228

3. The study of popular culture is important because it reaches all of the public in one form or another, influences the way we think, act, dress, and relate to others, has a tremendous economic impact on the media, and strongly influences almost all mass communication content.
   Answer: TRUE
   Page Reference: 229

4. All critics agree that deliberately manufactured art is a blessing to society.
   Answer: FALSE
   Page Reference: 231

5. Folk art is the product of high culture, deliberately produced by creative and talented individuals who often gain great personal recognition for their achievements.
   Answer: FALSE
   Page Reference: 232

6. Kitsch is artistic products developed out of the spontaneous effort of anonymous people.
   Answer: FALSE
   Page Reference: 232

7. One of the main criticisms of kitsch is that it is mainly a tool for economic exploitation of the masses.
   Answer: TRUE
   Page Reference: 233

8. Scholars and media critics still find the study of heroes useful in examining people's attitudes and values.
   Answer: TRUE
   Page Reference: 234

9. The degree to which popular culture actually represents a threat to the public as a whole is a matter of personal judgment.
   Answer: TRUE
   Page Reference: 236
10. The high-culture taste public prefers content that action-oriented and simple.
   Answer: FALSE
   Page Reference: 236

11. The lower-middle taste public is the dominant influence in mass communications.
    Answer: TRUE
    Page Reference: 237

12. Sports remain a pastime of the elite, as does coverage of sporting events.
    Answer: FALSE
    Page Reference: 240

13. Television revenues took professional sports form a mostly local, modest enterprise
to billion-dollar businesses.
    Answer: TRUE
    Page Reference: 242

14. The source of greatest debate between high and popular culture is music.
    Answer: TRUE
    Page Reference: 246

15. As a media force, video games now rival radio in importance.
    Answer: FALSE
    Page Reference: 246

Multiple Choice

1. Mass-communicated messages that make limited intellectual and aesthetic
demands, and are designed to amuse and entertain media audiences, are considered
to be:
   a. middlebrow culture
   b. popular culture
   c. highbrow culture
   d. lowbrow culture
   Page Reference: 228

2. A person of vulgar or uncultivated tastes is considered to be:
   a. lowbrow
   b. highbrow
   c. middlebrow
   d. average
   Page Reference: 227
3. A key argument in the study of popular culture is that media products consumed by the public are in effect being “dumbed down.” What does this mean?
   a. Media provide too little of the elite perspective in their popular culture products.
   b. Media oversimplify the news and thus trivialize important issues and topics as well as social institutions.
   c. Folk art is losing its value because popular culture favors the elite.
   d. Elite culture expects more from folk art than it does the elite.
   Page Reference: 228

4. Reasons for studying popular, or mass-mediated, culture, include:
   a. It offers delight for everyone.
   b. It reflects and influences life.
   c. It raises far-reaching policy questions, challenging education and research.
   d. All of these are reasons to study popular culture.
   Page Reference: 229

5. Kitsch refers to:
   a. An object or content that is thought to be elite, well-preserved, and in good taste.
   b. An object or content that is thought to be folksy, middle-of-the-road, and in good taste.
   c. An object or content that is thought to be sentimental, middle-of-the-road, and in good taste.
   d. An object or content that is thought to be sentimental, vulgar, or in bad taste.
   Page Reference: 230

6. Products developed out of spontaneous efforts of anonymous people, emerging as a part of the traditions of ordinary people, is considered to be:
   a. elite art
   b. folk art
   c. kitsch
   d. middlebrow art
   Page Reference: 232

7. The main criticisms of kitsch include:
   a. It may diminish both folk and elite art because it simplifies their content and exhausts the sources of these arts.
   b. It is mainly a tool for economic exploitation of the masses.
   c. It deprives its audience of interest in developing tastes for more genuine art forms.
   d. All of these are criticisms of kitsch.
   Page Reference: 233
8. Herbert Gans identified five major levels of taste in American society. What are they?
   a. highbrow, lowbrow, middlebrow, folk, elite
   b. High culture, upper-middle, lower-middle, low-culture, quasi-folk
   c. High-culture, low-culture, middle-culture, quasi-folk, crafts
   d. middlebrow, lowbrow, folkbrow, highbrow, quasi-kitsch
   Page Reference: 236

9. Critical Cultural theory argues that:
   a. The press highlights issues of importance to the public in such a way as to influence the policy-making agendas of leaders and legislators.
   b. Popular culture fulfills a need and gratifies the interest of media consumers.
   c. Western popular culture is deliberately spread overseas in developing countries as a way of forcing those countries to conform to Western value systems.
   d. Those who control the media are deliberately or unwittingly exploiting audiences for their own benefit by using the media to reinforce the capitalist ideology, thereby keeping their audiences bound to the system and avoiding challenges to their power.
   Page Reference: 238

10. __________ media are probably the best expressions of popular culture.
   a. Social
   b. Public affairs
   c. News
   d. Entertainment
   Page Reference: 239

11. Internet entrepreneurs refer to ________ as one of the “killer apps” of digital media, meaning that this content application is seen as a hot source of revenue.
   a. music
   b. soaps
   c. sports
   d. television
   Page Reference: 242

12. The Internet and other new technologies have revolutionized the music industry by allowing:
   a. easy music distribution over digital channels.
   b. better quality sound through digital recording advancements.
   c. greater audience reach through social networking sites.
   d. All of these are characteristic changes brought to the music industry in recent years.
   Page Reference: 244
13. _______ ______ are classic articulations of popular culture, a distribution channel for stories and graphic forms that truly popularize material that might otherwise have been transmitted in a short story, novel, or film.
   a. Baseball cards
   b. Squirt guns
   c. Video games
   d. Comic books
   Page Reference: 246

14. Video games are a _____ for popular culture, a source of popular culture content with its own following.
   a. industry
   b. institution
   c. standard
   d. platform
   Page Reference: 246

15. Which of the following is true about video games?
   a. Video games both draw on other media platforms and genres and contribute to them.
   b. Video games are now part of everyday life as they fuel a distinct video game culture that contributes to overall popular culture.
   c. There are literally thousands of video games and various subcultures of them.
   d. All of these statements are true regarding video games.
   Page Reference: 248-249

16. Media are the ____________, and pop culture are the contents.
   a. institutions
   b. channels
   c. newspapers
   d. televisions
   Page Reference: 227

17. A perspective about popular culture that focuses on the sheer amount of materials generated from interest in one work of literature is:
   a. The Left Overs
   b. The “Authentic”
   c. The Quantitative
   d. The Political
   Page Reference: 228

18. A perspective about popular culture that focuses on the remnants of what was once specialized or limited interest material now reintroduced in a wave of nostalgia is:
   a. The Quantitative
   b. The Left Overs
   c. The Political
   d. The “Authentic”
   Page Reference: 229
19. A perspective about popular culture that focuses on anything that ordinary people create, use, or adopt that becomes popular is
   a. The Quantitative
   b. The Mass Culture
   c. The Political
   d. The “Authentic”
   Page Reference: 230

20. _______ become symbols for public hope and aspirations, and according to cultural critics, thus serve a positive social function.
   a. Comic books
   b. Kitsch
   c. Heroes
   d. Folk art
   Page Reference: 234

21. The term for people who have interests and tastes that run the gamut from dumbed down and nearly mindless TV fare to complicated computer games to music and art of all kinds is:
   a. elite
   b. middlebrow
   c. omnivores
   d. lowbrow
   Page Reference: 238

22. The earliest sports journalism in the United States emphasized the past-times of the ________.
   a. poor
   b. wealthy
   c. middle class
   d. working class
   Page Reference: 240

23. Two sporting events helped to define sports broadcasting: The Dempsey Carpentier championship boxing match in 1921 and ________________________.
   a. The 1962 National Football League championship game between the Green Bay Packers and Dallas Cowboys
   b. 1958 National Football League championship game between the Baltimore Colts and the New York Giants
   c. The 1972 PGA Tournament
   d. The 1898 Kentucky Derby Race featuring Secretariat
   Page Reference: 241

24. The best-selling video game of 2008 was _____________.
   a. Wii Fit
   b. Pong
   c. Call of Duty: World at War
   d. Mario Kart Wii
   Page Reference: 247
25. The best-selling video game of all time is ________________.
   a. The Sims
   b. Super Mario Land
   c. Grand Theft Auto: Vice City
   d. Pokemon Red, Blue, and Green

Page Reference: 247

SHORT ANSWER/ESSAY

1. Define and discuss the phrase “popular culture.” In what ways has it been applied in the context of media? What is its significance?

2. Theorist John Storey offers five perspectives on popular culture that underscore the debate about it. What are these perspectives? Be sure to define and describe each.

3. What are the central critiques of popular culture? How do you respond to these critiques?

4. Define and discuss the concept of “taste publics.” Identify each of the taste publics and define them. Why are these categories so difficult to discuss?

5. Define critical cultural theory and apply it to the popular culture product of your choice.
Chapter 11: Advertising: Using Media in the Marketplace

True/False:

1. Advertising is the engine that keeps the media economy going.
   Answer: TRUE
   Page Reference: 253

2. In many ways, patent medicines led the way in demonstrating the huge financial benefits that could be achieved by advertising.
   Answer: TRUE
   Page Reference: 255

3. Coca-Cola has been advertised since 1900.
   Answer: FALSE
   Page Reference: 257

4. Mail-order catalogue sales were made possible when Rural Free Delivery began shortly after the Civil War.
   Answer: TRUE
   Page Reference: 258

5. Components of the advertising industry today include advertising agencies, media service organizations, suppliers, and advertising media.
   Answer: TRUE
   Page Reference: 260

6. Of the total amount of advertising spending at the beginning of the twenty-first century, media were getting about 30 percent.
   Answer: FALSE
   Page Reference: 261

7. Full service agencies provide only creative services for clients.
   Answer: FALSE
   Page Reference: 263

8. Most spending on media by advertisers went to Internet ads in 2007.
   Answer: FALSE
   Page Reference: 267

9. The biggest spender on advertising in 2007 was Proctor & Gamble.
   Answer: TRUE
   Page Reference: 267

10. The psychodynamic strategy of advertising is associated with a learn-feel-do approach.
    Answer: TRUE
    Page Reference: 271
11. The sociocultural strategy of advertising is associated with a learn-feel-do approach.
Answer: FALSE
Page Reference: 272

12. Changes in advertising over the years have been closely tied to American society as a whole.
Answer: TRUE
Page Reference: 273

13. Clutter poses no challenge to today’s advertising industry because consumers are used to the clutter of many advertising messages.
Answer: FALSE
Page Reference: 274

14. One criticism of advertising is that, rather than stimulating competition, advertising contributes to monopoly.
Answer: TRUE
Page Reference: 279

15. Advertising is considered but one factor among many in shaping consumer choice and human values.
Answer: TRUE
Page Reference: 282

Multiple Choice

1. _______ is an engine that keeps the media economy going.
   a. Public relations
   b. Public Affairs
   c. News
   d. Advertising
Page Reference: 253

2. The historical factor that stands out to help explain why modern advertising took hold and developed quickly in the United States is _______.
   a. industry
   b. abundance
   c. engineering
   d. media
Page Reference: 254

3. Branding developed in the nineteenth century, and it accomplished two things: 1) it standardized the product, bringing “predictability” as to its characteristics for the consumer, and 2) it ________________.
   a. provided a clear identity for a product, the merits of which could be promoted in advertising
   b. provided a set image for use in television commercials
   c. provided an iron-based stamp for use on leather products
   d. provided a readily identifiable mark for cattle
Page Reference: 256
4. Nationally circulated magazines circulated to women specifically:
   a. taught women “their place” in society as both consumers and homemakers.
   b. defined women as their audience
   c. reinforced social stratification by providing different content to cash-poor women.
   d. **All of these are accurate.**
   Page Reference: 258

5. Organizations that specifically provide advertising copy, creative assistance and management of advertising strategies to large numbers of clients are called:
   a. advertising networks
   b. account executives
   c. creative boutiques
   d. **advertising agencies**
   Page Reference: 259

6. Components of the advertising industry include:
   a. advertising networks, media service organizations, suppliers, and production staff.
   b. **advertising agencies, media service organizations, suppliers, and advertising media.**
   c. Production staff, creative boutiques, media service organizations, and suppliers.
   d. Advertising agencies, production staff, creative boutiques, and digital media.
   Page Reference: 260

7. The greatest benefit of social networking, according to Sean Duggan, is what?
   a. **The ability to connect, discover, and share passions and enthusiasms with wide groups of friends quickly and easily.**
   b. It is mainly a tool for economic exploitation of the masses.
   c. It deprives its audience of interest in developing tastes for more genuine art forms.
   d. It allows organization of web users to empower political protesting.
   Page Reference: 261

8. According to a 2005 report, more money was spent on ________ advertising than on any other media form in 2004.
   a. newspaper
   b. broadcast TV
   c. Internet
   d. **direct mail**
   Page Reference: 262

9. An agency that offers planning, creation and execution, and coordination of services for advertisers is called a ____________.
   a. creative boutique
   b. **full-service agency**
   c. specialist agency
   d. in-house agency or department
   Page Reference: 263
10. An agency that works as an internal part of a larger business, such as a department store, is called a(n) ________.
   a. full-service agency
   b. creative boutique
   c. specialist agency
   d. in-house agency or department
   Page Reference: 265

11. Businesses that make end runs around traditional advertising agencies to go directly to advertisers and seek out their own platforms for delivery of ad messages are called:
   a. advertising networks.
   b. interactive agencies.
   c. full-service agencies.
   d. media service organizations.
   Page Reference: 266

12. Media Information Utility theory suggests that:
   a. People use media to fulfill their needs and gratify their wants.
   b. **People in urban-industrial societies become dependent on mass media to obtain the utilitarian information that they require to make many kinds of routine daily decisions.**
   c. The press decides what will be discussed in policy-making arenas by outlining what is most of interest to the public in its pages.
   d. Advertisers in Western culture are deliberately attempting to gain consumers in lesser-developed countries by targeting media messages to them.
   Page Reference: 269

13. Two primary strategies are used by advertisers in constructing persuasive messages. What are they?
   a. psychographic and bandwagon appeal
   b. sociocultural and conform-or-be-punished
   c. **psychodynamic and sociocultural**
   d. sociocultural and learn-feel-do
   Page Reference: 271-272

14. Which of the following statements is true?
   a. Because of free expression guarantees of the First Amendment, the advertising industry is not controlled by any institutional body.
   b. Court decisions surrounding the role of persuasive messages in commercial content have always found in favor of the commercial messages.
   c. **The advertising industry is controlled by government regulations, its own industry code of ethics, and court rulings that have distinguished clear boundaries between persuasive messages as personal opinion and those as commercial content.**
   d. Regulating the advertising industry would be a costly endeavor that no governmental agency is willing to take up because of its complexity.
   Page Reference: 278

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The media, the economy, advertising and __________ are inextricably linked in a deeply institutionalized way; thus, advertising is a central social institution in our society.

a. the population as consumers
b. entertainment industries
c. popular culture
d. advertising executives

Page Reference: 283

Linking advertisers with potential customers without the benefit of ad agencies or traditional advertising media is called ____________.

a. advertising networks
b. industrialization
c. disintermediation
d. conceptualization

Page Reference: 253

The most successful patent medicine of the late 19th century was heavily promoted by the sons of the Quaker woman who concocted the mixture in her kitchen. What was the name of the medicine?

a. Carter’s Liver Pills
b. Lydia Pynkham’s Vegetable Compound
c. Johnson & Johnson’s Fish Oil
d. Barnum’s Patented Cure-All

Page Reference: 255

Soap manufacturer B. T. Babbitt introduced an important advertising sales technique in 1851. It was?

a. use of premiums
b. use of color in packaging
c. use of nationwide sales campaign
d. use of celebrity spokespeople

Page Reference: 256

One of the earliest and most successful department stores was __________ in Philadelphia.

a. Macy’s
b. Wanamaker’s
c. Dayton’s
d. Sears

Page Reference: 258

The heart of the advertising industry is located on ______________ in New York.

a. Wall Street
b. Fifth Street
c. High Street
d. Madison Avenue

Page Reference: 263
21. AAAA stands for:
   a. Association of American Advertising Agencies
   b. All-American Advertising Agencies
   c. **American Association of Advertising Agencies**
   d. Anti-American Advertising Agencies
   Page Reference: 260

22. Before advertising messages are released to the general public, they are ________ by the research department of the ad agency.
   a. presented
   b. fact-checked
   c. **pretested**
   d. vetted
   Page Reference: 264

23. The top advertiser in 2007 was:
   a. General Motors
   b. **Proctor & Gamble**
   c. Walt Disney
   d. Johnson & Johnson
   Page Reference: 267

24. In 2007, most advertising dollars went to _____________.
   a. newspapers
   b. cable television
   c. consumer magazines
   d. entertainment media
   Page Reference: 267

25. Which of the following is a challenge to the advertising agency as a result of the digital revolution?
   a. pretesting
   b. industrialization
   c. entertainment programming
   d. **ad skipping**
   Page Reference: 273

SHORT ANSWER/ESSAY
1. How has advertising evolved over time? Focus on major events and developments of advertising history in your answer.

2. Describe the four components of the advertising industry and how each works with the others.

3. Name and describe the four different types of advertising agencies identified in your text. How do they differ?
4. Compare and contrast the two basic strategies for constructing persuasive messages. How does each work? Which do you think is more effective? Using a specific example, show how an advertising message would be constructed differently for a product depending upon the strategy used.

5. Discuss the main criticisms of advertising. What sources of control govern the advertising industry, and how does each work?
Chapter 12: Public Relations: Influencing Beliefs, Attitudes, and Actions

True/False:

1. Propaganda is persuasive communication designed to gain people’s approval concerning some action taken or planned, some individual, or some decision that has been made.
   Answer: TRUE
   Page Reference: 287

2. A thriving public relations industry was in place by the time of the Spanish-American War
   Answer: FALSE
   Page Reference: 290

3. Professional public relations practitioners are usually people whose education and perhaps prior employment has been in a field in which writing and producing other forms of messages have been major focuses.
   Answer: TRUE
   Page Reference: 291

4. There are almost as many kinds of clients served by public relations practitioners as there are individuals and groups in the United States that produce materials and services for the public.
   Answer: TRUE
   Page Reference: 292

5. Members of the press and public relations practitioners have no use for each other.
   Answer: FALSE
   Page Reference: 294

6. As of 2004, more than half a million people in the United States were engaged in various forms of public relations work.
   Answer: TRUE
   Page Reference: 295

7. Public relations practitioners expect that the largest area for growth in the future is in the area of investor relations.
   Answer: FALSE
   Page Reference: 297

8. Public relations practitioners usually have excellent written and oral communication skills; are at ease socially; have a thorough knowledge of the media, management and business; and possess the ability to function both as problem-solvers and decision-makers.
   Answer: TRUE
   Page Reference: 299
9. The evaluation stage of a public relations campaign is significant because the information used from it will determine the timetable of the campaign.
Answer: FALSE
Page Reference: 300

10. Today, public relations consultants often serve as strategists and managers of election campaigns.
Answer: TRUE
Page Reference: 301

11. Journalists fully trust the information they receive from public relations practitioners.
Answer: FALSE
Page Reference: 302

12. Lobbyists are people employed “to influence legislators to introduce or vote for measures favorable to the interests they represent.”
Answer: TRUE
Page Reference: 303

13. Very specific criteria have always been in place for those who are interested in becoming public relations practitioners.
Answer: FALSE
Page Reference: 307

14. Those interested in public relations as a career need not have a specialized degree; in fact, the industry is best served by those without a college degree.
Answer: FALSE
Page Reference: 308

15. The two-step flow of communication states that information first is processed by public relations practitioners, then passed to consumers at large through a medium such as a newspaper, resulting in immediate behavioral changes among media consumers.
Answer: FALSE
Page Reference: 302

Multiple Choice

1. Publicity focuses on:
   a. Using lies to capture the attention of others.
   b. **Expanding the number of people who are aware of some person, policy, or program.**
   c. Developing corporate blogs, social network sites, and multimedia tools.
   d. Planning the design and developing the content for corporate websites.
   Page Reference: 287
2. Propaganda may be defined as:
   a. Expanding the number of people who are aware of some person, policy or program.
   b. Planning the design and developing the content for corporate websites.
   c. Monitoring and evaluating relevant online media tools.
   d. **Persuasive communication designed to gain people’s approval concerning some action taken or planned, some individual, or some decision that has been made.**

Page Reference: 287

3. The forerunner of the modern public relations agency was the
   ____________________________.
   a. Public Relations Society of America
   b. American Advertising Association
   c. **Publicity Bureau of Boston**
   d. Federation of American Advertisers

Page Reference: 290

4. The top area for growth in the need for public relations practitioners has been identified as:
   a. public affairs
   b. **employee communication**
   c. social responsibility
   d. corporate reputation

Page Reference: 297

5. Typical tasks for public relations practitioners include:
   a. writing, editing, media relations
   b. special events, speaking, production
   c. research, programming and counseling, training
   d. **All of these are considered tasks of PR practitioners.**

Page Reference: 299

6. A public relations campaign is:
   a. The production of news releases aimed at the general media and of copy used for specialized publications, brochures, posters, catalogues, and other pieces intended for distribution to the public.
   b. The evaluation of programs, questionnaires, and media coverage of events or issues.
   c. **An organized way of communicating carefully designed messages with specific meanings to targeted audiences that are important to the client.**
   d. The revision and checking of texts for speeches, company magazines, newsletters and electronic bulletin boards.

Page Reference: 299
7. The relationship between public relations and media is _______; that is, each depends on the other.
   a. symbiotic
   b. problematic
   c. entertaining
   d. nonexistent
   Page Reference: 294

8. The two-step flow of communication theory suggests that:
   a. The press provides information and news on specific topics that influence policy-making agendas for legislators.
   b. The media fulfill the needs and gratify the desires of the audiences that consumer them.
   c. Mass communications often move in two distinct stages, from the media to the opinion leaders, then by word of mouth from the opinion leaders to the other people whom they influence with their information and interpretations.
   d. None of these answers are correct.
   Page Reference: 301-302

9. Effective public relations campaigns must be organized around four basic stages: 1) fact-finding and feedback, 2) planning and programming, 3)__________, and 4) evaluation.
   a. research and writing
   b. editorializing and campaigning
   c. action and communication
   d. action and strategizing
   Page Reference: 300

10. Gatekeeping theory suggests that:
    a. Those who make decisions about the content of publications do so based on what is “newsworthy” using distinct criteria.
    b. Public relations practitioners who choose certain media will have to get those in charge of that media to take notice of their campaigns through gifts and other forms of persuasion.
    c. Unethical practices by public relations practitioners are inevitable as a result of market forces and the relationship they have with the press.
    d. None of these answers explains gatekeeping theory.
    Page Reference: 304

11. The practice of influencing legislators to introduce or vote for measures favorable to the interests represented is called:
    a. editorializing
    b. _lobbying_
    c. marketing
    d. strategizing
    Page Reference: 305
12. Three major criteria must exist before a job can be considered a profession: 1) It must have an extensive body of sophisticated knowledge; 2) that knowledge must be used on behalf of the public within a set of ethical norms; and 3) ___________________.
   a. Its practitioners must be well-versed in rhetorical strategies.
   b. Its practitioners must decide what will be discussed in policy-making arenas by outlining what is most of interest to the public.
   c. Its practitioners must agree on the agenda that should be set for the public interest.
   d. Its practitioners monitor each other to ensure compliance with the norms, rejecting those who engage in unethical practices.
Page Reference: 307

13. The first course in public relations was organized by public relations pioneer __________ in 1923 at New York University.
   a. Edward Bernays
   b. William S. Paley
   c. Ida B. Wells-Barnett
   d. Ivy Lee
Page Reference: 308

14. Which of the following statements is true?
   a. Conducting public relations research has limited value to the public interest, because it is all conducted in private companies.
   b. Understanding public relations as communication, solving practical problems in the field, and monitoring the profession are all good reasons to conduct basic public relations research.
   c. The purpose of public relations education is to promote the field and to teach students how to manipulate emotional responses in their publics.
   d. Regulating the public relations industry would be a costly endeavor that no governmental agency is willing to take up because of its complexity.
Page Reference: 309

15. The need for public relations grew out of the exposure of big business practices by the __________ in the early twentieth century.
   a. muckrakers
   b. advertisers
   c. public relations practitioners
   d. U.S. Congress
Page Reference: 288
16. Which of the following is true?
   a. **Professional public relations practitioners are usually people whose education and perhaps prior employment has been in a field in which writing and producing other forms of messages have been major focuses.**
   b. The field of public relations is shrinking into a simple field with simple goals.
   c. A thriving public relations industry existed before the Spanish-American War.
   d. None of these statements is true regarding public relations.
   Page Reference: 291

17. The use of messages designed to limit the negative consequences of some kind of crisis for a client is called:
   a. **damage control**
   b. spin
   c. massage
   d. conceptualization
   Page Reference: 291

18. Which of the following is true about the differences between public relations and advertising?
   a. Public relations does not have easy access to mass communications.
   b. Advertisers buy and use media at their own discretion.
   c. Public relations messages are not bought and sold, but are offered persuasively to editors, news directors, and other who determine whether that information is worth including on their agendas.
   d. **All of these statements are true about the relationships between public relations and advertising.**
   Page Reference: 295

19. The area identified for the greatest future growth in public relations is:
   a. **corporate reputation**
   b. public affairs
   c. social responsibility
   d. word-of-mouth
   Page Reference: 297

20. The category of assignments for public relations practitioners that focuses on working with designers, typesetters, editors and producers to present material in printed or visual form is:
   a. writing
   b. **production**
   c. programming and counseling
   d. specialized events
   Page Reference: 299
21. The category of assignments for public relations practitioners that focuses on developing a plan for the client or department and giving advice about how to handle a particular event or limit negative publicity is called:
   a. **programming and counseling**
   b. training and management
   c. writing
   d. production
Page Reference: 299

22. The category of assignments for public relations practitioners that focuses on getting clients in the newspaper and on the air and coordinating media coverage of events is called:
   a. special events
   b. research
   c. **media relations and placement**
   d. editing
Page Reference: 299

23. The category of assignments for public relations practitioners that focuses on producing news releases aimed at the general media and drafting copy for specialized publications, brochures, posters, catalogues and other pieces intended for distribution to the public is:
   a. editing
   b. production
   c. **writing**
   d. research
Page Reference: 299

24. The stage of a public relations campaign that involves background research on the desired audience for the campaign is:
   a. planning and programming
   b. action and communication
   c. **fact-finding and research**
   d. evaluation
Page Reference: 300

**SHORT ANSWER/ESSAY**

1. What is the difference between persuasion and propaganda? In your answer, use specific examples from media to explain your position, and be sure to define both terms.

2. What are the components of the contemporary public relations industry? How does each rely on the others?

3. Identify the typical tasks and work assignments associated with the field of public relations. Be sure to define each. What other abilities or qualities must a public relations practitioner possess?

4. Describe the relationship between public relations and the press. In what ways do these two industries interact? How does the book characterize their relationship?
5. In what ways are public relations practitioners effectively using new digital technologies to further their goals?
Chapter 13: Social Forces: Economics, Technology, and Policy

True/False:

1. Media are unaffected by social forces such as the economy and policy.
   Answer: FALSE
   Page Reference: 315

2. The economy creates a climate for innovation, but new developments only occur when creative individuals invent new systems and devices.
   Answer: TRUE
   Page Reference: 315

3. Communication policy has been broadly interpreted to apply to electronic media regulation, the digital strategies of corporations, and telecommunications policy, among other topics.
   Answer: TRUE
   Page Reference: 317

4. The concept of the public interest is clearly defined in law as the best interest of the public.
   Answer: FALSE
   Page Reference: 317

5. The power, role, and emergence of the media as big business is a fact of life in a modern world where the fuel that runs the media machine is advertising and subscriptions.
   Answer: TRUE
   Page Reference: 318

6. Big media are startups sometimes started by a single individual with a website, operated with very little overhead to a targeted audience.
   Answer: FALSE
   Page Reference: 321

7. The law of large numbers is the plan to deliver specific demographics of audience to specific advertisers.
   Answer: FALSE
   Page Reference: 323

8. The employee ownership model relies on employees of a media company to finance and establish or purchase media outlets, with stock assigned accordingly and used as an incentive along with salary increases.
   Answer: TRUE
   Page Reference: 324

9. Communication policy has been described as government interface with media institutions on behalf of the public.
   Answer: TRUE
   Page Reference: 325
10. The media’s role as watchdog, or part of the “Fourth Estate” puts it in direct conflict with the government.
   Answer: TRUE
   Page Reference: 327

11. Freedom of the press as laid out in the First Amendment to the U.S. Constitution is an absolute right.
   Answer: FALSE
   Page Reference: 328

12. A conflict between the First and Sixth Amendments to the U.S. Constitution lies at the heart of the fair-trial-free-press issue.
   Answer: TRUE
   Page Reference: 335

13. The U.S. government has been able to use a number of indirect methods to protect its secrets, including specifically forbidding the press to cover specific events.
   Answer: FALSE
   Page Reference: 337

   Answer: FALSE
   Page Reference: 341

15. All scholars believe that no need exists for new, coherent communications policies.
   Answer: FALSE
   Page Reference: 344

Multiple Choice

1. The U.S. has tried to enforce a public interest standard by:
   a. Requiring public affairs programs, minority hiring, and equal time for political candidates.
   b. Requiring prior restraint of all materials generated by press offices on behalf of the government.
   c. Developing corporate blogs, social network sites, and multimedia tools.
   d. Planning the design and developing the content for news media broadcast magazines.
   Page Reference: 318

2. The study of “how media operators meet the information and entertainment wants and needs of audiences, advertisers and society with available resources” is referred to as:
   a. media economics
   b. public relations
   c. communication policy
   d. public interest
   Page Reference: 319
3. Giant communication companies and conglomerates like Sony, AOL-Time Warner, and Viacom, are referred to collectively as:
   a. little media
   b. public relations firms
   c. big media
   d. public policy institutes
   Page Reference: 321

4. The law of right numbers refers to:
   a. The ability of media companies to deliver large, general audiences to advertisers.
   b. The ability of media companies to deliver specific media structures to government policy institutes.
   c. The ability of media companies to deliver audiences composed of specific demographic and psychographic characteristics to advertisers.
   d. The ability of media companies to deliver large, diverse, stable and niche audiences to an aggregated delivery system.
   Page Reference: 323

5. “The Long Tail” theory suggests that:
   a. As search and social networking sites allow consumers to choose from a greater variety of items than ever before, they will be less likely to invest in one of the same item, such as blockbusters.
   b. Media consumers choose the media they will consume based on whether it fulfills their needs and gratifies their desires.
   c. Communication policy will be set by a press intent on telling policy makers what they should think about.
   d. All of these are components of the Long Tail theory.
   Page Reference: 322

6. A business model in which a media firm incorporates as a foundation or a 501 (c)(3) tax exempt nonprofit and leaves behind the commercial model by getting grants or contributions that give donors tax exemptions is called:
   a. employee ownership model
   b. foundation model
   c. government subsidy model
   d. membership model
   Page Reference: 324

7. The official act of a government to block communication is considered:
   a. libel
   b. slander
   c. public policy
   d. censorship
   Page Reference: 326
8. Historians have remarked that the “first casualty” of war is _________.
   a. truth
   b. the press
   c. public policy
   d. media
   Page Reference: 327

9. The political environment of the American media has two fundamental elements; 1) A guarantee of freedom of the press is clearly embodied in the U.S. Constitution, and 2) _______________.
   a. public policy has no bearing on that freedom
   b. that freedom is not absolute
   c. that right does not extend to individuals
   d. that right does not extend to public policy institutions who print their own materials
   Page Reference: 328

10. The Zenger case established an important legal principle in American courts:
    a. Newspapers should not be allowed to print government secrets, especially in times of war.
    b. Newspapers should be allowed to slander individuals if such slander results in the cessation of hostilities in times of war.
    c. The press has an inalienable right to print whatever it wants, whenever it wants.
    d. Newspapers should be allowed to print the truth, even if such printing is contrary to the wishes of the government.
    Page Reference: 329

11. The most important limitation imposed on the press by the courts concerns:
    a. All of these answers are important limitations.
    b. trial coverage
    c. libel
    d. obscene material
    Page Reference: 331

12. The term applied to publicly made, false, and defamatory statements about an individual is:
    a. obscenity
    b. public policy
    c. libel
    d. censorship
    Page Reference: 333
13. The agency that makes and enforces rules and policies that govern all kinds of communication industries, from telephone companies to television networks is the ______.
   a. FTC
   b. PRSSA
   c. ASNE
   d. FCC

Page Reference: 340

14. Two areas in which the media are restricted because of explicit content are pornography and ______.
   a. libel
   b. slander
   c. obscenity
   d. prior restraint

Page Reference: 336

15. A major concern and condition of the digital revolution is the lessened control over big and little media, characterized by:
   a. enforcement of prior restraint
   b. corporate control
   c. social networking
   d. deregulation

Page Reference: 342

16. The period of early development resulting from the creation of the World Wide Web and articulation of the internet as a massive information, storage and retrieval network is known as “__________” phase of the digital revolution.
   a. The Beginnings
   b. Boom and Bust
   c. Rebirth
   d. Renaissance

Page Reference: 315

17. The period of comeback, with new media companies evolving and old media cautiously entering the new media market, is considered the “________” phase of the digital revolution.
   a. Rebirth
   b. The Beginnings
   c. Renaissance
   d. Boom and Bust

Page Reference: 315
18. The scholar who defined the study of media economics as "how media operators meet the information and entertainment wants and needs of audiences, advertisers and society with available resources" is/was:
   a. William S. Paley
   b. Harold D. Lasswell
   c. **Robert Picard**
   d. Walter Lippman
   Page Reference: 319

19. Media companies, and thus the media economy, have traditionally had two fundamental sources of revenue or income: 1) advertising and 2) __________.
   a. sales
   b. **user fees**
   c. product marketing
   d. consumer reports
   Page Reference: 321

20. The delivery of larger and larger general audiences to advertisers is called:
   a. The law of right numbers
   b. The law of consistent neutrality
   c. The law of ratings and shares
   d. **The law of large numbers**
   Page Reference: 323

21. A business model characterized by government support of media organizations is called the:
   a. employee ownership model
   b. foundation model
   c. philanthropic model
   d. **government subsidy model**
   Page Reference: 324

22. A business model in which media enterprises are supported by member dues is called the:
   a. membership model
   b. employee ownership model
   c. government subsidy model
   d. foundation model
   Page Reference: 324
23. Controlling political communication appears more difficult in contemporary society because:
   a. News media in the United States is expected to provide information, debate, and opinion to a global public.
   b. All other countries refuse to allow the American press to cover political events in their countries.
   c. Court rulings in various countries have made it difficult for the American press to operate globally.
   d. A global media system makes suppressing information difficult, and individual countries have different laws governing political communication.

Page Reference: 326

24. Regulations regarding broadcasting are generally compromised between the principle that “the public owns the airwaves” and the Constitution’s guarantee of
   ________________.
   a. freedom of assembly
   b. freedom of religion
   c. freedom of speech
   d. freedom from search and seizure

Page Reference: 330

25. The primary linchpins of communication law are:
   a. Slander, obscenity and pornography, free press vs. government secrets.
   b. Libel, coverage of trials, obscene materials, and government secrets
   c. Libel, free-press-fair-trial, free press vs. government secrets, right to privacy
   d. Privacy, slander, obscenity and pornography, free press vs. government secrets

Page Reference: 332

SHORT ANSWER/ESSAY
1. What is the distinction between public interest and public duty? How has “public interest” been defined over time?

2. What are the central questions underlying the understanding of media economics? How have these questions been addressed to date?

3. How is the Long Tail theory applicable to the digital economy? How does this theory work? Use specific examples to demonstrate its applicability.

4. Identify and discuss the four central limitations placed on the press. Provide specific examples of these limitations and how they work.

5. What regulatory agencies govern limited control over the media? How are these responsibilities divided between each agency?
Chapter 14: Media Effects: The Processes and Influences of Mass Communication

True/False:

1. The Magic Bullet Theory has largely been discredited
   Answer: TRUE
   Page Reference: 358

2. The uses and gratifications theory is the idea that media have great power over individuals and play a major role in shaping public opinion, moral norms, and patterns of overt behavior in modern society.
   Answer: FALSE
   Page Reference: 351

3. Research findings are always accurate when conducted within a systematic perspective.
   Answer: FALSE
   Page Reference: 353

4. Scholarly research addresses the development and assessment of theory.
   Answer: TRUE
   Page Reference: 353

5. The Pew Center funded the first set of studies aimed at examining possible links between media and violence in children.
   Answer: FALSE
   Page Reference: 355

6. Social psychologist Hadley Cantril discovered that the influence of media messages on individuals varies depending upon their critical ability.
   Answer: TRUE
   Page Reference: 356

7. Magic Bullet Theory was supported by studies conducted by the U.S. military.
   Answer: FALSE
   Page Reference: 358

8. Scholar Paul Lazarsfeld and his team determined that media were just one of a web of influences on voters during political campaigns.
   Answer: TRUE
   Page Reference: 359

9. Uses and gratifications theory suggests that audiences are active in freely choosing and selectively consuming message content.
   Answer: TRUE
   Page Reference: 361

10. Fantasy has been found to be one of the most important pleasures obtained from TV.
    Answer: TRUE
    Page Reference: 363
11. Observational learning is when observers adopt modeled beliefs, attitudes or behavior as a result of seeing the actions of someone else.
   Answer: TRUE
   Page Reference: 365

12. Neither report to the U.S. Surgeon General indicated that a causal link between viewing media violence and performing violent acts existed.
   Answer: FALSE
   Page Reference: 368

13. Most scholars now agree that media have a powerful influence and a limited effect on media consumers.
   Answer: TRUE
   Page Reference: 369

14. Modeling theory suggests that media have limited and selected effects on individuals in an audience.
   Answer: FALSE
   Page Reference: 366

15. Three conditions must exist before accumulation of minimal effects can be said to have taken place: 1) media must focus repeatedly on particular issue; 2) media messages must be relatively consistent, and 3) major media must corroborate each other with parallel content.
   Answer: TRUE
   Page Reference: 370

Multiple Choice

1. A theory that states “if everyone is exposed to the same flow of ideas, then they will be influence in a uniform manner. This exposure and influence will lead them to be very similar to each other in what they know, think about, and (inevitably) in the ways they act” is called:
   a. dead-level theory
   b. agenda-setting theory
   c. uses and gratification theory
   d. two-step flow theory
   Page Reference: 350

2. The scholar who introduced the theory of individuality, which suggests that the wide variety of interests available will enable media consumers to preserve their individuality and contribute to diversity was who?
   a. Charles Horton Cooley
   b. Harold D. Lasswell
   c. Stuart Hall
   d. Neil Postman
   Page Reference: 350
3. The idea that media have great power over individuals and play a major role in shaping public opinion, moral norms, and patterns of overt behavior in society is referred to as:
   a. two-step flow theory
   b. uses and gratifications theory
   c. cultural imperialism
   d. **the Magic Bullet Theory**
   Page Reference: 351

4. Quantitative studies of the process and effects of mass communication make use of the research methods of the social sciences. These methods include:
   a. surveys
   b. discourse analysis
   c. textual analysis
   d. historical analysis
   Page Reference: 353

5. The goal of the Payne Fund studies was to determine:
   a. the effects of all media on large, diverse audiences.
   b. **the effects of motion picture viewing on children.**
   c. the effects of media policy on media-makers.
   d. All of these are components of the Payne Fund studies.
   Page Reference: 355

6. The 1938 broadcast of _______________ brought about a significant change in the perspectives of media researchers, who studied its apparently limited effects.
   a. *The Grapes of Wrath*
   b. *War of the Worlds*
   c. *The Wizard of Oz*
   d. *Amos & Andy*
   Page Reference: 355

7. Studies into effects of political campaign messages, through media, on voters found that:
   a. Media messages act immediately to change voting behavior of their readers.
   b. Media messages have no influence on voters at all.
   c. **Media are just one part of the web of influences on voters.**
   d. Media messages influence voters at the polling booth, but not until they're in the polling booth.
   Page Reference: 359

8. A theory of communication which states that content moves from the mass media to opinion leaders, who then pass it on to others whom they inevitably influence, is:
   a. Magic Bullet Theory
   b. **two-step flow theory**
   c. uses and gratifications theory
   d. agenda-setting theory
   Page Reference: 360
9. The theory that attempts to understand the psychological factors that motivate individuals’ media choices is:
   a. two-step flow of communication theory
   b. agenda-setting theory
   c. uses and gratifications theory
   d. Magic Bullet Theory
Page Reference: 361

10. Gratifications children obtain from television viewing, according to research, include:
   a. fantasy
   b. instruction
   c. diversion
   d. All of these are gratifications obtained by children through television viewing.
Page Reference: 363

11. Content analysis of television’s violent programming showed:
   a. Overall, television's portrayals of violence were very frequent and very realistic.
   b. Overall, television’s portrayals of violence were very infrequent and very unrealistic.
   c. Overall, television’s portrayals of violence were very infrequent and very realistic.
   d. Overall, television's portrayals of violence were very frequent and very unrealistic.
Page Reference: 365

12. An idea that suggests individuals mimic behavior learned through media messages when confronted with real-life situations that seem to indicate that behavior is necessary:
   a. agenda-setting theory
   b. cultivation theory
   c. uses and gratifications theory
   d. modeling theory
Page Reference: 366

13. Two theories that may explain the long-term influences of media on society and culture are:
   a. two-step flow theory and agenda-setting theory
   b. modeling theory and agenda-setting theory
   c. accumulation theory and social expectations theory
   d. uses and gratifications theory and social expectations theory
Page Reference: 369
14. The theory that suggests media have a great deal of influence in shaping people’s ideas and interpretations of a situation through repeated, consistent messages is called:
   a. accumulation theory
   b. social expectations theory
   c. modeling theory
   d. uses and gratifications theory
   Page Reference: 370

15. A theory that suggests groups coordinate their behavior through learning the rules and requirements for acting out parts within the groups from media content is called:
   a. accumulation theory
   b. Magic Bullet Theory
   c. social expectations theory
   d. uses and gratifications theory
   Page Reference: 371

16. Studies undertaken for various kinds of clients how have some problems related to communication are considered to be:
   a. applied research
   b. scholarly research
   c. quantitative research
   d. qualitative research
   Page Reference: 353

17. Studies undertaken for the purpose of developing and assessing theory are considered to be:
   a. applied research
   b. scholarly research
   c. quantitative research
   d. qualitative research
   Page Reference: 353

18. Which of the following statements is true?
   a. There has been a slow but steady accumulation of valid knowledge about how media function and what they do and do not do to individuals and our study.
   b. Media research does not have any real practical use for media practitioners.
   c. Applied research pertains to those studies that are conducted for the purpose of developing and assessing theory.
   d. Scholarly research aims at finding solutions to problems encountered by media practitioners.
   Page Reference: 354
19. Who produced the 1938 broadcast of War of the Worlds?
   a. Clark Gable
   b. Frank Capra
   c. Orson Welles
   d. Jimmy Smith
   Page Reference: 355

20. The capacity to make intelligent decisions was defined as ____________ in early studies related to the effects of the 1938 broadcast of War of the Worlds.
   a. “critical ability”
   b. dilemma
   c. limited effects
   d. selected effects
   Page Reference: 356

21. In the two-step flow of communication, those considered to be opinion leaders share two common characteristics: 1) they had given great attention to the media campaign, and 2) ____________.
   a. their socioeconomic status was similar to that of those whom they influenced
   b. their race, class, and gender were very different from those whom they influenced
   c. they were prominent members of the media
   d. they were prominent members of the upper class of society
   Page Reference: 360

22. The second surgeon general report on violence in television was published in:
   a. 1978
   b. 1990
   c. 1982
   d. 1986
   Page Reference: 368

   a. decreased
   b. increased
   c. remained the same
   d. completely disappeared
   Page Reference: 368

24. The pattern of general group norms, specialized roles, ranking positions, and the set of social controls used by the group to ensure reasonable conformity to its requirements are considered to be:
   a. public interest
   b. social organization
   c. interdependence
   d. modeling
   Page Reference: 372
SHORT ANSWER/ESSAY

1. Describe the difference between applied and scholarly research, and provide examples of each.

2. Discuss the Magic Bullet Theory and its history. Define the theory and trace outs its development over time.

3. Define and discuss the selective and limited effects theory. What two great experiments provided clues that supported the development of the theory? Explain.

4. Identify and discuss the Uses and Gratifications Theory. How can it be applied in your own lived experience? Provide at least three examples.

5. Identify, compare and contrast the two theories that address long-term effects of media.
Chapter 15: Ethics: Assessing Content and Behavior of the Media

True/False:

1. Media ethics deal with the content of media and the behavior of those who lead, manage, and work with media.
   Answer: TRUE
   Page Reference: 378

2. Accuracy and credibility are very important to journalists and others in the media industry.
   Answer: TRUE
   Page Reference: 380

3. A key ethical dilemma for advertisers is whether to sensationalize and distort events and issues in their broadcast news content.
   Answer: FALSE
   Page Reference: 381

4. A key ethical dilemma for public relations practitioners is the possibility of misrepresenting a client’s background and record or crossing the damage-control threshold in representing a reprehensible or dishonest client.
   Answer: TRUE
   Page Reference: 381

5. One challenge unique to new media technologies is the dilemma of the exploitation of children for profit.
   Answer: FALSE
   Page Reference: 382

6. It is considered unethical for reporters to misrepresent themselves to potential sources.
   Answer: TRUE
   Page Reference: 383

7. Conflict-of-interest refers to the ability of reporters to lie to sources to get information they otherwise would not.
   Answer: FALSE
   Page Reference: 384

8. Ethics is “doing what’s right,” and what’s right for one is right for all.
   Answer: FALSE
   Page Reference: 385

9. As entertainment and information functions of media blur, their ethical boundaries also are blurring.
   Answer: TRUE
   Page Reference: 386
10. The Hutchins Commission on Freedom of the Press, commissioned by the U.S. Government, found that the press has responsibilities as well as freedoms.  
Answer: TRUE  
Page Reference: 387

11. The First Amendment to the U.S. Constitution requires the press to be fair and responsible.  
Answer: FALSE  
Page Reference: 387

12. Many media commentators prefer to think of media ethics as journalistic ethics.  
Answer: TRUE  
Page Reference: 390

13. At times, virtually all media functions are scrutinized for ethical breaches.  
Answer: TRUE  
Page Reference: 392

14. Credibility studies probe public attitudes about the news media and dredge up concerns and problems ranging from sensationalism to reporter rudeness.  
Answer: TRUE  
Page Reference: 394

15. Ethical breaches using technology are often linked to privacy, including the use of hidden cameras and microphones to gather information.  
Answer: TRUE  
Page Reference: 395

Multiple Choice

1. Ethics is a branch of philosophy concerned with:  
   a. media effects  
   b. **morals and moral choices**  
   c. uses and gratifications  
   d. media uses  
   Page Reference: 378

2. Media ethics is concerned with:  
   a. the content of the media and the research of scholars who study it.  
   b. the content of the media and the behavior of media effects researchers.  
   c. **the content of the media and the behavior of those who lead, manage, and work with media.**  
   d. None of these answers are correct.  
   Page Reference: 378
3. The hallmarks of ethical media content are:
   a. accuracy, sensationalism, and opacity
   b. **accuracy, credibility, and transparency**
   c. credibility, opacity, and transparency
   d. transparency, sensationalism, and credibility
   Page Reference: 379

4. Digital technologies pose new ethical challenges. Which of the following ethical challenges specifically applies to digital media?
   a. **misuse of false identity**
   b. exploitation of children
   c. plagiarism
   d. sensationalizing and distorting events
   Page Reference: 382

5. Media ethics typically center on three major issues. Which of the following is included in those three?
   a. accuracy and fairness in reporting
   b. the behavior of reporters
   c. avoidance of conflicts of interest
   d. **All of these are typical media ethics issues.**
   Page Reference: 382

6. The deliberate misrepresentation of one’s self to obtain information is considered to be:
   a. perfectly acceptable
   b. an inevitable, if regrettable, part of being a journalist
   c. **unethical**
   d. an accepted part of investigative reporting
   Page Reference: 355

7. Activity that compromises one’s integrity in the performance of one’s professional or public duties is called:
   a. misuse of false identity
   b. **conflict of interest**
   c. agenda-setting
   d. situational ethics
   Page Reference: 384

8. News organizations that pay sources to give interviews are engaging in:
   a. misuse of false identity
   b. sensationalism
   c. exploitation
   d. **checkbook journalism**
   Page Reference: 384
9. The 1947 Hutchins Commission on the Freedom of the Press suggested that:
   a. The press should operate without any constraints.
   b. **The press had duties and responsibilities to the public.**
   c. The First Amendment guarantees the press the right to sensationalize and distort facts.
   d. The press should not be held accountable for the actions of its members.

Page Reference: 387

10. While the First Amendment guarantees press freedom, it does NOT:
   a. require media to be fair.
   b. require media to be responsible.
   c. require media to be accurate.
   d. **require media to be fair, responsible, or accurate.**

Page Reference: 387

11. Media hold two roles as social institutions. They are:
   a. social conscience of society, and profit-making business.
   b. regulation of government, and social conscience of society.
   c. profit-making business, and regulation of government.
   d. regulation of government, and observer of politics.

Page Reference: 387

12. Codes of ethics are:
   a. laws for ethical behavior enforced by the U.S. government.
   b. laws for ethical behavior enforced by local government.
   c. guidelines to legal behavior posted by ethics organizations.
   d. **guidelines to ethical behavior adhered to by members of selected professional media organizations.**

Page Reference: 392

13. An approach to ethics that suggests each situation is unique, and each should be understood within its context, rather than depending on a universal "one-size-fits-all" code, is called:
   a. unethical
   b. **situational**
   c. credible
   d. accuracy

Page Reference: 393

14. A small group of responsible citizens organized at the local, state, and national levels as feedback mechanisms for the press is called a:
   a. **news council**
   b. editorial board
   c. policy institute
   d. government think-tank

Page Reference: 394
15. ____________ probe public attitudes about the news media and dredge up concerns and problems ranging from sensationalism to reporter rudeness.
   a. News councils
   b. Editorial boards
   c. Credibility studies
   d. Applied researchers.
   
   Page Reference: 394

16. Who was the New York Times reporter fired in 2003 for falsifying and plagiarizing stories?
   a. Anita Cook
   b. Jayson Blair
   c. Bob Woodward
   d. Janet Malcolm
   
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17. Many, including those at the Poynter Institute for Media Ethics, argue that ethics is ______________; that is, the role of ethics in journalism in a digital age is no different than in previous ages.
   a. institutional
   b. platform-neutral
   c. industrialized
   d. subsidized
   
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18. While some critics argue that a competitive and profit-driven media cannot operate in an ethical framework, others disagree, because no media system can operate for long without __________ __________.
   a. big business
   b. public confidence
   c. credible research
   d. anonymous sources
   
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19. The characteristic of a mixed-media culture that deals with the twenty-four hour demands of cable, television and websites often lead to sloppy and incomplete reporting, fragments rather than stories is:
   a. there are no more gatekeepers.
   b. the blockbuster mentality.
   c. sources gaining power over journalists.
   d. the never-ending news cycle.
   
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20. The characteristic of mixed media culture that deals with the stories that dominate the news for days, weeks and months is:
   a. the never-ending news cycle.
   b. argument overwhelming reporting.
   c. the blockbuster mentality.
   d. there are no more gatekeepers.
   
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SHORT ANSWER/ESSAY

1. What are ethics, and why should media practitioners be concerned about them?

2. What ethical challenges are raised by new digital technologies? Identify and discuss at least three such challenges. How can these challenges be met?

3. A primary issue of ethical concern is the behavior of reporters. What ethical challenges are raised by reporter behavior? How can these be addressed?

4. Explain the following phrase: “Ethics is doing what is ‘right,’ but the problem is that ‘right’ is defined differently by different people.” What do the authors mean by that phrase? Explain using specific examples from text and experiences.

5. The rise of mixed media culture has led to ever-increasing challenges. What are the five characteristics of a mixed media culture? What ethical challenges do these characteristics represent?