

## >> Preface for the Eighth Edition

**The dictionary defines** *dynamics* as those forces that produce change in any field or system. Given the events of the last few years, during which both external and internal forces have caused waves of change throughout the media, the word *dynamics* in the title of this book has never been more appropriate.

In the short interval between the seventh edition and the current edition, the United States suffered a devastating terrorist attack, carried out military operations against Afghanistan and Iraq, experienced a meltdown in the dot-com industry, and felt the effects of an economy in a tailspin. All of these external events had significance for mass communication. In addition, important developments occurred within the mass media industries themselves:

- The recording industry, plagued by the effects of file-sharing programs such as Kazaa, took the unprecedented step of suing its potential customers for downloading music.
- Cell phones were being used by 160 million Americans.
- Journalists were embedded with military units during Operation Iraqi Freedom.
- The convergence mergers of AOL and Time Warner and Vivendi and Universal turned sour.
- More and more TV stations converted their signals from analog to digital.
- The number of people in the United States with broadband connections to the Internet increased to more than 35 percent.

Not surprisingly, these developments made the task of updating a book on the mass media more difficult. This difficulty was compounded by the nature of an introductory course in mass communication. Typically two groups of students enroll in such a course. One group is considering a career in the media and is interested in the changing operations and structures of the mass communication industries. Those in the other group are not planning to be media professionals and are interested in becoming intelligent, informed, and critical consumers of media content. One of the original goals of *Dynamics* was thus to present a current and thorough treatment of the various media topics that would be useful to aspiring professionals while offering enough scholarly substance to encourage the development of media literacy among consumers of mass communication. The changes reflected in the eighth edition also had to be tailored to serve the needs of both groups.

Keeping up with political, social, cultural, and technological developments is important for those who aspire to be media professionals since they may directly influence the tasks they perform in the future. Advances in technology create some new career opportunities and erase others; the changing economic and business conditions influence how practitioners create and distribute media content; current events pose new ethical and professional dilemmas.

These changes also have significance for those who will end up in other professions. After reading this latest edition, such students will not be surprised when advertising text messages start showing up on their cell phones or when newspaper publishers offer them free custom editions to get them into the newspaper reading habit. They will understand what HDTV is all about and whether they should be concerned about the social impact of violent video games. In short,

keeping abreast of media developments will help them become informed media consumers.



## WHAT IS NEW TO THIS EDITION

The new material in the eighth edition can be grouped into several main themes:

- *The continuing digital revolution:* Chapter 3 (*Historical and Cultural Context*) introduces information about cell phones, PDAs, and other mobile wireless communication devices that may usher in more milestones in the evolution of human communication. Chapter 4 (*Newspapers*) examines how newspapers are integrating their online editions with their traditional print versions and discusses the current trend toward requiring consumers to register or pay before being granted full access to their sites. Chapter 5 (*Magazines*) looks into the growing trend toward custom magazines and digital delivery, and Chapter 6 (*Books*) examines the slow development of e-books. The developments in the electronic media—digital TV, HDTV, digital radio, digital music, and digital movies—are discussed in Chapters 7 through 10.
- *The evolution of the Internet:* Chapter 1 discusses how the most successful activities on the Internet (e-mail, file sharing, online auctioneering) are manifestations more of machine-assisted interpersonal communication than of traditional mass communication. The chapter suggests that the idea of the Internet as primarily a mass communication medium should be rethought. Not surprisingly, Chapter 11 (*The Internet and the World Wide Web*) has undergone a major overhaul and features updated sections on spam, broadband, wireless fidelity, streaming Web video, and the Evernet, the Internet's next stage of evolution.
- *The transformation of traditional media by the Internet:* Chapter 4 (*Newspapers*) analyzes how the Internet is being used to attract younger readers. Chapter 8 (*Sound Recording*) examines peer-to-peer file-sharing programs and the way they are reshaping the recording industry. Chapter 14 (*Advertising*) investigates new developments in online advertising.
- *The changing business environment:* Chapter 1 now contains an extended discussion of the multidimensional concept of *convergence*. Each of the media chapters contains the latest information on mergers, acquisitions, and the effects of uncertain economic conditions.
- *Issues in the practice of journalism:* The catastrophic events surrounding September 11 presented unprecedented challenges and problems for the media. Material in Chapter 2 (*Perspectives on Mass Communication*) discusses how the media performed under these difficult conditions and how the audience used the media to keep informed during a time of crisis. Chapter 12 (*News Gathering and Reporting*) examines a different set of issues—those that arose during the coverage of Operation Iraqi Freedom.
- *New pedagogical features:* Each chapter now starts with a list of objectives that ideally will help students concentrate on the important points of each chapter. In addition, chapters now end with an *Internet Resource* section that is divided into three parts. The first part directs students to the book's *Online Learning Center*, where they can review each chapter, take practice quizzes, and find suggestions for further reading and other activities. The second part makes use of McGraw-Hill's *PowerWeb* site, listing additional readings

relevant to each chapter and providing questions that instructors can use to start discussion on issues raised by the readings. The *PowerWeb site* also contains links to articles that provide current information on a variety of media topics. The third section lists websites relevant to that chapter that students can explore.

Further, two new types of boxed inserts are keyed to the CDs that accompany the text. The first, *Media Talk*, refers to NBC News video segments on issues related to the text. Instructors can use the videos and accompanying questions as discussion starters. The second, *Media Tours*, features a look inside *Vibe* magazine, the WSEE television station, the WKNE radio station, and *The Record* newspaper. These segments are the next best thing to taking a field trip to a media company. In each Media Tour, media professionals, among them the Director of Photography at *Vibe*, the VP for Internet at *The Record*, the morning DJ/station manager at WKNE, and the News Director at WSEE-TV, discuss their jobs, the operation of their companies, and the challenges facing their industries. Instructors can use these segments as a general introduction to selected media chapters.

### THINKING INSIDE THE BOX(ES)

As in past editions, the boxed inserts in each chapter provide background material, present further examples of topics mentioned in the text, and raise issues for discussion and consideration. The eighth edition contains more than 90 new or updated boxes including the *Media Tours* and *Media Talk* already mentioned. As before, the issue-oriented focus has been maintained in constructing these boxes. Forty-six such boxes spotlight pertinent ethical, social, or critical/cultural issues related to topics such as the Jayson Blair affair at the *New York Times*, the coverage of rape in the sports pages, the morality of music file sharing on the Internet, and the problems of maintaining objectivity while covering a war.

The *Media Probe* boxes take an in-depth look at subjects that have significance for the various media. Some examples are interactive television, the increasing obtrusiveness of commercials, and violence in video games.

The *Decision Maker* boxes profile individuals who have made some of the important decisions that have had an impact on the development of the media. Examples include Al Neuharth, Catherine Hughes, Steven Spielberg, and Ted Turner.

As before, *Soundbytes* are brief boxes that highlight some of the ironic, offbeat, and extraordinary events that occur in the media.

### ORGANIZATION

Another of the original goals for *Dynamics* was to produce a book with scholarly depth that students would not dread to pick up. Ideally, the organization and writing style of this edition help meet that goal.

As in previous editions, Part I (*The Nature and History of Mass Communication*) presents the intellectual context for the rest of the book. This part expends a good deal of effort comparing and contrasting mass communication with other types of

interpersonal communication. This analysis is even more important today now that the Internet continues to raise questions about the definition of *mass communication*. Part I also introduces two perspectives commonly used to understand and explore the operations of the media: functional analysis and the critical/cultural approach.

A study of history can reveal much about the behavior of current media institutions, and the introductory course may be the only exposure that students have to media history. Accordingly, the book gives more emphasis to this topic than is found in many introductory textbooks. Specifically, the concluding chapter of Part I takes a macroanalytic approach, tracing the general history of media from the development of language to the cell phone explosion. Further, each media chapter opens with a specific history of that particular medium that identifies the forces that have shaped its evolution.

Part II represents the core of the book. Chapters 4 through 11 examine each of the major media. This edition puts increased emphasis on the interrelationships among the various media: Newspapers and magazines have print and electronic editions; movies appear on tape and DVDs; radio and TV stations have websites and stream their signals over the Web. Recognizing this trend toward the blurring of distinctions, the book is no longer divided into sections labeled *Print* and *Electronic* media. Part II is simply called *Media*, and each chapter stresses the growing symbiosis among the mass communication industries.

The organization of each of the chapters in Part II follows a similar pattern. Each chapter starts with a brief history of the medium's beginnings leading up to how it is coping with the digital age. This is followed by a section on the defining characteristics of each medium and a discussion of the industry structure.

The book continues to emphasize media economics. Since the major mass media in the United States are commercially supported, it is valuable for students to appreciate where the money comes from, how it is spent, and the consequences that arise from the control of the mass media by large organizations. Mergers, consolidations, convergence, and divergence all have a great impact on what we see and hear. Thus, every media chapter has a section on the bottom line and its impact. Finally, each chapter in Part II concludes with a look at the audiences that each medium attracts and a discussion of career prospects.

Part III (*Specific Media Professions*) examines three specific professions closely associated with the mass media: news reporting, public relations, and advertising. As in Part II, each chapter in Part III begins with a history, examines the structure of that particular profession, discusses key issues in the field, and ends with a consideration of career prospects.

Part IV (*Regulation of the Mass Media*) examines both the formal and the informal controls that influence the media. These are complicated areas, and the book makes the information as accessible as possible. Technical legal language is kept to a minimum, and the primary focus is on the substantive issues. The chapter on formal controls examines such areas as the First Amendment, covering the courts, defamation, and special rules that apply to the electronic media. The chapter on informal controls looks first at media self-regulation and then at theories of individual ethical behavior.

The concluding section (Part V, *Impact of the Media*) continues to emphasize the social effects of the mass media. Some introductory texts give the impression that the effects of the media are unknown or simply matters of opinion. Granted, there may be some disagreement about the effects, but thanks to an increasing amount of research in the field there is much that we do know. Moreover, as informed members of our society, we should have some basic knowledge of the effects of the media on our society and across the globe.

Once again, the writing style is informal and accessible. Whenever possible, points are illustrated with examples from popular culture with which most students will be familiar. Technical terms are boldfaced and defined in the glossary. The book also contains a number of diagrams, charts, and tables that should aid understanding.

## IN A SUPPORTING ROLE

### >> **Media World CD-ROMs**

Each new copy of *The Dynamics of Mass Communication*, eighth edition, comes with a two-CD-ROM set. The CDs contain five video segments in an exclusive series called *Media Tours*. The first four segments offer an insider's look at the operations and issues facing an actual newspaper, magazine, radio station, and TV station. The fifth *Media Tour* segment takes a look at how the Internet is affecting media business, as professionals address such questions as "Is the Web profitable?" and "Is the Internet a threat to you?" Also on the CDs are 15 *Media Talk* segments, in which NBC journalists discuss current issues with media experts.

The CDs also contain study help in the form of quizzes that students can take to check their mastery of chapter content. These CDs add another dimension to students' experience of the course and can serve as lecture launchers for instructors. They are fully integrated with the text; for details, see the inside front cover.

### >> **Online Learning Center, [www.mhhe.com/dominick8](http://www.mhhe.com/dominick8)**

The book-specific website is divided into materials for instructors and for students. The instructor's material is password protected, and the password is available to adopters through McGraw-Hill's sales representatives. All students have free access to the student resources.

The instructor resources consist of

- a teaching guide, incorporating all text supplements, written by Rebecca Ann Lind, of the University of Illinois at Chicago;
- detailed chapter summaries, written by Susan Bachner, an educational consultant; and
- PowerPoint slides for each chapter, written by David Stockton, an educational media developer.

The student resources consist of the following useful review tools written by Susan Bachner for students based on content in the text:

- practice tests,
- media timelines,

- learning objectives,
- chapter main points,
- key terms and crossword puzzles,
- suggestions for further reading, and
- an online glossary.

➤➤ **PowerWeb: An Online Database of Readings and Resources,**  
**[www.dushkin.com/powerweb](http://www.dushkin.com/powerweb)**

*PowerWeb* is a password-protected premium content website that serves as a companion anthology and media news resource. Passcards for instructors and students are packaged inside every new copy of *Dynamics*, eighth edition. The *PowerWeb* site includes

- articles on mass communications issues, refereed by content experts,
- real-time news on mass communication topics,
- weekly course updates,
- interactive exercises and assessment tools,
- student study tips,
- Web research tips and exercises,
- refereed and updated research links, and
- daily news.

➤➤ **Instructor Resource CD-ROM**

Instructors are provided with a CD-ROM containing exclusive content to help them organize class sessions and administer tests. The content consists of the following:

- **Computerized test bank:** Written by Rebecca Ann Lind, of the University of Illinois at Chicago, this computerized test bank features all new questions that are now page referenced to the text. It is available in both Windows and Macintosh formats.
- **PowerPoint slides:** Created by David Stockton, an educational media developer, these all new PowerPoint slides can be used by instructors in class presentations and by students for review. They are available on disk and at the Online Learning Center.

## ACKNOWLEDGMENTS

Once again, I would like to thank all of those instructors and students who have used the first seven editions of this book and who were kind enough to suggest improvements. Several colleagues deserve special mention. Drs. Scott Shamp, Patricia Priest, and Rebecca Lind were kind enough to provide guidance and material for this edition. Students working on their Ph.D.s usually do not have a lot of free time, but Federico de Gregorio, Amanda Hall, Rita Van Sant, and Kevin Williams managed to put together original material for this edition. Moreover, thanks to Cheryl Christopher for help with logistics; to Meaghan Dominick whose knowledge of popular music never ceases to amaze me; to Ron, Aimee, and

Aidan Douglass for demonstrating the latest digital technologies; and finally to Carole Dominick for her organizational skills and for putting up with my general crankiness during the revision process.

And, as always, I would like to thank all of the reviewers who offered helpful and insightful suggestions for improvement:

Meta G. Carstarphen—Gaylord College of Journalism and Mass  
Communication

Joseph L. Clark—University of Toledo

Mike Eberts—Glendale Community College

Robert M. Ogles—Purdue University

Joseph A. Russomanno—Arizona State University

James B. Weaver, III—Virginia Tech

Clifford E. Wexler—Columbia-Greene Community College

Thanks also to Susan Bachner, Rebecca Ann Lind, and David Stockton for their work on the supporting materials on the text's website.

And, finally, a big thanks to all of those at McGraw-Hill for all their help on this edition: to Phil Butcher who has been supporting this book for the last 20 years or so; to Cynthia Ward for her sedulous editing efforts and helpful suggestions; to Thom Holmes for strategic guidance and tactical help; to Christina Thornton-Villagomez for yet again handling the myriad details of getting the book into print; to Brian Pecko for digging up some really good pictures; to Emma Ghiselli for screen captures; to Leslie Oberhuber for marketing efforts; and to Gino Cieslik for the design of the eighth edition.

Finally, I will repeat myself yet again. The media are a vital force in our society; I hope this book helps us understand them even better.

Joseph R. Dominick