

Central States Communication Association

July 2015, Volume 83, Issue 2, Book Review Supplement

Book Review Call for September 2015



The Central States Communication Association is pleased to continue the book review section to be included as a supplement to the association's newsletter. This supplement will publish short reviews (of approximately 500 words for monographs and up to 1000 words for longer edited volumes) of recently published books of relevance to the membership of CSCA.

Book review calls will be issued tri-annually for a list of books compiled by the Book Review Editor. Members may additionally make suggestions to the Book Review Editor for books that should be reviewed at any time and the Book Review Editor will determine their fit for the membership in consultation with the CSCA Executive Director.

For this book review section (to be printed September 2015), I am currently seeking reviews for the following books:

Herbig, A., Herrmann, A. F., & Tyma, A. W., (2015). *Beyond new media: Discourse and critique in a polymediated age*: Lexington Books.

Vorell, M. S., Carmack, H. J., & Scarduzio, J. A. (2014). *Surviving work: Toxic organizational communication*: Kendall Hunt Publishing Company.

Remland, M. S., Jones, T. S., Foeman, A., & Arevalo, D. R. (2015). *Intercultural communication: A peacebuilding perspective*: Waveland Press Inc.

Duncan, A. M. (2015). *Gambling with the myth of the American dream* (Routledge research in Sport, Culture & Society). Taylor & Francis.

Suggestions for additional books to review can also be made to the Book Review Editor.

To be considered for a review, please contact sarahsteimel@weber.edu with:

1. Which book you want to review
2. A short explanation as to why that book fits within your area of knowledge/expertise.

If selected to provide a book review, CSCA will provide the book to the reviewing author.

Submissions should not be under review by other publications. Reviews must be written according to the most recent edition of the Publication Manual of the American Psychological Association. The Book Review Editor reserves final discretion about the publication of all reviews.

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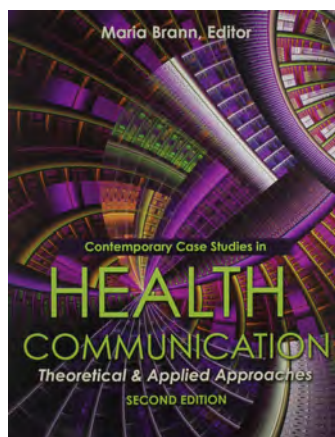
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Book Review: Brann (2015)

Contemporary Case Studies in Health Communication: Theoretical & Applied Approaches (2nd ed.)



Maria Brann's *Contemporary Case Studies in Health Communication: Theoretical & Applied Approaches (2nd ed.)* deftly combines theoretical and conceptual approaches with based-in-reality narratives that lay the groundwork for critical thinking and effective theoretical application. Depending on one's pedagogical approach, the case study book could be used as a stand-alone text; however, it also makes an excellent companion to health communication textbooks or readings. The book introduces students to a variety of theories and concepts relevant to health communication while the accompanying case studies allow them to deepen their understanding of theory through application to each case. The diverse authors Brann has assembled contribute to the strength of the text. They represent an array of instructors and others from a variety of domains relevant to health communication.

Most chapters follow a similar structure: introducing the theory or concept with an effective explanation then presenting a narrative case example that allows the student to apply theories and concepts. The questions at the end of each case can facilitate discussion, and, while some question sections are stronger than others, they all provide a good beginning for class discussion. The case studies comprise the broad range of topics covered in most health communication courses including giving bad news, privacy management, patient diversity, social support, e-health, public health, and health campaigns. The cases come from a myriad of experiences, sometimes personal, oftentimes a composite of research data. For the most part, the narratives are interesting and complex—contributing to the efficacy of the text. The strongest case studies introduce several concepts appropriate to application and analysis allowing the reader to see the complexity of health communication and its theoretical foundations.

For example, the second chapter, “No Time to Grieve: Losing My Life’s Love and Regaining My Own Strength,” written by the editor, is a poignant narrative of loss that illustrates patient-provider communication from the patient’s perspective. Brann interweaves concepts of identity transformation, silence around loss, and active patient participation into a personal narrative that is at once well-written, tense, and complex.

“Navigating Health Care Decisions in Complex Situations: The Privacy Management Challenges of Health Care Surrogates,” by Bute, Torke and Petronio addresses not only Petronio’s theory of communication privacy management (CPM), but also integrates concepts of health surrogates, advance care planning, and HIPPA. It also illustrates the stress on family members when caring for others especially in unexpected health situations.

Chapter seven, “To Tell or Not to Tell: Managing Privacy Disclosure among LGBTQ Populations,” not only introduces an important and rarely covered topic—the effects of stigmatization on the health of many LGBTQ patients—it also familiarizes students with the concepts of heteronormativity and healthcare discrimination. The questions at the end of this chapter are particularly engaging and should facilitate a thoughtful student discussion on these issues (*continued on p. 3*).

Diverging from the patient-provider focus, chapter 25, “The HPV Mandatory Vaccination Controversy: Creating a Frame of Perspective for Public Health Initiatives,” (Malkowski, Renegar, & Dionisopoulos), addresses the rhetoric of public health by analyzing the debate surrounding the Gardasil HPV vaccine. While not narratively similar to the other case studies in the text, it is, nonetheless, effective in introducing students to a timely health controversy (vaccinations) as well as how the use of a *frame of perspective* can help students analyze the success of public health arguments.

Continuing to focus on issues outside of patient-provider communication, Section VIII, *Campaign Design, Implementation, and Evaluation*, covers concepts critical to successful health campaigns. Each of the three case studies introduces various aspects of campaign development: formative research, theoretical choice, campaign design, and evaluation. This section effectively introduces and illustrates core concepts of the health campaign.

The one misstep in the book is the first case study, “Welcome to Class: Exploring Health Communication and Case Study Pedagogy” by Brann and Ball that aims to explain health communication and the case study methodology. The case seems to be written for a younger audience (perhaps, high school) and sets the tone of the book ineffectively. I think that an introductory chapter reviewing health communication and case study methodology would be better suited for a college-level audience. Additionally, cases that deal with how we define health, basic patient-provider communication, and gendered health issues would strengthen the volume, but those omissions do not detract from the overall strength of the text.

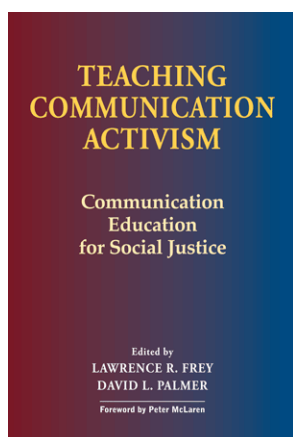
As a professor of health communication, I will definitely be integrating this text into my course. The book is a thoughtful, well-written, and informative introduction to a variety of health communication issues. Equally strong on theory and application, the book will be a hardworking addition to any health communication course.

Lori J. Joseph received her B.A. in Communication Studies from Montana State University Billings and her Masters and Ph.D. from University of Kansas. She is an Associate Professor/Chair of Communication Studies at Hollins University in Roanoke, VA. She teaches a myriad of communication courses including Health Communication and Organizational Communication. Her research focuses on women in nontraditional occupations as well as faculty burn-out.

Book Review: Frey & Palmer (2014)

Teaching Communication Activism: Communication Education for Social Justice

The intended audience for Frey and Palmer’s book is anyone interested in social justice for marginalized populations with issues such as “poverty, gender and racial violence, health-care deficiencies, employment and housing problems, environmental degradation, and countless acts of discrimination on the basis of class, disability, gender, race, religion, sexual orientation, and other identities” (Frey & Palmer, 2014, p. 1). However, it is especially targeted to college-level communication professors, undergraduate and graduate students, scholars of social justice, or community organizations desiring to work with universities and college-age students on communication activism. Communication activism pedagogy (CAP) “teaches students how to use their communication knowledge and resources ... to work together with community members to intervene into and reconstruct unjust discourses in more just ways” (p. 8) (*continued on p. 4*).



Communication activism for social justice research (CAR) challenges communication researchers to “study in a systematic manner and report in scholarly (and other) outlets processes, practices, and products associated with those [CAP] research endeavors” (p. 9).

The main idea of *Teaching Communication Activism* is to promote the education of college-level students to intervene with marginalized populations for social justice through communication courses. **Lawrence R. Frey** and **David L. Palmer** (editors) successfully accomplish the main idea for this book by effectively presenting the following topics: discussion of CAP and CAR with ethics and service-learning approaches; discussion of specific communication course’s activism projects including complete course syllabi; detailed presentation of service-learning activism projects

and lessons learned while teaching the various courses; and discussion of more involved, extensive, long-term community and academic collaboration in social justice projects.

The book is rooted in extensive CAP and CAR research as well as the editors’ experience with both practices throughout their academic careers, setting a clear foundation in terminology, the need for civic involvement by college students, and theoretical frameworks and past education for social justice in the college classroom. They develop chapters of the book using scholars who have practiced CAP and CAR in their courses across a variety of social justice issues much like Joanne Gilbert’s performing advocacy which infuses activism into the lives of students with the lives of holocaust survivors associated with the Holocaust Memorial Center in Farmington Hills, Michigan. Her *Up from the Ashes* production changes students, survivors and audience alike. Gilbert closes her chapter with a Performing Advocacy Course Syllabus.

Promoting communication activism through service-learning is well represented by E. Sam Cox and Wendy L Geiger’s chapter “Protecting Student Human Rights: Social Justice Activism Service-Learning to Prevent Bullying in Schools”. Thoroughly educating students on the long-term effects of bullying on student’s academic achievement, they build a three-year-long service-learning project around a graduate small group communication course. Students have the opportunity to become scholar-activists by creating and teaching anti-bullying intervention at a rural middle school.

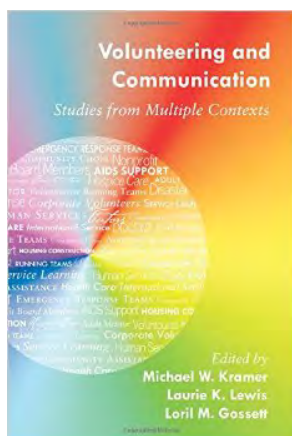
And, a last example of extended teaching of CAP and CAR by Beth Osnes and Jason Bisping’s chapter “Theatre for Energy Justice” particularly highlights a long-term experience with community activism. Working with Limitless Horizons Ixil (LHI) in the indigenous Maya Ixil community of Guatemala in the Village of Chajul, students learn to use public performance to start a conversation with the Maya population about the benefits of cook stoves rather than wood-burning fires for cooking, heating and illumination at night. They also present a workshop for women of Chajul to teach vocal empowerment hopefully addressing the severe gendered oppression occurring throughout the community. Extensive lessons learned for improved success in long term service-learning projects close this chapter.

The strength and uniqueness of this book is the telling of the various communication course’s stories utilizing communication activism pedagogy and communication activism social justice research by university professors in such a manner as to share the linkages between the chapters/projects with the theory and practice of communication activism, the teaching experience and lessons learned through classroom activism, and the extension/addition to communication activism for social justice research. This book calls us all – teachers, students and scholars – to infuse our communication courses with activism for social justice placing it within the framework of changing university policies about education practices. It further challenges communities to seek collaboration with universities regarding social activism (*continued on p. 5*).

Teaching Communication Activism effectively champions the benefits of communication activism for social justice in student's civic education and lives and the overall, greater benefits for marginalized communities.

Quaquilla Rhea Walker received her Ph.D. in Communication Studies from Northwestern University. She is currently at Northwestern University where she teaches the Theories of Mediated Communication in the School of Professional Studies introducing additional concepts of interpersonal theory/social media along with Wikipedia projects, supports student's independent studies in communication and technology, and mentors adult students in continuing education and career decisions.

Book Review: Kramer, Lewis, & Gossett (2013) *Volunteering and Communication: Studies from Multiple Contexts*



This edited volume will be foundational reading in volunteer and nonprofit-oriented organizational communication for decades to come. **Kramer, Lewis,** and **Gossett** offer an ambitious project with this edited volume. The editors gather 18 original research reports from communication scholars, who explore the organizing processes of volunteers from diverse theoretical perspectives and methodological approaches. The volume packs considerable empirical punch: the chapters report data collection and analysis in crisp and pithy ways. The compact size of the chapters will be useful for teaching purposes. Additionally, all chapters include charts and diagrams or dialogue boxes of participants' own words. Such features maximize the humanistic influence these chapters can have on scholars and students alike.

Lewis's introductory chapter frames the importance of volunteers, volunteering, and volunteerism for extending communication and organization theories. Her chapter manages to frame the following chapters, while maintaining an exciting open-endedness regarding the burgeoning scholarly interest in volunteering. The book is organized into five thematic sections, with chapters in each section describing original research. The first section is organized around themes of socialization; the second section presents chapters regarding volunteers' reflexive sensemaking about their own and their organizations' identities; the third section explores "dark side" themes of volunteering; the fourth section explores organizationally-supported (or mandated!) volunteering; the final section explores voice, identification, and dissent during volunteering and in nonprofit organizations. The volume concludes with an inspiring crescendo written by the editors reflecting on what the collection means for new directions in volunteering research.

For me, a few of the highlights include Gilstrap and White's examination of metaphors employed by volunteer hospice workers. The volunteers' meaning making highlights their role as recipients—not givers—of value in the service process. Such meaning making hints at the theoretical importance of studying volunteers in that intangible rewards and benefits motivate volunteers' action. Likewise, Mize Smith's ethnography of volunteer tourists' discourse throughout their service experience demonstrates how guilt and capacity operate side-by-side. Meanwhile, the internalization of a volunteer identity functions to direct volunteers' sense of efficacy in helping to make change through their role as a volunteer (*continued on p. 6*).

Notably, Chinn and Barbour's chapter leverages the volunteering context to explore the social construction of aging at work. Interviewees' sensemaking about aging revealed how they acquiesced to yet can also resisted a master narrative of decline. McAllum's chapter investigates the potentially ironic nature of volunteer dissent in that the pressures of employment are absent from the configuration of volunteers' voice decisions. Investigations like these are innovative and admirable examples of how the volunteering context is fruitful for theory development in organizational communication.

The volume is sure to be a classic for readers interested in organizational communication, volunteering, and nonprofit organizing. The range of data and ideas presented will ensure that scholars and teachers will find interesting ways to utilize the text for decades to come. The editors and authors have touched off a new direction in organizational communication research and I am excited to learn the ways these ideas will make our research and teaching more soulful.

Ryan S. Bisel (Ph.D., University of Kansas) is Associate Professor of Organizational Communication at the University of Oklahoma and a long time member of CSCA. Dr. Bisel's research focuses on leadership communication, organizational culture change, and behavior ethics. His work is published in outlets such as Communication Studies, Management Communication Quarterly, Communication Theory, Small Group Research, Leadership Quarterly, and Human Relations.

Book Review: Kramer, Lewis, & Gossett (2013)

Volunteering and Communication: Studies in International and Intercultural Contexts (Vol. II)



The second volume in the *Volunteering and Communication* series by these editors lives up to the standards produced by the first. Like its predecessor, this volume is useful for scholars, students, and practitioners alike. The editors gather a collection of well-written, innovative, and meaningful research reports. Utilizing a variety of reader-friendly features such as charts, tables, and dialogue boxes, the authors report their meaningful work skillfully.

The introductory chapter provides an interest-piquing glimpse into some of the issues faced by scholars investigating volunteering in international and intercultural contexts. Gossett provides a captivating narrative of her own experiences attempting to pursue research opportunities on volunteerism in Turkey, offers descriptions and definitions of concepts and issues associated with volunteerism, and includes an overview of the various studies included in the volume. The thirteen empirical studies in the edited volume are organized into three broad sections: Volunteers Around the Globe, US Volunteers Abroad, and Cross-cultural Volunteering at Home.

Given that Volume 1 of this series focused primarily on volunteerism in the United States, the first section of Volume 2 explores volunteerism in non-US contexts. These contexts include volunteerism in response to natural disasters outside the US, non-US volunteers operating in specific countries (i.e., South Korea, Senegal, Haiti), and a recipient or host country perspective of international volunteerism. One interesting highlight from this section is McAllum and Zahra's investigation of "voluntourist" identities as perceived/constructed by Filipinos receiving volunteer support from non-governmental organizations (*continued on p. 7*).

The complex process of ascribing and constructing identities allows host community members to engage in more than “just talk” with voluntourists from other countries to create meaningful outcomes for the community.

The second section of this volume focuses on US volunteers operating abroad. The first four studies in this section explore the unique experiences and challenges faced by US volunteers in a variety of short- and long-term contexts. The last two chapters of this section analyze how US volunteers might serve to advance or impose Western or American values on other countries and cultures (whether purposefully or otherwise). For me, a highlight from this perspective was Craig and Russo’s study of volunteers from Rotary International. This study underscores the challenges faced by volunteers when they engage in constructing “self” and “other” identities distinguishing themselves from the recipients of their volunteer work. The process of constructing such identities has critical implications for those who are intended to benefit from and/or be empowered by volunteerism.

Lastly, the section on cross-cultural volunteering at home focuses on volunteers operating in their home country by providing services to immigrants. From an intercultural communication perspective, this section highlights an interesting context in which multiple cultural factors might influence volunteers. The first chapter of this section reports three vignettes from Pfeiffer’s ethnography of German volunteers mentoring Turkish immigrants. The second chapter, written by Kumar and Dutta, employs a postcolonial lens to analyze the discursive practices between immigrants from Bhutan and volunteers in Atlanta, Georgia. This study traverses a variety of culturally-situated issues experienced in the volunteer context.

The volume’s culminating chapter, written by Kramer and Lewis, delivers a thoughtful reflection on the broad implications encompassed by the collection of empirical work. By illuminating special issues and challenges faced by both volunteers and the scholars studying them, and by suggesting new directions for research, this conclusion leaves the reader inspired to engage in the international/intercultural volunteerism realm, be it through scholarship or practice.

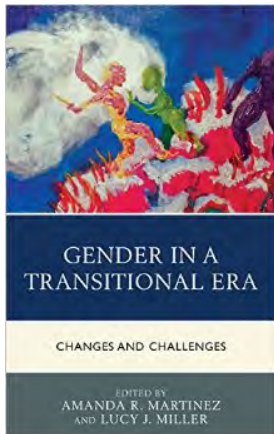
Ultimately, this second volume provides a meaningful bridge between the bodies of scholarship in organizational and intercultural communication. In one important book, the editors offer an overview of work in the area of international/intercultural volunteerism research. The volume is undoubtedly a foundational piece for readers interested in this newly thriving field.

Carrisa S. Hoelscher (M.A., West Texas A&M University) is a doctoral candidate in the Department of Communication and the Graduate Teaching Fellow in the Center for Teaching Excellence at the University of Oklahoma. She specializes in Group and Organizational Communication research and her dissertation project is a tension-centered focus on the collective change efforts of interorganizational collaborations.

The two volumes in the *Volunteering and Communication* series work quite well in concert with one another. As the editors acknowledge, the production and publication of Volume 1 made known the need for Volume 2. Undoubtedly, the study of volunteers is rapidly developing among communication scholars. While the first volume navigates the breadth of volunteerism research tersely, the second focuses on the nuanced issues pertaining to volunteerism in international and intercultural contexts. Any serious scholar of volunteerism from a communication perspective will recognize with ease the meaningful contributions of these two volumes.

Book Review: Martinez & Miller (2015)

Gender in a Transitional Era: Changes and Challenges



Amanda R. Martinez and Lucy J. Miller's *Gender in a Transitional Era: Changes and Challenges* (2015), explores gender in a time of social and cultural transformation. This text is divided into four well-organized sections that cover specific instances and examples of how gender truly is in a transitional era. Each section focuses on unique issues in a time period where resources are abundant. Each chapter is written with original research, which makes this book an important addition to scholarship in many areas of study. This text would make a great supplement for an upper division undergraduate course or a graduate-level course.

The first section of the book targets parenting issues. The first chapter focuses on the advice of work-life balance through an analysis of self-help books geared toward working mothers. The author found that the texts emphasize that women are expected to feel guilty and need to learn how to manage their time better. Fathers, on the other hand, are viewed as helpers and not primary caregivers. Chapter two focused on professional middle to upper socioeconomic class mothers and fathers.

The analysis of two websites, one for professional mothers and one for professional fathers, found that fathers are encouraged to prioritize their families and make fatherhood a more significant aspect of their identity. Mothers are expected to hold motherhood as their primary identity and are, therefore, encouraged to find creative time management tactics in order to maintain their mothering identity and their work identity. The authors of chapter three conducted a quantitative analysis of mommy bloggers by providing demographic information on this group of online writers while also exploring the language used to identify these writers. The study also sought to discover what mommy bloggers write about ranging from personal issues to political issues.

The second section focused on rhetorical analyses of gendered media issues. The fourth chapter was an analysis of NBC's television show, *American Dream*, set in the 1960's, showcasing traditional gender roles as changing in the pursuit of the American Dream, both in the past and present. The fifth chapter offered an overview of bromantic comedies with an analysis of the film *Superbad* (2007). The analysis revealed both strengths (e.g., emotional sharing among male friends) and drawbacks (e.g., reinforcement of hegemonic masculinity) in this film and others of this genre. The sixth chapter analyzes *The Real Housewives of New York* through a Neoliberal lens with an emphasis on individualism, consumerism, and entrepreneurial endeavors. The friendships depicted in this show also emphasize meanness as a way to be successful in raising status, degrading others in order to enhance one's self, and using continued criticism of physical beauty as a vehicle for varying forms of bodily self improvement.

The third section focuses on organization issues. The seventh chapter analyzes two coming out stories for gay religious leaders and compares their narratives to the conversion narratives of the religious traditions. This narrative comparison shows how the sin of secrecy and dishonesty can be forgiven and accepted in religious traditions. The eighth chapter focuses on microaggressions experienced by transgender people, using autobiographical examples of the author's lived experiences. The author analyzes her experiences using five of Nadal's (2009) categories of transgender microaggressions (*continued on p. 9*).

These forms of aggression are used to enforce cultural gender norms. The ninth chapter focuses on how hooking up among young adults supports the ideal worker norm because it allows people to focus on their careers without having to spend time maintaining a romantic relationship.

The fourth section focuses on politics, health, and feminism. The tenth chapter reveals that regardless of how self-confident an organizational leader is, both men and women are perceived as being aptly able to deliver discipline to subordinates. Varying leadership styles for men and women can be effective. The eleventh chapter explored perspectives on what people believe is the most important women's health issue that presidential candidates should have focused on in the 2012 presidential election. The authors found that participants are not informed on the most prominent health issues for women and that participants felt that several politicians were not supportive of women's issues. The twelfth chapter focuses on the effects the media has on racially and ethnically diverse women. The author explored how the intersections of diverse women and beauty standards set by the media are ingrained in women's lives. The thirteenth chapter calls for a greater understanding and accepting of multiple forms of feminism among feminists. The authors stress the importance of seeing many feminisms at work as a web of strength among people working to improve the lived experiences of others.

This book is well organized and captures the essence of gender in a transitional era. The editors mention some limitations in the introduction that include limited representations of varying groups such as LGBTQ experiences and working parents; however this book offers a unique collection of research on important gender issues that are not found in gender textbooks. This book focuses on very specific instances of gender in a transitional era, which is a strength of the book because it offers various perspectives of specific gender issues. I envision this book becoming an ongoing collection of editions adding more valuable research to gender education.

Jessica M. W. Kratzer has a B.A. in Speech Communication from Northern Kentucky University, a M.A. in Communication from the University of Cincinnati, and a Ph.D. in Communication from the University of Missouri with a graduate minor in Women's and Gender Studies. She teaches courses in gender and sexual communication. Her research focuses include sexual communication in senior citizen relationships, the college student hookup culture, and communication issues during pregnancy and postpartum.

Book Review: Sterin (2014) *Mass Media Revolution (2nd ed.)*



This introductory media textbook opens with the bold promise to “explore contemporary issues and challenges of mass media in a revolutionary way,” proceeding from the assumption “that you already know quite a lot about mass media from the valid perspective of your own extensive experience” (Sterin, 2014, p. 3). The chapters that follow, though, are more traditional than these descriptions suggest. The book is on par with its peers in the breadth of its coverage. However, neither the content nor the presentation of *Mass Media Revolution* seems particularly innovative, let alone revolutionary.

Structurally, *Mass Media Revolution* is similar to many introductory media textbooks (*continued on p. 10*).

The first chapter defines and justifies the scientific study of media, including such core topics as sender-message-receiver models, the role of audiences, Marshall McLuhan's work, media convergence, and the main theories of media effects. A historical survey follows, then an exposition of media innovation and change.

The next four chapters examine print media, recorded music and radio, motion pictures and television, and "new media" separately. Each chapter generally proceeds chronologically, introducing important names and concepts — for example, "dime novels" and "muckraking" for print media, "talkies" and the "Big Five" studio system for motion pictures — as they become relevant. The text focuses on the American media experience, except for special sections devoted to a transnational perspective.

Chapter review materials are limited to a list of key terms and a handful of questions that generally fail to provide a comprehensive refresher on a chapter's main themes. For example, the film and television chapter allocates none of its ten review questions to the motion-picture studio system, while devoting two questions to soap operas and two more to merely asking students to think of films with special effects. Within the chapter text, the kinds of discussion prompts, critical thinking exercises, or "comprehension check" questions that adorn the margins of many media textbooks are scarce.

The textbook's second half is devoted to issues that transcend particular formats or industries. Separate chapters on careers in journalism and in public relations and advertising offer thorough overviews of these professions' history and controversies. However, these chapters overlap confusingly with one on media business models and an employment-focused chapter on "Working in the Mass Media".

Globalization and diversity in media are relegated to their own chapters. Like most such textbooks, *Mass Media Revolution* includes a chapter on media law and ethics, as well as one on media bias. Photography and photojournalism receive their own chapter, oddly placed apart from the other medium-specific chapters. Although the text repeatedly mentions the importance of media literacy, its tenets and strategies do not receive their own chapter.

Mass Media Revolution's principal claim to be "revolutionary" is its integration of videos and online resources from the publisher. Probably close to half of the book's visuals are images in a stylized video-player frame to alert students to a related video. Doubtless, these resources are useful, but most are the sorts of movie clips, interview excerpts, and quick historical overviews any resourceful instructor can find online. By its own description, the book's "Revolution in Learning" consists of such textbook commonplaces as chapter-opening vignettes, learning objectives, chapter reviews, and color photos. Online resources mirror those offered with most textbooks (such as question banks and PowerPoint slides) or the grading and analysis capabilities in most course management systems. Digital and audible versions of the text also are available.

Students' media experience receives little of the respect promised in the first chapter. The book's tone feels overly factual, lacking invitations to ask questions, join ongoing debates, or compare ideas to one's own media encounters. Many sections strain to bring a topic to a satisfying resolution, rather than allowing for ongoing controversies with unknowable outcomes. Even appropriately fact-driven sections often talk down to students. *Mass Media Revolution* instructs readers about Facebook, hyperlinks, and real-time video communication as though these were unfamiliar technologies, and it repeatedly uses "they" to refer to the age group that includes most of its readers.

The text compares favorably with its peers in the abundance of information it offers, and it does more than many to describe career options in media (*continued on p. 11*).

But to truly distinguish itself, Mass Media Revolution would benefit from a more engaging tone; a clearer structure; and the addition of the kinds of study aids, review exercises, and discussion materials common to other such textbooks.

Andrew D. Pritchard received his J.D. from the University of Minnesota and his Ph.D. in communication from North Dakota State University. He is currently assistant professor in the Greenlee School of Journalism and Communication at Iowa State University, where he focuses on media law and ethics, media history, and issues of media and religion.

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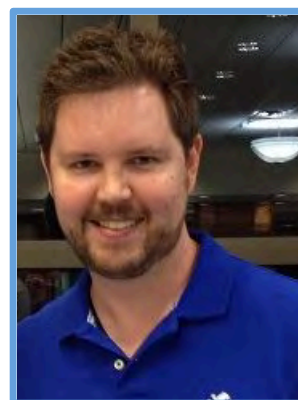
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