

CHAPTER SUMMARY ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★**The Media and Politics****★ HOW MEDIA IMPACT GOVERNMENT**

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The president and the mass media have a mutually beneficial relationship. The president receives far more news coverage than all other government officials combined. The media, in turn, allow presidents to communicate directly with the public.

Congress and the federal courts receive far less media attention than does the president. Their

slow, complicated activities are not dramatic enough for television. Confirmation hearings, oversight activities, or the personal lives of lawmakers may become the focus of media attention if there are allegations of scandal.

- Candidates for major office must be telegenic—project a pleasing image on camera.
- Political unknowns who skillfully use television can quickly become serious candidates.
- Television allows celebrities, whom voters instantly recognize, to run for office without working their way up through a party's organization.
- The media stresses "horse-race coverage" of presidential primaries. It focuses on "winners" and "losers" rather than on issues. Front-runners, or early winners, can attract financial support for their campaigns. Early "losers" may be forced to drop out.
- Candidates spend huge sums on spot advertising—brief, televised commercials that present positive images of the candidate or negative images of the opposition.
- Television has also made candidates more dependent on financial contributors to help fund their campaigns.
- The issues emphasized by the media play a large role in defining the public agenda—societal problems that both citizens and government agree need attention.

★ REGULATING PRINT AND BROADCAST MEDIA

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The Federal Communications Commission, or FCC, regulates interstate and international communications by radio, television, telephone, telegraph, cable and satellite. It also grants licenses to radio and television stations. The FCC cannot censor broadcasts. It can, however, make rules in the public interest. Stations that violate these rules can be fined or have their licenses revoked.

The extent of FCC content regulation varies in response to changing technology, court rulings, and changes in the political climate. For example, the controversial fairness doctrine, which

required broadcasters to guarantee equal airtime to both sides of a controversial issue, was abandoned in 1987.

Until 1996, the federal government set rules for media ownership to prevent a few owners from gaining control of the news and entertainment in the largest American cities. However, the Telecommunications Act of 1996 ended or greatly relaxed many of the FCC's controls on media ownership with the goal of increasing competition, and also tried to place limits on violent and obscene content in the mass media.

CHAPTER 19 SUMMARY CONTINUED

★ THE INTERNET AND DEMOCRACY

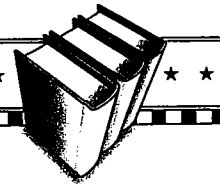
The Internet is rapidly becoming a new type of global mass media with a major impact on American government and politics. The Internet has the power to reach a widespread and diverse global audience while supporting interactive communications among many people at once. This makes it possible to quickly mobilize large numbers of people in support of a political candidate or issue.

Citizens can use the Internet to access government services and information through political web sites, electronic mailing lists, e-government, and legislative databases. Furthermore, the Internet increases citizen participation by allowing for increased interaction with government officials, the rapid spread of current political information through action alerts and

petitions, the development of grassroots web sites, and increased volunteer opportunities. Many states are even researching and developing electronic voting programs that will allow citizens to vote online in primary and general elections.

The rise of the Internet has also presented several challenges for public policy. While freedom of expression on the Internet is guaranteed by the First Amendment, government must find ways to protect children from offensive material online. Controversy also exists between state and local governments and some companies about whether to tax E-commerce, or the sale of goods and services online.

Guided Reading Activity 19-1 ★ ★ ★ ★ ★ ★ ★ ★ ★ ★



How Media Impact Government

★ DIRECTIONS Use the information in your textbook to complete this matching activity. Write the letter of the correct answer in the space provided.

Column A

- _____ 1. "fireside chat"
- _____ 2. news release/briefing
- _____ 3. press conference
- _____ 4. backgrounders
- _____ 5. leak
- _____ 6. media event
- _____ 7. telegenic
- _____ 8. horse-race coverage
- _____ 9. front-runner
- _____ 10. spot advertising

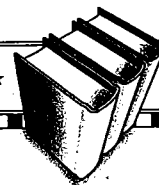
Column B

- A.** media approach that focuses on winners and losers instead of issues or policy positions
- B.** brief, frequent, positive descriptions of a candidate or his or her major themes
- C.** a visually interesting event designed to reinforce a politician's position on some issue
- D.** Franklin D. Roosevelt's radio programs in which he presented his ideas directly to the people
- E.** describes candidates who project a pleasing appearance on camera
- F.** a ready-made story that officials prepare for members of the press; a government official usually makes an announcement or explains a policy, decision, or action
- G.** the release of secret information by anonymous government officials
- H.** involves the news media in questioning a high-level government official
- I.** an early leader in a presidential race
- J.** news stories in which reporters can use the information in the story but they cannot reveal the source from which it came

★ DIRECTIONS Use the information in your textbook to complete this diagram that explains how the media handle or are affected by the item in each heading.

HOW THE MEDIA INTERACT WITH CONGRESS AND THE SUPREME COURT	
Congress	
confirmation hearings:	
oversight activities:	
personal business:	
Supreme Court	
remoteness of judges:	
technical issues:	

Guided Reading Activity 19-2

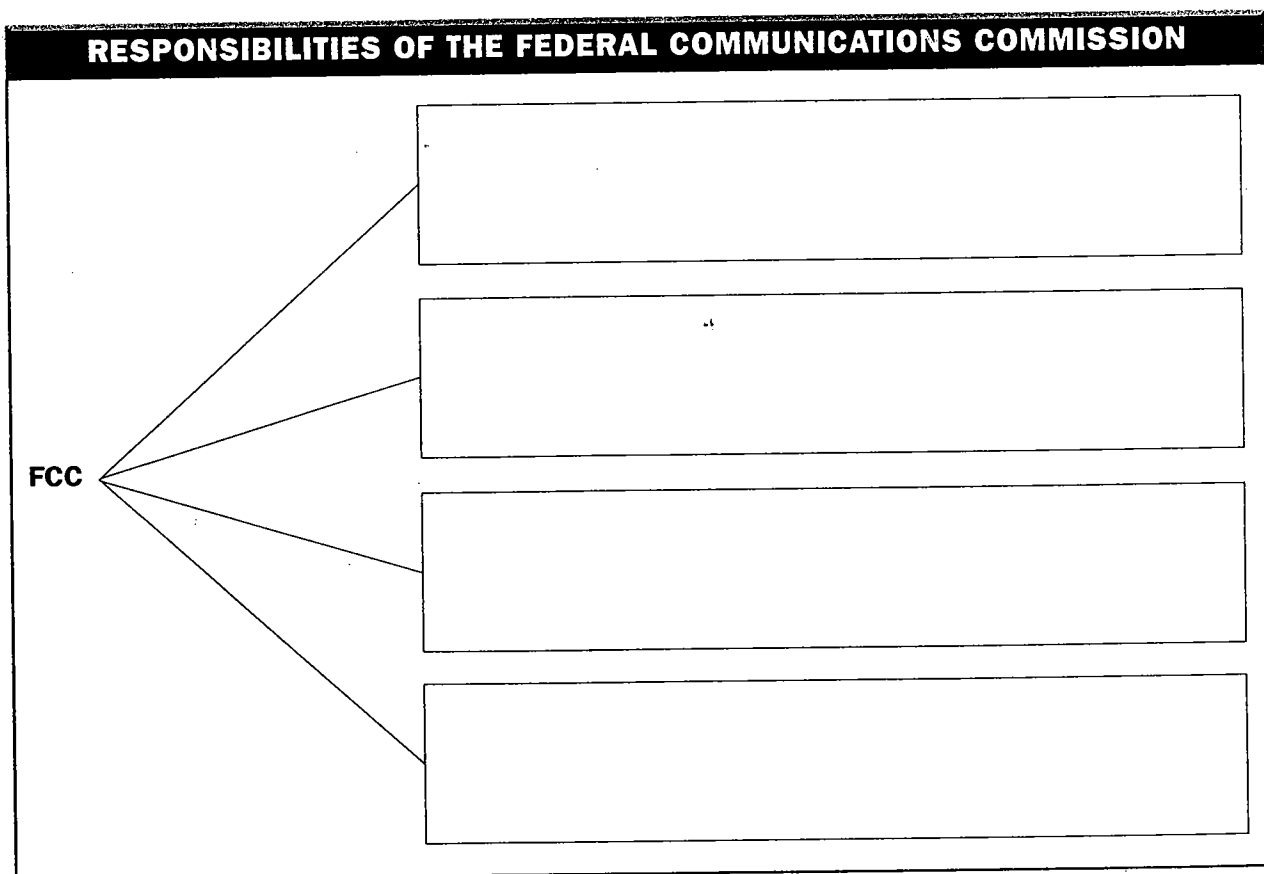


Regulating Print and Broadcast Media

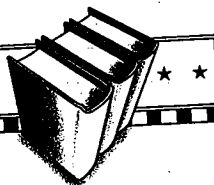
★DIRECTIONS Use the information in your textbook to identify the following items.

1. prior restraint: _____
2. libel: _____
3. ways of restricting the media's right to gather information: _____
4. *Branzburg v. Hayes* (1972): _____
5. shield law: _____
6. Privacy Protection Act of 1980: _____
7. Federal Communications Commission: _____
8. fairness doctrine: _____
9. Telecommunications Act of 1996: _____

★DIRECTIONS Use the information in your textbook to complete this diagram. List the main responsibilities of the Federal Communications Commission. Use one answer box for each issue.



Guided Reading Activity 19-3



The Internet and Democracy

★DIRECTIONS Use the information in your textbook to complete this matching outline.

The Impact of the Internet on Democracy

I. Key Features of the Internet

- A. _____
- B. _____
- C. _____

II. Access to Government and Information

- A. _____
- B. _____
- C. _____
- D. _____

III. Impact on Citizen Participation

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

★DIRECTIONS Use the information in your textbook to explain how each of the following issues has impacted public policy.

1. The First Amendment:

2. Offensive Internet content:

3. E-Commerce:

Reteaching Activity



The Media and Politics

DIRECTIONS

Fill in the diagram below by listing the types of print and electronic media. Then write the letter of the items from the list below that is most closely associated with each branch of government.

MEDIA	
Print (list 4 types)	Electronic (list 4 types)
_____	_____
_____	_____
_____	_____
_____	_____

- | | |
|--|---|
| A. oversight activities | E. news releases and briefings |
| B. members rarely seek publicity because they are appointed rather than elected | F. confirmation hearings |
| C. backgrounders and leaks | G. press conferences |
| D. C-SPAN | H. minimal coverage because technical, complex issues interest only a small number of people |

DIRECTIONS

Explain how the following protect and/or regulate the media.

- Child Online Protection Act _____

- First Amendment _____

- Telecommunications Act of 1996 _____

- Federal Communications Commission _____

CHAPTER SUMMARY Activity



The Media and Politics

★ DIRECTIONS In the space provided, write the word or phrase that best completes each sentence.

1. The _____ include all the means for communicating information to the general public.
2. The _____ is a major source of information for individuals with computers.
3. A _____ is a meeting at which journalists come prepared to ask questions.
4. Media _____ are visually interesting appearances designed to reinforce the president's position on an issue.
5. Political _____ who make skillful use of television can quickly become serious candidates for high office.
6. The media stress _____ - _____ coverage of presidential primaries, focusing on "winners" and "losers," rather than on issues.
7. The media play a large role in defining the public _____—societal problems that both citizens and government agree need attention.
8. The Federal _____ Commission (FCC) licenses radio and television stations and regulates them in the public interest.
9. The _____ doctrine required television and radio stations to provide reasonable opportunities for expressing opposing points of view.
10. The _____ Act of 1996 relaxed limits on media ownership while trying to combat violent or obscene content in the media.

Organizing Information Imagine you are a television reporter attending a presidential press conference. In the space provided below, list at least three policy areas and formulate questions to ask the president about those areas.

POLICY AREAS	QUESTIONS

Critical Thinking Answer the following question on a separate sheet of paper.

11. Do you think the Internet has had a positive or negative impact on politics and government? Why?