Impacts of Communications Technologies and Media

Chapter Focus

Should globalization shape identity? Globalization has increased our exposure to **communications technologies** and media. Talk to your classmates. Make a list of all their encounters with media and communications technologies in the past 24 hours. Have they been on the Internet, watched television, or listened to the radio? What about movies, video games, DVDs, CDs, MP3s, books, magazines, and newspapers? Make a class list of all the media and communications technologies the class has used. To what extent do they shape your identity?

Chapter Issue

In this chapter, you will have an opportunity to look at some examples of the impacts of communications technologies and media on people's identities. The examples in this chapter will help you explore the following issue: *To what extent do communications technologies and media shape our identities?* By exploring this Chapter Issue, you will begin to develop an opinion about the Main Issue for Part 1: *Should globalization shape identity?*

communications technologies
the processes, tools, and techniques used to transmit data or information from one person or device to another

Key Terms

communications technologies
transnational media company
universalization of popular
    culture
icon
gross national product (GNP)
media convergence
CRTC
CanCon
CAVCO
hybridization
hybrid
interdisciplinary art
gross domestic product (GDP)
minority cultural group
cultural diversity

READING GUIDE

Ask yourself the following questions when you look at a photo or graphic:
- **What is the main focus of the photo or graphic?**
- **Does it add new information to what I have read?**
- **Is it effective? Why or why not?**

Communications Technologies and Media

IMPACTS

? ? ?

OUR IDENTITIES

How do we respond?
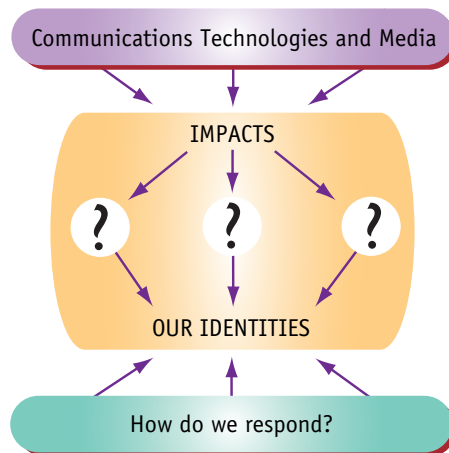
Figure 3-1 This diagram suggests that communications technologies and media have impacts on our identities. What are these impacts? In the Skill Path that follows, you will research one example of a technology that has affected Canadian popular culture. You will use this information to create a timeline, analyze the trends you see, and predict the future.

Create and Analyze Timelines

SKILL PATH

Technology affects your life. In your lifetime you have witnessed huge changes in communications technologies and media. What changes took place before you were born? What changes will affect your life as you grow up?

Communications technologies and media have affected popular culture in Canada throughout the country's history. Which technologies have had the greatest impact on the lives of Canadians, and will continue to do so in the future? Think about answers to this question by using the following four-step process to research, create, and analyze a timeline.

A timeline is a tool that lets you look at one subject over a period of time. When analyzing a timeline, you can see trends. Understanding these trends may help you predict future trends. When creating a timeline, include more than one perspective, if possible.

Your Task: Research the history of the impact of technology on popular culture in Canada. Find one example of a technological development that affected popular culture in Canada from 1900 to today (for example, the development of Technicolor, a process for making colour movies). Follow the four-step process of this Skill Path to plot the technological developments on a timeline, analyze the trends, and predict the future. Consider multiple perspectives.

As a class, reflect on your predictions. Discuss this question: How can technology affect both individual and collective identities?

The Inquiry Model: Before you begin, review the six phases of the Inquiry Model on the inside cover of this book and refer to them regularly as you conduct your research. At the end of the chapter, you will be asked to reflect on your experiences with the retrieving step of the model, so you may want to take notes on this as you go.

Step 1

Research the Past

Research the subject for which you wish to create a timeline. Find an event or development that directly relates to the subject your class is researching. When did this event or development occur? Take notes about the effects this event or development had on society or different groups in society. As you research, remember your goal as a researcher to find several perspectives, and to use credible sources. For aid in analyzing sources, see the Skill Path for Chapter 2 on pages 23–24.

Organize Information: Create a Timeline

Develop a shared understanding among your classmates by contributing your research to a timeline of the era and events or ideas you have researched.

- Attach three long strips of brown wrapping paper horizontally along a classroom wall.
- At the top left edge of the paper, write a start date (for example, 50 or 100 years ago). At the top right edge of the paper, write an end date (for example, the current year).
- Write in the dates, in regular intervals (for example, 10- or 20-year intervals) between the start and end dates.
- Below the time interval line, draw a line where you will write the important events or developments you have researched.
- Write each event or development in the appropriate spot.
- On the bottom line, mark down the actual date of the event or development.

Analyze the Trends

Organize and participate in a class discussion to look for patterns and trends on your timeline. Be sure to include multiple perspectives on the effects of the event or development.

- What events or developments occurred around the same time?
- Name a period when more events and developments occurred.
- What are the connections among events or developments from different times on the timeline? Did one event or development lead to others?
- How did the events or developments on the timeline affect the individual and collective identities of Canadians in the past? Consider different groups.

Make Predictions

Based on the trends you see in the timeline, make predictions about the future.

- How will the recent events and developments affect you and other Canadians in the near future? Consider as many other groups of Canadians as possible.
- What types of events or developments do you predict for the future, based on the trends you see in the timeline?
- How will these future events and developments affect your life?

Make a class list or chart of your predictions.

Universalization of Popular Culture

Consider the results of the poll cited in the first article. What does the poll suggest about how Canadians feel about the power of American media? To what extent do you think Canadians worry about the survival of our cultural identities? If Canadians do worry about the survival of their identities, then how do you explain people's "love" of American media, as stated in the second article? ▼

Canada frets over strong U.S. culture, poll shows

By Michelle MacAfee

MONTRÉAL—Six out of 10 Canadians feel the prevalence of U.S. culture in the country is a threat to our own culture's survival, a new survey suggests. The Léger Marketing poll indicated 61 per cent of the 1500 Canadians surveyed defined the threat as very or somewhat important, while 36 per cent said it was very or somewhat unimportant.

Globe and Mail, July 1, 2002

Trading away their identity?

By Bill Virgin

Forget planes or software or food—the big-ticket American export is entertainment. The people of the world love American-produced movies, music, books and magazines.

Seattle Post-Intelligencer, November 15, 1999

What is popular culture? To some, it means the latest clothes, slang words, music, movies, and television shows. Have you ever thought that *you* help make this popular culture? What people choose to buy, say, read, watch, and wear affects what popular culture is at any given time. Popular culture is also affected by media and communications technologies. For example, suppose a television ad tells you to buy a video game. You and many other people may buy it. The game you choose soon becomes part of the gaming popular culture of the moment. You and the television technology together affect what games become popular.

Transnational media companies produce many of the films consumed around the world. They also make most of the television shows, music, books, and magazines. This means that a large number of people experience a lot of the same culture. This is thought of as **universalization of popular culture**.

In this section, you will have a chance to look at the universalization of popular culture as one impact of media and communications technologies. You will also look at the broadcasting rules that aim to protect Canadian identities from the universalization of popular culture.

transnational media company a company that operates media outlets in many countries

universalization of popular culture the spread of one popular culture around the world

Figure 3-2 Do you recognize these pop cultural **icons**? Who are they? How do you know them? What effect do pop culture figures like this have on your identity?

icon a person or figure whose image is known to millions of people

FastFacts

General Electric is a transnational media corporation. In 2003, GE had revenues of $134.2 billion. That amount is greater than the **gross national product (GNP)** of two-thirds of the countries in the world.

Practise the skills presented in this chapter's Skill Path. Research General Electric's past revenue earnings from the year 2000 up to the present. Create a timeline that shows the change in revenue for each year. Analyze the trends and predict the future: Will General Electric's revenues go up or down in the future? **SKILL PATH**

gross national product (GNP) the total income from goods and services produced in a country in a year

media convergence control of a large amount of the world's media by a few transnational companies

CRTC Canadian Radio-television and Telecommunications Commission

CanCon a slang short form for "Canadian content"

Impact of Media Transnationals

In the 1980s and 1990s, companies in different media industries began to merge. For example, the publishing and film corporation Time-Warner merged with the Internet giant AOL. This created a large and influential transnational media company. This concentration of media ownership is sometimes called **media convergence**. Because of media convergence, the world now has fewer independent media companies. To what extent do you think media convergence shapes our identities? Societies have the option of responding to the universalizing influence of transnational companies. On the next few pages, you will have a chance to consider two Canadian efforts to do so: the CRTC and CAVCO.

The CRTC

The Canadian Radio-television and Telecommunications Commission (**CRTC**) regulates and supervises all aspects of the Canadian broadcasting system. It establishes how much Canadian content (**CanCon**) must be broadcast in Canada. CRTC regulations may help Canadian producers, actors, directors, and musicians get work and exposure in Canada and around the world. For example, there are regulations that state what percentage of Canadian music must be played on Canadian radio. This ensures that Canadian bands are played on Canadian radio stations. The thinking behind these regulations is that, if you like what you hear, you may support the band by purchasing their music. In this way, Canadian bands develop a strong fan-base. Share your views about the CRTC. To what extent should the CRTC influence what music and programs we

hear on the radio and see on television? To what extent might CRTC rules limit the impact that the universalization of popular culture has on our identities? Base your answers on your own experience of listening to the radio and watching television.

Canadian Film and Television: The CAVCO Points System

What makes a film or television show truly Canadian? It depends on where it is made and who was involved in making it. Figure 3-3 shows the Canadian Audio Visual Certification Office (**CAVCO**) points system. The CRTC, Canadian broadcasters, and funding agencies use the CAVCO points system to decide whether films or television shows qualify as CanCon. How many CAVCO points are needed for a film or program to be considered CanCon?

CAVCO Canadian Audio Visual Certification Office

The Canadian Audio Visual Certification Office (CAVCO) Points System

For a Canadian production to be recognized as Canadian, a total of at least six points must be given according to the following scale. Points are given for each Canadian working on the production.

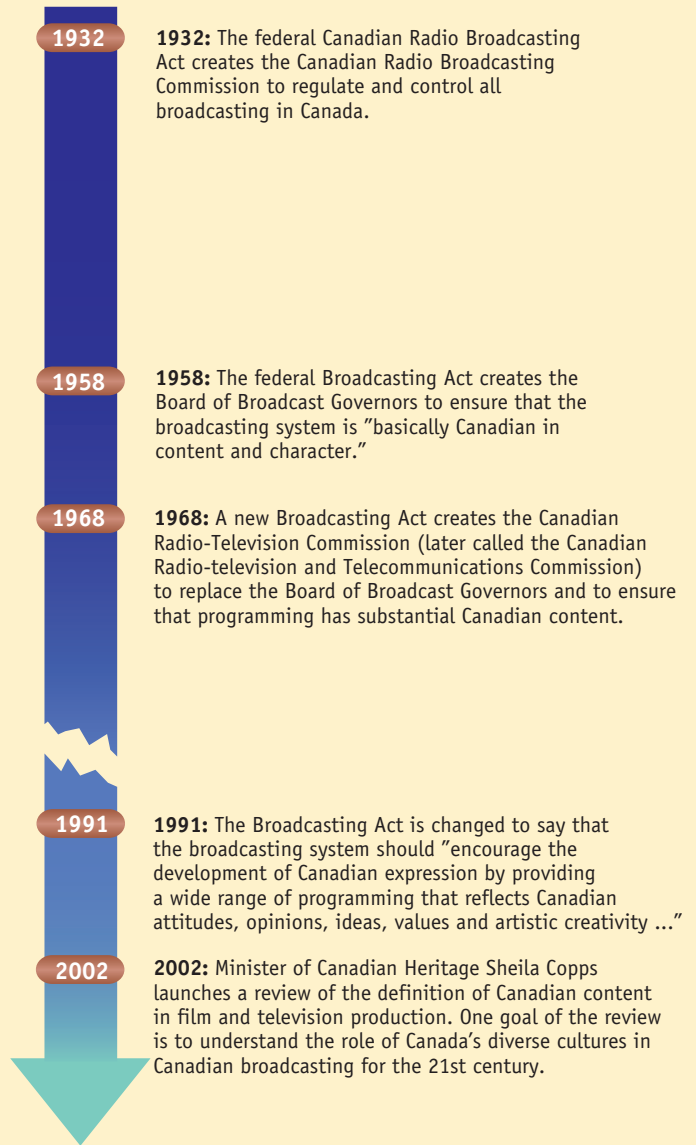|	Points Awarded		Points Awarded
Non-animated productions (live action)		**Animated productions**	
Director	2	Director	1
Screenwriter	2	Screenwriter and storyboard supervisor	1
Lead performer (highest paid)	1	Lead voice (highest paid, or second-highest paid)	1
Lead performer (second-highest paid)	1	Design supervisor (art direction)	1
Director of photography	1	Camera operator where the camera operation is done in Canada	1
Art director	1	Music composer	1
Music composer	1	Picture editor	1
Picture editor	1	Layout and background where the work is performed in Canada	1
		Key animation where the work is performed in Canada	1
		Assistant animation and in-betweening where the work is performed in Canada	1

Source: Adapted from Standing Committee on Canadian Heritage, *Our Cultural Sovereignty: The Second Century of Canadian Broadcasting,* http://www.parl.gc.ca/InfoComDoc/37/2/HERI/Studies/Reports/herirp02/06-Ch05-e.htm#4.

▲

Figure 3-3 Examine the chart. To what extent might the CAVCO points system affect Canadian identities?

Explore the Issues

1 **Investigate It.** A large number of media companies are controlled by a few very large media transnationals such as General Electric or Disney.

a) Conduct research to find one of these media transnationals. Investigate the media companies it controls. What well-known movies, television networks and shows, music labels, and Internet companies does the media transnational own or have some stake in? As you research, practise the skills for analyzing sources outlined in the Chapter 2 Skill Path (pages 23–24).

b) Create a poster or pamphlet in which you present this information visually to the class. Be sure to give specific examples of films, television shows, and so on, so that the class can recognize familiar media.

c) After everyone has presented their posters and pamphlets, discuss these questions: To what extent do media transnationals shape our identities? What might be the effects on our identities if media transnationals dominate media and culture?

2 **Analyze and Predict.** Use the skills presented in this chapter's Skill Path to analyze trends in the timeline in Figure 3-4 and make predictions for the future.

a) This timeline shows a few changes in Canadian broadcasting regulations. Has Canada increased or reduced its control of CanCon within the media through the years?

b) If control over media has increased, to what extent is this so? How might global media have influenced the trend you see?

c) What are your predictions for the future of CanCon in Canadian broadcasting? Is it likely that the CRTC will increase or decrease future CanCon regulations? **SKILL** PATH

1932 **1932:** The federal Canadian Radio Broadcasting Act creates the Canadian Radio Broadcasting Commission to regulate and control all broadcasting in Canada.

1958 **1958:** The federal Broadcasting Act creates the Board of Broadcast Governors to ensure that the broadcasting system is "basically Canadian in content and character."

1968 **1968:** A new Broadcasting Act creates the Canadian Radio-Television Commission (later called the Canadian Radio-television and Telecommunications Commission) to replace the Board of Broadcast Governors and to ensure that programming has substantial Canadian content.

1991 **1991:** The Broadcasting Act is changed to say that the broadcasting system should "encourage the development of Canadian expression by providing a wide range of programming that reflects Canadian attitudes, opinions, ideas, values and artistic creativity ..."

2002 **2002:** Minister of Canadian Heritage Sheila Copps launches a review of the definition of Canadian content in film and television production. One goal of the review is to understand the role of Canada's diverse cultures in Canadian broadcasting for the 21st century.

Figure 3-4 Timeline of select changes in Canadian broadcasting

Active Citizen With a partner, learn more about current CanCon rules by visiting the CRTC link on the *Living in a Globalizing World* website. Participate in shaping CRTC policy. Share your views and suggestions about CanCon with the CRTC. Contact the CRTC by mail or visit the CRTC website.

Web Link

A New Mix: Hybridization

Personal and group identities can be mixed together in new and different ways. **Hybridization** is a term that refers to this mixing of cultures and identities. Communications technologies and media are often used to combine cultures and identities.

In this section, you will have a chance to look at examples of hybrid cultures and identities. Consider the extent to which hybridization shapes our identities.

Mixing It Up

People mix forms, genres, and styles to produce new **hybrids**. To what extent do these new combinations shape cultural and personal identities?

- *Mixing traditional cultures and communications technologies*
  Example: A 10 000-year-old traditional oral story from Inuit culture is retold using feature film technology. It is called *Atanarjuat*, or in English, *The Fast Runner*.
- *Mixing media and art forms*
  Example: Many artists produce **interdisciplinary art**; they combine theatre, dance, music, film, video, Internet, photography, etc.
- *Mixing elements (such as clothing, music, spirituality, food, and dance) from different cultures to create new expressions of identity.*
  Examples:
  – *Music:* For example, Les Frères Diouf is a world-fusion band from Montréal. The band members are originally from Sénégal, Côte d'Ivoire, and Québec. Their music is a mix of reggae, salsa, and Québécois fiddling.
  – *Visual Arts:* Brian Jungen is a Swiss and Dane-Zaa [dah-nay-ZAH] artist from northeastern British Columbia. Jungen's art combines his First Nations heritage with modern consumer culture. One of his most famous works is a series of red, white, and black masks that resemble traditional masks of Northwest Coast First Nations. What makes these masks different is that they are made of torn-apart Nike Air Jordan running shoes. In what way is this art an example of hybridization?

Views of Hybridization

One view of hybridization suggests an increase in creative cultural possibilities that may counter the universalization of culture. Another view suggests that we risk losing the distinct nature of personal and cultural identities in the mixture of new forms.

There are many other views of hybridization. What is yours?

hybridization   the mixing of identities and cultures in new and different ways; for example:

African music + Cuban music = Afro-Cuban music

hybrid   something that is made from mixed elements

interdisciplinary art   different art forms and media mixed in new ways

Web Link

Go to the *Living in a Globalizing World* website and follow the link to Popstart. This is a Canadian website that promotes interdisciplinary artists and arts organizations across Canada. To what extent might interdisciplinary arts affect our identities?

Courtesy Catriona Jeffries Gallery, Vancouver

▲ **Figure 3-5**   This work by Brian Jungen is titled *Variant I*. What ideas about identity do you think this art expresses? To what extent does art affect how we see ourselves?

Active Citizen

Canada is a very Internet-connected country. However, some regions of the country are still not well connected to the Internet. For example, some Aboriginal, Northern, and rural communities have limited Internet access. In urban areas, access is sometimes difficult for people with modest incomes.

With a partner, research what Internet access is available in your community. If access is limited, there may be something you can do to help your community bridge the technology gap. Find out what programs exist to help people get connected.

gross domestic product (GDP) the total value of goods and services produced in a country in a year

Global Geography

Canadians are among the world's biggest users of the Internet. Our access to this and other communications technologies allows us to consider how such technologies might affect our identities. However, there are places in the world where people have little or no Internet access. Imagine how your life would be different if you had *no* access to the Internet.

Global geography looks at relationships between different social and economic factors. Look at the connection between a country's Internet use and its economic development.

1. Research a continent such as North America, Europe, Asia, or Africa. Use the Internet to find statistics on each continent's **gross domestic product (GDP)** and GDP ranking in the world. Then find the number of Internet users per 1000 people, and each continent's world ranking. As you research, be sure to practise analyzing sources. Refer to the Skill Path in Chapter 2 (pages 23–24).

2. On Bristol board, make a chart to compare the statistics graphically.

3. Examine the data in the chart to see if any patterns emerge.

4. Discuss these questions with your class:

   a) Did countries that ranked high in GDP also rank high in Internet users? Why?

   b) How might a region or country be affected by the level of Internet access there? Consider economic, social, and political effects. For example, how might the level of Internet access affect the number or kinds of jobs available to people? Or, how might the level of Internet access affect cultural diversity and tolerance of other cultures in a country or region of the world?

Explore the Issues

1. *Brainstorm.* For parts (a) and (b), practise your brainstorming skills from the Chapter 1 Skill Path (pages 7–8).

   a) What are some of the ways that hybridization can shape identity? Review the examples of hybridization in this section. Brainstorm to think of other examples of hybridization you see in the world, such as in the areas of food, clothing, dance, and so on. In what ways are media and communications technologies used in these hybrids?

   b) Brainstorm and create a class list in response to this question: In what ways do you mix elements of different cultures in your life?

   c) To what extent does hybridization shape your identity?

2. *You Decide.* Perhaps you chat with your friends online. If you do not, ask a classmate to help you try it out.

   a) Do you believe that Internet chat shapes your language in new ways? For example, are you creating new, hybrid words when you chat online? What are they? To what extent does Internet chat affect your language and identity?

   b) In what ways does the Internet promote interconnectedness or disconnectedness?

Cultural Diversity through Broadcasting Technology

What do these articles tell you about the diversification of culture in broadcasting? Why would there be an increase in viewers for domestic Canadian television at a time when the US-based media are so predominant globally? ▼

Decline of the American TV empire

U.S. television is fast losing its dominant position on screens around the world

By Suzanne Kapner

Want to catch the latest episode of the CBS hit "C.S.I." in France? Tune in Saturdays at 11 p.m. How about the CBS show "Judging Amy" in Singapore? Try weekdays at midnight. Those programs would have been candidates for prime time several years ago. But today American dramas and sitcoms—though some remain popular—increasingly occupy fringe time slots on foreign networks, industry executives say. Instead, a growing number of shows produced by local broadcasters are on the air at the best times.

Globe and Mail, January 2003

More viewers tuning in to Canadian TV: CRTC

Canadian television is getting more viewers—at the expense of American broadcasters—because of a "big explosion" in available channels, a CRTC official said Wednesday.

"We've introduced Canadian services more quickly than we have additional foreign services," said John Traversy, the director of economic analysis and research at the CRTC.

Canadian Press, Toronto, July 29, 2005

Have you ever noticed that teenagers are often stereotyped and poorly represented on television and in the media? Have you ever become angry at the labels and names that are used to describe teenagers? People from minority cultural groups may have similar feelings when they see inaccurate or insensitive portrayals of their group in the media. What impact does television broadcasting have on **cultural diversity**? To what extent do these technologies shape our identities?

In this section, you will have opportunities to consider the effects that the number of Canadian TV channels may have on Canadian identities. You will look at some effects of broadcasting technology on diverse Aboriginal and Francophone communities in Canada. You will also reflect on the challenge that international news organizations may pose to diverse cultural identities.

minority cultural group a cultural group (a group of people with a common age, ethnicity, language, or gender) that is smaller than majority cultural groups

cultural diversity the variety of human cultures in a specific region or in the world as a whole

Figure 3-6 TV5 is a French-language television network that uses satellite technology to connect Francophone communities around the world. This is a TV5 promotional image. What does this image suggest about the diversity of Francophone communities across Canada and around the world? To what extent might access to this global Francophone network shape Francophone cultures in Canada?
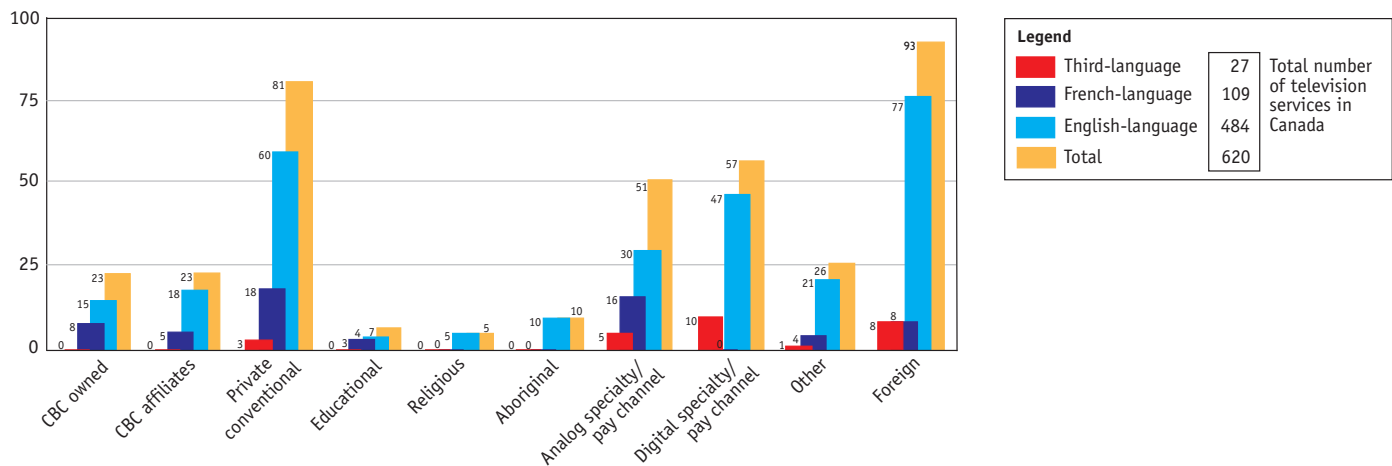
Canadian Television Services

Analyze the following graph based on these questions:
- How many television services are available in English, French, and languages other than English or French?
- How many community cable service providers are there?
- How many foreign television services can Canadians access?
- To what extent do television choices shape Canadian collective and individual identities?

Total Number of Television Services in Canada by Language and Type, 2002

Legend		
Third-language	27	Total number of television services in Canada
French-language	109	
English-language	484	
Total	620	

(Note: The overall total includes 47 French-language and 197 English-language community cable service providers.)

Source: Canadian Radio-television and Telecommunications Commission, Broadcasting Policy Monitoring Report 2003, http://www.crtc.gc.ca/ENG/publications/reports/PolicyMonitoring/2003/bpmr2003.htm#IA.

Figure 3-7 This graph shows the different types and number of television services (channels) available in Canada as of 2002. Does Canadian television seem to reflect the diversity of languages and cultures in Canada? To what extent should Canadian television do this?

Accessing Audiences

Communications technologies and media provide access to large and varied audiences in Canada and around the world. You will have a chance to look at two examples of cultural groups that use broadcasting technologies to access these audiences. Consider whether the efforts of these cultural groups help bring cultural diversity to the airwaves of Canada and the world.

FastFacts

The CRTC says Canadians are watching less television, but (when they do watch) are more likely to view Canadian content. The audience share for Canadian stations outside Québec increased to nearly 72 per cent in 2004 from 67 per cent in 1993. In Québec, audience share for domestic broadcasters went up to 90 per cent in 2004 from 88 per cent in 1993.

What factors do you think account for Canadians watching less television? In the face of increasing transnational media, why are Canadians watching more Canadian content?

❝❝ Voices

Canadians On Canadian Broadcasting

In 2003, the research team of the Task Force for Cultural Diversity on Television toured Canada. The researchers heard many points of view from Canadians about Canadian broadcasting. Some of these views are presented below.

Stereotyping

The Chinese background guy always talks with the same accent or has this certain job. It's always the same joke. (Toronto, person of Chinese heritage)

The Latinos who are on TV are not representative of our community. They show them as young, violent hoodlums. We are not all like that. (Montréal, person of Hispanic heritage)

[Black people are] always the drug dealer or the petty thief. Or the gofer for the white guy. (Halifax, person of African heritage)

The women are [shown as] illiterate and ignorant. They're [presented as] baby-making machines. (Montréal, person of Middle Eastern heritage)

Mexicans are [portrayed as] violent, cold killers … Colombians are drug lords. (Toronto, person of Hispanic heritage)

Negative and inaccurate portrayal

Whenever you see an Aboriginal in a drama, they have to portray him as an Aboriginal, he can't just be an ordinary guy. (Winnipeg, person of Aboriginal heritage)

You don't see very much [Middle Eastern heritage and culture] and what you do see is very negative, all terrorism and bombing. (Halifax, new Canadians of mixed heritage)

Under-representation of many minorities

Is there any Canadian program that has an Asian person? (Vancouver, person of Chinese heritage)

I never see a dark-skinned person. There's not a lot of diversity, and when you do get it, it's the light skin with the curly hair. (Halifax, person of African heritage)

Unbalanced portrayal in newscasts

Yeah, 'cause it's never "a guy shot the police." It's "a Native shot the police." (Winnipeg, person of Aboriginal heritage)

They always report negatively on Black people in the news. (Halifax, person of African heritage)

Source: Canadian Association of Broadcasters, *A Report by the Task Force for Cultural Diversity on Television*, 2003, http://www.cab-acr.ca/english/culturaldiversity/report.shtm.

1 What are the main concerns expressed about the portrayal of diversity on Canadian television?

2 What examples can you recall from Canadian media that confirm or refute these statements?

3 Why would positive media portrayal be important to people whose culture is in the minority?

4 How much should television shows shape our views of diverse cultures? How could the television shows that you watch use their popularity to reshape some of the opinions expressed in these quotations? Suggest some examples.

5 What are, or what could be, the positive and negative aspects of the portrayal of diverse Canadian cultures on television shows?

Figure 3-8 This is a publicity photograph used to promote the APTN production *Moccasin Flats*, a drama set in an Aboriginal community in Regina, Saskatchewan. In what ways are dramas important in the shaping of personal and cultural identities? Why might producing dramas be an important way for a cultural or linguistic group to present itself? ▼

FastFacts

In 1949, Albertan Francophones founded their own radio station, CHFA. CHFA was operated privately until 1972, when the Canadian Broadcasting Corporation (CBC) bought up small Western radio stations.

Speculate on why Franco-Albertans created their own radio station.

FastFacts

TV5 was created in 1984 with the support of four countries with large Francophone communities (France, Switzerland, Belgium, and Canada) and one Canadian province (Québec). The network broadcasts to 132 million households in 165 countries by cable or satellite, making it the world's third-largest worldwide network, after CNN and MTV.

How might a network such as TV5 contribute to shaping cultures and identities?

Broadcasting Diverse Aboriginal Cultures and Identities

To what extent does broadcasting technology shape the identities of diverse Aboriginal peoples today?

The Aboriginal Peoples Television Network (APTN) was launched in September, 1999. Here are some facts about this station.
- It is the world's first national Aboriginal television network with programming by, for, and about Aboriginal peoples.
- APTN offers news, entertainment, sports, and children's programming.
- Satellite technology broadcasts APTN around the world.
- Of APTN's programming, 60 per cent is in English, 25 per cent is in diverse Aboriginal languages, and 15 per cent is in French.

APTN produces programs in English, French, and many Aboriginal languages. For example, the program *Takuginai* is a children's show that is presented in Inuktitut [in-UK-ti-tut], one of the languages of Inuit people. This show teaches children about traditional Inuit cultural values such as respect for Elders, sharing, and patience.

A second example is the APTN program *Haa Shagoon*. This is a documentary series that profiles Yukon First Nations Elders who describe their cultural family and community history, as well as their lifestyles. This program is presented in the Inland Tlingit [TLING-git] First Nation language. Many of the interviews with Elders are held in Inland Tlingit or one of the other seven First Nations languages of Yukon.

In what ways might these kinds of programs enrich the cultural diversity found in Canadian broadcasting? How might Aboriginal programming shape the views that people of other cultural groups have of Aboriginal peoples?

Broadcasting Diverse Francophone Cultures and Identities

To what extent does broadcasting technology shape the cultures and identities of diverse Francophone peoples in Canada and around the world? Some French-language networks that broadcast in Canada today include Radio-Canada (SRC), TVA, Canal Savoir, and TV5.

TV5: Connecting Francophone Cultures of the World

TV5 is a French-language television network that uses satellite technology to connect Francophone communities around the world. TV5 and Radio-Canada broadcast a program in 2003 titled *24 heures à Vancouver*, which presented a full 24 hours about Vancouver and its Francophone communities. This program is an example of how TV5 presents diverse Francophone cultures to a global audience. With this program, the Francophone communities in British Columbia connected with the rest of the French-speaking world.

BBC and CNN— International News

Figure 3-9 Atlanta, Georgia, the location of CNN headquarters

TV Networks
- APTN—Aboriginal Peoples Television Network
- BBC—British Broadcasting Corporation
- CBC—Canadian Broadcasting Corporation
- CNN—Cable News Network
- SRC—Société Radio-Canada

TV5 and APTN are networks that use broadcasting technologies to enrich diverse Francophone and Aboriginal cultures and identities. These same technologies are also used by international news organizations, often for different reasons. International news organizations have grown in size due to Internet and satellite broadcasting technologies. Some people argue that the size and power of international news organizations pose a challenge to cultural diversity. There are claims that these news organizations replace local sources of news. They are said to have a bias toward cultures and identities not shared by all people.

The Cable News Network (CNN) is one example of a large international news agency. An American, Ted Turner, started CNN in 1980. It was the first 24-hour all-news network. The network started out with 1.7 million subscribers. Today CNN is the world's largest news organization. It is made up of several television channels worldwide. It also owns a popular Internet site.

The beginnings of the British Broadcasting Corporation (BBC) were different from CNN's. The BBC is for Britain what the CBC is for Canada. It has grown from being the British public broadcaster to a world news organization. It now provides television and radio news by satellite and the Internet to countries around the world.

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① ***Apply It.*** Choose a current news story of world importance and see how it is reported by different international television news organizations. Links to the BBC World Service, CBC Newsworld, and CNN can be found on the *Living in a Globalizing World* website.

a) Examine how each network handles the story. Create a graphic organizer to compare the similarities and differences.

b) Who do you think is responsible for the differences in how the story is told?

c) Do you think the BBC news is better suited to a British audience, and the CBC to a Canadian audience? Explain your opinion.

d) Based on what you have learned, discuss whether or not it is important for a country, culture, or community to have more local news presentations.

Web Link

Singer, writer, and educator Buffy Sainte-Marie has created the Internet-based Cradleboard Project. Find out about the purpose of this project and its programs by following the link on the *Living in a Globalizing World* website. What benefits and drawbacks might media and communications technologies bring to Indigenous cultures?

Active Citizen

Imagine you are creating a new television network or radio station.

a) Create a proposal for your new station in which you clearly lay out (1) your broadcasting goals; (2) the planned programming (including what portion will be produced locally and what portion will be imported); (3) the language(s) in which the programming will be produced; (4) what will distinguish your network from others; and (5) the audience you hope to attract, and how.

b) Create a logo and a slogan for your station. Hold a press conference to tell the world about your venture, or create a brochure that promotes your station. Be sure your press conference or brochure takes into account everything you considered in part (a).

Explore the Issues

1 *Brainstorm.* How might minority cultures be affected if they are portrayed inaccurately or not portrayed at all in the mainstream media? Brainstorm ways in which media, governments, and individuals can respond to these impacts on cultural diversity. Practise your brainstorming skills from the Chapter 1 Skill Path (pages 7–8).

2 *Communicate It.* Identify an example in the media that portrays a person or culture in a way that you find insensitive or inaccurate. Write a letter that summarizes your view. You can mail your letter to the media outlet that you think has been insensitive or inaccurate. You can also send your views to the CRTC by following the links on the *Living in a Globalizing World* website.

3 *Analyze and Discuss It.* This table shows the number of years it took for some technologies to reach 50 million users.

Technologies	Number of years from inception to 50 million users
Radio	38
Television	13
Personal computers	16
Internet	4

Source: "Timing the Spread of Technologies," Table on the Global Policy Forum website, http://www.globalpolicy.org/globaliz/charts/techsp1.htm.

a) Which technology was the fastest and which was the slowest to reach 50 million users?

b) Why do you think new technologies are growing in use more quickly than earlier ones?

c) In what ways might the faster adoption of newer technologies affect how they shape cultures and identities? What might be the positive and negative impacts of the faster adoption of new technologies on cultures and identities?

4 *Express Your Opinion.* There are many views about the benefits and drawbacks of Internet technology. One view of the Internet is that it universalizes culture. Another view suggests that the Internet allows for more diversity because it enables individuals and smaller groups around the world to connect with one another.

a) What experiences of your own can you give that support either of these views? Or, if you have another view of the Internet, explain it.

b) In what ways and to what extent does the increasing use of the Internet shape our identities and world cultures? State your view in a letter to the editor of a technology magazine. Remember to give examples to support your view.

Chapter Summary and Reflection

Apply and Extend Ideas

1 a) What do you think are the pros and cons of communications technologies and media and their effects on our individual and collective identities? Add your ideas to a class list.

b) Imagine you are Canada's Heritage Minister, responsible for preserving and promoting Canada's cultural identities. Prepare a brochure outlining your plan to promote Canadian identities. Include arguments that support your plan.

These questions may help focus your ideas while you prepare your plan:
- What would be your stand on CanCon?
- In what ways would you promote Canada's media and cultural industries in Canada and around the globe?
- How would you support Canada's public broadcasters: the CBC and Radio-Canada?
- In what ways would you support Francophone and Aboriginal broadcasting?

Practise Your Skill

2 Practise the timeline-creation skills presented in this chapter's Skill Path. **SKILL**PATH

a) Research the history of radio or television broadcasters and programs in Canada. Look for any evidence of diversity on the media. You might try researching CBC/Radio-Canada, CKUA Radio, CJCA Radio, CHFA Radio, Missinipi/MBC Radio, or CFRN/CTV.

b) Create a timeline that shows the names of the stations, networks, and shows and when they were created.

c) Analyze the trends that you see in your timeline. Has there been an increase or a decrease in the level of diversity in Canadian broadcasting over the years? Suggest some reasons for the trends that you see.

d) Predict the future: Will the diversity of broadcasting in Canada increase or decrease in the future? Explain your answer.

Focus on Inquiry

3 In this chapter's Skill Path, you were asked to retrieve information about the impact of technology on popular culture in Canada. Reflect on the retrieving phase of your inquiry.

a) Rank the following kinds of information according to how easy they were to access: historical records, current information, news reports, and so on.

b) Which types of information sources (for example, the Internet) were most useful for your inquiry?

c) Evaluate the effectiveness of the strategies you used for using search engines to research this topic.

d) Develop a class list of best practices for retrieving information.

Reflect on the Chapter Issue

In this chapter, you explored the impacts of many examples of communications technologies and media on cultures and identities. Now you are ready to respond to the Chapter Issue: *To what extent do communications technologies and media shape our identities?* In the Skill Path for this chapter, you developed predictions about how technology will affect popular culture in Canada. With a small group, discuss predictions about how communications technologies and media will affect life in your community 10 to 20 years in the future. Using these predictions, develop a role play to show your predictions. In your role play, include the responses of a variety of individuals to the affect of these technologies on their identities. Present your role plays to the class before a class discussion about the chapter issue.

This exploration will help you to continue to develop a personal point of view about the Main Issue for Part 1: *Should globalization shape identity?* **SKILL**PATH