

Technologies and Promotion of Culture in a Globalizing World

Chapter

3

READING STRATEGY

Ask yourself the following questions as you look at a photo or graphic:

- What is the main focus of the photo or graphic?
- Does it illustrate a specific concept in the written text?
- Does it add new information to what you have read?

Figure 3-1

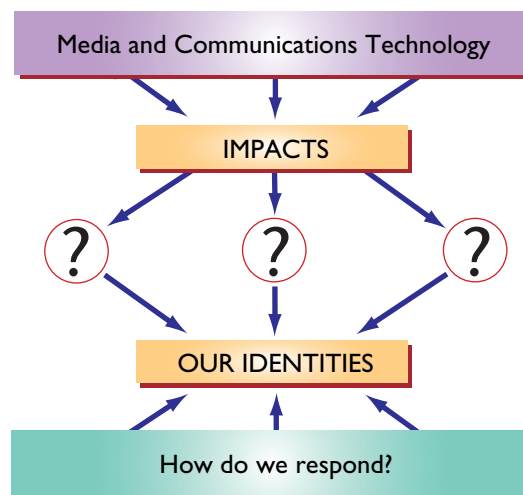
What does this image suggest about media and communications technology and our identities? In the Skill Path that follows, you will have a chance to create a timeline to identify technologies that have affected popular culture, your life, and the lives of Canadians. You will analyze trends you see in the timeline and predict how these and new technologies may affect your future.

Chapter Focus

If you were to ask Albertans to list their five favourite movies, would they likely have been made in or outside Canada? Would the same be true of their favourite television shows, novels, or music? What about you and your peers? How many of your choices of songs, television shows, and movies are made in or outside Canada? These choices reflect your personal and cultural identity. How are your choices affected by the impacts of media and communications technology? How should you respond to these impacts?

Chapter Issue

In this chapter, you will have the chance to examine some of the impacts of media and communications technology on the diversity of cultures. You may also evaluate ways in which people, cultural groups, and governments promote languages and cultures in a globalizing world. The examples in this chapter are intended to help you explore the following issue: *To what extent do media and communications technology affect identities?* By exploring this Chapter Issue, you will have a chance to develop an opinion about the Main Issue for Part 1 of this textbook: *To what extent should globalization shape identity?*



Create and Analyze a Timeline

Media and communications technology affect your identity—but to what extent? In your lifetime, you have witnessed huge changes in media and communications technology. What changes occurred before you were born? What changes might affect your life as you grow up?

The history of media and communications technology has also affected popular culture in Canada. Which technologies have had the most 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 five-step process to research, create, and analyze a timeline.

A timeline is a tool that lets you look at one subject over a set period of time. When you analyze a timeline, you can see trends. Understanding these trends may help you predict future trends.

Step Research the Past

1

Research the subject about which you wish to create a timeline, for example, technologies that have affected popular culture in Canada. Individually, find one event, invention, 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 has had on society or groups within society.

Step Organize Information: Create a Timeline

2

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

- Attach a long strip of brown wrapping paper horizontally along a classroom wall.
- At the top-left edge of the paper, write down a starting date (e.g., 50 or 100 years ago). At the top-right edge of the paper, write down an ending date (e.g., the current year).
- Write in regular interval dates between the starting and ending dates (e.g., in 10- or 20-year intervals).
- Below the time interval line, draw a line where you will write down the important events or developments you have researched.
- Write in the events or developments at the appropriate spot on the bottom line. Mark down the actual date of the event or idea.



Step

Analyze the Trends

3

Organize and participate in a class discussion to look for patterns and trends on your timeline.

- What events or developments occurred around the same time?
- Was there a period when more developments occurred?
- What are the connections among events or developments from different times on the timeline? Did one event lead to others?
- For example, speculate how the events or developments on the timeline affected Canadians' individual and collective identities in the past.

Step

The Future

4

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?
- 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 developments affect your life?

Make a class list of your predictions.

Step

Practise Your Skill!

5

- 1 Apply It.** Following the previous steps, research the history of technology's impact on popular culture in Canada. Individually, find one example of a technological development that affected popular culture in Canada from 1900 to today (e.g., development of technicolour). As a class, follow the steps above to plot the technological developments on a timeline, analyze the trends, and predict the future.
- 2 Express Your Understandings.** Develop a role play to show life in your community 10 to 20 years in the future. Your goal is to show your predictions about how current and new technologies may affect your future life. Illustrate your ideas in your performance. For example, your group could develop a role play to explore which technologies you may use when you get up in the morning and get ready for your day.
- 3 Extend Your Understandings.** As a class, reflect on your predictions about the future. Discuss this question: *How can technology affect both individual and collective identities?*

Universalization of Popular Culture and Hybridization

Question for Inquiry

- How do media and communications technologies affect identity?

Did you know you have an effect on the creation of popular culture—the latest clothes, slang, music, movies, and TV? What you choose to buy, say, read, watch, and wear affects what popular culture is at any given time. Are your choices also influenced by what you watch, read, and hear through the media? How do you think the interaction between you and global media creates popular culture?

Much of the popular culture we engage in comes from media transnational corporations. These companies produce much of the films, radio and TV shows, music, books, fashion, and magazines consumed around the world. This means a large number of people experience much of the same culture. This is the **universalization of popular culture**. People also use media and communications technology to create hybrid cultures and identities. This process is called **hybridization**.

In this section, you will have the chance to look at examples of the universalization of popular culture and hybridization. To what extent do you think media and communications technology affect the identities of you and your peers? How do they affect the identities of all Canadians?



Figure 3-2

Do you recognize these popular culture icons? If you do, then use this opportunity to practise your brainstorming skills from Chapter 1. Brainstorm a list of media through which you encountered them. What effect do cultural figures like this have on your identity? How are media and communications technology part of this effect? Explain your ideas to a partner.

Fast Facts

Three media transnational corporations are AOL/Time Warner, Walt Disney, and GE. The 2003 revenues for these three media transnationals were

- AOL/Time Warner: US\$39.6 billion
- Walt Disney: US\$28.4 billion
- GE: US\$134.2 billion

How might the universalization of culture benefit these companies?

Media Transnationals: Universalizing Culture?

If you have ever watched a movie, rented a video, downloaded an MP3, read a magazine, played a video game, or vacationed at a theme park, chances are **media transnational** corporations have had an impact on your life. (You learned about transnationals in Chapter 1, page 10). In the 1990s, media companies began to merge into media transnationals. These mergers resulted in a concentration of media ownership, called **media consolidation** or **media convergence**. Today, media transnationals own many smaller media outlets wholly or in part. For example, Atlantic Music and HBO are just two of dozens of media outlets owned by the media transnational AOL/Time Warner.

There are concerns that concentration of media ownership can have a global impact. Transnational media may impose a universal culture on the cultures of the world. You may watch the same movies or visit the same websites as a person in Japan. How might this phenomenon affect the identities of Canadians and other citizens of the world?

There are many points of view on the benefits and drawbacks of media transnationals. A few are listed below.

Advantages of Transnationals

- They have large financial and human resources to create new media.
- Many people enjoy the media products created by these corporations.
- They can use their control of the media to express voices of diverse cultures.

Concerns about Transnationals

- They have too much influence over world culture. For example, if only a few corporations control news outlets, such as websites, TV stations, and newspapers, whose views will be represented?
- Smaller, diverse media cannot compete financially with transnationals
- Transnationals do not use their power to express voices of diverse cultures.

What is your view on the advantages or disadvantages of transnationals? Find evidence from your daily life to back up your view.

Canadian Film: Why Are Canadians Not Watching?

Many Canadians watch more American films than Canadian films. What are the reasons for this? Some say we just prefer American films. Another reason may be the impact of media transnationals. Many US films are made and distributed by media transnationals. Take a look at your local movie theatre. How many movies are American and how many are Canadian? This may give you an idea of the dominance of US film in Canadian theatres.

Most Canadian films are not made and distributed by media transnationals. Canadian films depend on independent production and distribution. A large percentage of movie theatres in Canada are owned by media transnationals. A media transnational is more likely to screen its own films in its theatres to gain profit. An independent Canadian movie is less likely to be shown in a theatre owned by a media transnational. Speculate on how seeing so few Canadian films affects the Canadian identity. If there were more films made and shown in Canada, to what extent might this affect our identity?

Ideas and Opinions

“Some people are trying to convince us that films and television are economic sectors like any other. This is not true. They shape attitudes, create new notions of style and behaviour and, in doing so, reaffirm or discredit larger social values. A film can either reflect or undercut our sense of identity as individuals or as citizens of nations.”

—David Putnam, former president of Columbia Pictures.

The situation is somewhat different in Québec because there is a strong regional Francophone film industry. In December 2005, for example, two Québec French-language films and another from France made it into the top 10 box office hits in Québec. You can find more up-to-date figures by visiting the *Perspectives on Globalization* website and following the link to the Institut de la statistique Québec. How would a strong regional film industry affect the identities of people in Québec?

Hybridization of Cultures and Identities

Hybridization occurs when people mix traditional arts, mass communication, and popular culture in new ways. This enables people to express personal and cultural identities that are different from

Fast Facts

Statistics Canada reports that in 2003/04, Canadian films earned 4.2 per cent of the revenue in movie theatres compared with foreign-made movies which earned 95.8 per cent.

There are many other views on the effects that film and television may have on our identities. To what extent do you think film and television shape your identity?

Fast Facts

Consider the box office receipts for all of 2005. Québec French-language films garnered 12.4 per cent of the provincial box office receipts. In the rest of Canada, English-language films created in Canada brought in only 1.6 per cent of box office receipts. In which region would you say that American transnationals are having a bigger impact on people's identities?

Ideas and Opinions

“[Jungen’s] work is ... best understood ... as a hybrid art arising from the friction between white culture and Aboriginal culture. ... [H]is work can be seen as expressing equally both sides of the cultural divide.”

—Sarah Milroy,
The Globe and Mail,
February 14, 2004.

Develop your own view of hybridization. To what extent does hybridization affect your identity?

existing ones. Hybridization can take many forms, for example, new forms of music such as mash-ups. A mash-up combines the cut-up music and vocals from two or more songs to create one new hybrid song.

One view of hybridization is that it is a positive impact of media and communications technology. This view suggests that hybridization counters the universalizing effects of media transnationals. Another view suggests that there is a danger of losing unique personal and cultural identities through hybridization.

New Mixes

Here are some examples of hybridization:

- *mixing media and art forms*: Many artists produce interdisciplinary art; they create different combinations of theatre, dance, music, film, video, Internet, photography, and other forms of expression. Visit the *Perspectives on Globalization* website and follow the link to Popstart. This is a Canadian website that promotes interdisciplinary artists and arts organizations. Find some examples of interdisciplinary artists and art. To what extent might interdisciplinary art affect our identities?
- *mixing elements from different cultures*: People mix a wide range of elements from different cultures such as clothes, music, spirituality, food, and dance to create new expressions of identity.
 - *Music*: World-fusion comes from mixing styles of music from different cultures. For example, Les Frères Diouf is a world-fusion band formed in Montréal whose music is a mix of reggae, salsa, and Québécois fiddling.
 - *Visual art*: Artist Brian Jungen is from northeastern British Columbia. His background is Swiss and Dane-Zaa First Nation. Jungen’s art combines aspects of his First Nations heritage with materials from modern consumer culture.



Courtesy Catriona Jeffries Gallery, Vancouver



◀ **Figure 3-3**

This artwork by Brian Jungen is called *Variant I*. The work resembles a traditional mask of the Northwest Coast First Nations, but this mask is made of torn-apart Nike Air Jordan running shoes. What ideas about our identities do you think this hybrid art expresses?

Explore the Issues

1 **Media Focus.**

- a) Estimate how much of your time and money has gone to one media transnational in the past month. First, think about all the TV and films you have watched, the books and magazines you have purchased, and the music you have listened to. Conduct research to identify a media transnational that made or distributed at least one of these products.
- b) Reflect on your media habits. Think about the one media transnational you are researching. To what extent does it affect your identity? How do you think you should respond to the impact of this and other media transnationals? Express your research and reflections in an oral presentation, an online blog, a song, or a poem.

2 **You Decide.** Perhaps you chat with your friends online. If you don't, ask a classmate to help you try it out. Do you believe that Internet chat shapes your language in new ways? For example, are you creating hybrid words when you chat online? If so, give an example. To what extent does Internet chat affect your language and identity? Discuss your ideas with a partner.

3 **Brainstorm.** Practise your brainstorming skills from the Chapter 1 Skill Path (pages 7–8). Conduct a brainstorming session to create a class list of how you and your peers mix elements of different cultures in your lives. To what extent does hybridization affect your identity?

Diversification of Cultures and Identities

Question for Inquiry

- **How do media and communications technologies affect cultural diversity?**

Have you ever rolled your eyes at how teenagers are portrayed inaccurately on television and wished you could control the message being broadcast? This same desire to see accurate portrayals of people applies to all cultural groups and individuals. Television and other media are powerful forces in shaping our personal and cultural identities. It follows that whoever controls the media is powerful. If others control the technology and media that help shape how we see ourselves, then how does this affect our identities?

Ideas and Opinions

“ I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.”

—Mahatma Gandhi, Indian philosopher and statesman.

To what extent do media and communications technology affect our diverse cultures?

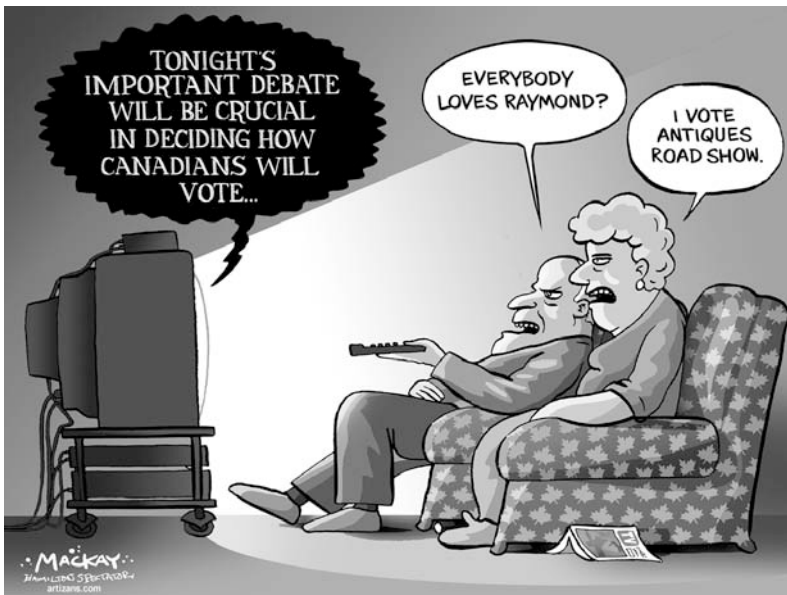


Figure 3-4

What does this cartoon imply about what many Canadians would rather watch on television? To what extent is this a true portrait of Canadians and Canadian television? Where would these people stand on the issue of maintaining a national broadcaster to promote Canadian identities in the face of global media?

The sheer volume of media and communications technology poses challenges in keeping diverse cultures and identities vital. The volume of media and technology also provides new opportunities for diversity such as access to larger audiences. To what extent are media and communications technology affecting the diversity of cultures in Canada and throughout the world?

In this section, you will have a chance to examine the role of Canadian public broadcasting. You may consider an example of how Francophone cultures are broadcast around the world. You will also look at the use of media and communications technology by diverse cultures.

Canadian Broadcasting

Canada has always embraced communications technology to bridge its geographic, cultural, and linguistic diversity. Canadians' use of communications technology began in the 1840s with the telegraph. This was followed by the invention of the telephone, radio, film, and television. Communications technology in Canada now includes satellite and Internet technologies.

How do these technologies affect cultural diversity in Canada? Here is one view: Canadians can use these technologies to counter the impacts of the universalization of Canadian culture through broadcasting. This view holds that individuals, cultural groups, and governments can use communications technologies to broadcast Canadian identities to larger audiences. This may strengthen Canada's individual and collective identities.

CBC and Radio-Canada

Canada has public and private broadcasters. One important difference between them: public broadcasters are mandated to promote Canadian culture and private broadcasters are not. The Canadian content you may see on private broadcasting stations is there to meet CRTC regulations. (See Canada's CRTC: Successful Promoter of Culture? on page 62.)

Canada's national public broadcasters are the **Canadian Broadcasting Corporation (CBC)** and **la Société Radio-Canada (SRC)**, the French-language network. The CBC and SRC use radio,

television, and Internet technologies to express Canadian perspectives. The idea is that people of diverse Francophone cultural identities across the country should see their cultures reflected in the programming of the SRC. Similarly, people of diverse Anglophone cultures should see their cultures reflected on the CBC. If you identify yourself as belonging to one of Canada's many other diverse cultures, is your culture reflected on the CBC or SRC? Explain your view.

Views about CBC and SRC

There is debate about the extent to which the government should finance public broadcasters. Should they be supported at all?

Some Canadians who argue in favour of national public broadcasting

- state that a national broadcaster highlights the shared values of Canadians.
- believe that the role of a national broadcaster is important in the face of increased global media and communications. (The argument is that without national broadcasting, Canada risks losing its identities to the mass of universalizing culture.)

Some Canadians who argue against national public broadcasting

- believe that Canada's culture is better served by competition among private broadcasters. They argue that publicly funding a national broadcaster gives an unfair advantage to the public broadcaster, because it does not have to compete in the global media market.
- believe that public broadcasters portray an elitist cultural view that does not reflect the shared values of most Canadians.
- state that there is little chance to fight the current of global cultural forces, and that Canadian cultural identity, if it is to survive, must compete on the international stage without any government assistance.

Ideas and Opinions

“ In today's world, CBC/Radio-Canada remains an essential Canadian cultural institution. It plays a critical role in supporting and sustaining Canadian arts and culture ... in preserving a space for Canadian perspectives on news and current affairs ... and in providing a forum for Canadian stories and Canadian values. ”

—Carole Taylor,
Chair, CBC/Radio-Canada,
“Public Broadcasting:
Why Bother?” speech to the
Canadian Club Ottawa, Ottawa,
Ontario, October 22, 2003,
<http://www.CBCradio-canada.ca>.

Ideas and Opinions

“ If this [lockout] continues on for too long, there's a lot of people—I've been reading the press and the letters to the editor—and there are letters there that are questioning 'Do we need a CBC?', particularly English-language television. ”

—Ontario MP Bev Oda, commenting during a lockout of union employees who create CBC programming, 2005; quoted in Bill Curry, “Maybe CBC Isn't Worth Its Cost, MP Says,” *The Globe and Mail*, Thursday, September 8, 2005.

There are many views on the role of national public broadcasters, or whether we even need them. Is there a role for Canadian national public broadcasters in a globalizing world? Explain your view.

Fast Facts

La Francophonie en Colombie-Britannique is an organization that promotes Francophone culture in British Columbia. The organization's website connects people to Francophone cultural organizations, news sources, and events in that province.

Visit their website by following the link on the *Perspectives on Globalization* website.



Ideas and Opinions

“When you're a minority so cut off like we are out here, it's easy to forget there are millions of Francophones in Québec, let alone the hundreds of millions in countries around the world.”

—Lionel Bonneville, director of French television in Western Canada for Radio-Canada.

Broadcasting Francophone Cultures in Canada and Around the World

TV5 is a French-language television network that was created in 1984 with the support of four countries and one Canadian province with large Francophone populations: France, Switzerland, Belgium, Canada, and Québec. The idea behind the network was to feature Francophone-produced programming and to connect diverse Francophone cultures from around the world. TV5 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. Most of its programming originates from France, Belgium, Switzerland, and parts of French-speaking Africa. However, TV5 is required to carry 15 per cent Canadian content in Canada to meet CRTC regulations. How might TV5 affect Francophone diversity in Canada and throughout the world?

24 heures à Vancouver

TV5 and Radio-Canada broadcast a program called *24 heures à Vancouver*, which presented a full 24 hours about Vancouver and its Francophone community. This unique Francophone community is made up of people from France, Belgium, Switzerland, Vietnam, and West African countries. *24 heures à Vancouver* connected them and their cultures with the rest of the French-speaking world. What challenges might TV5 face in trying to appeal to such diverse Francophone communities throughout the world?

Diverse Cultures Use Communications Technology

How are media and communications technologies affecting minority or more isolated cultures? Are they lost in the mass of the more dominant global media culture? Or are these cultures successfully challenging the universalizing impacts of globalization through the use of media and communications technology? One view suggests that the relatively low cost of new digital technologies gives an advantage to minority voices.

Access to technology enables diverse groups and individuals to connect and share their cultural values and languages with people around the world. For example, the **Aboriginal Multi-Media Society (AMMSA)** is a Canadian-based Aboriginal communications society that uses Internet, radio, and print media to promote Aboriginal cultures. You can check out the AMMSA website by following the link on the *Perspectives on Globalization* website.



APTN: Canada's Aboriginal Network

The **Aboriginal Peoples Television Network (APTN)** is another example of how media and communications technology affect cultural

diversity in Canada. APTN attempts to reflect the cultures, languages, and communities of diverse Aboriginal peoples across Canada.

The network was launched in September 1999 and is the world's first national Aboriginal television network, with programming by, for, and about Aboriginal peoples. The network offers news, entertainment, sports, and children's programming to Canadians. Through satellite technology, viewers all over the world can see APTN. Sixty per cent of APTN's programming is broadcast in English, 25 per cent is in a variety of Aboriginal languages, and 15 per cent is in French.

One example of an APTN program is *Takuginai*, a children's show that is presented in Inuktitut [in-UK-ti-tut], the language of the Inuit people. This show teaches children about traditional Inuit 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 First Nation language Tlingit [TLING-git]. However, many of the interviews with Elders are held in one of the eight different First Nations languages of the Yukon Territory.

Fast Facts

The **Native Women's Association of Canada (NWAC)** was founded in 1974. Its stated goal is "to enhance, promote, and foster the social, economic, cultural, and political well-being of First Nations and Métis women within First Nation and Canadian societies."

Visit the NWAC website by following the link on the *Perspectives on Globalization* website.



Figure 3-5

(Left) A still from the APTN production *Moccasin Flats*, a drama set in an Aboriginal community in Regina, Saskatchewan. (Right) An Indigenous reporter edits his news footage for a story on *Imparja TV*, an Indigenously owned and operated television station in Australia. Compare the ways that dramas and news programs shape personal and cultural identities. Why would producing dramas or news programs be important for a unique cultural or linguistic group?

Explore the Issues

1 Present Your Views.

- a) Here are two views on the impact of the Internet: (1) The Internet leads cultures toward universalization because media transnationals have increasing control over global media, including Internet media outlets. (2) The Internet allows for more diversity of cultures, because diverse individuals, communities, and groups can connect around the world. What aspects of these two views do you consider positive or negative?
- b) What examples from your own experience can you give that support either or both of the views stated in part (a)?
- c) To what extent does the Internet affect your identity?
- d) Develop an oral presentation, or have an informal class discussion, to present your views on the questions in parts (a), (b), and (c).

2 Express Your Opinion.

- a) If possible, watch some APTN programming and research the APTN website. Discuss different positions on this question: *Which aspects of APTN's programming are similar to mainstream broadcasting and which are distinctly Aboriginal?* Suggest why APTN might have different goals than a larger mainstream broadcaster. To what extent might APTN affect the identities of Aboriginal peoples in Canada?
- b) Use your brainstorming skills from the Chapter 1 Skill Path (pages 7–8). Brainstorm a list of media and communications technologies that minority voices could use to strengthen their cultures and identities. To what extent might these media and communications technologies affect the identities of minority cultures?

Promoting Languages and Cultures

Question for Inquiry

- Have efforts to promote languages and cultures been successful?

A **minority language** is one that is spoken by a minority of people in a country. The forces of global media threaten the survival of many minority languages and cultures around the world. For example, there are hundreds of languages spoken by Indigenous peoples of different cultures that face this threat. If few people speak the language, it can be difficult to sustain a minority language and its culture. Global media can make this even more difficult. Media transnationals deliver movies, television, and Internet into the communities of Indigenous peoples—often in dominant languages such as English.

In this section, you will have an opportunity to explore strategies that can be used to protect or promote minority languages and

cultures. For example, a government can make a law to give a minority language official language status, and then promote its use. Government can also regulate media and communications technologies to ensure that minority languages and cultures have a minimum amount of exposure. What other methods are available to promote languages and cultures?

Developing Criteria to Assess Success

At the end of this section, you will have the chance to assess whether or not efforts to promote languages and cultures have been successful. You will develop a set of criteria. For each criterion, you will think of one or two questions to assess them. For example, one criterion may work to assess a media outlet, while a different criterion may be useful to evaluate the effectiveness of government legislation.

The following are examples of criteria, along with questions that you can use or adapt. Develop other ideas for assessment criteria from this model.

- **Criterion:** Degree of access to media. **Question:** Do minority cultures and linguistic groups have more or less access to media?
- **Criterion:** Degree of access to minority linguistic and cultural programs. **Question:** Are minority languages and cultures more or less accessible to people through media and communication technology?
- **Criterion:** Degree of stereotypical representations present in media. **Question:** Do media portray minority language and cultural groups as stereotypes or are they more sensitive to this issue than they were in the past?
- **Criterion:** Level of awareness of linguistic and cultural diversity. **Question:** Are more people aware of diverse languages and cultures as a result of efforts to promote them?
- **Criterion:** Level of acceptance of bilingualism as a characteristic of Canada. **Question:** Have various government strategies made the official languages more a part of daily life?

The Roots of Official Bilingualism in Canada

Canada is a country in which two languages, French and English, both played important historical roles. The beginning of this relationship goes all the way back to New France, the homeland of the Canadiens. As you will recall, New France became part of the British Empire in the 1700s. Francophone communities remained and grew as part of the new country.

Today, one Canadian in five is of Canadian descent. One in four people speaks French as his or her first language. Many study in Francophone schools, which are exclusively for Francophone students. Many non-Francophone Canadians study French as a second language in French immersion schools. Can all this be qualified as a success? How did we get to this point?

Strategies for Promoting an Official Language

Let's look at a variety of strategies that Canada has taken to promote and preserve its original characteristics as a bilingual country. As you

read, think about the various perspectives of First Nations, Québécois, Franco-Albertans, Anglophones in Québec, Anglophones outside Québec, and unofficial minorities. How would each of them respond to the various efforts to promote Canada's bilingual nature?

Set Out your Goals in a Founding Document

One of the goals of Confederation was to help Francophones and Anglophones live together. The founders of Confederation had a vision of Canada as a co-operative venture between Francophones and Anglophones. They wrote this into Canada's founding document, the British North America (BNA) Act in 1867: section 133 recognizes French and English as the official languages of Parliament and the federal courts. It stipulated that all federal laws and government proceedings were to be published in both languages. How might the use of any official language in legal and governmental matters help to promote that language in a minority setting? How might this affect other language groups within a country?

Do What Is In Your Immediate Power

Official support for bilingualism can be supplied for little cost through materials that the government controls directly. For example, in 1927, the federal government made postage stamps bilingual. In 1936, it made bank notes bilingual.

Investigate Problems as they Emerge

In 1963, Prime Minister Lester B. Pearson appointed a Royal Commission on Bilingualism and Biculturalism to study Anglophone–Francophone relations and come up with recommendations. The commission was set up to investigate “the existing state of bilingualism and biculturalism in Canada and to recommend what steps should be taken to develop the Canadian Confederation on the basis of an equal partnership between two founding races.” To what “two founding races” was the document referring? How might that phrase have been perceived from a First Nations' perspective?

Follow Up with a Report

Two years later, in 1965, the Commission released its preliminary report, stating, “Canada, without being fully conscious of the fact, is passing through the greatest crisis in its history.” The report criticized the federal government and provinces for not protecting the rights of Francophone Canadians. They were under-represented in the civil service and in business. They did not have enough decision-making



© Canada Post Corporation (1927).
Reproduced with Permission.

Figure 3-6

One of the first bilingual stamps in Canada. Would Francophones consider bilingualism on stamps or money to be important developments? Why or why not?

power in the federal government. Did government have a responsibility to address these inequities? Was Canada living up to the promise of Confederation?

Respond to the Report

Following the work of the Commission, Prime Minister Trudeau decided that action was required to promote the language and cultures of French Canada. His strategy was to give English and French equal status in government and to promote equal treatment in society. In 1969, Parliament passed the first *Official Languages Act*. Its three main objectives were as follows:

- equality of English and French in Parliament, and within the Government of Canada, the federal administration, and institutions subject to the Act (This meant that the federal government would provide all services to citizens in both official languages.)
- preservation and development of official language communities (both English and French) in Canada
- equality of English and French in Canadian society.

Appoint People to Take Action

The best way to get things done is to assign someone the responsibility. So, in 1970, the federal government appointed the first Commissioner of Official Languages. His or her duty is to ensure that federal institutions comply with the Official Languages Act. He or she investigates any problems related to the use of official languages in government, and makes recommendations to resolve them. To what degree is this role important in the promotion of Francophone language and cultures?

Reconfirm Your Goals

In 1982, Canada replaced its founding document—the BNA Act—with the Constitution Act, 1982. This included the Canadian Charter of Rights and Freedoms, which permanently protects official bilingualism. Official language rights are entrenched in Sections 16 to 22 of the Charter: English and French were enshrined as the official languages of Canada and New Brunswick, with equal rights and status. The Official Languages Act was revised to match the revised goals, so that now, for example, it supports the development of official language minority communities and promotes the use of both languages in Canadian society.



Figure 3-7

This photograph shows a French immersion class at Graham Creighton Junior High in Dartmouth, Nova Scotia. How do students' participation in programs like this help our society meet the vision of a bilingual country? What criteria could help you decide if this strategy is a success?

Fast Facts

About 5 231 500 people reported to the 2001 Census that they were bilingual, compared with 4 841 300 five years earlier, an 8.1 per cent increase (according to *The Atlas of Canada*). In 2001, these individuals represented 17.7 per cent of the population, up from 17.0 per cent in 1996.

What do you think would be the cause of this increase in bilingual speakers in Canada? Would promotion of official bilingualism by the government of Canada contribute to this change?



▲
Figure 3-8

In this photograph, demonstrators show their support for legislation that promotes French in Québec City on March 14, 1989. Do you think these young people are Francophone or Anglophone? Explain your reasoning.

Use Encouragement

One strategy for making Canada more bilingual is the provision of educational programs to help students learn French as a second language. Provincial governments across Canada provide students with the option of attending French immersion schools for non-Francophones who wish to acquire French as a second language.

Legislate Change

The federal government isn't the only level of government that has taken action to promote official minority language rights. In 1977, the Québec provincial government enacted Bill 101. It was not meant to promote English—the official minority language in Québec—but to promote French within Québec. The goal was to ensure that Québec would remain a Francophone society. Bill 101 restricted the use of English on public signs in the province. With some exceptions, non-Anglophone children in Québec were required to study in French, not English. Some Anglophones “fled” to other parts of Canada. So did some businesses. However, daily life in Québec did become more French.

Canada's CRTC: Successful Promoter of Culture?

The **Canadian Radio and Television Commission (CRTC)** is an independent public authority. Its purpose is to regulate and promote Canadian culture in the broadcast media. The CRTC is governed by the Broadcasting Act of 1991. The CRTC states that the Broadcasting Act is meant “to ensure that all Canadians have access to a wide variety of high quality Canadian programming.”

CRTC regulations set the amount of **Canadian Content (CanCon)** that Canadian broadcasters must broadcast. There are views that support and oppose having CRTC regulations. One view in support of the CRTC suggests that it helps promote Canadian cultures, giving Canadian artists the exposure they need to succeed. One view that criticizes the CRTC suggests that its rules stifle artistic creativity and prevent viewers from choosing what they want to watch or hear.

You have likely watched some Canadian television shows and listened to Canadian music on the radio. Based on your viewing and listening experience, do you think the CRTC is successful at promoting Canadian languages and cultures? Explain your view.

The Canadian Audio Visual Certification Office (CAVCO) Points System

For a Canadian series to be recognized as a Canadian production, a total of at least six points must be allotted according to the following scale. Points are allotted for each Canadian who rendered the services.

	Points Awarded
<i>Non-animated productions (live action)</i>	
Director	2
Screenwriter	2
Lead performer for whose services the highest remuneration was payable	1
Lead performer for whose services the second highest remuneration was payable	1
Director of photography	1
Art director	1
Music composer	1
Picture editor	1
<i>Animated productions</i>	
Director	1
Screenwriter and storyboard supervisor	1
Lead voice for which the highest or second highest remuneration was payable	1
Design supervisor (art direction)	1
Camera operator where the camera operation is done in Canada	1
Music composer	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: 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 3-9 ▲

Is it Canadian? Broadcasters must use the **Canadian Audio Visual Certification Office (CAVCO)** points system to determine if what they broadcast is CanCon. Figure 3-9 shows the CAVCO points system that broadcasters use. Think of some of your favourite movies and television shows. Would they be considered CanCon according to the CAVCO points system? Research to find out how many CAVCO points each one on the list would receive.

◀ Figure 3-10

Sandra Oh on the set of *Grey's Anatomy*, 2005. In your opinion, would the points system above help the career of Canadian Sandra Oh? Why or why not?

INVESTIGATION

Minority Languages

Something to Think About: The languages of many cultural groups are becoming extinct. What can happen to a culture when its language is lost?

An Example: The use of Aboriginal languages in Canada is in decline. Many Aboriginal languages are already extinct. There is great concern that more Aboriginal languages will become extinct in the future.

Report on the Issue: This is an excerpt from a Statistics Canada report on the state of languages spoken by Aboriginal peoples in Canada.

Canada's Aboriginal languages are many and diverse, and their importance to indigenous people immense. Language is one of the most tangible symbols of culture and group identity. It is not only a means of communication, but a link which connects people with their past. ... Although loss of language doesn't necessarily lead to the death of a culture, it can severely handicap transmission of that culture. For Aboriginal people, great losses have already occurred. During the past 100 years or more, nearly 10 once-flourishing languages have become extinct; at least a dozen are on the brink of extinction. When these languages vanish, they take with them unique ways of looking at the world, explaining the unknown and making sense of life.

Societal factors often contribute to the decline of languages. Without doubt, the forces of dominant languages and modernization exert a strong influence on any minority language. In the case of Aboriginal languages, historical events such as the prohibition of indigenous language use in residential schools have ... contributed to this process. In addition, the fact that most Aboriginal languages were predominantly oral may ... have diminished, in an already difficult environment, their chances of survival.

—Source: Mary Jane Norris, "Canada's Aboriginal Languages," *Canadian Social Trends*, Winter 1998, Statistics Canada.

Ideas and Opinions

“ About 97 per cent of the world's people speak about 4 per cent of the world's languages; and conversely, about 96 per cent of the world's languages are spoken by about 3 per cent of the world's people. ... We estimate that about 90 per cent of the world's languages may be replaced by dominant languages by the end of the 21st century. ”

—Source: UNESCO Ad Hoc Expert Group on Endangered Languages, March 2003.

Visit the *Perspectives on Globalization* website and follow the link to UNESCO's *Red Book of Endangered Languages*. What efforts is UNESCO making to promote languages?



- 1 According to this excerpt, why is language so important? To what extent do you think it is important for Aboriginal peoples to promote and revitalize their languages, particularly in the face of global media?
- 2 Suggest some ways that governments, individuals, and cultural groups can promote and revitalize languages. Which efforts do you think might prove most successful?

Aboriginal Language Families in Canada

Legend

Major Language Families

- Ojibway
- Inuktitut
- Cree
- Other Algonquian Families
- Athapaskan
- (Siouan) Dakota
- Tsimshian
- Wakashan [wuh-KA-shun]
- Haida
- Kutenai
- Salish
- Iroquoian

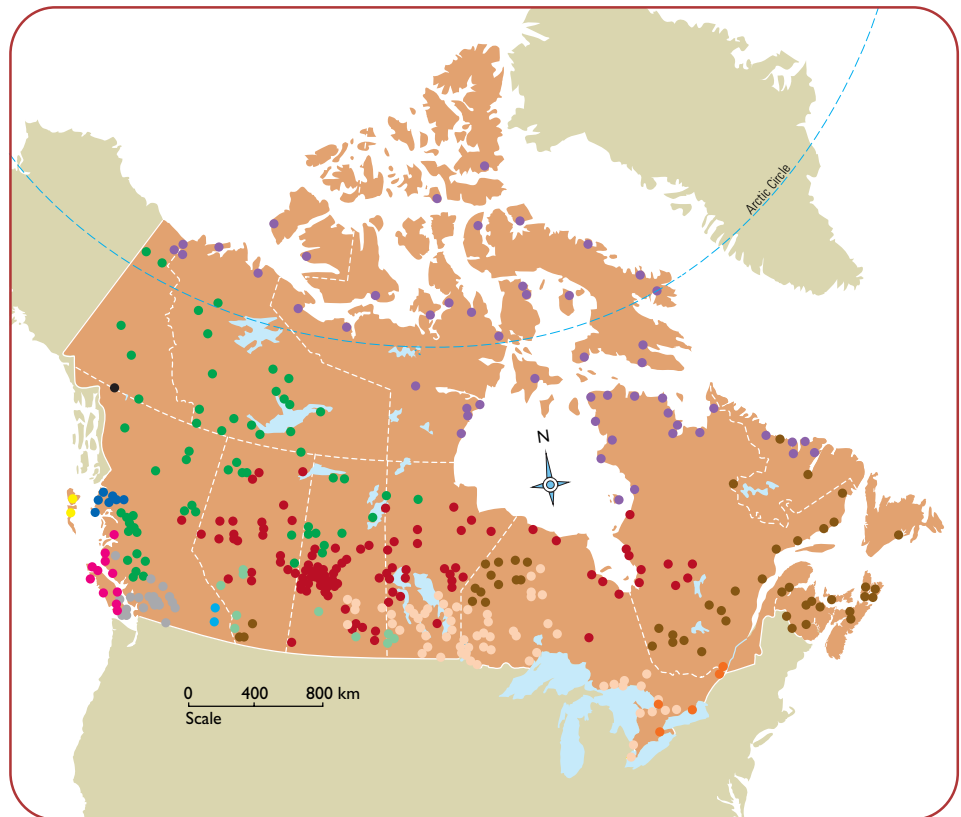


Figure 3-11

The current 50 languages of Aboriginal peoples in Canada belong to 12 major language families (shown on this map): 11 First Nations language families and Inuktitut. The Métis language, Michif, is not shown on this map but is unique. (You read about it in Chapter 2.) Estimates suggest that there are fewer than 1000 people who speak Michif today in Canada and the United States.

Source: Natural Resources Canada, *The Atlas of Canada*,

<http://atlas.gc.ca/site/english/maps/peopleandsociety/lang/aboriginallanguages/bycommunity>.

1. On the map, which language families cover the largest geographic area? Would it be easier or more difficult to promote and revitalize a culture in a smaller, densely populated area or over a wider geographic area with fewer people? What might be some ways to use communications technologies to overcome these geographical obstacles to promoting languages and cultures?
2. How might media and communications technology help or harm the survival of Aboriginal languages? To what extent might media and communications technologies affect the languages and cultures of Aboriginal peoples?
3. First Voices is a foundation created to help with the perpetuation of Indigenous languages in Canada. Follow the link on the *Perspectives on Globalization* website to explore the First Voices and First Peoples' Cultural Foundation sites. In what ways do these organizations promote Indigenous languages?





Assembly of First Nations

The **Assembly of First Nations (AFN)** is a political organization in Canada that promotes the economic, social, and political goals of the more than 630 First Nations communities in Canada. The AFN uses media and communications technology to promote these goals.

Language is our unique relationship to the Creator, our attitudes, beliefs, values and fundamental notions of what is truth. Our Languages are the cornerstone of who we are as a People. Without our Languages our cultures cannot survive.

—**Assembly of First Nations, statement on language from the AFN website, <http://www.afn.ca/article.asp?id=122>.**

Leo Fox is a member of the Blood First Nation. He is also an educator and writer who sits on the Kainai Board of Education in southern Alberta. The Aboriginal monthly newspaper, *Alberta Sweetgrass*, spoke with Leo Fox about revitalizing the Blackfoot language in elementary and high schools. The following quotations from Leo Fox are taken from that article.

All the students attending Kainai high school from grades 9 to 12 have to have at least [the course] Blackfoot 10. ... One thing that is a drawback for these children wanting to speak their language is that a lot of the parents do not speak their language, so there is no continuity from the school to the home. ...

At this point we realize that we have to do something drastic, otherwise the Blackfoot language is just going to go. It will disappear. A lot of the adults know the language or they understand it, but they do not speak fluently. A lot of them are not comfortable enough to try to use it because they are afraid of being ridiculed. As time goes by we want to have the parents become more involved in the adult [Blackfoot language] program. ...

[Learning the Blackfoot language] is very valuable because our whole thought processes are in our language. ... [A]s time goes by we are going to prove that these students can do it and they will be a lot richer for learning their languages and not just one. ... [T]heir self-identity will be stronger as Aboriginal people when they keep their own languages.

—**Leo Fox, quoted in Yvonne Irene Gladue, “Decline in Aboriginal Languages Concerns Educators,” *Alberta Sweetgrass*, December 9, 2002, <http://www.ammsa.com/sweetgrass/topnews-Dec-2002.html#anchor9074274>.**

Ideas and Opinions

“*In our language, it is embedded, our philosophy of life and our technologies. There is a reason why we want our languages preserved and taught to our children—it is our survival.*”

—**Dr. Burt McKay, Nisga’a [NIS-guh] language teacher and Elder.**

- 1 Have you ever felt too embarrassed to speak out loud when you are learning a language? Do you think it might be more embarrassing for a person trying to learn the language of their ancestors? Do you think people who are making such efforts should feel embarrassed or not? Explain your views.
- 2 How might media and communications technology aid language education and promotion? To what extent might media and communications technology affect the identities of people learning a minority language?

Language Viability

Viability refers to the ability of a language to live and thrive. As you consider the information in this table, think about the many aspects of global media and communications technology. Which impacts of

global media do you think might affect the viability of a language (for example, universalization or hybridization)? What are some ways that communications technology helps the viability of diverse languages?

STAGES OF LANGUAGE VIABILITY		
Stage	Characteristics	Examples
Viable	<ul style="list-style-type: none"> have large enough population bases that long-term survival is relatively assured 	Catalan, Venetian, Turkish, English, French, Cree, Ojibwa [oh-JIB-way]
Viable but small	<ul style="list-style-type: none"> tend to have more than 1000 speakers and are spoken in isolated or well-organized communities with strong self-awareness in these communities, language is considered one of the important marks of identity 	Karaim [kah-rah-EEM], Isriot [IS-tree-aht], Chipewyan [chip-uh-WY-un], Dogrib, Faeroese [fer-oh-EEZ]
Endangered	<ul style="list-style-type: none"> still spoken by enough people to make survival an outside possibility, given sufficient community interest and educational programs 	South Sami, Ludian, Breton, Salish [SAY-ish]
Near extinction	<ul style="list-style-type: none"> considered beyond the possibility of revival, since generally only a few elderly people know them 	Ume Sami [OOM-eh-SAH-meh], Votian [VOH-shun], Yevanic [ye-VA-nik]
Extinct	<ul style="list-style-type: none"> no native speakers remain 	Latin, Cornish, Gothic, Beothuk [bay-AH-thuk]

Figure 3-12 ▲

This chart shows the classification of some languages according to their viability. Research one language listed in this table that is not extinct. Are efforts being made to revitalize this language? How is the viability of this language affecting the culture of the people who speak it? As you research, practise your skills of critically analyzing source material. You learned this skill in the Chapter 2 Skill Path (pages 27–28).

Source: Mary Jane Norris, “Canada’s Aboriginal Languages,” *Canadian Social Trends*, Winter 1998, Statistics Canada Catalogue #11-008.

Explore the Issues

- 1 **Evaluate It.** In groups, choose one example of promotion of languages and cultures. Assess how successful this effort is. For example, you could assess how successful the First Voices website is at promoting Indigenous languages. You may wish to consult the class list of assessment criteria created at the start of this section. Present your conclusions to the class.
- 2 **Be a Global Citizen.** Many countries have language laws: Albania, Cambodia, Egypt, Mexico, Tunisia, Uzbekistan, Chad, Djibouti, Guam, and Hong Kong. Choose a country and research its national language policy. How successful is this country’s policy in promoting its majority or minority language(s) and culture(s)? Use your class list of assessment criteria.
- 3 **Media Focus.**
 - a) In groups, discuss how CRTC rules affect what you watch and hear on television and radio. Discuss whether CRTC rules are a positive or negative force for Canadians involved in the music and television industries. Make a comparison chart. List the positive impacts in one column and the negative in the other.
 - b) Consider the Chapter Issue in relation to CRTC rules. To what extent do the CRTC rules affect Canadian identities through media and communications technology? To what extent do these rules affect your identity?



Reflect and Analyze

In this chapter, you encountered examples of impacts of media and communications technology on cultures and identities. You also considered the promotion and revitalization of languages and cultures in a globalizing world. You now have a good foundation for responding to the Chapter Issue: *To what extent do media and communications technology affect identities?* How is your identity affected by media and communications technology?

You have continued your exploration of the Main Issue for Part 1: *To what extent should globalization shape identity?* and the Key Issue for the course: *To what extent should we embrace globalization?*

Respond to Ideas

- 1 Practise your skills from this chapter's Skill Path.
 - a) Research the past revenue earnings for the three media transnationals in the Fast Facts on page 50 for each year starting from 2000 up to the present.
 - b) Create a timeline for each media transnational that shows the change in revenue for each year.
 - c) Analyze the trends and predict the future. Will the revenues of these media transnationals go up or down? **SKILLS**
- 2 a) Impacts of global media and communications technology include (i) diversification of languages and cultures, (ii) universalization of popular culture, and (iii) hybridization. Prepare a chart that lists examples of each impact you find in your daily life. Analyze the chart. Which impact is most predominant?

- b) What are the positive and negative impacts of media and communications technology on your life? Brainstorm a list of ideas. Use your brainstorming skills from the Chapter 1 Skill Path (pages 7–8).

- 3 The CBC, SRC, and CRTC have promoted the expression of Canadian cultural identities through media for much of the past century. **SKILLS**
 - a) Practise your timeline-creation skills from this chapter's Skill Path (pages 47–48). Choose one of these organizations and research its history. Prepare an annotated timeline in which you describe the chronological history of the organization. Also note the influences that the organization has had on Canada's cultural identities.
 - b) Analyze the trends in your timeline and predict the future. How has the organization tended to respond to the globalization of media? How do you think it will respond in the future?

Focus on Research and Inquiry

- 4 Form a small policy-writing team. The Inquiry Model graphic on the inside front cover of this book may assist you in this project. Refer to it and adapt it as needed while you develop your plan.
 - a) Your policy-writing team will have the chance to research and create a proposal for a Canadian cultural policy for the next 30 years. To what extent will your policy attempt to affect Canadian identities? Will your policy include laws and rights, rules, and regulations, or are there other approaches you can take?

- b) Before you create your cultural policy, develop your knowledge and understanding of the impacts of media and communications technology on Canadian identities. Do this by re-examining the examples in this chapter and through additional research.
- c) How might your cultural policy assist Canadian artists and performers such as those shown on this page, with their careers and international recognition? Which Canadian artist would you like to

see benefit from your cultural policy? Why?

- d) Present your Canadian cultural policy as a website, printed document, or oral class presentation, or videotape it for TV.
- e) **Reflect on the Process.** Consider your group's work during the *planning* phase of your inquiry. Did you develop a plan to conduct your inquiry? What were the steps in your plan? Did you review and revise your plan?



▲
Figure 3-13

Jeff Healey, Canadian blues guitarist, whom few know is blind.



▲
Figure 3-14

Diana Krall, award-winning Canadian jazz pianist.