**CHAPTER 11**

**Why Does Global Identity Matter?**

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**Chapter 11: Learning Objectives**

As a result of reading Chapter 11 and participating in related class discussions and activities, you should be able to

1. Describe the power, allure, and influence of technology and its all-encompassing influence on global citizens of all ages and identities.

2. Identify a number of ways media (technology and the Internet) and pop culture contribute to changing global and local identities.

3. Define the characteristics of an e.net’er identity and the differences among gliding, interfaced, and fixated e.net’er identities, along with the spatial and temporal push–pull factors encountered by e.net’ers.

4. Explain the shift in communication patterns and accompanying social patterns brought about by the impact of technology.

5. Reflect on ways to become more flexible e.net communicators with both local and global individuals and groups.

**Chapter 11: Brief Outline:**

1. **Wired and Ready! The Allure of the Internet**
	1. Wired-up and Swipe-Ready
		1. All-consuming Internet: Average person checks cell phone 100 times/day.
		2. U.S. adults: 11 hours/day interacting with media.
	2. The Internet is Our Central Station
		1. Offers space to communicate globally with diverse individuals
		2. Privileged space: accessible only to those who can afford, use English
		3. Instant sharing of history and events across the world in real time.
2. **“Glocal” Living: Here to Stay**
	1. Local and Global Identities
		1. **Local identity** (Note: see textbook for full descriptions and definitions)
			1. Ethnic values, practices, traditions of local identity group
			2. They may resist technological advances, attempts to “fuse” culture with contemporary trends
		2. **Global identity**: embrace international practices and values over local. Keep up with latest trends, etc.
		3. **Morphing**: embrace local values, but also long for global connection
	2. The Entertainment Culture and Identity Sculpting
		1. U.S. media and entertainment largest in world
		2. Identity negotiation: complex web of interacting with our social environment, including mass media
		3. Opponents view Westernized pop culture as negative, damaging cultural groups, exporting consumerism, etc.
	3. Through the Lens of Television: Global Watching
		1. Children across globe watch U.S. based networks displaying Western values
		2. Television is an identity supplier, provides escape from traditional-based cultural values and forges sense of communal belonging
	4. Through the Lens of Streaming
		1. Streaming on devices rather than watching live TV.
		2. Shapes how we form our stereotypes of people in different cultures/ethnic groups
	5. Are You Playing Together?: Video Gaming
		1. Video game industry is billion-dollar industry, a way of life, academic discipline.
		2. Crossover with hip-hop and cinema stars, and anime from Japan
	6. Outsourced Beats: You Are What You Can Dance To
		1. Common identity expression and connection via music.
		2. Hip-hop: worldwide influence, expresses problems living on society’s periphery
		3. K-pop: fashionable, androgynous singers are heavily branded, popularity due to collectivism, live interaction with fans, the group is a brand, etc.
	7. Fashion, Influencers, and Fandomania
		1. Social media influencers: sell brands and give advice, establishing a relationship with followers
		2. Cosplay: costume play, at conventions, in competitions. A global phenomenon
3. **Living in the Intersection: E.Net’ers**
	1. Defining the Characteristics of an E.net’er
		1. **E.net’er**: individuals connected to others via the Internet, which influences aspects of their identity.
		2. Hybrid, intersecting identity, rooted in local identity but influenced by global
		3. E-characteristics:
			1. *Evolved*: comfortable borrowing identities
			2. *Explorer*: up to date with latest trends
			3. *Emoji*: prefers abbreviated language and emojis
			4. *Entertained*: insatiable appetite for entertainment
			5. *Efficient*: easily, quickly find things online, checking/giving reviews
		4. Inverted pyramid of e.netizen identity
			1. **Gliding e.net’er identity/ Glider**: surface level. Weaker attachment to Internet, stronger ties to local culture. Interet for information gathering
			2. **Interfaced e.net’er identity/ Interfacer**: moderately strong ties to Internet. Both global and local community ties
			3. **Fixated e.net’er identity/ Fixator**: deep-layer attachment, always online, expressing their lives via social media, living daily reality via virtual reality.
	2. An E.net’er Identity: Push-and-Pull Dialectics

Intro: Dialectical tensions from two opposing and interconnecting forces existing at same time

* + 1. **Spatial Zone Dialectics**: via Internet, individuals experience the *solitude pole* (privacy) and *tribal pole* (shared communal space)
		2. **Temporal Zone Dialectics**
			1. **Monotrack focus**: work on one project at a time
			2. **Multitrack focus**: tend to multiple e.net tasks or activities simultaneously
			3. **Present-in-the-moment e.net’er philosophy**: monotrack e.net’ers prefer separate channels, complete one task and channel at a time for work, friends
			4. **Being-in-doing e.net’er philosophy**: multitrack e.net’ers fuse “being mode” (chat room) with “doing mode” (performing other tasks).
1. **On the Edge: Dynamic Changes in Communication Patterns**
	1. App Gadgets: Flipping Fast and Furious
		1. Smartphone was game changer; now conversations are specific, limited
		2. Cell phones change conversion in public areas: we stay on our phones
		3. Changed interpersonal relationship: less sex, more eating alone
	2. Virtual…But Present?
		1. VR (virtual reality) and AI (artificial intelligence) – growing fast, involved in work, training
		2. Online communication: difficult to read intentions, goals. Be open to uncertainty.
	3. The Ambiguous Selfie Face
		1. Internet impacts identity formation. Opponents argue Internet appeals to worst instincts, makes us like-minded
		2. Images constantly ranked, inevitably leading to our own social comparisons.
	4. Communication Advocacy and Social Change
		1. Internet has become global and public town hall.
		2. Global citizens unite on Internet, new dimensions of civic dialogue emerge.
2. **Intercultural Reality Check: Doables**
	1. Our identity is evolving, becoming more fractured. Seek those with whom we share commonality
	2. Flexibility: Gliders/fixators must understand each other.
	3. Open-minded attitude can help gliders/fixators gain insights into other group
	4. Be aware of the impact and export of U.S. culture, and that stereotypes of U.S. culture are based on this exported culture
	5. Ask questions in culture-sensitive manner
	6. Be present. Don’t enslave yourself to technology.
	7. Be mindful of varying learning styles and adapt accordingly.

**Chapter 11: Chapter Checkup**

**Check out the following cultural literacy questions and self-assessment questions:**

**QuikPoll 11.1**: Can you name top three languages used on the Internet? Test yourself at [**QuikPoll 11.1.**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickpoll-11-1?previousFilter=tag_chapter-11) To see the top five, check out QuikPoll 11.1 in the text.

**QuikTrendz 11.1**: Click on [**QuikTrendz 11.1**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quicktrendz-11-1?previousFilter=tag_chapter-11) to see if you can name the three top-grossing films of all time.

**Figure 11.1**: Quiz yourself on [**Figure 11.1.**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-figure-table-quiz-11-1?previousFilter=tag_chapter-11)To see the three layers of identity, check out Figure 11.1 in the text.

**QuikChoice 11.1**: Use [**QuikChoice 11.1**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-quickchoice-11-1?previousFilter=tag_chapter-11) to find out about spatial zone dialectics. To take the poll, see QuikChoice 11.1 in the text.

 **Chapter 11: Critical Incident Analysis**

**Check out the following intercultural scenario:**

(NOTE: See “Chapter 11 Exercise Handouts” for a printable version.)

**The Case of Viacom**

International children’s television programming is imitating adult network expansion, creating a new web of problems. Local culture is intertwined with global culture. On a global level, children from around the world share similar interests, watch similar cartoon programming, play similar computer games, and share common media preferences, available in their living rooms. Children’s television programming has been thriving in the global marketplace. In fact, it is one of the four most exportable types of television.

One of the most aggressive global marketers is Viacom. Viacom’s CEO, Sumner Redstone, has been outspoken in his desire to make Nickelodeon the global entertainment choice for children of all ages. Nickelodeon has launched networks in a variety of languages in countries that span the globe. Nickelodeon is available in 149 countries/territories and is viewed in over 300 million households worldwide from paid, localized channels. One of “Nick’s” successes is the cartoon series *SpongeBob Squarepants*, a sponge-shaped cartoon character whose adventures and experiences are reflective of U.S. children’s cultural frame of reference.

Since 1999, this cartoon has been sold to more than 135 markets around the world and has grossed $2.5 billion in retail sales. These retail sales include products such as clothing, games, and other children’s merchandise. Nickelodeon will release *SpongeBob Squarepants, The Movie*, to more than 30 countries around the world. Burger King International has partnered with Viacom to enhance the global marketing by providing a movie-themed premium in Burger King Kids Meals.

In September 2004, Viacom signed a deal to broadcast the popular children’s show, *Dora the Explorer*. Dora the Explorer is a 7-year-old Latino girl born in the United States who uses her knowledge of the Spanish language to communicate with her friends, overcome obstacles, and reach her personal goals. The program has been available through satellite channels across Europe and can be seen in France, Holland, Norway, Spain, and Portugal. The deal with the United Kingdom, however, provides much broader access to children who do not have cable or satellite television.

Viacom’s expansion to local television programming and to local communities is raising many issues in the context of blurred national boundaries. What is the result of Viacom’s mass globalization of their children’s shows? What is at stake here?

**Group Questions for “Children’s Television Programming”**

(NOTE: See “Chapter 11: Exercise Handouts” for a printable form containing these questions.)

*Group 1:* With your team, please take the perspective of a PARENT in another part of the globe as you discuss this case. What are some of the important issues that this case study highlights for a parent?

*Group 2:* With your team please take the perspective of a YOUNG CHILD in another part of the globe that has no access to Viacom’s children programming as you discuss this case. What are some of the important issues that this case study highlights for a young child?

*Group 3*: With your team, please take the perspective of a LOCAL TELEVISION station as you discuss this case. What are some of the important issues that this case study highlights for local television?

*Group 4:* Now with your team, please take the perspective of a VIACOM representative as you discuss this case. What are some of the important issues that this case study highlights for a VIACOM representative?

**Chapter 11: Glossary-Matching Quizzes**

Click here for[**Matching Quiz 11.1**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-glossary-matching-quiz-11-1?previousFilter=tag_chapter-11)**.**

Click here for[**Matching Quiz 11.2.**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-glossary-matching-quiz-11-2?previousFilter=tag_chapter-11)

**Chapter 11: Practice Quiz**

Take the[**Chapter 11 Review Practice Quiz.**](https://learninglink.oup.com/access/content/ting-toomey3e-student-resources/ting-toomey3e-chapter-11-review-prep-quiz?previousFilter=tag_chapter-11)

**Chapter 11: Exercise Handouts**

**Note: Your instructor may ask you to** [**download,**](https://learninglink.oup.com/access/ting-toomey3e-student-resources#tag_chapter-11) **print out, and/or e-mail the following class handouts for this chapter:**

**Children’s Television Programming: Case of Viacom**

**Group Questions for “Children’s Television Programming”**