

Citizenship and the Internet

★ CITIZENSHIP AND YOU ★

Democracy needs citizens who are willing to take part in civic life. The Internet is increasing opportunities to do just that. Before reading this chapter, find an example of how the Internet encourages democracy and how it presents challenges to democracy.



To learn more about citizenship and e-commerce, view the ***Democracy in Action*** video lesson 14: Citizenship in the United States and ***Economics & You*** video lesson 28: Technological Change and the Economy.

FOLDABLES™

Study Organizer

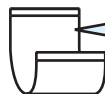
Summarizing Information Study Foldable Make and use this foldable to record the main ideas and supporting facts found in Chapter 17.

Step 1 Collect two sheets of paper and place them about 1 inch apart.



Keep the edges straight.

Step 2 Fold up the bottom edges of the paper to form 4 tabs.



This makes all tabs the same size.

Step 3 When all the tabs are the same size, crease the paper to hold the tabs in place and staple the sheets together. Label each tab as shown.

Citizenship & the Internet	
Civic Participation	
Challenges for Democracy	
Regulating the Internet	

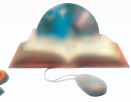
Staple together along the fold.

Reading and Writing

As you read the chapter, write the key points of each section under the appropriate tab of your foldable.



CIVICS
Online



Chapter Overview Visit the *Civics Today* Web site at civ.glencoe.com and click on **Chapter Overviews—Chapter 17** to preview chapter information.



SECTION

1

Civic Participation

GUIDE TO READING

Main Idea

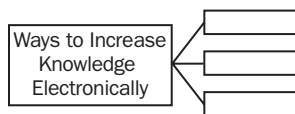
Today millions of people have access to computers, the Internet, and the World Wide Web, all of which can be used by Americans to increase their knowledge about political and social issues, including information about candidates running for office.

Key Terms

Internet, World Wide Web, Web site, archives, nonpartisan, newsgroups

Reading Strategy

Drawing Conclusions As you read, complete a graphic organizer like the one below with ways you can increase your knowledge about political and social issues.



Read to Learn

- How does the Internet allow citizens to become well informed?
- How do political candidates use the Internet to campaign?



Americans in Action

Ohio resident Frank Coffin grew up in rural Indiana and still owns property there in Owen County. A proposed extension of Interstate Highway 69 could cut Owen County in half. From his home in Columbus, Ohio, Coffin actively opposes the highway route by logging onto a Web site maintained by Citizens for Appropriate Rural Roads, Inc., a grassroots organization whose aim is to preserve the farms and woodlands of south-central Indiana. The site allows Coffin and other interested parties, whether they are local residents or not, to learn about the issues, keep up with developments, and voice their support.



A farm in Indiana

A Tool for Political Education and Action

The Internet and the World Wide Web present great opportunities and challenges for citizens in a democracy. The **Internet** is a mass communication system of millions of networked computers and databases all over the world. The **World Wide Web** operates within the Internet, allowing users to interact with the billions of documents stored on computers across the Net. Thanks to the Internet and the World Wide Web, we can now communicate with one another efficiently, share information conveniently, and even shop and bank online. Just a click of the computer mouse lets us send electronic mail (e-mail), transfer data, and explore the vast array of **Web sites**—“pages” on the World Wide Web that may contain text, images, audio, and video.

Currently the Net has nearly 900 million users and is growing daily. In 1993 there were 130 Web sites. Today there are many millions, with the number doubling every few months. More than 67 percent of the U.S. population has access to the Web. Soon half the population of the world will access the Web, many through wireless devices.

The Internet is increasing opportunities for citizens to participate in democracy. Citizens cannot make thoughtful decisions about government and public policy unless they stay informed.



By searching the World Wide Web, you can find information on almost every topic imaginable. Not all of what is posted on the Internet is accurate, however. Before believing what you read, be sure to evaluate the credibility of the source (see the Skillbuilder lesson on page 388).

Gathering Information

More and more citizens today are using the Internet to keep informed about current events. Most national newspapers and newsmagazines, like *USA Today* and *TIME*, publish online every day and keep **archives**, or files of older stories. Your hometown newspaper may have a Web site as well. You can also log onto the sites of television and radio networks like Cable News Network (CNN) and National Public Radio (NPR) to read news accounts, watch video broadcasts, and listen to newscasts.

Government Sites The Smithsonian National Air and Space Museum’s Milestones of Flight exhibit presents the 1903 *Wright Flyer* and the Apollo 11 command module *Columbia*. **Why do you think the federal government maintains Web sites, such as the Smithsonian’s Web site (below)?**



Research and educational institutes have informative Web sites as well. They not only present their findings on current topics and make policy recommendations but also often provide useful links to other sites. Be aware, though, that not all “think tanks” are **nonpartisan**; that is, they are not free from political party ties or bias. Many, like the Brookings Institution and the Heritage Foundation, have some ideological bias.

E-Government

Many parts of the federal government, along with state, county, and local governments, have created their own Web sites. At





the national level, hundreds of sites exist for the branches of government, federal agencies, and resources like the Smithsonian Institution museums. These sites often offer documents, pictures, and electronic card catalogs from various libraries and searchable databases.

E-government is making it much easier for citizens to learn about public policy, check on elected officials, request services, and participate in government directly. Rick Perry, the governor of Texas, put it this way:

“By allowing citizens to interact with their government through one central Web site, we are making government more efficient . . . I look forward to the day when a citizen can do business with Texas government online, instead of standing in line.”

Government Web sites are helping people do everything from obtain marriage licenses to comment on the performances of public servants. North Carolina citizens, for example, can use their state government’s Web site to register to vote, request an absentee ballot, learn how their representative voted on a certain issue, view the state constitution, see the state budget, and much, much more.

Group Action Online

As you read in Chapter 11, one good way to influence government is by supporting a special-interest group. The Internet can help you find groups with goals and values similar to your own. Most significant interest groups today have Web sites.

Newsgroups, or Internet discussion forums, provide another way to exchange information and ideas with people who

share your concerns. Whether you want to protect the environment, curb TV violence, help homeless children, or get involved in any other cause, you can probably find a related newsgroup. When you join, you will get regular postings and the chance to contribute your own thoughts.

Reading Check **Explaining** What is the relationship between the Internet and the World Wide Web?

Election Campaigns

Although citizens can use the Internet routinely to stay politically aware and active, they may turn to it even more during election campaigns. The Internet is changing how citizens can participate in elections and how candidates run for office. One campaign manager recently said, “We see the Web as the best campaign tool since the phone and the television.”

Both the Republican and Democratic Parties maintain Web sites with information about their activities, as do a number of minor parties. Nearly every candidate for higher political office will also have his or her own Web site.

Voters can visit sites to learn about the candidate’s background, position on issues, schedule of appearances, recent speeches, and more. Many sites feature an electronic newsletter that gives subscribers weekly e-mail updates on the candidate’s activities. Some candidates even list their campaign contributors online. In the 2004 presidential election, Democrat John Kerry and Republican President George W. Bush maintained extensive Web sites. Voters could read about the candidates and e-mail them questions.

When you visit these Web sites, though, you must use caution because political party and candidate Web sites do not present a diversity of opinions. The goal of



these sites is to build support for their ideas and candidates, not to explain both sides of an issue. They usually have links only to other like-minded sites.

Political Blogs

Many political commentators have created their own online sites. These Web sites contain selected facts and opinions about politics. Many of these Web sites are called “blogs,” short for Web-logs. Political blogs have quickly become popular with people who are trying to express opinions about candidates, issues, and politics in general. The men and women who run these sites, known as “bloggers,” have begun to be recognized as a political influence. During the 2004 election, many political bloggers were invited to the Republican and Democratic political conventions to report from their viewpoints.

Grassroots Web Sites

During the 2000 presidential campaign, citizens participated in a new way by setting up independent Web sites to support their

favorite candidates. By the end of the election, more than 6,500 homegrown sites had appeared to support either Bush or Gore. These sites were the cyberspace version of people putting political signs in their yards.

Grassroots Web sites provide an easy way for citizens to get directly involved in an election. The creator of one such site explained that “the Internet [gave me the opportunity to be active . . . [on] my schedule.” Another site developer believes “these sites will increase democracy. . . . You will have independent citizens voicing their opinions in a way they couldn’t before.”

Grassroots Web sites do raise some concerns for the major parties and their candidates, though. These sites may contain misinformation or have links to extremist groups that a candidate would not want to be associated with. Further, it can be hard to tell the difference between official and unofficial sites.

 **Reading Check** **Concluding** What role did grassroots Web sites play in the 2000 presidential election?

SECTION 1 ASSESSMENT

CIVICS Online | **Study Central™** To review this section, go to civ.glencoe.com and click on **Study Central™**.

Checking for Understanding

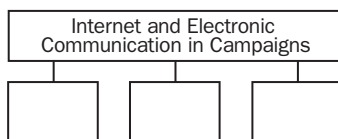
1. Key Terms Define the following terms and use them in sentences related to electronic communication: **Internet, World Wide Web, Web site, archives, nonpartisan, newsgroups.**

Reviewing Main Ideas

- 2. Infer** What danger do people face when using “think tank” Web sites? How might people prepare for that danger?
- 3. Explain** What are grassroots Web sites? Why might major party candidates for office have concerns about grassroots Web sites that support them?

Critical Thinking

- 4. Drawing Conclusions** The Internet offers many advantages for gathering information. What do you think is the biggest disadvantage or danger?
- 5. Analyzing Information** In a graphic organizer like the one below, describe how the Internet and electronic communication have become part of political campaigning.



Analyzing Visuals

6. Infer Examine the photograph and Web page on page 385. Why do you think places like this maintain Web sites? How are the photograph and Web site related?

★ BE AN ACTIVE CITIZEN ★

7. Research Look up the Web site of your representative to Congress or one of your senators. What kind of information can you gather from the site? Share your findings with the class.

Technology SKILLBUILDER

Evaluating a Web Site

Why Learn This Skill?

Going to the Internet for news and information can be quick and convenient. Knowing which Web sites to trust, however, can challenge any Web surfer. No one supervises Internet content. To get reliable information, you need to make a number of judgments about individual Web sites and the pages that they present.

Learning the Skill

To evaluate a Web site, follow these steps:

- Determine the source or authorship. The person or group sponsoring the site should be clearly identified. An author's credentials should be stated.
- Check for accuracy. Factual content should include sources that can be verified. A quality Web site will also be free of spelling and language errors.
- Determine the intent. An informational site meant to serve the public will be free of advertising. If advertising does appear, it will be clearly identified.

- Check to see how current a site is. A valid page will include information on when it was written and when it was placed on the Internet.

Use these questions as a guide to help you analyze the content of a Web site:

- Are the facts on the site documented?
- Is more than one source used for background information within the site?
- Are the links within the site appropriate and up-to-date?
- Is the author clearly identified?
- Does the site contain links to other useful resources?
- Is the information easy to access? Is it properly labeled?
- Is the design appealing and easy to navigate?

Practicing the Skill

On a separate sheet of paper, use the following questions to evaluate the Web site as shown on this page.

- 1 Who sponsors this Web site?
- 2 Briefly describe the language and presentation on this site.
- 3 Why might the page be termed a public-service piece?
- 4 What times and dates are indicated on the site?
- 5 Overall, how reliable do you think this Web site is?



Applying the Skill

Access the Web site www.glencoe.com/sec/socialstudies/. Write a paragraph to evaluate the site, addressing the four steps in this lesson.

Challenges for Democracy

GUIDE TO READING

Main Idea

Although the Internet offers an opportunity to spread democratic ideas worldwide, some people cannot afford computers or Internet access, and invasions of privacy are a constant threat.

Key Terms

authoritarian, dissident, propaganda

Reading Strategy

Summarizing Information

As you read, list some of the dangers posed by use of the Internet on a web diagram like the one below.



Read to Learn

- How does the Internet divide American society?
- What is the threat to privacy posed by the Internet?



Americans in Action

Don't be a victim—take action.

“This nightmare began in March 1997 when we received a phone call from Nations Bank in Norfolk, Virginia. . . . They wanted to know why I was delinquent in making payments. . . .” This testimonial from a victim of identity theft is typical. Many victims of identity theft don't know about the problem until months or even years after the crime begins. According to the Federal Trade Commission, identity theft is the fastest-growing crime today. The Commission receives as many as 20,000 inquiries concerning identity theft each week.



A crime in progress

Divisions in Society

When the Internet and the World Wide Web started, people thought these things would promote the global expansion of democracy. Information and opinions would flow freely across national borders. By spreading democratic ideas worldwide, the Internet would help undermine authoritarian regimes. An **authoritarian** regime is a government in which one leader or group of people holds absolute power.

Authoritarian governments, however, are finding ways to limit online political communications. They have begun building electronic borders similar to the “firewalls” that protect business networks from intruders.

China, for example, encourages its citizens to get on the Internet. However, the government strictly controls access to the Web sites of human rights groups, foreign newspapers, and similar organizations. Messages that Chinese users post online are closely watched. Furthermore, the government has shut down the Web sites of some dissident groups. A **dissident** group includes people who disagree with the established political or religious system.

For Americans, the Internet has been an aid to the free exchange of knowledge and ideas; yet the Internet may still pose challenges to our democracy. Some people fear that the Internet



Limiting Access Teens surf the Internet at the Feiyu Net Café in Beijing, China. The Chinese government, which strives for near-total control of the media, has closed thousands of Internet cafes, accusing them of promoting crime and corrupting the young. **Why do authoritarian regimes monitor Internet use?**

is widening the gap between the “haves” and “have-nots” and empowering intolerant extremist groups that seek to splinter society. Another concern is that the Internet leaves citizens vulnerable to invasions of privacy.

Democracy does not guarantee everyone equal wealth. It does aim to give all citizens an equal opportunity to develop their talents, though. It also emphasizes equal treatment for all Americans, regardless of their gender, race, or religion. How is the Internet affecting these two key ingredients of democratic community?

A Digital Divide

The ability to use the Internet is becoming a necessity in today’s world. People who are not “wired” risk being shut out of a key method for gathering information, participating in civic life, and making money. A report released by the U.S. Census Bureau in September 2001 found striking differences in access by race and

family income level. The wealthiest families were far more likely to have home computers and Internet access than were households at the lowest income level.

Schools and public libraries are helping equalize access to computers, however. In every ethnic and income group, at least 70 percent of schoolchildren now use computers at school. Business, community, and political leaders have also begun addressing the technology gap. Some have suggested creating nonprofit organizations to provide training and Internet access to millions of low-income Americans. Congress is considering legislation that would support a number of programs.

Extremist Groups

Just as the Internet can help advance democratic values, it can also aid the spread of ideas that may run counter to democracy. The Internet has become the host for many hate groups and extremist political organizations. (Extremist groups are those whose ideas are the farthest from the political center.) In the past, these people might have been isolated from one another. The Internet is allowing extremists to find one another, band together electronically, spread propaganda, and recruit new members to their causes. **Propaganda** is the spreading of certain ideas and may involve misleading messages designed to manipulate people. (See the descriptions of propaganda techniques in Chapter 11.)

To the extent that the Internet helps strengthen intolerant extremist movements, it may weaken our sense of national unity. Most Americans, however, still take pride in our country’s diversity and believe in freedom of speech and expression and equal rights for all Americans.

Reading Check **Explaining** How do authoritarian regimes limit Internet communication?



Threats to Privacy

If intolerant extremist speech on the Internet leads to hate crimes, terrorism, or other illegal acts, the government can step in. Indeed, law enforcement officials are working hard to fight all kinds of cyber-crime, including fraud, identity theft, and child pornography. Although most citizens understand the need for some government surveillance of the Internet, controversy surrounds the potential threat to citizens' privacy. Concerns also arise about online companies that invade consumers' privacy.

Internet Wiretapping

Law enforcement officials have a powerful new crime-fighting tool—wiretapping technology for the Internet. Known as “Carnivore” (but officially named DCS 1000), the system was developed by the Federal Bureau of Investigation (FBI) and is meant for use only in criminal investigations when authorized by a court.

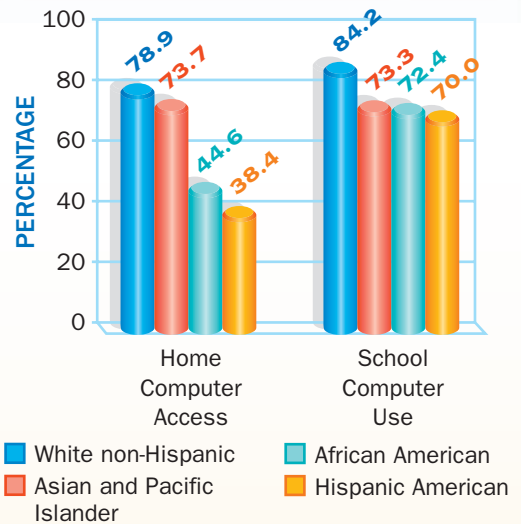
Carnivore can watch for particular words and phrases in messages sent by anyone on a network. When a suspect sends or receives an e-mail, Carnivore can record the e-mail address without monitoring what is being written. However, Carnivore

can also intercept the full content of all network traffic. In the process, it captures not only a suspect's messages but the unrelated messages of bystanders as well.

A leading member of Congress recently voiced “strong concerns” that Carnivore “is infringing on Americans' basic constitutional protection against unwarranted search[es],” guaranteed by the Fourth Amendment. (Recall that the Fourth Amendment protects people from unreasonable searches and seizures.) Other people think the government should have even more power to monitor information in cyberspace to stop and prevent crimes.



Computer Access Among School-Age Children, 2000



Source: U.S. Census Bureau, Current Population Survey, 2000.



A class learns how to design Web pages.

Analyzing Graphs

The number of public schools in the United States with Internet access has grown from 50 percent in 1995 to 95 percent in 1999. Such technology means that students today are learning in a different way than their parents or grandparents did. Which racial group has the highest percentage of computer access? What groups have almost equal or the closest access at school?



Like most kids living in Delmar, New York, Emily Wistar hadn't given much thought to the child labor issue—the worldwide problem of children, some as young as six, working in factories. Then, Wistar attended a Kids Can Free the Children (FTC) conference in Toronto, Ontario. This is an international organization that empowers young people to help eliminate exploitation of children around the world. The meeting changed the way she viewed the world. “Once I heard the issues,” says Wistar, “I couldn't step away from it. I know I'm not going to fix the child labor problem overnight, but I can do little things that can help people in the long run.”

Wistar's “little things” led to bigger things. Wistar and other FTC volunteers helped the New York State Labor-Religious Coalition lobby for a “Sweat-Free Schools bill.” The legislation, passed in October 2001, allows schools to consider a company's labor practices before purchasing clothing—school uniforms, hats, and jackets, for example. Before the bill, schools had to buy from the lowest bidder, regardless of whom the company employed or how workers were treated.

“[The sweat-free schools bill] was a big breakthrough,” Wistar told TIME. “In an educational facility, we shouldn't be in any way encouraging other children to stay out of school. Children all over the world don't deserve to be working in factories—and we

should support that.” For more information about Kids Can Free the Children, go to www.freethechildren.com



Emily Wistar from New York

Invading Consumers' Privacy

Government surveillance is not the only threat to citizens' privacy online. Some employers keep tabs on how their workers use the Internet on company time. Criminals can intercept other people's files and e-mail unless they are encrypted (or specially coded). The most serious privacy risk, though, probably comes from simply “surfing” the Web. When a person surfs the Web, he or she is traveling from Web site to Web site. Most companies that operate sites on the World Wide Web gather information about visitors. For example, when you buy something on the Internet, join an online club, or register to access information from a site, you probably provide your name, e-mail address, home address, phone number, and perhaps a credit card number.

Web sites can also collect data about you without your knowledge. As you browse, the site may track the pages you visit, the links you click, the terms you search for, and so on. Before long, the business may have built a personal profile that includes your age, reading preferences, shopping tastes, favorite travel spots, and other details.

Many Web site operators not only collect data for their own use but also sell it to others. As a result, you might find yourself flooded with unwanted advertisements and junk mail. Even worse, information that you wanted to keep private might be passed on without your permission. Imagine that you consulted a medical Web site about a health problem. If insurance agents and drug companies then began contacting you, you would probably consider it an invasion of your privacy.



Have you ever received “spam”? Spam is Internet junk mail.



Analyzing Visuals As use of the Internet has increased, so too have Americans' concerns about the loss of privacy while they are online. In the cartoonist's opinion, how does traveling on the "Information Highway" affect citizens' privacy?

In 1998 Congress tried to prevent marketers from taking advantage of young Web users by passing the Children's Online Privacy Protection Act. This law requires Web site companies to establish a privacy policy describing the information they are collecting from children and how

they will use it. According to the law, Web site companies must also get permission from parents to gather information from children younger than 13.

Reading Check **Inferring** How does surfing the Web endanger a person's privacy?

SECTION 2 ASSESSMENT



Study Central™ To review this section, go to civ.glencoe.com and click on **Study Central™**.

Checking for Understanding

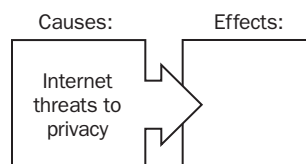
- 1. Key Terms** Define the following terms and use them in sentences related to the Internet and democracy: **authoritarian**, **dissident**, **propaganda**.

Reviewing Main Ideas

- 2. Define** What is the purpose of the Children's Online Privacy Protection Act? What does the act require Web site companies to do?
- 3. Explain** What is meant by the "digital divide"? How might it affect democracy in the United States?

Critical Thinking

- 4. Making Judgments** Do you agree with the member of Congress who expressed "strong concerns" that Carnivore "is infringing on Americans' basic constitutional rights against unwarranted searches"? Why or why not?
- 5. Analyzing Information** In a chart like the one below, describe the effects of threats to privacy posed by the Internet.



Analyzing Visuals

- 6. Compare** Review the bar graph on page 391. Which race had the greatest difference between computer access at home and school in 2000?

★ BE AN ACTIVE CITIZEN ★

- 7. Analyze** Think about people in your community who cannot afford a home computer or online access. What other ways can they get access? Is there enough access in your community for people who cannot afford home computers and online access?

Issues to Debate

Should Americans Be Permitted to Vote Online?

Can a mouse run off with an election? Some people think so—especially if it is a computer mouse. Online voting, or e-voting, promises to be one of the hot topics of future elections. Your generation, in fact, may be the first to pick and click a president.

The states are taking the lead. In 2000, voters in the Arizona Democratic primary became the first to cast legally binding votes online. Several other states have held mock Internet elections, created task forces to study e-voting, or developed referendums on e-voting. However, there are pros and cons to “digital democracy.” One of the biggest debates centers on this question: Is Internet voting fair?



A voter in Florida uses a touch-screen computer voting system during a mock election in 2001.

Yes

Internet voting provides a unique—and much needed—opportunity to increase voter participation by making the voting process more accessible, more convenient, and less time-consuming. Current U.S. voter turnout is so low that a minority of the eligible voters routinely elects our presidents. . . .

For those without direct Internet access, libraries, schools, and civic organizations will provide community access to the online voting booth.

—Eileen McGann, CEO of Vote.com

No

Internet voting initially presents itself . . . with the potential to reach voters not currently engaged in the process. But given the inequities of access to the Internet, . . . voting via the Internet . . . results in discrimination. . . .

The implications are profound [great]. Remote Internet voting could be used to manipulate election outcomes by structuring access to favor the most Internet-connected.

—Deborah Phillips, Chairman and President of the Voting Integrity Project

Debating the Issue

1. How does McGann think e-voting will affect elections?
2. Why does Phillips disagree with McGann?
3. Form groups of three or four. Your group will create a presentation supporting one side of this issue.
4. All groups should present their positions to the class. Hold a class vote to see what position is supported by a majority of your class members.
5. As a class, discuss the following issues: What central problem to e-voting is raised by this debate? What other problems do you think might be raised by e-voting? What, if any, steps would need to be taken for you to support e-voting?

Regulating the Internet

GUIDE TO READING

Main Idea

Many issues surround Internet usage, such as limits on free speech, protection of intellectual property, taxation of e-commerce, and regulation of the Internet in schools.

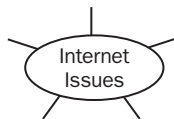
Key Terms

intellectual property, copyright, revenue

Reading Strategy

Summarizing Information

The Internet raises many issues that the Framers of the Constitution could never have imagined. As you read, list issues that have arisen as a result of the Internet on a web diagram like the one below.



Read to Learn

- What free speech issues are associated with the Internet?
- Why have issues like taxing e-commerce and regulating the Internet in schools arisen?



Americans in Action

On July 17, 1998, Senators Richard Bryan (D-NV) and John McCain (R-AZ) introduced to the 105th Congress the Children's Online Privacy Protection Act of 1998. In his introduction, Senator Bryan said this: "I was, frankly, surprised to learn the kinds of information these Web sites are collecting from our children. Some were asking where the child went to school, what sports he or she liked, what siblings they had, their pet's name, what kind of time they had after school alone without the supervision of parents." The bill became law on October 21, 1998.



Is her privacy protected?

Internet Speech

The Children's Online Privacy Protection Act is just one way in which governments, from the U.S. Congress to your local school board, are scrambling for some control over the Internet. In regulating the Internet, though, does the government infringe on the right of free speech?

Free speech is a key democratic right, spelled out in the First Amendment to the Constitution. The Internet has promoted free speech by giving anyone with a computer the chance to circulate his or her views across the world. Unfortunately, this has also enabled hate groups and others to infuse the Internet with offensive material.

Computer users can block objectionable Web sites by installing filtering software. However, lawmakers have also tried to enact laws censoring some online speech. In 1996 Congress passed the Communications Decency Act. This law made it a federal crime to send or display indecent or obscene material over the Internet "in a manner available" to those under the age of 18.

Numerous groups challenged the law in court. They argued that it violated the rights of adults, who can lawfully view graphic material considered inappropriate for children. In *Reno v. American Civil Liberties Union* (1997), the Supreme Court



declared the indecency portions of the law unconstitutional. The Court held that speech on the Internet should have the highest level of First Amendment protection, similar to the protection given to books and newspapers. This decision was a strong endorsement of free speech on the Internet.

Limiting Free Speech in Schools

As you read earlier, the Supreme Court has ruled that Internet speech is protected by the First Amendment. However, restrictions may apply to school-sponsored newspapers on the World Wide Web.

In 1988 the Supreme Court ruled that school administrators can regulate the content of student print publications if doing so serves an educational purpose (see the *Hazelwood School District v. Kuhlmeier* case on page 263). The Court has not yet ruled on Internet student newspapers. Lower courts across the nation, however, are starting to hear cases. Several courts have found that students who produce online papers in school with school equipment may indeed be subject to regulation.

Reading Check **Comparing** How do the First Amendment rights of students differ from those of adults?

Intellectual Property

Americans have always believed in the right of individuals to own property and to use it as they see fit. You can freely sell your old bike, loan your jacket to a friend, or trade away part of your baseball card collection if you so choose. However, special rules apply to **intellectual property**—things that people create, such as songs, movies, books, poetry, art, and software. When you purchase a CD by U2 or a *Harry Potter* book, you do not gain ownership rights to the artistic product. Only the artist or author who created the work has a right to sell it or let others use it.

Over the years, many traditions, court decisions, and legal devices like copyrights have developed to protect the creators of intellectual property. A **copyright** is the owner's exclusive right to control, publish, and sell an original work. Copyrights are designed to prevent people from simply taking or copying someone else's creation without permission.

Computers and the Internet, however, make it easy to copy and widely distribute all kinds of intellectual property. As a result, the Internet has become a major battleground for intellectual property rights.



The Napster Battle Shawn Fanning, the creator of Napster (middle), listens as the Senate Judiciary Committee holds a hearing on online entertainment in 2001. Jack Valenti (left), president of the Motion Picture Association of America, and Don Henley (right), recording artist, look on. **Why did federal courts rule to shut down Napster?**





The Napster Battle

Napster began in 1999 as an online music service created by an 18-year-old college student, Shawn Fanning. The site made it possible for users to download copyrighted songs for free. Instead of buying new CDs, music lovers could simply swap files with others. Within two years, Napster became the global forum for the free exchange of music. It had 57 million registered users and was growing fast.

Songwriters, music publishers, and major record companies all sued Napster for breaking copyright laws. Court rulings against Napster forced it to shut down temporarily and stop providing copyrighted music free. Meanwhile, however, new music-swapping Web sites appeared. The battle will continue.

A Controversial Law


In 1998 Congress passed a law aimed at making intellectual property more secure in the Internet age. The Digital Millennium Copyright Act (DMCA) makes it a crime to develop or spread software that will bypass computer codes that protect copyrighted material.

The most high profile case involving the DMCA concerns Dmitri Sklyarov, a Russian software developer. Sklyarov created software that could break codes protecting electronic books. This was not illegal in Russia, where he lived. What's more, his company quickly stopped selling the software in the United States; yet when Sklyarov visited this country in July 2001, he was arrested for violating the DMCA. He was eventually released and the charges transferred to the corporation that produced the software.

The DMCA has been hotly debated. Major movie studios and recording companies strongly support the law. Jack Valenti, president of the Motion Picture Association of America, argues, "If you can't protect what you own, you don't own anything."

American Biographies

Philip Emeagwali (1954–)



Internet pioneer Philip Emeagwali stunned scientists in 1989 with the Connection Machine. While studying for his Ph.D. at the University of Michigan, Emeagwali used the Internet to link 65,000 computers, building the fastest computer on Earth. It performed 3.1 billion calculations per second.

Emeagwali thinks fast, too. At age 9, his father started daily math drills in which Emeagwali solved 100 math problems per hour, or one problem every 36 seconds. Soon Emeagwali could out-calculate his teachers, earning him the nickname "Calculus."

Born in Nigeria, Emeagwali faced an uncertain future as a teenager. A civil war forced him out of seventh grade and into refugee camps. Emeagwali studied on his own and, at age 17, won a full scholarship to Oregon State University. Since then, he has earned degrees in five subject areas, brought his family to the United States, and won a long list of awards. What are Emeagwali's plans for the future? He hopes to build the World Wide Brain—the "brain of brains" that will make the Internet faster and within reach of people all over the world.

★ ★ ★ ★

Critics of the law believe that it will punish computer scientists for exposing flaws in computer security systems, even if they do not steal copyrighted material. In addition, some civil liberties groups argue that software code is a form of speech. They claim the DMCA violates First Amendment guarantees of free speech.

Reading Check Explaining Why may people who hold copyrights be concerned about Internet use?



Online Businesses Boxes and boxes fill the floors of the Amazon.com Seattle warehouse as workers tackle the Christmas rush of orders. Amazon.com opened in 1995 and today offers millions of products to millions of customers. **How do virtual stores like Amazon.com affect state and local revenue?**

Taxing E-Commerce

Each year, consumers spend billions of dollars buying goods and services over the Internet. Online shopping is not only convenient, but it also allows customers to avoid paying sales tax. Although some states require online consumers to report purchase amounts on income tax forms, often state and local governments lose out on a prime source of revenue. **Revenue** is the income that a government or business collects.

Many state governors and other politicians favor taxation of e-commerce; so do traditional retail stores. After all, they lose business if you shop online instead of at your local mall. Many Internet merchants and policy analysts, however, believe that collecting sales taxes would unfairly burden online companies. Because sales taxes vary from state to state, online businesses would have to charge different rates depending on where customers live and

then send the funds back to different state governments. Collecting taxes would thus be unusually costly for Internet companies. Furthermore, unlike local merchants, they would share in none of the benefits those taxes pay for such as police and fire protection, roads, and other government services.

An advisory group created by Congress recently proposed that all state and local tax systems be simplified and made more uniform. Efforts could then be made to develop a fair Internet tax.

Reading Check **Defining** What is e-commerce?

The Internet at School

Millions of American students are spending classroom time online. Use of the Internet at school is creating new issues for lawmakers and educators.

School Filters

In 2000 Congress passed the Children's Internet Protection Act. This law requires nearly all schools in the United States to install technology that blocks student access to offensive or dangerous World Wide Web materials. Many schools are using filtering software that allows school officials to decide what material is harmful. The software also monitors the school's Internet traffic. It can identify anyone trying to use the Internet for prohibited activities like drug dealing. One school official reported that since his town installed the filtering software, "access of unauthorized Internet sites probably dropped by 98 percent."

CIVICS Online 

Student Web Activity Visit civ.glencoe.com and click on **Student Web Activities—Chapter 17** to learn more about regulating the Internet.



Parental Review of Internet Records

Schools have begun keeping records of the Web sites visited by students and staff. Should parents be able to look at such records? James Knight, the father of a student in New Hampshire, sued his local school district to win that right. Knight said,

“If we can find out what books are on the shelves of the school library or what textbooks are being used in the classroom, it seems consistent that we should be able to know where kids are going on the Internet.”

School officials argued that releasing students' Internet records would violate their right to privacy. The judge, however, ruled that a parent could inspect the school district's Internet records as long as administrators removed any information that would identify individual students.

As the Internet becomes more fully integrated into American schools, policies and regulations for its use will continue to

? **Fact Fiction Folklore**

How the Internet began

Although you may hear many explanations of how the Internet began, it really was created by the U.S. Department of Defense's Advanced Research Projects Agency in the 1960s. Called ARPANET, it was originally a network that could switch "packets" of information from computer to computer. Eventually the various networks were connected as the Internet.

evolve. School leaders must determine the level of disclosure of student information that is safe and appropriate, while maintaining their instructional goals. Parents must then approve or disapprove of the disclosure standards. School officials and lawmakers will keep trying to balance concerns about privacy, censorship, and the safety of young Internet users.

Reading Check **Explaining** Why do schools use filtering software?

SECTION 3 ASSESSMENT



Study Central™ To review this section, go to civ.glencoe.com and click on **Study Central™**.

Checking for Understanding

- Key Terms** Define the following terms and use them in sentences related to the Internet: **intellectual property, copyright, revenue.**

Reviewing Main Ideas

- Identify** What did the Supreme Court rule in *Reno v. American Civil Liberties Union* (1997)?
- Describe** What arguments do Internet merchants use to oppose taxing e-commerce? What arguments do those who support taxing e-commerce use?

Critical Thinking

- Making Judgments** Do you agree with the court ruling that shut down Napster as a source of free music? Why or why not?
- Evaluating Information** In a chart like the one below, summarize the arguments for each side. Then, state your opinion and reasons for it.

Parental Review of School Internet Records	
Pro	Con
My Opinion:	

Analyzing Visuals

- Infer** Reexamine the photograph of the Amazon.com warehouse on page 398. How might the physical site of an online business be different from that of a traditional business?

★ BE AN ACTIVE CITIZEN ★

- Research** Find out if your school system has an Internet policy for students. Does it keep track of Web sites visited by students? If so, are those records protected in any way? Share your information with the class.

Assessment & Activities

Review to Learn

Section 1

- The Internet allows people to communicate with one another efficiently, share information conveniently, and shop and bank online.



Section 2

- Those people who do not have access to the Internet cannot enjoy the opportunities it offers.
- The privacy of Internet users is threatened by government and business surveillance.



Section 3

- Although the Internet promotes free speech by offering opportunities for expression, this free speech is restricted in schools.



FOLDABLES™

Study Organizer

Using Your Foldables Study Organizer

As a class or individually, create two columns on the board or on a sheet of paper labeled “Benefits” and “Dangers.” Using the notes on your foldable, write information under each column concerning the Internet. Do the benefits of the Internet outweigh the dangers?

Reviewing Key Terms

Write key terms from the chapter to match each clue below.

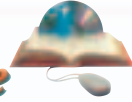
1. income that the government collects for public use
2. this operates within the Internet, allowing users to interact with the billions of documents stored on computers across the Net
3. this is the owner’s exclusive right to control, publish, and sell an original work
4. things that people create, like songs, books, poetry, art, and software
5. the mass communication system of millions of networked computers and databases all over the world
6. pages on the World Wide Web that may contain text, images, audio, and video
7. being free from party ties or bias

Reviewing Main Ideas

8. How does e-government allow citizens easier access to government services?
9. What caution should Internet users exercise when visiting the Web site of a politician?
10. How have some authoritarian regimes limited online political communication?
11. What is “Carnivore”?
12. What has the Supreme Court ruled regarding the regulation of content in student newspapers?
13. What is the purpose of the 1998 Digital Millennium Copyright Act (DMCA)?
14. How do schools narrow the digital divide?
15. What concerns might grassroots Web sites raise for major political parties?

Critical Thinking

16. **Constructing an Argument** Write a letter to the editor of a newspaper in which you support or oppose the Digital Millennium Copyright Act (DMCA).



Self-Check Quiz Visit the *Civics Today* Web site at civ.glencoe.com and click on **Self-Check Quizzes—Chapter 17** to prepare for the chapter test.

- 17. Making Comparisons** In a chart like the one below, list ways Americans use the Internet.

Internet Use
1.
2.

Practicing Skills

Evaluating a Web Site Visit the Web site <http://www.whitehouse.gov/president/>; then answer the following questions.

- 18.** What information is presented on this Web site? What categories are used to organize the information?
- 19.** What links does the site contain? Are they appropriate to the topic? Explain.



Economics Activity

- 20.** Companies that have traditional brick-and-mortar stores as well as online Web sites are known as “click-and-mortar” businesses. Look at advertisements in newspapers and magazines to identify popular click-and-mortar companies. Pick one and design a poster to show how it sells goods.

★ CITIZENSHIP COOPERATIVE ACTIVITY ★

- 21.** Working in groups of four, do an Internet search for your congressional representatives. Find out if there is any information about their positions on whether e-commerce should be taxed. If there is no information, e-mail each one and ask them to explain their position.



Technology Activity

- 22.** Do an Internet search for your state’s Web site. What services does your state offer to citizens through its site? What other information would make your state’s Web site more useful to citizens?

Analyzing Visuals

- 23.** Study the table below. What do you think is the purpose of each of the sites listed on the table? Find another site for each of the four types of hosts.

- ★ **org**= an organization, profit or nonprofit; Mothers Against Drunk Driving=
<http://www.madd.org>
- ★ **gov**= a government group; U.S. Senate=
<http://www.senate.gov>
- ★ **edu**= educational institution; Vanderbilt University=
<http://www.vanderbilt.edu>
- ★ **com**= a commercial group; Microsoft Corporation=
<http://www.microsoft.com>

Standardized Test Practice

Directions: Choose the *best* answer to the following question.

Why is the Internet a benefit for democracies?

- A** It allows dissident groups to communicate with one another.
- B** It allows citizens to take part in civic life.
- C** It creates a divide between those who have access and those who do not.
- D** All of the above

Test-Taking Tip

Read the directions carefully. Although all of the answer choices may be true, which one describes a *benefit* for democracies?