



Chapter

17

Citizenship and the Internet

Why It Matters

In a democracy, citizens must be willing to take part in civic life. The Internet increases the opportunities to do just that. Accessing the Internet promises to strengthen democracy, but it may also present serious challenges to democracy.



BIG Ideas

Section 1: Civic Participation

A democratic society requires the active participation of its citizens. The Internet has changed the way people communicate, get information, and participate in democracy.

Section 2: Challenges for Democracy

A democratic society requires the active participation of its citizens. The Internet can both strengthen and threaten our democracy.

Section 3: Regulating the Internet

Citizens possess certain rights. Citizenship also carries certain responsibilities that all Americans are expected to fulfill. The Internet has become a battleground over the issue of free speech, both in society and in America's schools.

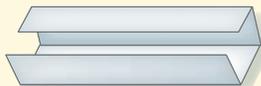
◀ Students take part in computer technology camp in Fairfield, Connecticut

FOLDABLES™ Study Organizer

Organizing Foldable Make the following organizing Foldable to help you identify and organize information about each application of the Internet and who would use each.

Step 1 Fold a sheet of paper in thirds from top to bottom.

This forms three rows.



Step 2 Open the paper and refold it into fourths from side to side.

This forms four rows.



Reading and Writing

As you read the chapter, make notes about how the Internet can be used for each of these civic issues.

Step 3 Unfold the paper and draw lines along the folds.



Step 4 Label your table as shown.

Internet	Who	What
Civic Participation		
Challenges for Democracy		
Regulating the Internet		



Section
1

Civic Participation

Guide to Reading

Big Idea

A democratic society requires the active participation of its citizens.

Content Vocabulary

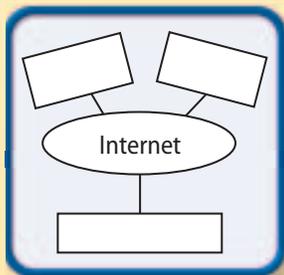
- Internet (p. 471)
- World Wide Web (p. 471)
- Web site (p. 471)
- archives (p. 471)
- nonpartisan (p. 471)
- newsgroup (p. 472)

Academic Vocabulary

- network (p. 471)
- interact (p. 471)
- version (p. 473)

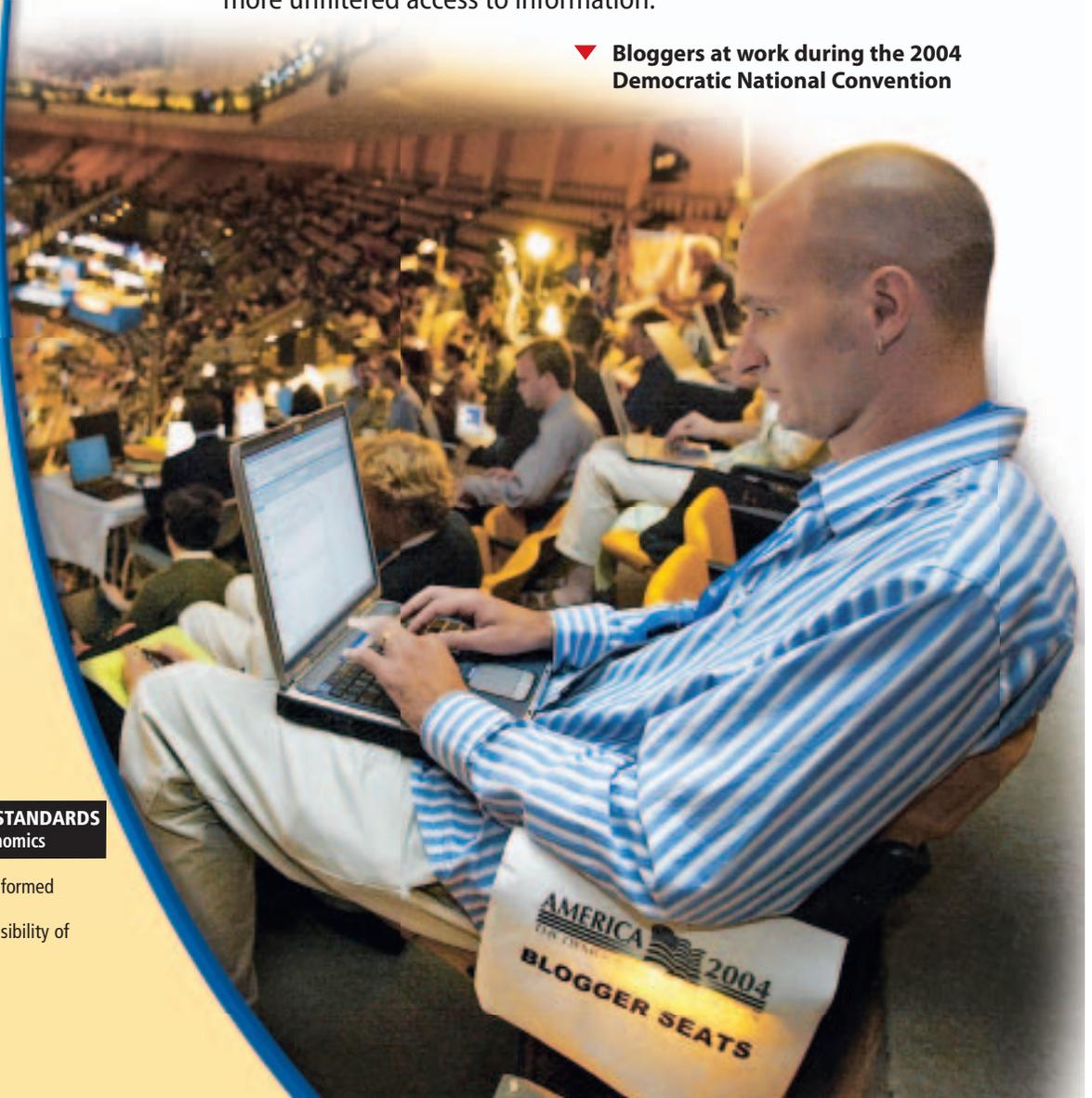
Reading Strategy

Describing As you read, complete a graphic organizer like the one below, listing ways the Internet helps citizens become well informed.



Real World Civics First-time national convention bloggers—online journal writers—worked on their Web log stories at the 2004 Democratic National Convention, revolutionizing campaigning forever. Bloggers posted their reports to the Web audience, providing instant images and thoughts to their readers. Many consider this use of the Internet a type of online “town meeting.” It also provides a way for thousands of disabled and homebound voters to participate in politics. One thing is certain: As bloggers continue to express themselves, citizens will have more unfiltered access to information.

▼ Bloggers at work during the 2004 Democratic National Convention



NORTH CAROLINA STANDARDS
Civics and Economics

6.04 Identify ways citizens can be informed about the laws.

6.05 Investigate the role and responsibility of government to inform the citizenry.



A Tool for Action

Main Idea The Internet has changed the way people communicate, get information, and participate in democracy.

Civics & You What was the last Web site you visited? Read to find out how Web sites have changed the way we communicate.

The **Internet** and the **World Wide Web** allow people to communicate and collaborate across borders. The Internet is a mass communication system of millions of **networked**, or connected, computers and databases all over the world. The World Wide Web is a system for browsing Internet sites, allowing users to **interact**, or work, with the billions of documents stored on computers across the Internet. These include the vast array of **Web sites**—“pages” on the World Wide Web that contain text, images, audio, and video.

A Billion Users

Currently the Internet has more than a billion users, and more are added daily. The first Web sites started in 1993. Today there are many millions, with the number doubling every few months. Almost three-fourths 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 has created opportunities for citizens to stay informed and to participate thoughtfully in their democracy. Much of what is posted on the Internet is not accurate, however. Before believing what you read, be sure to evaluate the credibility of the source.

Gathering Information

Many citizens use the Internet for information about current events. Most national newspapers and newsmagazines publish online every day and keep **archives**, or files



The Internet Monks surf the World Wide Web at an Internet café in Lhasa, Tibet. Millions of people obtain information from the Internet. **Explaining Why is it important to assess the reliability of the sources of Internet information?**

of older stories. Your hometown newspaper may have a Web site as well, as do television and radio networks. Research and educational institutes also have informative Web 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 (liberal) and the Heritage Foundation (conservative), have an ideological bias.

E-Government

Many agencies of government at all levels—federal, state, county, and local—have their own Web sites. E-government makes it easy for citizens to learn about public policy, to check on elected officials, to request services, and to directly participate in government.

Government Web sites help people do everything from obtain marriage licenses to comment on public services. North Carolina’s citizens, for example, can use their state government’s Web site to register to vote, request an absentee ballot, and learn how their representatives voted on an issue.

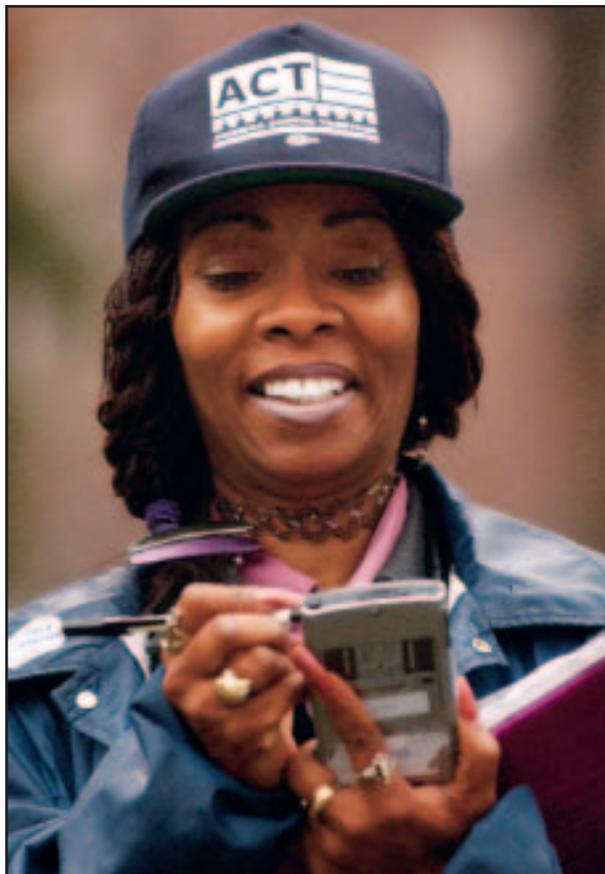


Group Action Online

One 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. Examples of these groups are the Sierra Club, the American Society for the Prevention of Cruelty to Animals (ASPCA), and the National Education Association (NEA). **News-groups**, 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, or help homeless children, you can find a related newsgroup.

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

Political Monitoring A member of a political action group uses a computer to tally contributions. Many political action groups as well as many political parties and candidates have Web sites. **Analyzing What is the goal of these Web sites? Why do viewers need to exercise caution when viewing them?**



Election Campaigns

Main Idea The Internet has become a key tool in politics.

Civics & You Have you ever read a blog? Read to find out how they are changing elections.

The Internet is also changing elections. A campaign manager recently said, “We see the Web as the best campaign tool since the phone and the television.”

Political Parties and the Web

The Republican and Democratic Parties, along with many minor parties, have Web sites, as does nearly every candidate for higher political office. Many sites feature an electronic newsletter about the candidate’s activities. Some candidates even list their campaign contributors online and answer e-mail questions.

When you visit these Web sites, though, you must use caution, because political party and candidate Web sites do not present a wide range of opinions. The goal of these Web sites is to build support for their own ideas and candidates, not to explain both sides of an issue.

Political Blogs

Blogging has become a widely used way for citizens to take part in politics both during and between elections. Blog is short for Web log. “Bloggers” are people who have their own publicly accessible Web sites. Blogs are their personal online journals, a kind of electronic diary that allows others to comment. Bloggers publish their own ideas—more or less continuously—on any topic of interest to them. Political blogs have quickly become popular with people who are trying to express opinions about candidates, issues, and politics in general.

The Plain Dealer, Marvin Fong/AP Images



Bloggers have begun to be recognized as a political influence. Keep in mind anyone can create a blog. Bloggers can, and do, post any messages they want—true or false.

Grassroots Web Sites

Another use of the Internet in politics is grassroots Web sites: citizens set up independent Web sites to support candidates. These sites are the cyberspace **version**, or form, of people’s putting political signs in their yards. Grassroots Web sites provide an easy way for citizens to get directly involved in an election.

Grassroots Web sites raise some concerns for the major parties and their candidates. The 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.

Students at many schools across the country have begun using the Internet to vote in school elections. Using a computer at home or school, students vote online for class officers, student government issues, and prom and homecoming courts. Students are given identification and passwords that prevent them from voting twice in an election.

In most systems, students go online to view an election information page. This page allows student voters to review information about each candidate’s background and campaign platform. Students then make their choices, review them, and vote. After organizing her school’s first e-election, one California teacher said, “It was very easy to use. . . . The students liked being able to vote anywhere. And it was our most accurate election.”

Reading Check **Concluding** What role do grassroots Web sites play in elections?

Section Review

1

Vocabulary

- Write** a paragraph related to electronic communication using the following terms: *Internet, World Wide Web, Web site, archives, nonpartisan, newsgroup.*

Main Ideas

- Explaining** How does e-government allow citizens easier access to government services?
- Analyzing** What is a political blog? Why do some people criticize political blogs?

Critical Thinking

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



- Researching** 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.

CITIZENSHIP Activity

- Descriptive Writing** Write a paragraph about your recent use of the Internet to find some information. Describe what you wanted to find out, how you searched for it, and where you found it.



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Section
2

Challenges for Democracy

Guide to Reading

Big Idea

A democratic society requires the active participation of its citizens.

Content Vocabulary

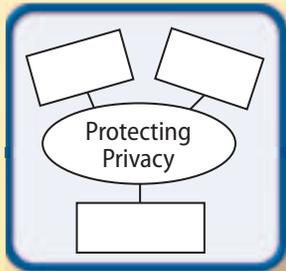
- authoritarian (p. 475)
- dissident (p. 475)
- extremist group (p. 476)
- propaganda (p. 476)

Academic Vocabulary

- contrary (p. 476)
- isolate (p. 476)
- enable (p. 476)

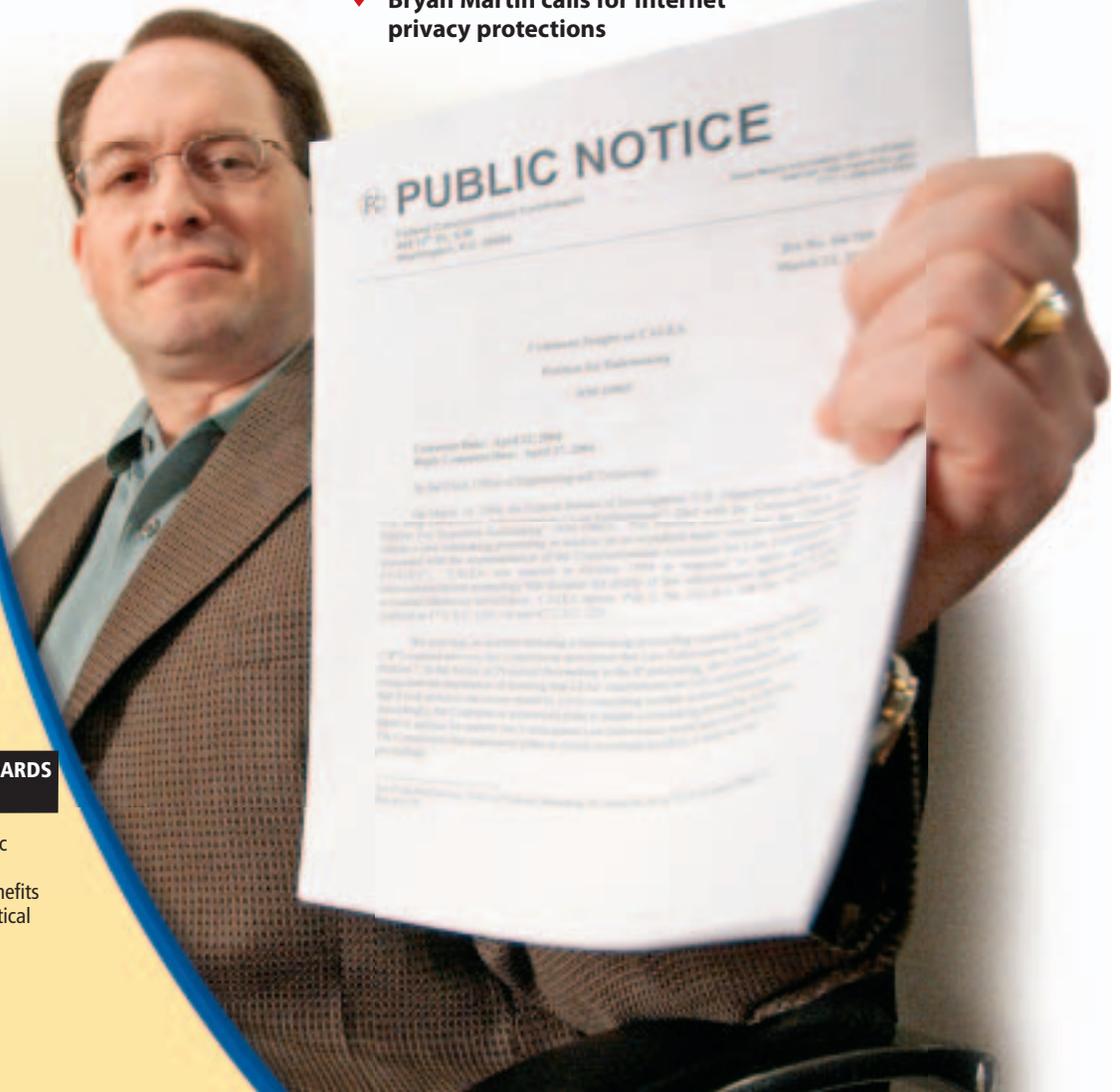
Reading Strategy

Summarizing As you read, list on a diagram like the one below three ways to protect your privacy when you use the Internet.



Real World Civics It has been said that the law is a living, breathing animal, but can it keep up with the Internet? Can privacy be protected? What about national security? In today's climate of fighting terrorism, the debate of privacy versus security is at its peak. Bryan Martin runs an Internet phone service that is seeking the same protections of Internet communication as of private phone services. During times of national crisis, national security has often won out over individual privacy. Online communication has opened up new ways to communicate, and many believe the law has not kept pace.

▼ **Bryan Martin calls for Internet privacy protections**



NORTH CAROLINA STANDARDS
Civics and Economics

10.05 Describe examples of recurring public problems and issues.

10.06 Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices.



Divisions in Society

Main Idea The Internet can both strengthen and threaten our democracy.

Civics & You Have you ever used a computer whose access to the Internet was restricted in some way? How do you feel about such restrictions?

When the Internet and the World Wide Web started, many people assumed innovations like these would promote the 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.

Restricting Internet Access

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.

Two Dangers

For Americans, the Internet aids the free exchange of knowledge and ideas. Yet the Internet may still pose challenges to democracy. Some people fear that the Internet is widening the gap between the “haves” and “have-nots” and empowering intolerant

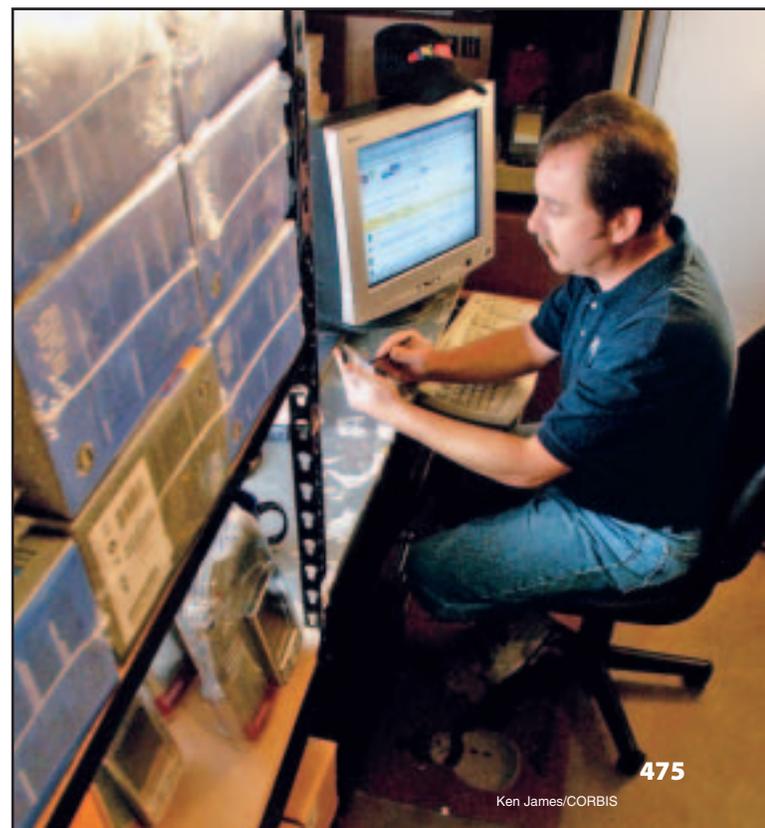
extremist groups that seek to splinter society. Another concern is that the Internet leaves citizens vulnerable to invasions of privacy.

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 equality before the law for all Americans, regardless of gender, race, or religion. How does the Internet affect these two key ingredients of a democratic community?

A Digital Divide

The Internet is becoming a necessity in today’s world. People who do not have effective access to the Internet risk being shut out of a key method of gathering information, participating in civic life, and earning money. A report released by the National Science Foundation in 2003 found striking—but shrinking—differences in access by race and family income level.

Impact of the Internet The Internet is becoming a necessity in economics, helping small business owners establish an online presence. *Explaining What is the risk of not being “wired”?*





World Wide Web Chinese police inspect an Internet café crowded with students in Guangzhou, the capital of China's southern Guangdong province. **Identifying What institutions help provide equal access to computers?**

The wealthiest families were more likely to have computers and Internet access at home than were households at the lowest income level. Still, a 2006 survey by the Pew Memorial Trust found that almost three-fourths of all Americans report they are Internet users.

Access at School Schools and public libraries help equalize access to computers. Almost all schoolchildren, in every ethnic and income group, now use computers at school. Some have access to the Internet with fast broadband connections. Business, community, and political leaders have also begun to address the technology gap. Some suggest 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 communicate and advance democratic values, it can also aid the spread of ideas that are **contrary**, or opposed, to democracy. The Internet has become an important tool 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**, or set apart, from one another. The Internet **enables**, or allows, extremists to find one another, band together electronically, spread propaganda, and recruit new members. **Propaganda** is the spreading and promoting 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.

Terrorists also use the Internet. U.S. Army officials explain that al-Qaeda is making very effective use of the Internet to conduct the war on terror, especially its activities in Iraq. Al-Qaeda raises money, gets recruits, and coordinates attacks through Web sites and blogs. Army officials say such online activities are nearly impossible to shut down.

Reading Check Explaining Why do authoritarian regimes limit Internet communication?



Threats to Privacy

Main Idea The Internet poses some significant threats to Americans' privacy.

Civics & You Did you know that businesses and government agencies can keep records of Web sites you visit? Read to find out more about these activities.

The Internet is creating a growing number of threats to privacy. In our digital world, governments, businesses, and even your neighbor can watch what you are doing online.

Personal Information You need to be cautious with information about yourself whenever you go online to make purchases or visit sites with advertisements. You also need to be very careful when e-mailing, blogging, and visiting chat rooms—social network Web sites.

Businesses and the government are able to mix information about you from different sources to create huge “data warehouses.” These detailed profiles of people may include your address, income, age, health, what you buy and read, and much more. All of this information can be for sale to nearly anybody willing to pay for it.

Some Legal Protection Current privacy laws provide only limited safeguards and are hard to enforce. Congress tried to protect younger Web users by passing the Children’s Online Privacy Protection Act (1998). 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. The companies must also get permission from parents to collect information from children under 13 years of age.

Government Surveillance

The Internet has become a tool for all kinds of crime and for terrorism. As a result, the federal government conducts a great deal of

online surveillance. Online data is being used to solve crimes. In St. Louis, for example, records of a suspect’s online searches led to his arrest for a series of murders. The government also monitors electronic communications in an effort to stop terrorist attacks before they occur.

Federal government agencies like the Department of Justice or the National Security Agency collect electronic information in two ways. First, they work with companies that provide Internet services and run Web sites. Second, they develop and operate their own surveillance technology.

Internet Companies Many Web sites keep a log of all user activity and record the Internet Protocol (IP) address of each. Internet companies regularly hand over information about users in response to requests from police and from attorneys involved in lawsuits. The online provider America Online®, for example, receives nearly 1,000 requests a month for information in civil and criminal cases.

In January 2006, the U.S. Justice Department asked search engine companies to turn over records on searches made by millions of their users. The government was collecting data on how often Web searches turn up material harmful to children. In this instance, the government did not ask companies to provide the names of the people making the searches. Three companies—Yahoo!®, MSN®, and AOL® Internet Services—provided some information. Google™ resisted.

Privacy experts warned that search engines could become mechanisms that allow the government to spy on citizens. Some Internet users worried that in the age of terrorism innocent searches related to Islam or

Civics ONLINE
Student Web Activity Visit glencoe.com and complete the Chapter 17 Web Activity.



Middle Eastern countries could be misinterpreted by government officials. On the other hand, supporters said the request for user information was for a good cause. One user argued, “For the government to catch people that prey on children, or fight the war on terror, they are going to need the help of search engines.”

Government Tools The federal government has also been developing its own techniques for monitoring electronic communications. The National Security Agency (NSA), for example, has technology that can silently monitor millions of e-mail messages an hour. Not long after the terrorist attacks of September 11, 2001, President Bush secretly ordered the NSA to eavesdrop on Americans and others in the United States without getting court-approved search warrants.

Such activities illustrate the tension in a democracy between the need for the government to protect our national security and the need to guard citizens’ constitutional rights. Former House Majority Leader Dick Arme

of Texas worried that surveillance infringes on basic “constitutional protections against unwarranted search.” Others argue that powerful tools are needed to fight terrorists and criminals using cyberspace. “You can’t outlaw this technology,” one expert stated. “All you can do is set strict legal standards.”

Legal Limits Standards for government online surveillance are not clear. The Fourth Amendment protects citizens against “unreasonable searches.” However, to what extent does that amendment apply to Internet activities? The 1996 Electronic Communications Privacy Act sets forth some legal standards for protecting online information. For example, the law generally requires a court order for investigators to read e-mail. At the same time, the USA Patriot Act allows some protections to be waived if lives are at risk.

 **Reading Check Explaining** What does the Children’s Online Privacy Protection Act require Web site companies to do?

Section Review 2

Vocabulary

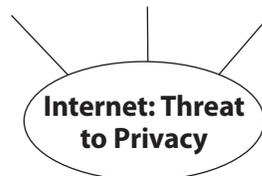
- Define** the following terms and use them in sentences related to the Internet and democracy: *authoritarian, dissident, extremist group, propaganda.*

Main Ideas

- Explaining** What is meant by the “digital divide”? Why is it a problem?
- Explaining** Why does the government monitor electronic communications? Why do some Americans criticize this action?

Critical Thinking

- BIG Ideas** How do you think our society should balance the need for fighting terrorism through activities such as Internet wiretapping against the need to protect the privacy of innocent individuals?
- Analyzing Information** In a chart like the one below, describe three effects of threats to privacy posed by the Internet.



CITIZENSHIP Activity

- Creative Writing** Research and write a letter to the editor of your local newspaper about one of the issues raised in this section. Explain your opinion on the issue and discuss what you believe should be done.



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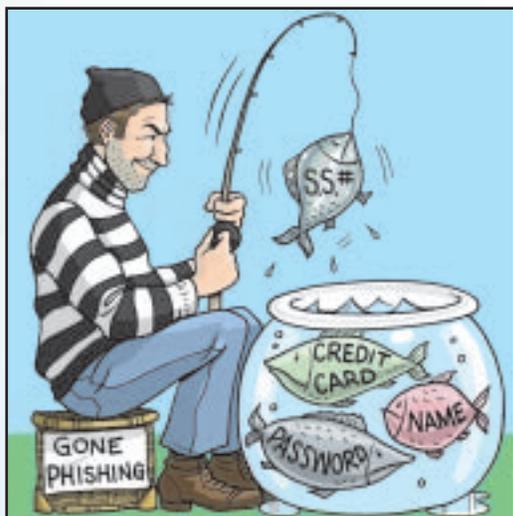


Protecting Yourself Against Identity Theft

What is the nation's fastest-growing crime? According to the U.S. Federal Trade Commission, it is identity theft. Identity theft is a crime in which an imposter obtains key pieces of information, such as Social Security and driver's license numbers, and uses it for personal gain. Nearly 10 million U.S. adults were victims in 2005.

What does the identity thief want?

- Your Social Security card
- Your driver's license
- Your account numbers (bank, credit card, and others), PIN(s), and passwords

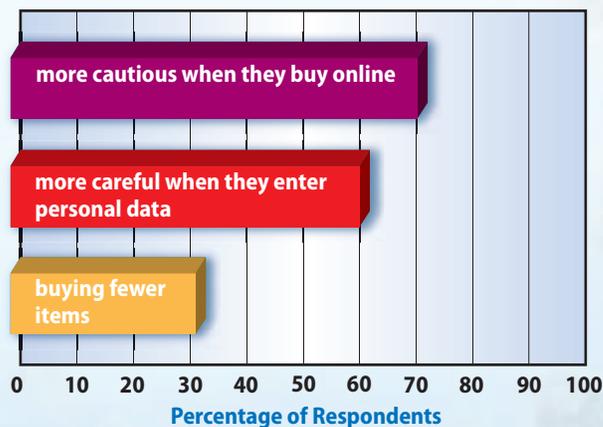


Even if you never use a computer, you can fall victim to identity theft. Others may be able to get personal information (such as credit card numbers, phone numbers, account numbers, and addresses) by stealing your wallet, overhearing a phone conversation, poking through your trash (a practice known as Dumpster diving), or “phishing”—an e-mail scam that aims to steal personal information.

Tips for Preventing Identity Theft

- Protect your Social Security number (SSN).
- Always take credit card receipts with you. Never toss them into a public trash container.
- Do not give out personal information on the phone, through the mail, or over the Internet unless you know with whom you are dealing.
- Carry only the identification information and the credit and debit cards you will actually need when you go out. If your wallet is stolen or if you lose it, report it immediately to the card issuers and the local police.

Identity Theft Is Affecting Online Shopping



Source: *Business Week*, March 20, 2006; Gartner, Inc.



Analyzing Economics

1. **Explaining** A friend says, “No one can steal my identity because I don’t use a computer.” Is your friend correct?
2. **Summarizing** How has the increase in identity theft affected online shoppers?



Section
3

Regulating the Internet

Guide to Reading

Big Idea

Citizens possess certain rights. Citizenship also carries certain responsibilities that all Americans are expected to fulfill.

Content Vocabulary

- intellectual property (p. 482)
- copyright (p. 483)
- revenue (p. 485)

Academic Vocabulary

- nonetheless (p. 482)
- erode (p. 483)

Reading Strategy

Summarizing The Internet raises many issues that the Framers of the Constitution could not have imagined. As you read, discuss three free-speech issues that are associated with the Internet. Place your answers on a web diagram like the one below.



Real World Civics Are modern-day pirates threatening what may be available on the Internet? Today many people listen to music and play movies on their computers. Sometimes, users download entertainment for free, without paying any fee to the people who created it. Is this fair use? The Senate Government Affairs Committee is acting as watchdog, holding hearings to determine what is fair use of movies, music, and videos on the Internet. The unfair use of such media has been labeled computer “piracy” because it goes against traditional copyright laws.

▼ **Recording and film representatives testify against unauthorized downloading**



NORTH CAROLINA STANDARDS
Civics and Economics

10.05 Describe examples of recurring public problems and issues.

10.06 Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices.



Gary Markstein/Copley News Service

This cartoon, drawn by Gary Markstein, makes a comment on efforts to control spam on the Internet.

1. What is Internet spam?
2. Does the cartoonist consider the antispam law effective?
3. What details in the image reveal the cartoonist's point of view?

Internet Speech

Main Idea The Internet has become a battleground over the issue of free speech.

Civics & You Do you know someone who has downloaded music from an Internet site? Read to find out how this activity has been at the eye of a huge storm.

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

For more than a decade, governments from your local school board to the U.S. Congress have been scrambling for some control over speech on the Internet. In regulating the Internet, though, does the government infringe on the right of free speech?

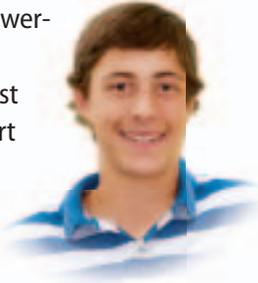
Safeguards Computer users can block objectionable Web sites by installing filtering software. Lawmakers have also enacted laws to censor some online speech. In 1996 Congress passed the Communications Decency Act. This law made it a federal crime to send or display indecent or obscene material over the Internet “in a manner available” to those under the age of 18.

Challenge to Internet Censorship Several 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.



Keegan Flynn

The Internet can be a powerful tool to get people involved in good causes. Just ask Keegan Flynn, 14, of Port Chester, New York.



QUESTION: You've said that Hurricane Katrina changed your life. How?

ANSWER: The hurricane, which destroyed much of New Orleans and the Gulf Coast, was very personal for my family. My mom's college roommate and some of our cousins lost their homes and their businesses. They had resources to start over, but I wondered what was going to happen to all those other people who didn't have the same resources. My mom saw on the news that backpacks were needed in Houston, Texas. I decided that this could be a way for me to make a difference.

Q: What happened next?

A: I collected and assembled "school-ready" backpacks for kids in Houston who were victims of Hurricane Katrina who didn't have the ability or funds to gather their own supplies.

Q: How did other people know where to make donations?

A: My mother writes and edits Rye [New York] High School's E-news. I got the word out by posting an announcement there. My mom has a list

with over 600 e-mail addresses—all belonging to Rye High School faculty and parents. It was amazing the way people responded to my electronic request.



Flynn's efforts make a difference

Making a Difference

CITIZENSHIP

What steps did Keegan take to request help from volunteers?

In response to the Court's decision, Congress passed the Child Online Protection Act (COPA) in 1998. This law made it a crime for a commercial Web site to knowingly make indecent material available to anyone under the age of 17. The law required Web sites to require all users to verify their ages as a way to keep children from harmful material on their sites.

The Supreme Court stopped enforcement of this law in 2004. In *Ashcroft v. American Civil Liberties Union*, the Court ruled that age verification was too harsh of a restriction on the free-speech rights of adults. The justices said filtering software on home computers might be a way to keep children from viewing offensive material while preserving the right of adults to view whatever they want.

Limiting Free Speech in Schools

Although the Supreme Court has ruled that Internet speech is protected by the First Amendment, this protection is not applicable everywhere. **Nonetheless**, 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 325). Several lower courts have found that students who produce online papers in school with school equipment may be subject to regulation.

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.

American Biography

The Birth of Yahoo!®

In 1994, two Stanford University graduate students wanted a better way to keep track of their favorite Internet sites. The students, **Jerry Yang** and **David Filo**, started keeping lists on a computer. Other students began logging on to check out their lists and using them to find their way around the World Wide Web.

The two students named their site “Jerry and David’s Guide to the World Wide Web.” They understood that others wanted a single “point of entry” to the quickly growing Web. In the fall of 1994, the site had its first one millionth hit, and Yang and Filo decided to start a business. Yahoo!® was born in March 1995, and the pair raised money to expand their idea. The name they chose for their new business appealed to them because it meant “a rude, unsophisticated person.” They hired employees and sold stock to raise more money. Today, Yahoo!®

receives about 350 million visits every day, making it the most popular site on the Web.

Jerry Yang recently explained how his company’s focus has changed:

“Ten years ago, we were focused on a simple yet vast problem: finding better ways to aggregate and organize information so people can find it. [Today,] . . . it’s no longer enough to simply provide a structure for users to find what they want on the Web. Today, people expect to find precisely what they’re looking for exactly as it relates to them.”

—Jerry Yang, “Jerry’s Take on What’s Next in Search”



Jerry Yang

Making a Difference

CITIZENSHIP

Describing In a sentence, express what you think is the key to the success of Yahoo!®

The Power of Copyright When you purchase a CD by Christina Aguilera 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 such as 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 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, thus threatening to **erode**, or wear away, copyright protection. As a result, the Internet has become a major battleground for intellectual property rights.

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

File-Sharing Battles The fight over using file sharing to download music and movies illustrates how the Internet is challenging old rules protecting intellectual property. Grokster and StreamCast Internetworks developed software that allowed Internet users to share computer files on “peer to peer” networks. Such networks connect computers across the globe, making it easy for people to download copyrighted songs and movies without paying for them. Billions of files were being shared over Grokster and similar networks every month.



Metro-Goldwyn-Mayer and other entertainment companies sued Grokster. MGM claimed Grokster encouraged people to use its free software to download copyrighted music without paying for it. Grokster argued its software could be used to swap any kind of computer file and thus had many legitimate uses. It was not responsible for those who used its technology to violate copyrights.

The Supreme Court ruled unanimously against Grokster and StreamCast (*Metro-Goldwyn-Mayer v. Grokster*, 2005). The justices found the companies “clearly voiced the objective that recipients use the software to download copyrighted works.” The ruling set forth a basic legal principle that will govern intellectual property law for some time. It is not illegal to create an Internet technol-

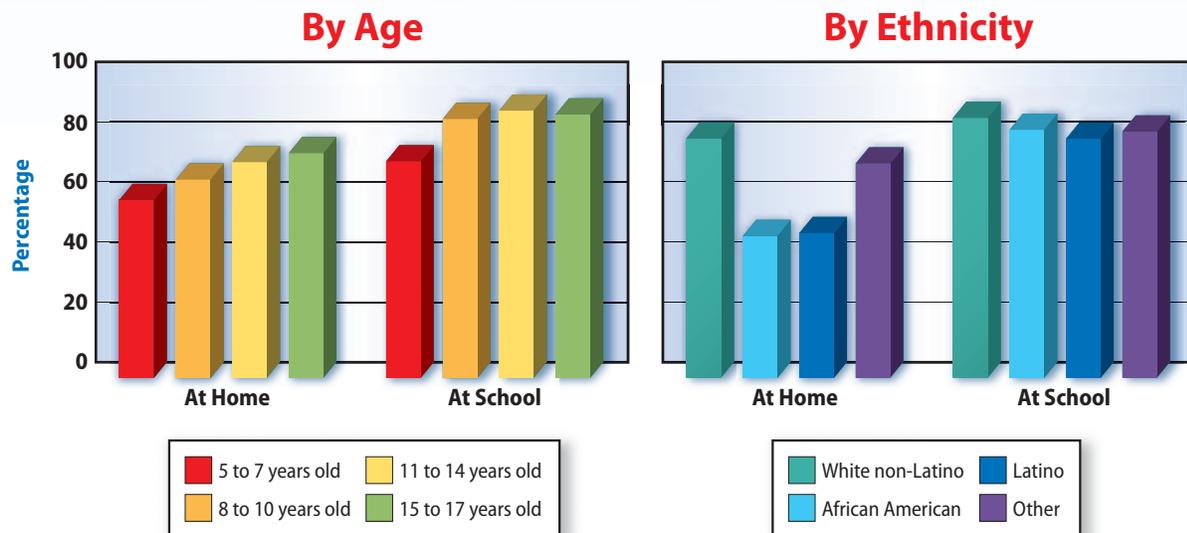
ogy that makes copyright theft possible. However, encouraging people to use such technology for copyright violation is prohibited. Companies that promote copyright violations can be held liable for the result.

The music industry said the ruling was a major victory. Still, the Court’s decision did not mean the end of online swapping, a global practice. Rather, it is only the latest example of a continuing battle between copyright holders and Internet users. Even as Grokster announced it was stopping distribution of its software, other companies across the world were developing new types of file sharing networks. So-called darknets, for example, allow groups of users to share information without revealing their identity to outsiders who are not part of the group.

Computer Access Among Schoolchildren

Graphs In Motion

See StudentWorks™ Plus or glencoe.com.



Source: U.S. Census Bureau, *Statistical Abstract of the United States*, 2006; U.S. National Center for Education Statistics.

Analyzing Graphs

- Computing** According to the graphs, which age group has the highest percentage of computer use at school?
- Comparing** Which ethnic group has the lowest percentage of computer access at home? At school?



Taxing E-Commerce

E-commerce involves using the Internet for purchase and sales transactions. Because e-commerce involves numerous computers communicating, purchase and sales transactions occur very quickly and are often unidentified. How to tax goods and services purchased over the Internet is another important issue. 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 local sales taxes. Although many states require online consumers to report purchase amounts on income tax forms, state and local governments often lose out on a prime source of **revenue**. Revenue is the income that a government or business collects.

An Unfair Burden? Many state governors and other politicians favor taxation of e-commerce; so do traditional retail stores. After all, the stores 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 sales tax.

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



School and the Internet Teachers and students use laptop computers at the Mary McDowell Center for Learning in Brooklyn, New York. The Center is a Quaker independent school for children with learning disabilities. **Explaining** Why do many schools use filtering software?

The Internet at School

Main Idea Growing use of the Internet in schools is creating new controversies.

Civics & You Have you used the Internet at school? Read to find out why this issue has become a focus of intense debate.

Tens of millions of American students spend 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 Web materials.



Many schools use 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 who tries to use the Internet for prohibited activities, such as drug dealing. One school official reported that since his town installed the filtering software, "access of unauthorized Internet sites probably dropped by 98 percent."

The Issue of Parental Review

Many schools also keep records of the Web sites that students and staff visit. Should parents be able to look at these records? James Knight, the father of four students 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."

Knight's attorneys argued that the school was not doing enough to keep students away from questionable Web sites. School officials argued that releasing students' Internet records would violate their right to privacy. A New Hampshire judge ruled, however, 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 evolve. School leaders must determine what level of disclosure of student information 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** What is parental review? What issues are at stake?

Section Review

3

Vocabulary

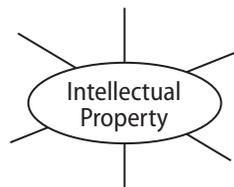
- 1. Define** the following terms and use them in sentences related to the Internet: *intellectual property*, *copyright*, *revenue*.

Main Ideas

- 2. Describing** What is e-commerce?
- 3. Explaining** What is the purpose of the Children's Internet Protection Act of 2000?

Critical Thinking

- 4. Analyzing** Why have issues such as taxing e-commerce and regulating the Internet in schools arisen?
- 5. BIG Ideas** In a diagram like the one below, identify examples of intellectual property.

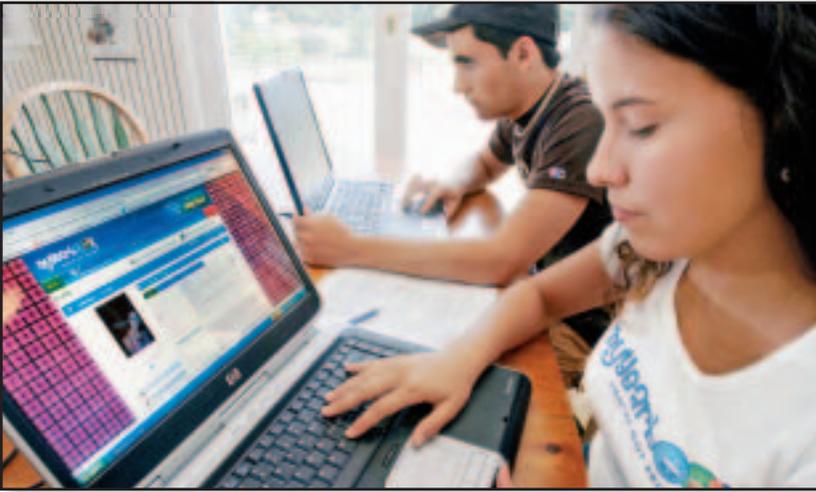


CITIZENSHIP Activity

- 6. Expository Writing** Contact your school's computer teacher. Interview him or her about what your school does to monitor Internet use of school computers. Share your findings with the class. Summarize the highlights of your interview in a one-page paper. Then lead a discussion about how your school's policies might be improved.



Study Central™ To review this section, go to glencoe.com.



David and Catherine Cook, creators of MyYearbook.com

Effects of the Internet

- Millions of people have access to computers, the Internet, and the World Wide Web.
- Electronic communications enable us to instantly access information, to purchase goods and services, and to share ideas around the globe.
- The Internet can help us increase our knowledge about political and social issues.

Issues

- People who do not have access to the Internet cannot enjoy the opportunities it offers.
- Internet users' privacy can be threatened by government and business surveillance.
- Just as the Internet can help advance democratic values, it can also aid the spread of ideas that may run counter to democracy.

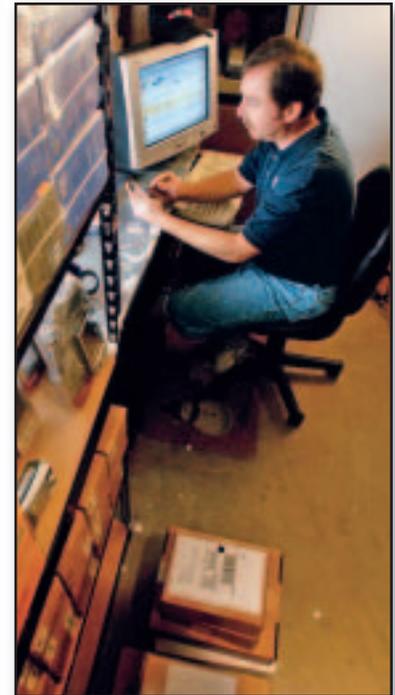
Internet café, China



Regulating the Internet

Many issues surround Internet usage, including the following:

- limits on free speech
- protection of intellectual property
- taxation of e-commerce
- regulation of the Internet in schools



California business owner using the Internet



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North Carolina End-of-Course Test Civics and Economics Practice

TEST-TAKING TIP

Learn the meanings of certain words—such as evaluate, enumerate, and illustrate—that appear in many exam questions.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

- An Internet discussion forum is called a _____.
 A Web site C newsgroup
 B data warehouse D think tank
- A government in which a leader or group holds absolute power is _____.
 A dissident C nonpartisan
 B extremist D authoritarian
- Misleading messages designed to misinform people are known as _____.
 A cookies C surveillance
 B propaganda D broadband connections
- A(n) _____ bars people from using someone else's creation without permission.
 A copyright C revenue
 B software filter D intellectual property

Reviewing Main Ideas

Directions: Choose the best answer for each question.

Section 1 (pp. 470–473)

- What is a disadvantage of using the Internet for information?
 A It offers few sources on most topics.
 B The Internet lacks a diversity of viewpoints.
 C Internet access is limited to computer experts.
 D Facts from the Internet are sometimes inaccurate.

- Why do political candidates have Web sites?
 A to hold elections online
 B to build support for their ideas
 C to present diverse opinions on issues
 D to exchange information with opponents

Section 2 (pp. 474–478)

- According to the U.S. Army, how does al-Qaeda use the Internet?
 A to recruit new members
 B to conduct training programs
 C to spread democratic ideas worldwide
 D to widen the gap between haves and have-nots
- Who monitors millions of e-mail messages and other online communications?
 A Chinese dissidents
 B al-Qaeda terrorists
 C National Security Agency
 D eighth graders in New York

Section 3 (pp. 480–486)

- What did the Supreme Court declare in *Reno v. American Civil Liberties Union* (1997)?
 A Users can install filters to block Web sites.
 B Indecent material on the Internet is unlawful.
 C The First Amendment protects speech on the Internet.
 D Users must verify their age to view certain Web sites.

10. In which case did the Supreme Court decision prohibit companies from encouraging people to use their technology for copyright violations?

- A *Metro-Goldwyn-Mayer v. Grokster*
- B *Reno v. American Civil Liberties Union*
- C *Hazelwood School District v. Kuhlmeier*
- D *Ashcroft v. American Civil Liberties Union*

Critical Thinking

Directions: Base your answers to questions 11 and 12 on the cartoon below and your knowledge of Chapter 17.



Tribune Media Services, Inc.

11. What does the highway in the cartoon represent?

- A Internet traffic
- B corporate America
- C government censorship
- D interstate expressways

12. Which of the following statements best expresses the cartoonist's point of view?

- A Some citizen protections need to be waived if lives are at risk.
- B Surveillance of online communications endangers people's privacy.
- C Powerful tools are needed to fight terrorists and criminals using cyberspace.
- D The government needs to catch people who use the Internet to prey on children.

Document-Based Questions

Directions: Analyze the following document and answer the short-answer questions that follow.

On February 15, 2006, the Senate discussed amending parts of the USA Patriot Act that violate citizens' constitutional rights in the name of the war on terrorism. During the discussion, Senator Robert Byrd from West Virginia made the following statement:

Attorney General Gonzales refused to divulge whether purely domestic communications have also been caught up in this warrantless surveillance, and he refused to assure the Senate Judiciary Committee and the American public that the administration has not deliberately tapped Americans' telephone calls and computers or searched their homes without warrants. Nor would he reveal whether even a single arrest has resulted from the program.

What about the first amendment? What about the chilling effect that warrantless eavesdropping is already having on those law-abiding American citizens who may not support the war in Iraq, or who may simply communicate with friends or relatives overseas? Eventually, the feeling that no conversation is private will cause perfectly innocent people to think carefully before they candidly express opinions or even say something in jest.

—Senator Byrd

13. How would you sum up Senator Byrd's objections to the government's warrantless surveillance program in the first paragraph?

14. Senator Byrd suggests that warrantless eavesdropping permitted by the USA Patriot Act violates First Amendment freedoms. According to the chapter, what other amendment and freedom may be violated by warrantless searches?

Informational Writing

15. Explain why standards for government online surveillance are not clear.



For additional test practice, use Self-Check Quizzes—Chapter 17 on glencoe.com.

Need Extra Help?

If you missed question...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Go to page...	472	475	476	483	471	472	476	477	481	484	471	477	477	478	477



Analyzing Primary Sources

Sources of American Law

Reading Focus

The set of rules and standards by which a society governs itself is known as law. Laws serve several functions in every society. The law is used to resolve conflict, to protect rights, to limit government, to promote general welfare, to set social goals, and to control crime.

Read to Discover

As you read, think about the following:

- How has early law influenced American law?
- What is the importance of common law?

Reader's Dictionary

proprietor: an owner

dowry: the money and goods that a woman brings to her husband in marriage

maxim: a general truth

heretofore: up to this time

repugnant: hostile or opposed to

Code of Hammurabi

The most well-known of the earliest written laws was the Code of Hammurabi, assembled in the 1700s B.C. This code was made up of 282 legal cases that spelled out relationships among individuals as well as punishments in areas that we would now call property law, family law, civil law, and criminal law.

22. If any one is committing a robbery and is caught, then he shall be put to death. . . .
117. If any one fail to meet a claim for debt, and sell himself, his wife, his son, and daughter for money or give them away to forced labor: they shall work for three years in the house of the man who bought them, or the **proprietor**, and in the fourth year they shall be set free. . . .
142. If a woman quarrels with her husband . . . the reasons for her prejudice must be presented. If she is guiltless, and there is no fault on her part, but he leaves and neglects her, then no guilt attaches to this woman, she shall take her **dowry** and go back to her father's house. . . .
196. If a man put out the eye of another man, his eye shall be put out. . . .

—“Code of Hammurabi,” L.W. King, trans.

The Ten Commandments

An early set of written laws that has influenced our legal system is the Ten Commandments found in the Hebrew Bible and Christian Bible.

1. Do not worship any god except me.
2. Do not . . . bow down and worship idols.
3. Do not misuse my name.
4. Remember that the Sabbath Day belongs to me.
5. Respect your father and your mother.
6. Do not murder.
7. Be faithful in marriage.
8. Do not steal.
9. Do not tell lies about others.
10. Do not want anything that belongs to someone else.

—Exodus 20:3–17

The Justinian Code

In the A.D. 530s, the Roman emperor Justinian had scholars reorganize and simplify all the laws into a Roman legal code called the Justinian Code.

Book I. Of Persons

I. Justice and Law.

3. The **maxims** of law are these: to live honestly, to hurt no one, to give every one his due.
4. The study of law is divided into two branches; that of public and that of private law. Public law regards the government of the Roman empire; private law, the interest of the individuals.

II. Natural, Common, and Civil Law.

1. Civil law is thus distinguished from the law of nations. Every community governed by laws and customs uses partly its own law, partly laws common to all mankind. The law which a people makes for its own government belongs exclusively to that state and is called the civil law. . . .

—“The Institutes,” 535 c.e

Common Law

The law of the United States was largely derived from the common law of the system of English law. Common law is law based on the concept of precedence—on how the courts have interpreted the law previously—rather than on a legal code. By A.D. 1776 common law was being used throughout the American colonies along with laws created there.

Constitution

ART. 25. The common law of England, as-well as so much of the statute law as has been **heretofore** adopted in practice in this State, shall remain in force, unless they shall be altered by a future law of the legislature; such parts only excepted as are **repugnant** to the rights and privileges contained in this constitution, and the declaration of rights, . . . agreed to by this convention.

—Constitution of Delaware, 1776



Monuments as Primary Sources

This stone monument shows Hammurabi (standing) holding his code. What does the monument tell you about the place and time it was created? What do you think was the artist’s purpose in creating this monument?

DBQ Document-Based Questions

1. **Connecting** Consider this statement: Whether Hammurabi’s laws were fair or cruel, the culture benefited from having a written code that applied to everyone. Do you agree or disagree? What would it be like to live in a society with no written rules?
2. **Connecting** How does common law differ from statutory law?
3. **Analyzing** How many of the commandments tell people how to interact with other people? How many tell them how to worship and show respect for God?
4. **Evaluating and Connecting** Consider this statement: Liberty depends upon the power of laws. Write a paragraph explaining what the statement means to you.