

Legal and social aspects of electronic publishing

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From an original document by Claire Warwick

This document is part of a collection of presentations with a focus on the legal and social aspects of electronic publishing. For full details of this and the rest of the collection see the cover sheet at: <http://ucloer.eprints-hosting.org/id/eprint/23/>



Aims and outcomes

- Overview of legal issues relevant to EP
- Social and institutional effects of EP
- Impact of information on technological change
- How legislation and information affect each other
- Key issues of the 'Information Society'
- Data protection and freedom of information
- Copyright legislation

- Articulate personal perspectives
- Critical awareness of positive and negative issues

Electronic publishing?

- The Web
- Books and journals
- Scholarly information and research

- Amazon
- Easyjet
- Government website

The web

- “[t]he idea was not just that it should be a big browsing medium. The idea was that everybody would be putting their ideas in, as well as taking them out.”

Tim Berners-Lee (1999) address to MIT Laboratory for Computer Science

- “the web was driven initially by the group work need, ... [although] the most rapid web growth has been outside of the work environment, in public information ... now ... web use is returning ... to the original goal of facilitating workplace collaboration”.

Tim Berners-Lee (2003) forward to: *Spinning the Semantic Web*, MIT Press

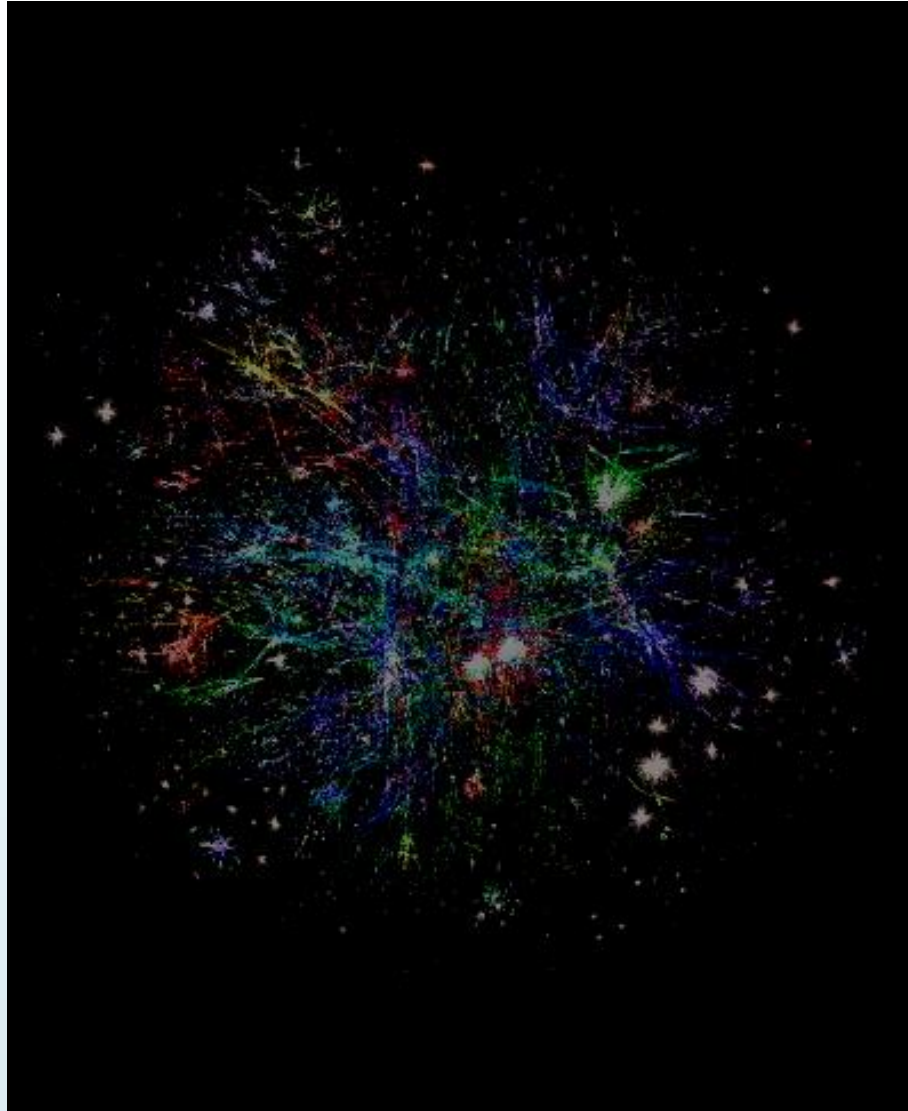


Image of www by opte.org

World Wide Web@20: <http://info.cern.ch/www20>

Access for all?

- One laptop per child: <http://laptop.org/en/>
 - Give one get one (November 2007)



- ebay.com: <http://tinyurl.com/yedb3ws>

Access for all?

Higher Education in a Web 2.0 World

- Key findings include: the digital divide, the division between the digital 'haves' and 'have nots', has not been entirely overcome and persists in several dimensions: in access to, and engagement with, technology; the capability of the technology; and in individual competence.

'Google generation is a myth' (CIBER at UCL)

- A new report, commissioned by Jisc and the British Library, counters the common assumption that the 'Google Generation' – young people born or brought up in the Internet age – is the most adept at using the web.

Information equality

- So called 'digital divide'
 - Access to web
 - Educational inequalities
 - Access to skills
- [Urban vs rural communities](#)
- Affects on community
 - Local education centres
- Access to education
 - Enhanced campus education?
 - Distance learning (CDE)

New social (and academic?) opportunities

- New ways to communicate
 - So-called 'Web 2.0'
- New types of community
 - Social networks
- Fandom

- New ways to be anti-social
- Online stalking
- Online harassment
- New ways to commit personal fraud
- Identity theft
- Know how to protect yourself

Personal information online

- Google Alerts: <http://www.google.com/alerts>
- 123people: <http://www.123people.com/>
 - "you can find comprehensive and centralized person related information consisting of *public records, phone numbers, addresses, images, videos and email addresses*"

Legal and ethical issues

- Data protection legislation in academia
 - UCL Research Ethics Committee
 - Student records
 - Storage of information
 - Only if good reason
 - How long?
- Passing off your product as something else
- Commercial branding issues (eg UCL)

New business opportunities

- New ways for business to communicate
- New types of business community
- New opportunities for corporate fraud
 - DoS attack: Wikipedia **article**
 - Stalking the Internet, an army on the rise: [NY Times](#)

- E-publishing

Collection and storage of user data

- Tracking of user behaviour
- Log analysisGoogle analytics:
www.google.com/analytics
 - Most common passwords: password1
 - Monitoring users
- Cookies
- Creation of complex databases
 - E.g. Amazon:
- Customers who bought this item also bought
- Today's recommendations
- Location information on G3
- Google browser (NOT using SatNav)

Domain names

- Registration
- Domain name FAQs
 - See World Intellectual Property Organization: <http://www.wipo.int/amc/en/center/faq/domains.html>
- Entitlement to a domain name
- Resolution of disputes
 - See WIPO: <http://www.wipo.int/amc/en/domains/>
- In practice?
- 123-reg: <http://www.123-reg.co.uk/>

Government intervention

- Internet censorship
- Great Firewall of China: [Wikipedia article](#)
- Google censors itself for China: [BBC](#) (2006)
- [Australia](#)? [Canada](#)?
- VOIP and social media [China / Cuba / South Korea](#)
- Iran's bloggers thrive despite blocks: [BBC](#) (2008)
- Twitter: search #iran #iranelection

Regulation?

- Encryption software freely available: [TrueCrypt](#)
- Good for keeping your data secure and for human rights campaigners in repressive regimes
- Also useful for terrorists, drug dealers and paedophiles

Some UK legislation

Anti-terrorism, Crime and Security Act 2001

- Targeted traffic in cyberspace for intelligence gathering

Regulation of Investigatory Powers Act 2000

- ISPs required to give enforcement agencies decryption keys
- PGP (Pretty Good Privacy): <http://www.pgp.com/>
- Stego: <http://www.stego.com/>

Who's policing the police?

- Law enforcement agenda may lead to infringement of human and civil rights
- Balance the needs of govt surveillance with individual's privacy
- Increased information leads to more possibilities of cyber crime
- Loss of privacy?
- Balance?

- Electronic Privacy Information Center
 - Controls damage human rights?

National or international legislation

- EU data protection: [*Freedom, Security and Justice*](#)
- EU Data Protection Directive: [Directive 95/46/EC](#)
- 1995: does this need to be updated?
- Willingness to provide personal information to transact on the Internet. Are consumers aware?
- Other personal information held digitally
- Healthcare and patient records
 - Notifiable infectious diseases: viral hepatitis vs. HIV

Creative Commons

- Copyright applies to the web (as everywhere else)
- Assume copyright unless otherwise stated
- [Berne Convention](#)

- Creative Commons: <http://creativecommons.org/>
- [About CC licenses](#)

- What's the point?

Social impact of electronic publishing

- Hacker?
- Technological revolution?
- Social revolution enabled by technology
- Reclaim the Web!