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Cohort - 2018  
LFI - Week 4

"Write 3-5 talking points about what we discussed this week. Think of ways you could incorporate all or some of those points into instruction that would work at your library."

I should note that, I am currently between full-time jobs. The next one starts mid-August, so these assignments are imagining what I will do when I get there (going full-time as a systems/electronic resources librarian at City College of San Francisco, with reference and instruction responsibilities of course). Since I have more instruction experience, I am writing these from that lens, but after I start to acclimate to systems responsibilities, I'm sure these will be all over my plans/memos/discussions/etc.

Talking Points	Folded into instruction
Advertising via social media <a href="https://www.propublica.org/article/facebook-advertising-discrimination-housing-race-sex-national-origin">https://www.propublica.org/article/facebook-advertising-discrimination-housing-race-sex-national-origin</a> <a href="https://www.propublica.org/article/facebook-enabled-advertisers-to-reach-jew-haters">https://www.propublica.org/article/facebook-enabled-advertisers-to-reach-jew-haters</a>	<p>At my community college, instructors fill out a form to provide a base level of what they want in a library orientation session from me with their students. It's really to help them think about the breadth of what the library can teach, and to show that they need to put some thought into it before requesting (since some instructors think they can just drop off their class and disappear for the class period). They can select "Web searching" as a part of the session (in addition to things like database searching, catalog searching, source evaluation, etc).</p> <p>Often during the web search portion, I do spent time explaining result lists and asking them what they think about the ads along the side of the page. It's usually to help them learn how to skim results quickly, and to make them aware that ads are present, but I think this is where I will start introducing a discussion of how those ads are targeted. I would probably show the Propublica articles (regarding Facebook allowing discriminatory targeting for housing and items related to white supremacy) to spur a small discussion about advertising on the internet.</p>
Making money off your data "...free-for-your-data bargain..." <a href="http://www.slate.com/articles/technology/technology/2017/12/under_eric_schmidt_google_evolved_from_don_t_be">http://www.slate.com/articles/technology/technology/2017/12/under_eric_schmidt_google_evolved_from_don_t_be</a>	In a conversation about databases while teaching students how to use them, I sometimes playfully ask how much they pay for their articles via Google. Then I ask them how they pay for their articles via the databases. I use this to frame a conversation about what is "free" on the internet and what they pay for with their tuition, and why publishers won't make everything freely available on the internet. But I think at this

<p><a href="#">_evil_to_be_kind_of_evil.html</a></p> <p>“Zuckerberg repeatedly hammered on the point that Facebook doesn’t own user data and that users have control over how their data is shared on Facebook.”</p> <p><a href="https://slate.com/technology/2018/04/facebook-collects-data-on-non-facebook-users-if-they-want-to-delete-it-they-have-to-sign-up.html">https://slate.com/technology/2018/04/facebook-collects-data-on-non-facebook-users-if-they-want-to-delete-it-they-have-to-sign-up.html</a></p>	<p>point in the session, I should also turn to them about their own data being used by these powerful internet companies for advertising strategy. I would probably show a clip of Safiya Noble talking about Google as an advertising company, and briefly show the two articles on the left to point to recent instances of personal data use by these big companies.</p>
<p>“Without organized constituent pressure, lawmakers are far more likely do nothing or create legislation favoring the very corporations that need regulating in the first place.”</p> <p><a href="https://slate.com/technology/2018/04/why-arent-privacy-groups-fighting-to-regulate-facebook.html">https://slate.com/technology/2018/04/why-arent-privacy-groups-fighting-to-regulate-facebook.html</a></p>	<p>“Al Franken who has also served as chief counsel for the Senate Judiciary Subcommittee on Privacy, Technology, and the Law. “It is critical as a staffer to be able to point to organizations and communities and say, ‘If I make that change, the AARP is going to blow up at me’ or ‘If I make that change, anti-stalking groups are going to be mad at me,’ ” he said. If lawmakers are going to piss off lobbyists and the donors they represent, they need to know that if they don’t act, someone on the other side will be pissed off, too.” (SO DISGUSTING THIS MOMENT WE ARE LIVING IN!)</p> <p>When I was reading this article, I was thinking about the pieces of legislation that have come forward to regulate things on the internet and how yucky they were - before I got to the part that mentioned PIPA and SOPA :)</p> <p>I do spend a fair amount of time harshing students mellow about the internet. It would probably be good if I included some ways they can champion the things they think are important and ways they can become empowered to influence changes they want to see for the internet. In the library, we do promote voting in elections and the various measures/propositions coming up, but I can’t say we are actively helping students understand how to communicate with their representatives about the issues that matter to them. I think in sessions where we talk about unfairness that exists on the internet, I could include a slide with what they could do to influence policies related to the internet and whatever we just got fired up about.</p>