

Module: Big Data and Personal Privacy

Readings:

Sarah Valentine, *Impoverished Algorithms: Misguided Governments, Flawed Technologies, and Social Control.* (2019). 46 Fordham Urb. L.J. 364.

Boyd, Danah, and Kate Crawford. 2012. "Critical Questions for Big Data." *Information, Communication & Society* 15(5): 662–679.

At home exercise:

(Voluntary)

1. Learn more about your data rights.
<https://www.dataprotection.ie/en/individuals/know-your-rights/right-access-information>
<https://tapmydata.com/features/#superpower>
2. Access your data from three websites/services you frequently use (Examples: Facebook, Twitter, Instagram, Google etc.)
Tip: Tapmydata is an application that makes it easy to send these requests. (Remember however that after a certain point in the process, they might ask you to use your data in a particular way.)
3. Write and post a short 200-word reflection on what you found and whether what you found surprised you. Think reflection should incorporate insights from the two readings for this week, particularly the sections on data triangulation and commercialization.
4. Read your classmates posts.

In class:

Discussion of the key points of the articles and of the student responses.

Aims:

1. To find overlaps and differences in the experience of students learning about their right to privacy
2. To discuss whether they believe existing rights to be adequate
3. To examine whether current ethical standards (such as those instituted by the GDPR) sufficiently protect their rights (as they exist or as they believe should exist).

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