

**Note: to print this, replace the "github" part of the url above with "gitprint".**

## Preliminary course schedule

As of Sept. 21, 2014.

### Class #1 (September 17): A documents state of mind

**Topics:** A "documents state of mind" / The value of documents and data / The right to documents and public records / Public vs. private records / State vs. federal public records laws / International trends in freedom of information

#### Read before class for discussion:

- The Bell, Calif., small-town corruption: "Is a City manager Worth \$800,000?" (<http://www.pulitzer.org/archives/9203>) and "Bell's Money Flowed Uphill" (<http://www.pulitzer.org/archives/9215>)
- Landowners in Southwestern Virginia who were being cheated out of royalties: "The Money Prison" (<http://www.pulitzer.org/archives/8836>)

**In class:** Your life in records / Confirming claims through records.

### Class #2 (September 24 ): Backgrounding on deadline

**Topics:** Typical records used in backgrounding on deadline / what's online and what isn't / resources for finding records far away / mistaken identity and verification / the special case of court records, esp. in New York.

#### Read before class:

- Seattle Times' coverage (<http://www.pulitzer.org/archives/8868>) of officers shot:
- Hazard in the Heartland (<http://ire.org/resource-center/stories/26249/>) , a television report on the explosion outside Midland, Texas. You'll have to look at the IRE version -- WFAA doesn't have an archive.
- Washington Post coverage of the Virginia Tech ([http://www.pulitzer.org/2014\\\_breaking\\\_news\\\_reporting\\\_finalist\\\_2](http://www.pulitzer.org/2014\_breaking\_news\_reporting\_finalist\_2)) shootings:

(You should read all of these, but choose one to write me a short memo on the use of records and documents in the stories. Submit the memo **before 11:00pm, Sunday, Sep. 21 on Courseworks.**)

**In class:** Begin your breaking news exercise

1. Background a person in class online.
2. Background a building in class online.

**Due Sunday, Sep. 28 by 11:55pm.**

1. Read all of the beat stories in for the next class (below). Select one for your reflections.
2. Spend up to one more hour on your backgrounding exercise, and turn in what you found on the assignment in Courseworks.

### Class #3 (October 1): Beat reporting

**Topics** Typical public affairs and specialty beats that the records that go with them / strategies for understanding and preparing for public records on your beat / Cultural and international issues in public records. Beats include: crime/courts; government and politics; business; health care; education

**Read *before* class (by Sunday Sep 28)**

- "In the Line of Fire (<http://www.219mag.com/in-the-line-of-fire/>) , " by CUNY graduate students (IRE finalist 2013), on innocent bystanders.
- "Inside the Hidden World of Thefts... ([http://www.washingtonpost.com/investigations/inside-the-hidden-world-of-thefts-scams-and-phantom-purchases-at-the-nations-nonprofits/2013/10/26/825a82ca-0c26-11e3-9941-6711ed662e71\\_story.html](http://www.washingtonpost.com/investigations/inside-the-hidden-world-of-thefts-scams-and-phantom-purchases-at-the-nations-nonprofits/2013/10/26/825a82ca-0c26-11e3-9941-6711ed662e71_story.html)) " , Washington Post on non-profits.
- "Behind Big Political Gifts, a Mysterious Donor (<http://www.nytimes.com/2012/07/28/nyregion/behind-big-political-gifts-a-mysterious-donor-from-queens.html?pagewanted=all>) , " New York Times
- "Cuomo's Office Hobbled Ethics Inquiries by Moreland Commission (<http://www.nytimes.com/2014/07/23/nyregion/governor-andrew-cuomo-and-the-short-life-of-the-moreland-commission.html>) " , New York Times

Post your comments on one of these stories in the assignment on Courseworks by 11:55pm Sunday.

**In class** Choose an agency that you might have as a beat, find a public record and begin writing a proper FOI or public records request.

Finish this assignment and submit the public records request by **Sunday, Oct 5 by 11:55pm**

**Class #4 (October 8): Project and enterprise reporting**

**Topics** From idea to records / Strategies in public records requests / Following the paper trail

**Read *before* class:** While reading these pieces, keep an eye on the kinds of proof used. What are the advantages and disadvantages of each? We'll discuss, but you don't have to write anything.

- Chapter 13 (XIII) of 10 Days in the Madhouse ([http://dlib.nyu.edu/undercover/sites/dlib.nyu.edu.undercover/files/documents/uploads/editors/Ten\\_Days\\_In\\_A\\_Madhouse\\_0.pdf](http://dlib.nyu.edu/undercover/sites/dlib.nyu.edu.undercover/files/documents/uploads/editors/Ten_Days_In_A_Madhouse_0.pdf)) , by Nellie Bly, 1887.
- "At State Run Homes, Abuse and Impunity (<http://www.nytimes.com/2011/03/13/nyregion/13homes.html>) , " by Danny Hakim, The New York Times, March 2011
- "Collapse into Chaos (<http://ire.org/resource-center/stories/26389/download/?fileid=64653>) " (link to IRE copy) by Alberto Arce, on Honduran death squads, May 22, 2013. This is an example of how to get records when there are none.

**Class #5 (Wednesday, October 15): Finding, requesting and negotiating for public record databases**

(Joint class with the Stabile students)

Identifying the records you need; typical mash-ups / compared to what? / Using demographics, real estate records, weather and more as comparisons / from statistics to records and back