

PA 5971 – Survey of Election Administration

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Course Overview

Course Description

Comprehensive course (3.0 credits) on the general building blocks of election administration from voter registration to recounts. At the end of this course, students will be able to:

- 1) Describe how the three levels of government interact to manage different aspects of the election process.
- 2) Summarize and explain the general processes and steps to run an election.
- 3) Recognize the key debates and tensions in election policy and identify their impacts on election administration.

Required Materials

All of the readings are public documents. There are no books to buy. Please refer to the Course Schedule on page 9 for a full listing and links to the assigned readings.

Technical Support

The content for this course is hosted on the university's Moodle learning management system. You can log in to Moodle using the following URL: <https://ay15.moodle.umn.edu/>

- For Moodle assistance please contact: moodle@umn.edu. In your communication please refer to the URL of our course Moodle site: <https://ay15.moodle.umn.edu/course/view.php?id=11333>
- For technical support questions with WebEx, please contact IT@UMN by calling 612-301-4357 or email at help@umn.edu.

How to Approach This Course

You will participate in a variety of activity and assignments in this course. While many of these will be asynchronous, completed at different times and locations, there will be a number of synchronous sessions where our class discusses topics online at the same time. We encourage you to attend these sessions to connect with your instructor and peers. Live web sessions will be recorded and posted in Moodle in the event that you miss the session. For further information, please see the WebEx documentation below.

Live Web Sessions

Synchronous sessions will be held using WebEx, an online conferencing tool. Please refer to the Announcements forum in Moodle for the session agenda and to confirm the day/time. Review the [WebEx quick start guide](#) in advance of these sessions. If you have any technical or audio issues please check the WebEx [meeting room guidelines](#).

Grading and Rubrics

Your final course grade is based on your performance in self-check quizzes, discussions, participation in scenarios, and delivery of a final paper and presentation. Please be aware that due dates associated with graded assignments operate on a Day 1-7 schedule, where Day 1 represents Monday of the associated week and Day 7 represents Sunday.

- 3 Scenarios and 12 Self-check Quizzes which contribute to **15% of your final grade** (10 points each)
- 14 Discussions which contribute to **25% of your final grade** (100 points each)
- 8 Written Assignments which contribute to **25% of your final grade** (100 points each)
- Final paper and presentation which contributes to **35% of your final grade** (100 points each)

Fall 2015 Semester Dates

	Day 1	Day 3	Day 4	Day 7
Unit 1	1/18/16*	1/20/16	1/21/16	1/24/16
Unit 2	1/25/16	1/27/16	1/28/16	1/31/16
Unit 3	2/1/16	2/3/16	2/4/16	2/7/16
Unit 4	2/8/16	2/10/16	2/11/16	2/14/16
Unit 5	2/15/16	2/17/16	2/18/16	2/21/16
Unit 6	2/22/16	2/24/16	2/25/16	2/28/16
Unit 7	2/29/16	3/2/16	3/3/16	3/6/16
Unit 8	3/7/16	3/9/16	3/10/16	3/13/16
Week of March 14, 2016: Enjoy Spring Break!				
Unit 9	3/21/16	3/23/16	3/24/16	3/27/16
Unit 10	3/28/16	3/30/16	3/31/16	4/3/16
Unit 11	4/4/16	4/6/16	4/7/16	4/10/16
Unit 12	4/11/16	4/13/16	4/14/16	4/17/16
Unit 13	4/18/16	4/20/16	4/21/16	4/24/16
Unit 14	4/25/16	4/27/16	4/28/16	5/1/16
Unit 15	5/2/16	5/4/16	5/5/16	5/8/16
Finals	TBA	TBA		

***Note:** The Spring 2016 term starts on Tuesday, January 19th due to the Martin Luther King Day holiday.

Late Policy and Extra Credit

No extra credit will be awarded on assignments in this course.

Key Concepts & Activities

A combination of videos, audio and graphics supporting your required readings will be provided through the Key Concepts. Many of the topics covered in the Key Concepts are tested in the Self-check Quizzes; you are encouraged to review these before attempting any of the graded assignments. Activities in the course range from polls to scenarios (explained further below) and meetings with your instructor on the final paper. While these activities may not be graded your contribution is necessary to reinforce topics covered in the online course.

Scenarios

Scenarios allow you to interact with fictional characters and critically think about challenges that occur in election administration. Have fun with these! Don't be afraid to attempt them a few times to see how your choices affect the outcome of the scenario. Keep in mind that there is no 'right answer', but you will be prompted to reflect on your experience afterwards. You will receive full credit for participating in scenarios once you submit your responses to the reflection questions.

Self-Check Quizzes

Self-checks are non-cumulative quizzes based on the unit readings and key concepts. Quizzes may contain multiple-choice or true and false questions. Start the quizzes after you have completed and thoroughly reviewed all of the unit content and are comfortable with the concepts. You have unlimited time to answer the questions but you will only have **2 attempts to work through the quiz**. If you have a number of incorrect answers, make sure to review the feedback on your first attempt to ensure you receive full credit on the next attempt.

Written Assignments

Written assignments are a way for you to analyze the topics covered in the course and make connections to your personal experiences, in or outside of the field of election administration. These assignments will only be shared with your instructor. Make sure to review the debrief page which will appear after you have submitted your file in Moodle.

Milestone Check-Ins

There are several phases involved in the development of your final paper and presentation. These phases are broken down into milestone check-ins where you will begin researching, outlining your paper, and meeting with your instructor as necessary. You will also participate in a peer review during Units 11-12. Your review and the feedback you provide to your partner will be rated using the following rubric:

Peer Review Rubric

	Levels of Achievement		
Criteria	Beginning	Developing	Accomplished
Constructive Feedback	0-5 points Lacked feedback and/or comments on the draft paper.	6-44 points Provided some feedback and thoughts, comments included but were not relevant to the draft paper.	45-70 points Provided detailed and constructive feedback, including comments on specific parts of the draft paper. Included insightful ideas or noted areas for

			improvement.
Timeliness	0-5 points Did not share draft or return comments in a timely manner.	6-19 points Shared draft paper in a timely manner but returned in a format that was hard to read.	20-30 points Shared draft paper in a timely manner. Returned draft with comments and easy to read notes that could be applied to the paper.
Total Points (Sum of 2 Criteria)			/100

Discussions

Discussions provide an opportunity to interact with the rest of the class. Posting an initial response and comments to your peers is crucial to the learning experience. Please refer to the rubrics on the following pages for guidelines on posting.

Discussion Board Rubric

Criteria	Levels of Achievement			
	Beginning	Developing	Accomplished	Exemplary
Ideas, Arguments, & Analysis	36-41 points Ideas expressed lack depth, originality, are off-topic and/or confusing to follow. Viewpoint, if given, is not supported with evidence or examples. Little or no connections made to readings, others' postings, real-life experiences, and/or contemporary topics. Short statements such as "I agree with..."	42-47 points Ideas expressed are general in nature and/or occasionally may not be relevant. Rehashes or summarizes ideas from readings; limited analysis, original thought, and/or supported arguments. Minimal connections made to readings, others' postings, real-life experiences and/or contemporary topics.	48-53 points Ideas expressed are mostly substantive and relevant to topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for most part; viewpoint is supported with evidence and/or examples. Some insights and connections made to readings, others' postings, real-life experiences, and/or contemporary topics.	54-60 points Ideas expressed include original thought, substantial depth, and are relevant to topic. Well-developed viewpoint strong logical thinking, reasoning, and analysis with evidence and examples. Construction of new meaning and insights. Connections made to readings, others' postings, real-life experiences, and/or contemporary topics.
Required Postings/ Timeliness*	12-13 points Some required postings missing	14-15 points All required postings by	16-17 points All required postings by	18-20 points Exceeds required postings; postings

	by deadline &/or there was not adequate time for others to read and respond to postings prior to deadline.	deadline; however there was not adequate time for others to read and respond to some postings prior to deadline.	deadline (required=1 posting + 2 replies to classmates); adequate time for others to read and respond prior to deadline.	are early into the discussion and throughout the discussion; provides more than enough time for classmates to read and respond prior to deadline.
Writing Quality	12-13 points Posts show a below average/poor writing style in terms of appropriate standard English writing style, clarity, language used, and grammar.	14-15 points Posts show an average and/or casual writing style with some errors in spelling, grammar, punctuation, and usage.	16-17 points Posts show above average writing style using standard English with little grammar, punctuation, and spelling errors.	18-20 points Posts are well written and clear using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, and spelling errors.
Total Points (Sum of 3 Criteria)				/100

* Initial postings and replies not submitted by the final deadline will result in an F=0.

Final Paper and Presentation

Topic

You have been retained as a consultant to Minnesota Secretary of State Steve Simon to make recommendations about the state's election system. Using the 2014 Presidential Commission on Election Administration report and the "ecosystem" concept in *From Registration to Recounts* (which we'll read in class), compare Minnesota to at least two other states – one of the other four in *Registration to Recounts* and one elsewhere - in each aspect of the electoral process.

Based on that comparison, draft a policy paper to Secretary Simon as an adviser to the state

1. noting opportunities for changes in Minnesota elections based on your research;
2. discussing at least three (3) specific proposals based on your comparison to other states; and
3. providing your assessment and recommendation of whether or not Minnesota should make such changes.

Length: 20-25 pages/5000-6000 words exclusive of citations. Endnotes preferred but not required. Please review the Doctrine of Completed Work and rubric below to guide your efforts in finalizing this paper.

Final Presentation Guidelines

Your presentation will be created using the video tool VoiceThread and should be 8-10 minutes. It is a chance for you to “road test” your research and recommendations before submitting your final paper. Slides are allowed but not necessary. Please provide some kind of “deliverable” for the instructor to review as you present. If you do have slides, please use them as a reference, not a script! Be prepared for the instructor to leave comments on your video and respond to comments from your peers.

Final Paper Rubric

Criteria		Points
Tone	This should be a policy memorandum for an audience of state legislators, election officials and other stakeholders, not a litigation or academic document – remember this is an informed recommendation to a decision maker, not a piece of advocacy or scholarship.	10
Representing Both Sides of an Argument	Please be specific about any proposed changes you discuss. Whether or not you agree with the proposed changes, please give the arguments for both sides before making your recommendation (in other words, straw men need not apply).	35
Defending Your Recommendations	You should identify and acknowledge potential criticisms of your recommendation and describe why you believe your recommendation is nonetheless solid (I’ll provide samples of papers that did this well—and others that didn’t).	35
Support & Evidence	Your memo should include citations to sources— laws, regulations, official sites, news stories, etc. where they support your argument. Please note that citations should be clear but need not be technically correct—the reader should be able to find what you’re citing.	20
Total (Sum of 4 criteria)		/100

Academic Policies and Code of Conduct

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)

If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

Grading and Transcripts:

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an

intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility: *for courses that do not involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the

associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Course Schedule

You are encouraged to review all of the required readings thoroughly before progressing on to the activities and assignments within each unit. In addition, the Key Concepts in your Moodle course often contain videos, graphics and other resources necessary to complete the unit assignments.

The following tables list the activities and assignments across the course. You are encouraged to complete ungraded activities by the end of the unit. Deadlines for graded assignments are listed in the Due Date column.

Unit 1: Introduction, Recent History and the “Three Tensions”	Due Date
Required Readings <ul style="list-style-type: none"> Chapter 2: Primary Components of an Election Ecosystem from Foley, E. B., Huefner, S. F., Tokaji, D. P., & Cemenska, N. A. (2007). Registration to Recounts: The Election Ecosystems of Five Midwestern States. The Ohio State University Michael E. Moritz College of Law. Retrieved from http://moritzlaw.osu.edu/electionlaw/projects/registration-to-recounts/book.pdf Pages 1-71 from Bauer, R. F., Ginsberg, B. L., Britton, B., Echevarria, J., Thomas, C. (2014). The American Voting Experience: Report and Recommendations of the Presidential Commission on Election Administration. Presidential Commission on Election Administration. Retrieved from https://www.supportthevoter.gov/files/2014/01/Amer-Voting-Exper-final-draft-01-09-14-508.pdf 	~
Poll: Where Am I?	~
Scenario: Voting Lines	~
Tutorial: How-To Use VoiceThread	~
Debrief: Voting Lines	Day 7, 11:55 PM CST
VoiceThread: Create Your Introduction Video	Day 4, 11:55 PM CST
Video Discussion: Class Introductions	Responses to peers due

	Day 7, 11:55 PM CST
Discussion: Election Administration, The Ecosystem, and Tensions	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: Tensions Within the Ecosystem Framework	Day 7, 11:55PM CST
Self-Check Quiz 1: The Election System	Day 7, 11:55PM CST
Live Web Session <i>Please check the Announcements for the date and time of this live session</i>	~

Unit 2: Recent History: 2000 Election, HAVA, and Beyond	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Pages 17-73 from The National Commission on Federal Election Reform, Miller Center of Public Affairs, University of Virginia, The Century Foundation. (2001). <i>To Assure Pride and Confidence in the Electoral Process</i> Retrieved from http://web1.millercenter.org/commissions/comm_2001.pdf • Pages 11-14 from “Election Reform in Congress.” Chapin, D. (2002). <i>Election Reform Information Project, Election Reform Since November 2001: What's Changed, What Hasn't, and Why</i> Retrieved from http://research.policyarchive.org/15103.pdf • Key Provisions of The Help America Vote Act. (2004). Brennan Center for Justice, New York University School of Law. Retrieved from http://www.brennancenter.org/sites/default/files/analyses/HAVA%20Fact%20Sheet.pdf 	~
Discussion: Policy Impacts on American Elections	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: The 2000 Election as the “Big Bang” of Election Administration Reform	Day 7, 11:55PM CST

Self-Check Quiz 1: Help America Vote Act	Day 7, 11:55PM CST
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Unit 3: Federal, State and Local Election Administration	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Pages 19-50 (Ohio and Wisconsin) from Election Law @ Moritz, The Ohio State University Moritz College of Law (2001). <i>Registration to Recounts Revisited: Developments of Five Midwestern States</i> Retrieved from http://moritzlaw.osu.edu/electionlaw/projects/registration-to-recounts/2011edition.pdf • Election Reform Briefing: Working Together? State and Local Election Coordination. (2002). electiononline.org, The Constitution Project Retrieved from http://www.policyarchive.org/handle/10207/15106 	~
Poll: Country Elections	~
Milestone Check-In: State Research	~
Assignment: Three Levels—Best Fit?	Day 4, 11:55PM CST
Discussion: Levels of Government Running Elections	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Self-Check Quiz 1: Election Administration	Day 7, 11:55PM CST

Unit 4: Federal, State and Local Election Administration (continued)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • The Street-Level Bureaucrats of Elections: Selection Methods for Local Election Officials. Kimball, D. C., & Kropf M., (2006). <i>Review of Policy Research</i>, 23(6). Retrieved from https://dl.dropboxusercontent.com/u/16580496/Kimball.Kropf.Street.Level.Bureaucrats.of.Elections.pdf • Size Matters in Election Administration. Kimball, D. C., & Baybeck, B. (2012). Prepared for the HAVA at 10 Conference, Moritz College of Law, Ohio State University. Retrieved from http://moritzlaw.osu.edu/electionlaw/hava-at- 	~

10/docs/files/KimballBaybeck-HAVA10-Draft.pdf	
Activity: Functions and Skillsets	~
Discussion: Distribution of Election Responsibilities	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: Jurisdiction Size and Election Administration	Day 7, 11:55PM CST
Assignment: Milestone Check-In, Choose Your State	Day 7, 11:55PM CST

Unit 5: Voter Eligibility	Due Date
<p>Required Readings and Resources</p> <p>Most people, including many election officials, are likely familiar with the concept of voter eligibility primarily via the partisan debate over voter ID, as exemplified by the following clips:</p> <ul style="list-style-type: none"> • Turazi: Voter ID Will Allow Romney to Win PA, (2012) https://www.youtube.com/watch?v=EuOT1bRYdK8 • DNC's Schultz Says Voter ID Laws Taking Us Back to Jim Crow, (2011) https://www.youtube.com/watch?v=HiHWwl-8pco <p>This debate is part a larger dispute between the parties over how to structure elections, and whether or not those structures unfairly advantage one side or the other. Consider these two short pieces written last year in the run-up to the 2012 election:</p> <ul style="list-style-type: none"> • The GOP War on Voting. Berman, A. (2011). Rolling Stone. Retrieved from http://www.rollingstone.com/politics/news/the-gop-war-on-voting-20110830 • Book Review: Who's Counting? Vernon, W. (2012). Washington Times. Retrieved from http://www.washingtontimes.com/news/2012/aug/6/how-voter-fraud-continues/?page=all 	~
Poll: The Fierce Partisan Fight Over Voter ID	~

Self-Check Quiz 1: Citizenship and Age	Day 7, 11:55PM CST
Self-Check Quiz 2: Loss of Eligibility	Day 7, 11:55PM CST
Self-Check Quiz 3: Residency and Domicile	Day 7, 11:55PM CST

Unit 6: Voter Eligibility (continued)	Due Date
<p>Required Readings</p> <p>This unit focuses on outside factors that influence the registration process of voter eligibility. The following Politico story looks at the phenomenon of online registration in greater detail:</p> <ul style="list-style-type: none"> • States vote yes to online registration. Robillard, K. (2013). <i>Politico</i>. Retrieved from http://www.politico.com/story/2013/04/online-voting-states-89503.html 	~
Discussion: Nevada Photo Pollbooks Proposal	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Self-Check Quiz 1: Purpose and Methods of Verification	Day 7, 11:55PM CST
Self-Check Quiz 2: HAVA's Role and Evolution of Proof of Eligibility	Day 7, 11:55PM CST

Unit 7: Midcourse Check In	Due Date
<p>Required Readings</p> <p>This week's readings will be based on headlines and current events. Your instructor will share these materials via the Announcements.</p>	~

Discussion: In the News	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: Milestone Check-In, Drafted Outline	~

Unit 8: Provisional Ballots	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Solution or Problem? Provisional Ballots in 2004. (2005) electionline.org. Retrieved from http://www.pewtrusts.org/~media/legacy/uploadedfiles/www.pewtrustsorg/reports/election_reform/ERIPBriefProBallots0305pdf.pdf • Are HAVA's Provisional Ballots Working? Weiser, W. R. (2006) Brennan Center for Justice at NYU School of Law. Retrieved from https://www.supportthevoter.gov/files/2014/01/Amer-Voting-Exper-final-draft-01-09-14-508.pdf • Provisional Ballots: An Imperfect Solution. Pew Center on The States. (2009). Retrieved from http://www.pewtrusts.org/en/research-and-analysis/reports/0001/01/01/provisional-ballots 	~
Discussion: Effectiveness of Provisional Ballots	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: Solving the Provisional Ballot Problem	Day 7, 11:55PM CST
Self-Check Quiz 1: Approaches to Provisional Ballots	Day 7, 11:55PM CST
Live Web Session <i>Please check the Announcements for the date and time of this live session</i>	~

Unit 9: Non-Precinct Place Voting	Due Date
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<p>Required Readings</p> <ul style="list-style-type: none"> • Early Voting Reforms and American Elections. Gronke, P. (2008). <i>William & Mary Bill of Rights Journal</i>, 17(2). 423-451. Retrieved from http://earlyvoting.net/files/2012/05/Gronke2008-Early_Voting_Reforms_and_American_Elections.pdf • Non-Precinct Place Voting and Election Administration. Chapin, D. (2011). <i>Election Law Journal</i>, 10(3). Retrieved from https://dl.dropboxusercontent.com/u/16580496/Chapin.NPPV.Election.Administration.pdf • Denver Shows Off “Ballot Delivery” System to National Audience. Chapin, D. (2015). <i>Election Law</i>. Retrieved from http://editions.lib.umn.edu/electionacademy/2015/05/06/denver-shows-off-ballot-delive/ 	~
<p>Discussion: NPPV and Neighborhood Precincts</p>	<p>Day 4, 11:55 PM CST</p> <p>Responses to peers due Day 7, 11:55 PM CST</p>
<p>Assignment: Milestone Check-In, Identifying Opposing Arguments</p>	<p>Day 7, 11:55PM CST</p>

Unit 10: Voting Technology	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • A Brief Illustrated History of Voting. Jones, D. W. (2001). The University of Iowa Department of Computer Science. Retrieved from http://homepage.cs.uiowa.edu/~jones/voting/pictures/ • History of the Voting System Standards Program. (1998). Federal Election Commission. Retrieved from http://www.fec.gov/pages/vsshst.htm 	~

<ul style="list-style-type: none"> • Abstract from The Democracy Canon. Hasen, R. L. (2009). University of California, Irvine School of Law. Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1344476 	
Discussion: California's New Certification System	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Self-Check Quiz 1: History and Legal Issues of Voting Technology	Day 7, 11:55PM CST
Self-Check Quiz 2: Verifiability and Voting Technology	Day 7, 11:55PM CST
Self-Check Quiz 3: Testing and Verification	Day 7, 11:55PM CST

Unit 11: Safeguarding the Process from Fraud and Error	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Election Issues – the Case for Investigation and Reforms in Minnesota's Elections. (2009). Minnesota Majority. Retrieved from http://www.minnesotamajority.org/the-case-for-elections-investigation-and-reform/ • Pages 3-22 from The Truth About Voter Fraud. (2007). Levitt, J. Retrieved from http://ssrn.com/abstract=1647224. Note: Click "Download This Paper" to obtain paper. • Post-Election Audits: Restoring Trust in Elections. (2007). Brennan Center for Justice at New York University School of Law. Retrieved from http://www.brennancenter.org/sites/default/files/legacy/d/download_file_50228.pdf 	~

<ul style="list-style-type: none"> • Minnesota’s 2010 Post-Election Audit: Report and Recommendations. (2010). Citizens for Election Integrity Minnesota. Retrieved from http://www.ceimn.org/sites/default/files/Minnesota's%202010%20Post-Election%20Audit_1.pdf 	
<p>Activity: Milestone Check-In, Peer Review Draft</p>	<p>~</p>
<p>Discussion: The Power of Conventional Wisdom</p>	<p>Day 4, 11:55 PM CST</p> <p>Responses to peers due Day 7, 11:55 PM CST</p>

<p>Unit 12: Tabulation/Certification (Plus Recounts/Challenges)</p>	<p>Due Date</p>
<p>Required Readings</p> <ul style="list-style-type: none"> • Certification of Results – General Elections (Statutes). (2009). Uniform Law Commission. Retrieved from http://www.uniformlaws.org/shared/docs/military_and_overseas_voters/overseasvoters_timetable_chart.pdf • Recounts: From Punch Cards to Paper Trails. (2005) electionline.org. Retrieved from http://www.pewtrusts.org/~media/legacy/uploadedfiles/wwwpewtrustsorg/reports/election_reform/ERIPBrief1005pdf.pdf • State of Minnesota – In Supreme Court A09-697. (2009). Minnesota US Senate. Retrieved from http://moritzlaw.osu.edu/electionlaw/litigation/documents/MNElectionContest-Opinion-6-30-09.pdf 	<p>~</p>
<p>Scenario: The Tabulation Process</p>	<p>~</p>

Debrief: The Tabulation Process	Day 7, 11:55 PM CST
Discussion: Automatic Recount Thresholds	Day 3, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: Post-Election Challenges and the Third Tension	Day 7, 11:55 PM CST
Activity: Milestone Check-In, Peer Review Feedback	Day 3, 11:55 PM CST
Assignment: Milestone Check-In, Peer Review Rubric	Day 7, 11:55 PM CST

Unit 13: Evidence-Based Election Administration	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • The Case for Keeping Score. Gerken, H. K. (2008). The American Prospect. Retrieved from http://prospect.org/article/case-keeping-score • Shortcuts to Reform. H. K. (2009). Yale Law School. Retrieved from http://www.law.yale.edu/documents/pdf/Faculty/Shortcuts_to_Reform.pdf • Election Administration by the Numbers. (2012). The Pew Charitable Trusts. Retrieved from http://www.pewtrusts.org/en/research-and-analysis/reports/2012/02/09/election-administration-by-the-numbers • Pages 1-16 from The 2014 EAC Election Administration and Voting Survey Comprehension Report. (2014). U.S. Election Assistance Commission. Retrieved from http://www.eac.gov/assets/1/Documents/2014%20EAC%20EAVS%20Report.pdf 	~

Discussion: Analyzing Evidence-Based Data	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Activity: Milestone Check-In, Meet with Instructor <i>Schedule a time to meet with your instructor this week</i>	~

Unit 14: Final Presentations and Feedback	Due Date
Required Readings This week we will be focusing on the delivery of your final presentations. There are no assigned readings.	~
Scenario: Election Administration Challenge	~
Debrief: Election Administration Challenge	Day 7, 11:55 PM CST
VoiceThread: Create Your Presentation Video	Day 4, 11:55 PM CST
Video Discussion: Final Class Presentations	Responses to peers due Day 7, 11:55 PM CST
Live Web Session <i>Please check the Announcements for the date and time of this live session</i>	~

Unit 15: Polishing Your Final Paper	Due Date
Required Readings This week we will be focusing on the delivery of final papers. There are no assigned readings.	~

Milestone Check-In: Polishing Your Final Paper	~
Discussion: Lessons Learned	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST

Finals Week	Due Date
<p>Required Readings</p> <p>This week we will be focusing on the delivery of final papers. There are no assigned readings.</p>	~
Assignment: Final Paper	Day 3, 11:55 PM CST