

## PA 5972 – Election and the Law

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### Course Overview

#### Course Description

A thorough examination of election laws at the federal, state, and local level and how they guide the conduct of elections by officials and voters alike (3.0 credits). At the end of this course, students will be able to:

- 1) Discuss and describe how the law at all levels (and in all branches) of government shapes and governs election administration.
- 2) Construct a working knowledge of the tools and methods by which election laws are established, changed and enforced.
- 3) Examine the application of election law to specific questions of intent, procurement, financial audits and criminal activity.

#### Required Materials

Schauer, F. (2009). *Thinking Like a Lawyer: A New Introduction to Legal Reasoning*. Harvard University Press: London, England.

Paperback version available on Amazon: <http://www.amazon.com/Thinking-Like-Lawyer-Introduction-Reasoning/dp/0674062485>

#### 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](mailto: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=11322>
- For technical support questions with WebEx, please contact IT@UMN by calling 612-301-4357 or email at [help@umn.edu](mailto: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, written assignments, and a final exam. 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.

- 4 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)
- 7 Written Assignments which contribute to **25% of your final grade** (100 points each)
- Final exam and exam preparation activities which contribute to **35% of your final grade** (100 points total)

## Spring 2016 Semester Dates

	Day 1*	Day 4	Day 7
<b>Unit 1</b>	1/18/16	1/21/16	1/24/16
<b>Unit 2</b>	1/25/16	1/28/16	1/31/16
<b>Unit 3</b>	2/1/16	2/4/16	2/7/16
<b>Unit 4</b>	2/8/16	2/11/16	2/14/16
<b>Unit 5</b>	2/15/16	2/18/16	2/21/16
<b>Unit 6</b>	2/22/16	2/25/16	2/28/16
<b>Unit 7</b>	2/29/16	3/3/16	3/6/16
<b>Unit 8</b>	3/7/16	3/10/16	3/13/16
<b>Spring Break</b>	3/14/16	3/17/16	3/20/16
<b>Unit 9</b>	3/21/16	3/24/16	3/27/16 (Easter Sunday)
<b>Unit 10</b>	3/28/16	3/31/16	4/3/16
<b>Unit 11</b>	4/4/16	4/7/16	4/10/16
<b>Unit 12</b>	4/11/16	4/14/16	4/17/16
<b>Unit 13</b>	4/18/16	4/21/16	4/24/16
<b>Unit 14</b>	4/25/16	4/28/16	5/1/16
<b>Unit 15</b>	5/2/16	5/5/16	5/8/16 *Lay day of instruction 5/6
<b>Unit 16</b>	5/9/16	5/12/16	5/15/16 *End of semester 5/14

**\*Note:** The Spring 2016 term starts on Tuesday, January 19<sup>th</sup>.  
Spring break 3/14 through 3/18.

### **Late Policy and Extra Credit**

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

### **Key Concepts**

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.

### **Self-Check Quizzes**

Self-checks are non-cumulative quizzes based on the unit readings and key concepts. Quizzes may contain multiple-choice, short answer, 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.

### **Final Exam Preparation**

Exam prep activities in this course will help prepare you for the format of the final exam. These activities will prompt you to conduct research on election law based on a locality or state you choose in Unit 5. A good central repository of state laws is available at <http://caselaw.findlaw.com/>. A shared Google spreadsheet will be used to share your results with other students in the course. Part of your final exam grade will be determined by your research and participation in these activities.

### **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. Some discussions also require video submissions through VoiceThread. Please refer to the rubric on the following pages for guidelines on posting.

## Discussion Board Rubric

Criteria	Levels of Achievement			
	Beginning	Developing	Accomplished	Exemplary
<b>Ideas, Arguments, &amp; Analysis</b>	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.
<b>Required Postings/ Timeliness*</b>	12-13 points Some required postings missing by deadline &/or there was not adequate time for others to read and respond to postings prior to deadline.	14-15 points All required postings by deadline; however there was not adequate time for others to read and respond to some postings prior to deadline.	16-17 points All required postings by deadline (required=1 posting + 2 replies to classmates); adequate time for others to read and respond prior to deadline.	18-20 points Exceeds required postings; postings are early into the discussion and throughout the discussion; provides more than enough time for classmates to read and respond prior to deadline.
<b>Writing Quality</b>	12-13 points Posts show a below average/poor writing style in terms of appropriate standard English	14-15 points Posts show an average and/or casual writing style with some errors in spelling, grammar, punctuation, and	16-17 points Posts show above average writing style using standard English with little grammar, punctuation, and	18-20 points Posts are well written and clear using standard English, characterized by elements of a strong writing style

	writing style, clarity, language used, and grammar.	usage.	spelling errors.	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 Exam**

**Topic**

Students will get a hypothetical fact pattern and will have no more than 72 hours to submit their answers. To successfully complete the exam, students should demonstrate the following skills:

1. Spot the relevant issues.
2. Identify how those issues are addressed if not resolved by the law in your chosen jurisdiction.
3. Describe what considerations will affect further analysis of the problems presented.

**Questions and Format**

The exam consists of several short answer and fill-in-the-blank questions. Make sure you **have the statute and research on your state or locality’s election laws readily available**. You will need access to these documents to answer questions during the exam.

## 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](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](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](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: Welcome and Introduction	Due Date
Required Readings <ul style="list-style-type: none"> <li>• <b>Chapter 1, Introduction: Is There Legal Reasoning?</b> from <i>Thinking Like a Lawyer: A New Introduction to Legal Reasoning</i></li> <li>• Review the following sections of the Constitution dealing with elections: <a href="#">Elections clause (Article I, sec.4)</a>, <a href="#">14th Amendment – equal protection</a>, <a href="#">15th amendment – race</a>, <a href="#">19th Amendment – women</a>, <a href="#">24th Amendment – poll tax</a>, and <a href="#">26th Amendment - 18 year olds</a>.</li> </ul>	~
Tutorial: How-To Use VoiceThread	~
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: Right to Vote	Day 4, 11:55 PM CST  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 2: Law and the Concept of Authority	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> <li>• <b>Chapter 2, Rules—in Law and Elsewhere</b> from <i>Thinking Like a Lawyer: A New Introduction to Legal Reasoning</i></li> <li>• <b>The Right to Vote: Is the Amendment Game Worth the Candle?</b> Gerken, H. (2015). Yale University Law School. Retrieved from <a href="http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2567394">http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2567394</a>. <b>Note:</b> Please click on the Download Paper button, then select the Download Anonymously tab to access the PDF.</li> <li>• <b>The Right to Vote Under State Constitutions.</b> Douglas, J. (2014). University of Kentucky College of Law. Retrieved from <a href="http://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1295&amp;context=law_facpub">http://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1295&amp;context=law_facpub</a></li> </ul>	~
Discussion: Impact of a Federal Right to Vote	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: Perspectives on the Right to Vote	Day 7, 11:55PM CST

Unit 3: How the Law Works	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> <li>• <b>Chapters 3 through 6</b>, from <i>Thinking Like a Lawyer: A New Introduction to Legal Reasoning</i></li> <li>• <b>Statutes Enforced by the Voting Section.</b> The United States Department of Justice. (2015). Retrieved from <a href="http://www.justice.gov/crt/statutes-enforced-voting-section">http://www.justice.gov/crt/statutes-enforced-voting-section</a></li> </ul>	~
VoiceThread: Enforcing a Federal Right to Vote	Day 4, 11:55 PM CST
Video Discussion: Class Responses to Enforcing a Federal Right to Vote	Responses to peers due Day 7, 11:55 PM CST
Self-Check Quiz: Federal Statutes and Communities	Day 7, 11:55PM CST

Unit 4: Legislatures and Legislation	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> <li>• <b>Chapter 8, The Interpretation of Statutes</b> from <i>Thinking Like a Lawyer: A New Introduction to Legal Reasoning</i></li> <li>• <b>A Guide to Reading, Interpreting and Applying Statutes.</b> Georgetown University Law Center. (2006). Retrieved from <a href="http://www.law.georgetown.edu/academics/academic-programs/legal-writing-scholarship/writing-center/upload/statutoryinterpretation.pdf">http://www.law.georgetown.edu/academics/academic-programs/legal-writing-scholarship/writing-center/upload/statutoryinterpretation.pdf</a></li> <li>• <b>Separation of Powers--Appropriation Powers.</b> National Conference of State Legislatures. (2015). Retrieved from <a href="http://www.ncsl.org/research/about-state-legislatures/separation-of-powers-appropriation-powers.aspx">http://www.ncsl.org/research/about-state-legislatures/separation-of-powers-appropriation-powers.aspx</a></li> <li>• <b>Separation of Powers--Legislative Oversight.</b> National Conference of State Legislatures. (2015). Retrieved from <a href="http://www.ncsl.org/research/about-state-legislatures/separation-of-powers-legislative-oversight.aspx">http://www.ncsl.org/research/about-state-legislatures/separation-of-powers-legislative-oversight.aspx</a></li> </ul>	~
Discussion: Language in Legislatures	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: "I'm Just a Bill" 2.0	Day 7, 11:55PM CST
Self-Check Quiz: Applying Statutory Interpretation	Day 7, 11:55PM CST

Unit 5: Executives and the Law	Due Date
<p>Required Readings and Resources</p> <ul style="list-style-type: none"> <li>• <b>Chapter 10, Making Law with Rules and Standards</b> from <i>Thinking Like a Lawyer: A New Introduction to Legal Reasoning</i></li> <li>• <b>Election Duties of Secretary of State.</b> LA Writer Ohio Laws and Rules. (2014). Retrieved from <a href="http://codes.ohio.gov/orc/3501.05">http://codes.ohio.gov/orc/3501.05</a></li> <li>• <b>Re: Allegations of Voter Suppression or Voter Fraud.</b></li> </ul>	~

<p>Husted, J. Ohio Secretary of State. (2015). Retrieved from <a href="http://www.sos.state.oh.us/sos/upload/elections/directives/2015/Dir2015-01.pdf">http://www.sos.state.oh.us/sos/upload/elections/directives/2015/Dir2015-01.pdf</a></p> <ul style="list-style-type: none"> <li>• <b>Re: Uniform Days and Hours for In-person Absentee Voting.</b> Husted, J. Ohio Secretary of State. (2015). Retrieved from <a href="http://www.sos.state.oh.us/sos/upload/elections/directives/2014/Dir2014-30.pdf">http://www.sos.state.oh.us/sos/upload/elections/directives/2014/Dir2014-30.pdf</a></li> <li>• <b>When Is Uniformity of People, Not Counties, Appropriate in Election Administration? The Cases of Early and Sunday Voting.</b> Hasen, R. L. (2014). University of California, Irvine School of Law. Retrieved from <a href="http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2497192">http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2497192</a>. <b>Note:</b> Please click on the Download Paper button, then select the Download Anonymously tab to access the PDF.</li> </ul>	
Activity: Exam Prep	~
Discussion: Flexibility and the Law	Day 4, 11:55 PM CST  Responses to peers due Day 7, 11:55 PM CST
Assignment: "I'm Just a Bill 2.0" Continued	Day 7, 11:55PM CST

Unit 6: Voter Eligibility (continued)	Due Date
Required Readings <ul style="list-style-type: none"> <li>• <b>Chapters 9 and 11</b> from <i>Thinking Like a Lawyer: A New Introduction to Legal Reasoning</i></li> <li>• <b>What to Expect - A Lawsuit Chronology.</b> FindLaw Thomson Reuters. (2015). Retrieved from <a href="http://litigation.findlaw.com/filing-a-lawsuit/what-to-expect-a-lawsuit-chronology.html">http://litigation.findlaw.com/filing-a-lawsuit/what-to-expect-a-lawsuit-chronology.html</a></li> <li>• <b>What is Legal "Standing"?</b> (2011). Federal Practice Manual. Retrieved from <a href="http://federalpracticemanual.org/node/19">http://federalpracticemanual.org/node/19</a></li> <li>• <b>Legal Remedies: Injunctions.</b> Smith, C. A. (2015). Lawschoolhelp.com. Retrieved from <a href="http://www.west.net/~smith/enjoin.htm">http://www.west.net/~smith/enjoin.htm</a></li> </ul>	~
Self-Check Quiz: Litigation Concepts	Day 7, 11:55PM CST

Assignment: Legal Standing	Day 7, 11:55PM CST
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Unit 7: Election Litigation	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> <li>• <b>About Federal Courts: Appeals.</b> United States Courts. (2015). Retrieved from <a href="http://www.uscourts.gov/about-federal-courts/types-cases/appeals">http://www.uscourts.gov/about-federal-courts/types-cases/appeals</a></li> <li>• <b>Identifying and Understanding Standards of Review.</b> The Writing Center at Georgetown University Law Center. (2003). Retrieved from <a href="https://www.law.georgetown.edu/academics/academic-programs/legal-writing-scholarship/writing-center/upload/standardsofreview.pdf">https://www.law.georgetown.edu/academics/academic-programs/legal-writing-scholarship/writing-center/upload/standardsofreview.pdf</a></li> <li>• <b>Purcell v. Gonzalez, 549 U.S. 1</b> (2006). Justia Legal Resources. Retrieved from <a href="https://supreme.justia.com/cases/federal/us/549/1/">https://supreme.justia.com/cases/federal/us/549/1/</a></li> <li>• <b>Delay in Arizona Election Case (Final Update).</b> Denniston, L. (2012). Retrieved from <a href="http://www.scotusblog.com/2012/06/new-arizona-election-plea/">http://www.scotusblog.com/2012/06/new-arizona-election-plea/</a></li> <li>• <b>Reining in the Purcell Principle.</b> Hasen, R. L. (2015). University of California, Irvine School of Law. Retrieved from <a href="http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2545676">http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2545676</a>. <b>Note:</b> Please click on the Download Paper button, then select the Download Anonymously tab to access the PDF.</li> </ul>	~
Activity: Exam Prep	~
Discussion: Planning for Purcell	<p>Day 4, 11:55 PM CST</p> <p>Responses to peers due Day 7, 11:55 PM CST</p>

Unit 8: Legal Reasoning and Writing	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> <li>• <b>The IRAC Formula (Issue, Rule, Analysis, Conclusion): A</b></li> </ul>	~

<p><b>Guide for Analyzing Legal Cases.</b> (2003). LawNerds.com. Retrieved from <a href="http://www.lawnerds.com/guide/irac.html">http://www.lawnerds.com/guide/irac.html</a></p> <ul style="list-style-type: none"> <li>• <b>How to Write, Edit, and Review Persuasive Briefs: Seven Guidelines from One Judge and Two Lawyers.</b> Seattle University Law Review. (2008). Retrieved from <a href="http://www.courts.wa.gov/content/publicUpload/SupremeCourtNews/SevenGuidelinesWestlawDocument.doc">http://www.courts.wa.gov/content/publicUpload/Supreme Court News/Seven Guidelines Westlaw Document.doc</a></li> <li>• <b>The Wrong Stuff.</b> Kozinski, A. (1992). Brigham Young University Law Review. Retrieved from <a href="http://digitalcommons.law.byu.edu/cgi/viewcontent.cgi?article=1748&amp;context=lawreview">http://digitalcommons.law.byu.edu/cgi/viewcontent.cgi?article=1748&amp;context=lawreview</a></li> <li>• <b>Rules 24-35 of the U.S. Supreme Court.</b> (2013). Retrieved from <a href="http://www.supremecourt.gov/ctrules/2013RulesoftheCourt.pdf">http://www.supremecourt.gov/ctrules/2013RulesoftheCourt.pdf</a></li> </ul>	
Assignment: Informational Interview	~
Discussion: The Wrong Stuff	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Self-Check Quiz: Using the IRAC	Day 7, 11:55PM CST

Unit 9: 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: Applying Fact Patterns	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Discussion: Reporting Back on Your Informational Interview	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
<p>Live Web Session</p> <p><i>Please check the Announcements for the date and time of this live session</i></p>	~

Unit 10: Federal versus State Power (Pre-emption)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> <li>• <b>Radiolab Podcast: Sex, Ducks, and the Founding Feud.</b> NPR. (2013). Retrieved from <a href="http://www.radiolab.org/story/sex-ducks-and-founding-feud/">http://www.radiolab.org/story/sex-ducks-and-founding-feud/</a></li> <li>• <b>What Does "Preemption" in the Law Mean?</b> Rottenstein Law Group LLP. (2015). Retrieved from <a href="http://www.rotlaw.com/legal-library/what-does-preemption-mean-in-law/">http://www.rotlaw.com/legal-library/what-does-preemption-mean-in-law/</a></li> <li>• <b>Election Law Federalism.</b> Weinstein-Tull, J. (2015). Stanford Law School. Retrieved from <a href="http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2643207">http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2643207</a>. <b>Note:</b> Please click on the Download Paper button, then select the Download Anonymously tab to access the PDF.</li> </ul>	~
Activity: Exam Prep	~
Discussion: Gerken on Federalism	Day 4, 11:55 PM CST  Responses to peers due Day 7, 11:55 PM CST
Assignment: "I'm Just a Bill" and Pre-emption	Day 7, 11:55PM CST

Unit 11: State versus Local Power (Dillon's Rule)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> <li>• <b>Narrow Government Authority: Dillon's Rule.</b> (2015) National League of Cities. Retrieved from <a href="http://www.nlc.org/build-skills-and-networks/resources/cities-101/city-powers/local-government-authority">http://www.nlc.org/build-skills-and-networks/resources/cities-101/city-powers/local-government-authority</a></li> <li>• <b>Information Report: Measuring Local Discretionary Authority.</b> (1981). Advisory Commission on Intergovernmental Relations. Retrieved</li> </ul>	~

<p>from <a href="http://www.library.unt.edu/gpo/acir/Reports/information/M-131.pdf">http://www.library.unt.edu/gpo/acir/Reports/information/M-131.pdf</a></p> <ul style="list-style-type: none"> <li>• <b>In California, State Budget Decisions Mean Empty Pockets For Local Election Officials.</b> Chapin, D. (2013). Retrieved from <a href="http://editions.lib.umn.edu/electionacademy/2013/06/11/in-california-state-budget-dec/">http://editions.lib.umn.edu/electionacademy/2013/06/11/in-california-state-budget-dec/</a></li> </ul>	
Activity: Exam Prep	~
Discussion: States versus the World?	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: California's Mandates	Day 7, 11:55 PM CST

Unit 12: Procurement	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> <li>• <b>Executive Summary of America's Voting Machines at Risk.</b> (2015). Brennan Center for Justice. Retrieved from <a href="https://www.brennancenter.org/publication/americas-voting-machines-risk">https://www.brennancenter.org/publication/americas-voting-machines-risk</a></li> <li>• <b>Choosing RFI RFP RFQ as a Sourcing Tool.</b> (2010). Purchasing and Procurement Center. Retrieved from <a href="http://www.purchasing-procurement-center.com/rfi-rfp-rfq.html">http://www.purchasing-procurement-center.com/rfi-rfp-rfq.html</a></li> <li>• <b>A Guide to Public Procurement for Elected Officials and Public Sector Managers.</b> Asner, M. (2012). Retrieved from <a href="http://www.rfpmentor.com/sites/default/files/GuidetoPublicProcurementUSThirdEdition.pdf">http://www.rfpmentor.com/sites/default/files/GuidetoPublicProcurementUSThirdEdition.pdf</a></li> <li>• <b>Skim up to page 899, Read pages 900-915 from Procurement and the Polls.</b> Peisch, P. J. (2009). Georgetown Law Journal. Retrieved from <a href="http://georgetownlawjournal.org/files/pdf/97-3/Peisch.PDF">http://georgetownlawjournal.org/files/pdf/97-3/Peisch.PDF</a></li> </ul>	~
Assignment: Baking Voting Machines	Day 7, 11:55 PM CST

Unit 13: Procurement Practice	Due Date
<p>Required Readings</p> <p>Below you will find a repository of state RFP documents. Please focus on documents that relate to the state you chose in Unit 5. If your state or locality is not listed, feel free to pick a neighboring state for comparison.</p> <ul style="list-style-type: none"> <li>• <b>Collection of Procurement Documents:</b> <a href="#">DocumentCloud Voting Technology Procurement</a></li> </ul>	~
Scenario: Choosing a Procurement Vehicle	
VoiceThread: Procurement Recommendations	Day 4, 11:55 PM CST
Video Discussion: Class Responses to Procurement Recommendations	Responses to peers due Day 7, 11:55 PM CST

Unit 14: Criminal Law	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> <li>• <b>Chapter 12, The Burden of Proof and Its Cousins</b> from <i>Thinking Like a Lawyer: A New Introduction to Legal Reasoning</i></li> <li>• <b>The Federal Crime of Election Fraud.</b> (2015). Craig C. Donsanto Public Integrity Section. Retrieved from <a href="http://www.democracy.ru/english/library/international/eng_1999-11.html">http://www.democracy.ru/english/library/international/eng_1999-11.html</a></li> <li>• <b>Mens Rea - A Defendant's Mental State.</b> (2015). FindLaw Thomson Reuters. Retrieved from <a href="http://criminal.findlaw.com/criminal-law-basics/mens-rea-a-defendant-s-mental-state.html">http://criminal.findlaw.com/criminal-law-basics/mens-rea-a-defendant-s-mental-state.html</a></li> <li>• <b>Bad Facts, Sad Story: 86-Year-Old Woman Charged with Voter Fraud.</b> Chapin, D. (2013). Retrieved from <a href="http://editions.lib.umn.edu/electionacademy/2013/03/08/bad-facts-sad-story-86-year-ol/">http://editions.lib.umn.edu/electionacademy/2013/03/08/bad-facts-sad-story-86-year-ol/</a></li> </ul>	~

Activity: Exam Prep	~
Discussion: Deterrence?	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST

<b>Unit 15: Wrap Up and Exam Review</b>	<b>Due Date</b>
Required Readings <ul style="list-style-type: none"> <li>• <b>The Case of the Speluncean Explorers.</b> Fuller, L. L. (1949). Harvard Law Review. Retrieved from <a href="http://www.nullapoena.de/stud/explorers.html">http://www.nullapoena.de/stud/explorers.html</a></li> </ul>	~
Activity: Exam Prep	~
Discussion: Lessons Learned	Day 4, 11:55 PM CST 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>	~

<b>Unit 16: Final Exam</b>	<b>Due Date</b>
Required Readings This week we will be focusing on the final exam. There are no assigned readings.	~
Assignment: Final Exam	Day 7, 11:55 PM CST
Course Experience Survey	Day 7, 11:55 PM CST