

PA 3982 and PA 5982 – Data Analysis

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Course Overview

Course Description

This course will highlight the importance of evidence-based election administration, which focuses on collection and analysis of quantitative data to solve problems and identify opportunities for improvement. There will be an emphasis on pre-election forecasting for planning purposes as well as post-election auditing of election results.

- 1) Identify sources of data in the election process.
- 2) Examine different methods to obtain data that informs policy decisions and administrative processes based on voting behavior and the architecture of voting systems.
- 3) Use data to forecast turnout and other Election Day events to assist with pre-election planning.
- 4) Apply data analysis techniques to post-election reviews as part of continuous improvement.
- 5) Illustrate the story of an election by presenting data in a meaningful and persuasive way.

Required Materials

The following materials will be provided through library eReserves:

- Chapters 1-4, pages 11-107 from Gerken, H. (2009). *Democracy Index: Why Our Election System is Failing and How to Fix It*. Princeton University Press, <https://www.amazon.com/Democracy-Index-Election-System-Failing/dp/0691136947> (\$8 on Amazon, 181 pages)
- Chapters 1, 2, 6 & 7 from Kathleen Hale, Robert Montjoy, & Mitchell Brown. (2015). *Administering Elections: How American Elections Work*, Palgrave Macmillan.
- Chapter 12 & the Conclusion from Edward B. Foley. (2016). *Ballot Battles: The History of Disputed Elections in the United States*, Oxford University Press.
- Persily, N. (2005). *When Judges Carve Democracies: A Primer on Court-Drawn Redistricting Plans*. 73, *George Washington University Law Review* 1131.

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://ay17.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://ay17.moodle.umn.edu/course/view.php?id=7730>
- 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, 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.

PA 3982 Undergraduate	PA 5982 Graduate	% of Total Grade
4 Self-check Quizzes (10 points each) <i>1 optional/extra credit Quiz</i>	5 Self-check Quizzes (10 points each)	10%
13 Class Discussions (100 points each) <i>1 optional/extra credit Discussion</i>	14 Class Discussions (100 points each)	20%
2 Small Group Discussions (100 points each) <i>1 optional/extra credit Group Assignment</i>	2 Small Group Discussions + 1 Small Group Assignment (100 points each)	15%
7 Written Assignments (100 points each) <i>1 optional/extra credit Assignment</i>	8 Written Assignments (100 points each)	20%
Final project and presentation (100 points total)	Final project and presentation (100 points total)	20%
2 Immersion Assignments (100 points each) <ul style="list-style-type: none"> o U6 Assignment: On-Site Facility Survey o U7 Assignment: Planning for An On-Site Data Collection/Interview o U9 Assignment: On-Site Data Collection/Interview 	2 Immersion Assignments (100 points each) <ul style="list-style-type: none"> o U6 Assignment: On-Site Facility Survey o U7 Assignment: Planning for An On-Site Data Collection/Interview o U9 Assignment: On-Site Data Collection/Interview 	15%

Spring 2018 Semester Dates

	Day 1*	Day 4	Day 7
Unit 1	1/17/18	1/18/18	1/21/18
Unit 2	1/22/18	1/25/18	1/28/18
Unit 3	1/29/18	2/1/18	2/4/18
Unit 4	2/5/18	2/8/18	2/11/18
Unit 5	2/12/18	2/15/18	2/18/18
Unit 6	2/19/18	2/22/18	2/25/18
Unit 7	2/26/18	3/1/18	3/4/18
Unit 8	3/5/18	3/8/18	3/11/18
Spring Break	3/12/18	3/15/18	3/18/18
Unit 9	3/19/18	3/22/18	3/25/18
Unit 10	3/26/18	3/29/18	4/1/18
Unit 11	4/2/18	4/5/18	4/8/18
Unit 12	4/9/18	4/12/18	4/15/18
Unit 13	4/16/18	4/19/18	4/22/18
Unit 14	4/23/18	4/26/18	4/29/18
Unit 15	4/30/18	5/3/18	5/6/18 *Lay day of instruction 5/4
Unit 16	5/7/18	5/10/18	5/13/18 *End of semester 5/12

***Note:** The Spring 2018 term starts on Tuesday, January 16th due to Martin Luther King holiday. Spring break runs 3/12 through 3/16.

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.

Immersion Assignments

In these assignments you will be immersed in election administration by visiting a physical location and connecting with other professionals in the field. The immersion component will require some planning to ensure you are able to access the location, collect the data you need, or speak with a representative. As a result these assignments are worth more than a typical writing assignment—although they do include a written portion to help you reflect on your experience. Immersion assignments will be graded according to the following rubric.

Class and Small Group 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.

Final Project and Presentation

Your presentation will be created using the video tool VoiceThread and should be ~2-3 minutes. Be prepared for the instructor to leave comments on your video and respond to comments from your peers.

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 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.

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.

Immersion Assignments Rubric

	Levels of Achievement		
Criteria	Beginning	Developing	Accomplished
Planning	0-9 points Lack of preparation or suggested materials, did not seek instructor approval.	10-17 points Conducted activity but did not use approved forms (polling site evaluation form, data collection sheet, etc.).	18-20 points Adequately planned for immersion experience using approved forms (polling site evaluation form, data collection sheet, etc.).
Summary	0-5 points Written summary is hard to read; does not address questions from assignment prompt or reflect on student experience.	6-14 points Written summary is well-written and addresses most questions from assignment prompt.	15-20 points Written summary is engaging and goes beyond the assignment prompt questions.
Timeliness	0-3 points Did not share work or submit summary in a timely manner.	4-8 points Shared summary in a timely manner but returned in a format that was hard to read.	9-10 points Shared summary in a timely manner and included supporting data/scans.
Total Points (Sum of 2 Criteria)			/100

Final Project

Topic

The telling of an election's story can have many audiences, and therefore needs to be adapted. For this final project you will select a jurisdiction and research their data collection methods. You can use Secretary of State websites, city government sites, the EPI, and any of the other resources discussed in class to conduct your research. The goal is to use this data to tell a story and present it to a specific audience.

Step 1: Choose a jurisdiction and locate election results data for that jurisdiction.

Step 2: Test out a few data visualization tools (Unit 3). Note that you will have an opportunity to work in any tool of your choice. You will not be locked into this initial choice for the final project.

Step 3: Once you have a good set of data, decide on an audience and story to present. For instance, you may uncover data that supports extra funding for voter equipment. In this case your audience would be resource allocators. Please select two of the three audiences (below) to address in your project:

1. Outreach to the general public to increase voter confidence in the system
2. Legislative testimony for a particular policy or reform
3. Resource allocators (Board of Supervisors, Electoral Board, etc.) to secure funding

Step 4: Create one data visualization geared towards each audience. Show off your visualizations in a short ~1 min video (Unit 12).

Step 5: Draft a 500 to 1000-word summary with key data points from your jurisdiction. You will share this draft with peers to get their feedback. Remember to address two of the three audiences (below) in your draft:

1. Outreach to the general public to increase voter confidence in the system
1. Legislative testimony for a particular policy or reform
2. Resource allocators (Board of Supervisors, Electoral Board, etc.) to secure funding

Step 6: Finalize your written summary and submit it for instructor review.

Step 7: Create a short ~2-3 minute video summarizing your final project. Select one of the two audiences you have chosen as the target audience for the video. For the sake of the video assume:

- If you have selected an outreach audience that you are presenting to the public at a local library forum and have a cross section of the electorate there—all ages, political affiliations, etc.
- If you have selected the legislative audience that you are presenting to an election subcommittee in one branch of your state legislature.
- If you selected the resource allocators that you are presenting the election recap in tandem with your budget proposal for the following year.

Step 8: Review a few of the videos posted by your peers and comment on their presentation.

Final Project Rubric

Criteria	Levels of Achievement		
	Beginning	Accomplished	Exemplary
Audience	0-9 points Does not clearly address the three suggested audiences in the written summary, data visualization, or presentation.	10-17 points Addresses multiple audiences in the written summary, data visualization, and presentation; transition between audiences lacks articulation.	18-20 points Addresses all audiences in the written summary, data visualization, and presentation. Transition between audiences is articulated well.
Structure	0-29 points Did not convey information clearly or effectively. Illogical presentation of data.	30-53 points Logical presentation of data, uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	54-60 points Logical presentation of data, ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data.
Style	0-3 points Data visualization does not aid in conveying information about the jurisdiction.	5-8 points Data visualization supports your argument, and grabs viewer's attention.	9-10 points Data visualization supports your argument, grabs viewer's attention and was used in a creative way.
Reach	0-3 points Did not consider data's ease of use and sharing via social media.	5-8 points Considers data's ease of use; presentation and visualization can be shared via social media.	9-10 points Very conducive to sharing via social media and reaching a greater audience.

Peer Review Rubric

You will also participate in a peer review during Unit 15. Your review and the feedback you provide to your partner will be rated using the following 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

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 to Election Data Collection Methods	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Understanding Election Administration Systems pages 1-26 from Hale, K., Montjoy, R., & Brown, M. (2015). <i>Administering Elections: How American Elections Work</i>. US: Palgrave Macmillan. 1st edition. • The American Voting Experience: Report and Recommendations of the Presidential Commission on Election Administration. (2014). Available online (free 112 pages): https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjeo6-g08TYAhUm7oMKHQ36A6cQFggmMAA&url=https%3A%2F%2Fwww.nased.org%2FPCEA_FINAL_REPORT_JAN_2014.pdf&usg=AOvVaw2OIRuKKB1z1I_2AULJ0A-j 	~
Survey: Experience in Elections	~
Discussion: Using and Collecting Data	<p>Day 4, 11:55 PM CST</p> <p>Responses to peers due Day 7, 11:55 PM CST</p>

Assignment: Final Project Reminder	Day 7, 11:55PM CST
Self-Check Quiz: How American Elections Work	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: Election Data Audiences	Due Date
Required Readings <ul style="list-style-type: none"> • Chapters 1-2, pages 11-65 from <i>Democracy Index: Why Our Election System is Failing and How to Fix It</i>. Gerken, H. (2009). Princeton University Press. • Understanding Election Administration Systems pages 1-26 from Hale, K., Montjoy, R., & Brown, M. (2015). <i>Administering Elections: How American Elections Work</i>. US: Palgrave Macmillan. 1st edition. 	~
Discussion: Data and Policy Discussions	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: Passing Legislation	Day 7, 11:55PM CST

Unit 3: Election Data Consumption	Due Date
Required Readings <ul style="list-style-type: none"> • Chapters 3-4, pages 66-107 from <i>Democracy Index: Why Our Election System is Failing and How to Fix It</i>. Gerken, H. (2009). Princeton University Press. 	~
Discussion: Data Visualization	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Activity: Final Project Checkpoint	Day 7, 11:55PM CST
Assignment: Using the Election Performance Index (EPI)	Day 7, 11:55PM CST

Self-Check Quiz: EPI Data and Ranking	Day 7, 11:55PM CST
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Unit 4: System Data for Resource & Allocation Management (Pre-Election Day)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • 4 Tips For Making Election Data Pay Off. (2014, July) by U.S. Election Assistance Commission. Retrieved from http://www.eac.gov/documents/2017/08/03/four-tips-for-making-election-data-pay-off-contingency-plan-election-administration-pre-election-security/ • EAC Releases Tech Time Video on Election Worker. (2016, August). by U.S. Election Assistance Commission. Retrieved from https://www.eac.gov/assets/1/Documents/EAC.Tech.Time.Videos.8.16.16.pdf • LA County Election Worker Predictive Tool. (2016, August) by Ben Uminsky. https://www.youtube.com/watch?v=9BbJ-NzYKWI 	~
Discussion: 2016 General Election	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: LA Election Data and Recruitment	Day 7, 11:55PM CST

Unit 5: Tools for Resource Allocation & Management (Pre-Election Day)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Managing Polling Place Resources Report, Stewart III, C. (2015). Caltech MIT Voting Technology Project. Retrieved from: http://vote.caltech.edu/reports/7 • EAC Releases Tech Time Election Management Toolkit Video, (2016, August). U.S. Election Assistance Commission. Retrieved 	~

<p>from https://www.eac.gov/assets/1/Documents/EAC.Tech.Ti.me.Videos.8.25.16.final.pdf</p> <ul style="list-style-type: none"> • Using Online Tools to Manage Polling Place Resources (video), Charles Stewart III. (2016, August). https://www.youtube.com/watch?v=0RINXzGqNos 	
Small Group Discussion: Optimization/Management Tools	Day 4, 11:55 PM CST
Assignment: Tool Evaluation	Day 7, 11:55PM CST
Self-Check Quiz: Optimization/Management Tools	Day 7, 11:55 PM CST

Unit 6: System Data Polling Place Acquisition (Pre-Election Day)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Chapter 9: Polling Place and Vote Center Management, pages 73-94 from <i>Election Management Guidelines</i>. (2016). Election Assistance Commission. Retrieved from http://www.eac.gov/election-officials/election-management-guidelines/ • Information and Technical Assistance on the American with Disabilities Act, (2016). United States Department of Justice. Retrieved from https://www.ada.gov/votingck.htm • Accessibility: EAC Resources, (2016). Election Assistance Commission. Retrieved from https://www.eac.gov/election_management_resources/accessibility.aspx Note: Scroll down the page to see the list of states and links to accessibility surveys. 	~
Discussion: ADA Considerations	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: On-Site Facility Survey	Day 7, 11:55PM CST

Unit 7: External Data Polling Place Acquisition (Pre-Election Day)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> ● Chapter 9: Polling Place and Vote Center Management, pages 73-94 from <i>Election Management Guidelines</i>. (2016). Election Assistance Commission. Retrieved from https://www.eac.gov/assets/1/workflow_staging/Page/266.PDF ● Use of Vote Centers on the Rise Nationwide. (2015). The Pew Charitable Trusts. Retrieved from http://www.pewtrusts.org/en/research-and-analysis/analysis/2015/01/15/use-of-vote-centers-on-the-rise-nationwide ● Vote Centers. (2015). National Conference of State Legislatures. Retrieved from http://www.ncsl.org/research/elections-and-campaigns/vote-centers.aspx 	~
Discussion: Post-Election Analysis	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Small Group Discussion: Precinct vs Vote Center Models OPTIONAL/EXTRA CREDIT FOR 3982	Day 4, 11:55PM CST
Assignment: Planning for an On-Site Data Collection Interview	Submit your choice to the instructor by Day 7, 11:55 PM CST

Unit 8: Command Centers (Election Day)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> ● Election Day Command Centers: An Invaluable Tool in Election Administration, pages 1-8 by the Bipartisan Policy Center. (2016, January). Retrieved from http://bipartisanpolicy.org/library/election-day-command-centers-an-invaluable-tool-in-election-administration/ ● EAC Releases Tech Time Election Day Command Center Video from the U.S. Election Assistance Commission. (2016, September). Retrieved 	~

from https://www.eac.gov/assets/1/Documents/EAC.Tech.Time.Videos.9.7.16.final.pdf	
Self-Check Quiz: Choosing a Command Center Solution	Day 7, 11:55PM CST
Discussion: Architecture of a Command Center	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Small Group Assignment: Precinct vs Vote Center Models OPTIONAL/EXTRA CREDIT FOR 3982	One group member to submit final report by Day 7, 11:55 PM CST

Unit 9: Data Collection on Election Day (Election Day)	Due Date
Required Readings <ul style="list-style-type: none"> • Agenda for Voting in America 2016: Discussion on the evolution of voting administration, data, laws, and more. (2016). The Pew Charitable Trusts. Retrieved from www.pewtrusts.org • Harnessing the Power of Social Media in Smaller Jurisdictions. (2016) by Dave Bjerke. https://www.youtube.com/watch?v=fjDEfjCn81g 	~
Discussion: Pew Voting in America Summit	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: On-Site Data Collection/Interview	Day 7, 11:55PM CST
Live Web Session <i>Please check the Announcements for the date and time of this live session</i>	~

Unit 10: System Data and Election Innovations (Post-Election Day)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Chapter 6 State Innovations in Election Administration, pages 119-141 from <i>Administering Elections: How American Elections Work</i>. Hale, K., Montjoy, R., & Brown, M. (2015). Palgrave Macmillan US. • 6 Tips for Conducting Election Audits. U.S. Election Assistance Commission. (2014). Retrieved from http://www.eac.gov/documents/2017/08/03/six-tips-for-conducting-election-audits-from-eac-audit-election-administration/ • ABC News early voting site in Chicago http://abc7chicago.com/politics/new-early-voting-super-site-opens-downtown/1548298/ 	~
Discussion: Election Innovations and Reform	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: Audits and Recounts	Day 7, 11:55 PM CST

Unit 11: Election Day Reporting (Post-Election Day)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Chapter 12 and Conclusion, pages 306-362 from <i>Ballot Battles: The History of Disputed Elections in the United States</i>, Edward B. Foley. (2016). Oxford University Press. • Chapter 13: Canvassing and Certifying an Election, by U.S. Election Assistance Commission. (2010). Retrieved from http://www.eac.gov/documents/2010/05/13/emg-chapter-13-canvassing-and-certifying-an-election-canvass-certification-election-administration-poll-watcher/ • The New Realities of Voting by Mail in 2016, pages 1-16 (2016, June). BiPartisan Policy Center. Retrieved from http://bipartisanpolicy.org/library/voting-by-mail/ 	~
Discussion: Vote By Mail & Absentee Voting	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST

Assignment: Comparing Election Results	Day 7, 11:55 PM CST
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Unit 12: Election Day Data Analysis & Presentation (Post-Election Day)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Chapter 7 Current Challenges in Election Administration, pages 143-169 from <i>Administering Elections: How American Elections Work</i>. Hale, K., Montjoy, R., & Brown, M. (2015). Palgrave Macmillan US. • 4 Tips for Managing Provisional Ballots. U.S. Election Assistance Commission. (2014). 	~
VoiceThread: Final Project Checkpoint	Day 4, 11:55 PM CST
Video Discussion: Final Project Checkpoint	Responses to peers due Day 7, 11:55 PM CST
Discussion: Policy Solutions	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST
Assignment: Addressing Rejected Ballots	Day 7, 11:55 PM CST

Unit 13: Data Gaps (Post-Election Day)	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Chapter 5, Conclusion & Afterword pages 108-142 from <i>Democracy Index: Why Our Election System is Failing and How to Fix It</i>. Gerken, H. (2009). Princeton University Press. • The Great Poll Closure, pages 1-14 by The Leadership Conference Education Fund (2016, November). Retrieved from http://civilrightsdocs.info/pdf/reports/2016/poll-closure-report-web.pdf 	~
Discussion: Costs of Elections	Day 4, 11:55 PM CST

	Responses to peers due Day 7, 11:55 PM CST
Assignment: The Gap in Understanding Election Administration	Day 7, 11:55 PM CST

Unit 14: Redistricting	Due Date
<p>Required Readings</p> <ul style="list-style-type: none"> • Persily, N. (2005). <i>When Judges Carve Democracies: A Primer on Court-Drawn Redistricting Plans</i>, 73 <i>George Washington University Law Review</i> 1131. • Persily, N. [C-Span]. (2012, February 27). Redistricting and Gerrymandering. [Video File.] Retrieved from https://www.c-span.org/video/?304567-1/redistricting-gerrymandering 	~
Poll: Drawing Lines	~
<p>Discussion: Channels for Redistricting OPTIONAL/EXTRA CREDIT FOR 3982</p>	<p>Day 4, 11:55 PM CST</p> <p>Responses to peers due Day 7, 11:55 PM CST</p>
Survey: Follow-up on Drawing Lines	~
<p>Self-Check Quiz: One Man, One Vote OPTIONAL/EXTRA CREDIT FOR 3982</p>	Day 7, 11:55 PM CST
<p>Live Web Session <i>Please check the Announcements for the date and time of this live session</i></p>	~

Unit 15: Finals and Peer Review	Due Date
This week we will be focusing on the peer review of our final projects. There are no assigned readings.	~
Discussion: Peer Review of Final Project Draft	Drafts posted by Day 4, 11:55 PM CST

	Feedback to peers due Day 7, 11:55 PM CST
Discussion: Lessons Learned	Day 4, 11:55 PM CST Responses to peers due Day 7, 11:55 PM CST

Unit 16: Final Presentation	Due Date
There are no assigned readings.	~
Assignment: Final Project	Day 4, 11:55 PM CST
VoiceThread: Final Project Presentation	Day 4, 11:55 PM CST
Video Discussion: Final Project Presentation	Responses to peers due Day 7, 11:55 PM CST
Course Experience Survey	Day 7, 11:55 PM CST