

**POL 599-KY – Conducting US Elections: Policy, Administration & Reform  
Fall 2009**

**Class Time:** W 6:25p-9:05p  
**Classroom:** MM 116  
**Section:** KY

**Professor:** Dr. Christopher Mann  
**E-mail:** cmann@miami.edu  
**Phone:** (305) 284-8052 (*e-mail is more reliable*)  
**Office Location:** Jenkins 314-L  
**Office Hours:** Tu & Th 9:30a to 10:30a, and by appointment.

**Course Description:**

Compared to other democracies, the way elections are run in the US can be downright embarrassing. Prior to the 2000 Presidential election, few people paid attention to the administration of American elections. The problems here in Florida in 2000 and numerous problems with election results since then across the country have demonstrated that the way American democracy is run is far from American ideals about how democracy should work.

This course is an exploration of how elections are run in the United States. Fair and free democratic elections require clear rules and careful execution. This course will examine the state and federal laws and regulations governing the conduct of elections, the way local election officials administer elections, and proposals for reforming voter registration and how voters cast ballots in local, state, and national elections in the United States.

The course is a seminar, so reading, preparation, and participation are vital to your success. Research in this area is relatively new, so we will be reading cutting edge research. Almost all of the readings were published in the last few years. We will encounter many areas where there is no research to answer important questions and many areas where the answers are unsatisfactory or inconclusive. Building from the extant research, we will discuss what is important to study next and how election administrators can meet the challenges of running elections with incomplete information.

At times, the material in this course may be a bit dry or technical. Thinking about the mechanisms inside voting machines, the accuracy of the Post Office, or how easy it is to complete a form is not exactly edge-of-your-seat drama. Therefore it is always important to keep the stakes of these sometimes dry topics in mind: Are the people in public office the true winners of the votes? Do voters believe that the process of voting works? Does the operation of American democracy live up to the ideal of American democracy?

**Participation:** This is a seminar, so you are expected to contribute to the discussion each week. Contributions may include questions for the professor and/or classmates, critiques of the readings, debates about relevant issues/questions.

Part of participation is being prepared for class. You cannot fully participate in the discussions if you are not prepared. Since this is a 500 level seminar, there is a significant amount of reading. I expect that you will spend about 5 hours each week to complete reading, although there is some variation by weeks.

All students should be prepared to provide a brief synopsis of any or all of the readings assigned for the week. If folks appear to not be adequately prepared for class, I reserve the right to pop-

quizzes and other techniques. Please be prepared, you don't want be the one who forces me to impose these sorts of things on your classmates.

On April 14, we will be joined by a veteran election administrator from Florida (name to be announced when confirmed). This class is a chance to discuss all of the topics we have discussed with someone who has wrestled with how to run elections in the real world, advises the Legislature on changes to election law, and participates in national debates about election reform. Beyond being important to your grade, your preparation and participation in this class reflects on you, your professor, and the University of Miami. I would very much like our guest to leave impressed with your knowledge, thoughtfulness, and intelligence.

All class discussions must be conducted in a respectful manner. Any insulting, demeaning, threatening, or other inappropriate behavior will not be tolerated. Should such behavior occur, you will be asked to leave the class immediately and your participation grade will be significantly impacted. Repeated violations may result in failing the course.

**Reading Responses:** During the first class, you will sign up for reading responses for 5 of the 10 weeks in which we are reading and discussing material. The last three weeks of the semester are excluded. You may trade weeks with your classmates, but you must notify me by email and copy the classmate with whom you have switched.

For most weeks, the reading response assignment will require you to briefly summarize the key points of one or more of the assigned readings and one of the optional readings for that week. For weeks when the syllabus contains no additional readings, the reading response assignment is to examine at least two of the assigned readings. Then you should compare and contrast these readings.

The following questions are not the only ways to approach to the reading responses, but they are intended to help you get started:

- What do we learn from the readings together that might not be clear from a single piece of research?
- Does one reading inspire you to think differently about the other? Why? How?
- Is one reading building on the other(s)? If so, in what way?
- Do they come to different conclusions? If so, why?

The reading responses should be no more than 3 pages (double spaced, normal margins and font). This should require you to be clear, concise, and compelling.

*Reading responses are due in my email (cmann@miami.edu) by noon on the day of class so that we can incorporate them into the discussion that evening.*

**Final Project:** As a seminar, almost half of your grade depends on the final project. The details will be provided separately, but the basic idea is that you will prepare a 'briefing' to policy makers (e.g. state legislators) about a proposed change in election administration. You will develop the proposed change, discuss existing research related to the change, lacunae in the existing research, an assessment of the benefits and risks of making the change, a plan for facilitate the transition from the old rules to the new rules, and your conclusion about why the need for change is compelling.

The first part of the final project will be an in-class slide presentation. We will briefly cover the basics of PowerPoint, but you are free to use any and all multi-media resources available to enhance your presentation. You will turn in a digital copy of your presentation.

If you are not presenting, you will play the role of policy makers by asking questions of the presenter and making suggestions about the policy. This is meant to be constructive, not hostile or critical. Thoughtful comments will reflect well on you. Gratuitously tearing down your classmate's work will not reflect well on you.

The second part of the final project will be a 'report' which covers the same material as the presentation. You will have a week after your presentation to incorporate feedback from me and your classmates. The report should be approximately 25-30 pages of double-spaced text, with additional pages for tables, charts, and other graphics as appropriate. I will provide you with guidelines about formatting and bibliography.

**Grading:** The class will be graded based upon participation, reading responses, and your final project. The final project has two phases: a presentation and a paper.

Participation:	26%
Reading Responses:	25%
Presentation:	14%
Final Paper:	35%

I am willing to review the assignment of a grade you believe to be incorrect, but a request to review a grade means that I will fully reconsider the grade assigned. Therefore, the assigned grade may go *up* or *down* based on my review.

**Course Website:** All students officially registered for the course can access the course's Blackboard website at: [www.miami.edu/blackboard](http://www.miami.edu/blackboard). Your Blackboard User Name is your UM Email Alias (you can find your UM Email Alias on MyUM at [www.miami.edu/myum](http://www.miami.edu/myum)) and your initial password is your birth date. The Blackboard site includes a course syllabus, announcements, readings, assignments, and any other relevant course information.

**Class Decorum:** In addition to learning about campaigns and elections, you are preparing for 'real life' after graduation. As such, you are expected to comport yourself in class just as you would as a professional in the 'real world'. You are expected to be on time, pay attention, refrain from talking in class or other interruptions, or engage in other distractions (text messaging, surfing the web on your computer, etc).

*Cell phones must be turned off and put away prior to class* (along with any other electronic device that will ring, buzz, or make other noises/flash lights/etc).

Eating and gum chewing are not allowed in class. You may bring food in a closed container to eat at the break.

You may bring water or other non-alcoholic beverages in a spill resistant container for consumption during class.

Failure to behave with proper decorum in class may result in grade penalties.

**Academic Integrity:** Academic dishonesty in any form is not tolerated. By submitting materials to meet course requirements you assert that the work is your own.

This policy is required to encourage consistent ethical behavior among students and to foster a climate of fair competition. Personal integrity is a quality that is expected and respected at the University of Miami. Consequently, the Undergraduate Student Honor Code is in force at all

times. Students are responsible for reading, understanding, and upholding the Honor Code which is available from the Office of the Dean of Students.

All work submitted in this class must be original work and cannot be submitted to more than one class. Your grade in the class and student status may be affected by any violations. In addition to grade penalties – including failing the course – violations of academic integrity will be referred to the Honor Council for further action.

Students may not work together on graded assignments without express permission or unless explicitly indicated on the course syllabus.

**Email:** Email is the most reliable way to reach me. Although I try to respond quickly, I do not check email constantly so expect delays of up to 12-24 hours during the week and occasionally no response between Friday afternoon and Monday morning. If you need to reach me, please plan ahead. When sending an email message, please include your full name and the course number.

For class related communication, I will use the email address you have listed in Blackboard (the one you registered through MyUM) to contact you, including any important announcements, so it is important to make sure that your email account listed with MyUM is up-to-date.

**Accessibility Resources:** Reasonable accommodations will be provided by the instructor or through Accessibility Resources (AR) for students who have a documented disability and are registered with AR. Please contact me by e-mail or during office hours during the first two weeks of school if you will be working with AR to arrange alternative accommodations. Students may speak with the instructor or contact Accessibility Resources at (305) 284-2374 or for more information about receiving classroom accommodations.

**Late Submission of Paper:** Late assignments will either not be accepted or will incur a grade penalty unless they are due to documented serious illness or a family emergency. Start papers early and protect yourself against computer failures. Retain an electronic version of your paper for security.

**Class Cancellation:** In the event a class is canceled (due to natural disaster, instructor illness, etc.) you are still responsible for having done the work assigned on this syllabus by its due date.

*Special note on class cancellation: My wife is due to give birth on March 21<sup>st</sup>, however the baby may arrive early or late. If any class is cancelled due to the birth, we will cover the assigned material for the cancelled week at our next class. We will find a time to re-schedule/make-up the cancelled class. We cannot drop any classes since we meet only once per week. I will try to notify you in advance if class will be cancelled, but please understand that this may not be possible.*

**Required Reading:** Most of the readings for the course are posted on Blackboard. In order to keep the cost of materials to a minimum, I have not required that you purchase any books. Several books for the course are available from the UM Richter Library using the on-line eBook system. A few books are not (yet) available as eBooks, so they are in the digital course packet that can be ordered from the UM Bookstore. The course packet is digital because this is less expensive than the old-fashioned printed alternatives. You can read the documents on your screen, print them out in the library or elsewhere that UM provides printing, or print them out at home. (I would like feedback on the digital course packets, because this is the first time I have used them).

In addition to the assigned readings below, you should sign up for the weekly emails from ElectioLine.org and check the postings on election administration at the <http://electionupdates.caltech.edu/> and <http://electionlawblog.org/>.

### Course Outline & Readings

January 20, 2010	<b>Review of Syllabus - Introduction to Election Administration</b>
January 27, 2010	<b>Reform, Turnout &amp; Historical Perspective</b> David Hill, <u>American Voter Turnout</u> , Chapters 1-3 Alexander Keyssar, <u>The Right to Vote</u> , Introduction, pp. 1-2, pp. 61-63, p.179, Chapters 8-9
February 3, 2010	<b>Measuring Democracy</b> Heather Gerken, <u>The Democracy Index</u> , Introduction & Chapters 1-3 Robert Montjoy, "The Public Administration of Elections", <u>Public Administration Review</u> , 2008 CalTech/MIT Voting Technology Project, "Voting: What Is, What Could Be" ( <i>Available at: <a href="http://www.vote.caltech.edu/drupal/files/report/voting_what_is_what_could_be.pdf">www.vote.caltech.edu/drupal/files/report/voting_what_is_what_could_be.pdf</a></i> ) Pew Center on the States, "Data for Democracy" ( <i>Available at: <a href="http://www.pewcenteronthestates.org/uploadedFiles/Final%20DfD.pdf">www.pewcenteronthestates.org/uploadedFiles/Final%20DfD.pdf</a></i> )  <b>Additional Readings</b> Bruce Cain, "Reform Studies: Political Science on the Firing Line", PS: Political Science, 2007 ( <i>Posted on Blackboard</i> )
February 10, 2010	<b>What Does the Public Think?</b> Lonna Atkeson & Kyle Saunders "The Effect of Election Administration on Voter Confidence: A Local Matter?", <u>PS: Political Science</u> , 2007 ( <i>Posted on Blackboard</i> ) Michael Alvarez, Thad Hall & Morgan Llewellyn, "Are Americans Confident Their Ballots are Counted", <u>Journal of Politics</u> , 2008 ( <i>Posted on Blackboard</i> ) Morgan Llewellyn, Thad Hall, and Michael Alvarez. 2009. "Electoral Context and Voter Confidence: How the Context of an Election Shapes Voter Confidence in the Process." CalTech/MIT Voting Technology Project Working Paper #79, 2009. ( <i>Posted on Blackboard</i> ) CalTech/MIT Voting Technology Project, "2008 Survey of the Performance of American Elections", Working Paper 2009. ( <i>Posted on Blackboard and available at: <a href="http://www.vote.caltech.edu/drupal/files/report/Final%20report20090218.pdf">http://www.vote.caltech.edu/drupal/files/report/Final%20report20090218.pdf</a> -- WARNING! Do not print appendices [100+ pages of tables]!</i> )
February 17, 2010	<b>Voter Registration</b> Michael Hanmer, <u>Discount Voting</u> , 2009, Chapter 1 & Chapters 3-6. Michael Alvarez & Thad Hall, "Resolving Voter Registration Problems: Making Registration Easier, Less Costly and More Accurate", CalTech/MIT Voting Technology Project Working Paper #87, 2009. ( <i>Posted on Blackboard</i> )

### Additional Readings

Michael Alvarez, Thad Hall, & Morgan Llewellyn, "How Hard Can It Be: Do Citizens Think It Is Difficult To Register To Vote?", CalTech/MIT Voting Technology Project Working Paper #48, 2006. *(Posted on Blackboard)*

Benjamin Highton and Raymond E. Wolfinger, "Estimating the Effects of the National Voter Registration Act of 1993", Political Behavior, 1998. *(Posted on Blackboard)*

Benjamin Highton, "Residential Mobility, Community Mobility, and Electoral Participation" Political Behavior, 2000. *(Posted on Blackboard)*

Steve Ansolabehere & David Konisky, "The Introduction of Voter Registration and Its Effect on Turnout", Political Analysis, 2006. *(Posted on Blackboard)*

Michael Alvarez, Stephen Ansolabehere, & Catherine Wilson, "How One-Step Voting Can Change the Composition of the American Electorate", CalTech/MIT Voting Technology Project Working Paper #5, 2002. *(Posted on Blackboard)*

Jonathan Nagler, "The Effect of Registration Laws and Education on U.S. Voter Turnout", American Political Science Review, 1991.

Peeverill Squire, Raymond E. Wolfinger, David P. Glass, "Residential Mobility and Voter Turnout", American Political Science Review, 1987.

Benjamin Highton, "Easy Registration and Voter Turnout", Journal of Politics, 1997.

February 24, 2010

### Voting Technology - How votes are cast & counted

Michael Alvarez & Thad Hall, Electronic Elections, Chapters 1-3 & Chapter 7

Herrnson et al, Voting Technologies, Chapters 1-5 & Chapter 7 *(Not in packet. Available as an eBook from Richter Library @ <https://ibisweb.miami.edu/record=b4278211~S1>)*

### Additional Readings

Michael J. Herron and Jonathan N. Wand, "Assessing Partisan Bias in Voting Technology: The Case of the 2004 New Hampshire Recount", Electoral Studies, 2007.

Michael Tomz and Robert P. Van Houweling, "How Does Voting Equipment Affect the Racial Gap in Voided Ballots?", American Journal of Political Science, 2003 .

Jonathan N. Wand, Kenneth W. Shotts , Jasjeet S. Sekhon , Walter R. Mebane , Jr. , Michael C. Herron , and Henry E. Brady, "The Butterfly Did It: The Aberrant Vote for Buchanan in Palm Beach County, Florida", American Political Science Review, 2001.

Richard G. Neimi and Paul S. Herrnson, "Beyond the Butterfly: The Complexity of U.S. Ballots", Perspectives on Politics, 2003 .

David C. Kimball and Martha Kropf, "Ballot Design and Unrecorded Votes on Paper-Based Ballots", Public Opinion Quarterly, 2005.

Stephen Knack and Martha Kropf, "Voided Ballots in the 1996 Presidential Election: A County-Level Analysis", Journal of Politics, 2003 .

Robert S. Montjoy and Christa Daryl Slaton, "Interdependence and Ethics in Election Administration: The Case of the Butterfly Ballot", Public Integrity, 2002.

March 3, 2010

### **Polling Places**

Matt A. Barreto, Mara Cohen-Marks and Nathan D. Woods, "Are All Precincts Created Equal?", Political Research Quarterly, 2009. *(Posted on Blackboard)*

James Gimpel, Josh Dyck, & Daron Shaw, "Location, knowledge and time pressures in the spatial structure of convenience voting", Electoral Studies, 2006. *(Posted on Blackboard)*

Jonah Berger, Marc Meredith, and S. Christian Wheeler, "Contextual Priming: Where People Vote Affects How They Vote", Proceedings of the National Academy of Sciences, 2008. *(Posted on Blackboard)*

Benjamin Highton, "Long lines, voting machine availability, and turnout: The case of Franklin County, Ohio in the 2004 presidential election. PS: Political Science, 2006. *(Posted on Blackboard)*

Thad Hall, Quin Monson and Kelly Patterson, "The Human Dimension of Elections: How Poll Workers Shape Public Confidence in Elections", Political Research Quarterly, 2009. *(Posted on Blackboard)*

Stephen Ansolabehere, "Is There Racial Discrimination at the Polls? Voters' Experiences in the 2008 Election", CalTech/MIT Voting Technology Project Working Paper #73, 2009. *(Posted on Blackboard)*

### **Additional Readings**

Ryan Claasen, David Magelby, Quin Monson, & Kelly Patterson, "At Your Service: Voter Evaluations of Poll Worker Performance", American Politics Research, 2008. *(Posted on Blackboard)*

Thad Hall, "Voter Attitudes Toward Poll Workers in the 2008 Election", CalTech/MIT Voting Technology Project Working Paper #77, 2009. *(Posted on Blackboard)*

Thad Hall, J. Quin Monson, Kelly D. Patterson, "Poll Workers and the Vitality of Democracy: An Early Assessment", PS: Political Science, 2007. *(Posted on Blackboard)*

David C. Kimball and Martha Kropf, "The Street-Level Bureaucrats of Elections: Selection Methods for Local Election Officials", Review of Policy Research, 2006 .

Douglas Spencer & Zach Markovits, "Long Lines at Polling Stations? Observations from an Election Day Field Study", Election Law Journal, 2010. *(Will be posted to Blackboard when published. Earlier version available at:*  
*[http://www.vote.caltech.edu/drupal/files/rpeavt\\_paper/Lines%20at%20Polling%20Stations.pdf](http://www.vote.caltech.edu/drupal/files/rpeavt_paper/Lines%20at%20Polling%20Stations.pdf)*

Alan Gerber, Greg Huber, David Doherty, Conor Dowling, "Is There A Secret Ballot?" Yale University Working Paper *(Posted on Blackboard and @ [http://huber.research.yale.edu/papers/2009\\_SecretBallot.pdf](http://huber.research.yale.edu/papers/2009_SecretBallot.pdf))*

Josh Dyck & James Gimpel, "Distance, Turnout, and the Convenience of Voting", Social Science Quarterly, 2005. *(Posted on Blackboard)*

Moshe Haspel & H. Gibbs Knotts, "Location, Location, Location: Precinct Placement and the Costs of Voting", Journal of Politics, 2005. (Posted on Blackboard)

James Gimpel & J.E. Schuknecht, "Political participation and the accessibility of the ballot box", Political Geography, 2003. (Posted on Blackboard)

March 10, 2010

### **Revolution in How Votes Are Cast**

Gronke et al, "Convenience Voting", Annual Review of Politics, 2008. (Posted on Blackboard)

Christopher Mann & Rachel Sondheimer, "The Role of Local Election Officials in Promoting Growth of Mail Voting" (Selected Portions), Report to the Pew Center on the States, 2009. (Posted on Blackboard)

Christopher Mann, Rachel Sondheimer & Pam Anderson, "Cost Effective Voter Education by Clerks in All Mail Voting Settings", Report to the Pew Center on the States, 2009. (Posted on Blackboard)

Bob Stein & Greg Vonnahme, "Engaging the Unengaged Voter: Vote Centers and Voter Turnout", Journal of Politics, 2008. (Posted on Blackboard)

Bob Stein & Greg Vonnahme, "The effects of Election Day vote centers on voter experiences", Paper presented at the Midwest Political Science Association, 2009. (Posted on Blackboard)

### **Additional Readings**

John Fortier, Absentee and Early Voting: Trends, Promises, and Perils, 2006.

Paul Gronke & Michael MacDonald, "Tracking The 'Early' Electorate", Working Paper 2008. (Posted on Blackboard & available at: <http://www.princeton.edu/csdp/events/Election050108/McDonaldElection.pdf>)

March 17, 2010

**No Class - Spring Break**

March 24, 2010

### **Does Convenience Voting Work?**

Adam Berinsky, "The Perverse Consequences of Electoral Reform in the United States", American Politics Review, 2005. (Posted on Blackboard)

Giammo & Brox, "Reducing the Costs of Participation: Are States Getting a Return on Early Voting?", Political Research Quarterly, 2008. (Posted on Blackboard)

Barreto et al, "Do Absentee Voters Differ From Polling Place Voters?", Public Opinion Quarterly, 2006. (Posted on Blackboard)

Thad Kousser & Megan Mullin, "Does Voting by Mail Increase Participation? Using

Matching to Analyze a Natural Experiment", Political Analysis, 2007. (Posted on Blackboard)

Patricia Funk, "Social Incentives and Voter Turnout: Evidence from the Swiss Mail Ballot System", Working Paper, 2008. (Posted to Blackboard)

Bob Stein, Chris Owens & Jan Leighley, "Electoral Reform, Party Mobilization and Voter Turnout", Working Paper, 2003.

J. Eric Oliver, "The Effects of Eligibility Restrictions and Party Activity on Absentee Voting and Overall Turnout", American Journal of Political Science, 1996. *(Posted on Blackboard)*

Barry Burden, David Canon, Kenneth Mayer, & Donald Moynihan, "The Turnout Effects of Early Voting, Election Day Registration, and Same Day Registration in the 2008 Presidential Election", Working Paper, 2009. *(Posted on Blackboard & available at: <https://mywebspaces.wisc.edu/bcburden/web/OSU.pdf>)*

### **Additional Readings**

Michael Hanmer & Michael Traugott, "The impact of voting by mail on voter behavior", American Politics Research, 2004. *(Posted on Blackboard)*

Grant Neely & Lilliard Richardson, "Who is early voting? An individual level examination" The Social Science Journal, 2001. *(Posted on Blackboard)*

Adam Berinsky, Nancy Burns, Michael Traugott - Public Opinion Quarterly, 2001, "Who Votes by Mail?: A Dynamic Model of the Individual-Level Consequences of Voting By Mail Systems", Public Opinion Quarterly, 2001.

Bob Stein, "Early Voting", Public Opinion Quarterly, 1998. *(Posted on Blackboard)*

Simon Luechinger, Myra Rosinger and Alois Stutzer, "The Impact of Postal Voting on Participation: Evidence for Switzerland", Swiss Political Science Review, 2007.

Jeffrey A. Karp and Susan A. Banducci, "Absentee Voting, Mobilization, and Participation", American Politics Research, 2001.

Jeffrey A. Karp and Susan A. Banducci, "Going Postal: How All-Mail Elections Influence Turnout", Political Behavior, 2000.

Priscilla L. Southwell, "Five Years Later: A Re-Assessment of Oregon's Vote by Mail Electoral Process", PS: Political Science, 2004.

Patricia Funk, "Is There An Expressive Function of Law? An Empirical Analysis of Voting Laws with Symbolic Fines", American Law and Economics Review, 2007.

March 31, 2010

### **Voter ID**

Richard Sobel, "Editor's Introduction", PS: Political Science, 2009. *(Posted on Blackboard)*

Majorie Randon Hershey, "What We Know about Voter-ID Laws, Registration & Turnout", PS: Political Science, 2009. *(Posted on Blackboard)*

Chandler Davidson, "The Historical Context of Voter Photo-ID Laws", PS: Political Science, 2009. *(Posted on Blackboard)*

William R. Groth, "Litigating the Indiana Photo ID Law: Lessons in Judicial Dissonance and Abdication", PS: Political Science, 2009. *(Posted on Blackboard)*

Robert Ellis Smith and Richard Sobel, "Demands for Voter Identification Require a Constitutional Standard of Reasonable Suspicion of Illegal Activity", PS: Political Science, 2009. *(Posted on Blackboard)*

Robert Ellis Smith & Richard Sobel, "Voter ID Laws Discourage Participation, Particularly Among Minorities, and Trigger a Constitutional Remedy in Lost Representation", PS: Political Science, 2009. *(Posted on Blackboard)*

Matt A. Barreto, Stephen A. Nuño and Gabriel R. Sanchez, "The Disproportionate Impact of Voter-ID Requirements on the Electorate—New Evidence from Indiana", PS: Political Science, 2009. *(Posted on Blackboard)*

Timothy Vercellotti and David Andersen, "Voter-Identification Requirements and the Learning Curve", PS: Political Science, 2009. *(Posted on Blackboard)*

Jason D. Mycoff, Michael W. Wagner and David C. Wilson, "The Empirical Effects of Voter-ID Laws: Present or Absent?", PS: Political Science, 2009. *(Posted on Blackboard)*

Stephen Ansolabehere, "Effects of Identification Requirements on Voting: Evidence from the Experiences of Voters on Election Day", PS: Political Science, 2009. *(Posted on Blackboard)*

Lonna Atkeson, Michael Alvarez, Kyle Saunders, & Thad Hall, "New Barriers to Participation: Application of New Mexico's Voter Identification Law", CalTech/MIT Voting Technology Project Working Paper #59, 2007. *(Posted on Blackboard)*

April 7, 2010

**Internet Voting**

Alvarez & Hall, Point, Click, Vote, Chapters 1-3 & Chapters 5-8 *(Not in packet. Available as an eBook from Richter Library @ <https://ibisweb.miami.edu/record=b3871127~S11>)*

Alvarez & Hall, Electronic Elections, Chapter 5

April 14, 2010

**Discussion with Election Official (TBA)**

**One Page Summaries of Project Due on Monday 4/12/09**

Carnegie Review of Election Reform *(Posted on Blackboard & available at: [http://www.carnegie.org/pdf/carnegie\\_review\\_fall\\_2009.pdf](http://www.carnegie.org/pdf/carnegie_review_fall_2009.pdf))*

April 21, 2010

**Presentation of Final Project (Seniors)**

April 28, 2010

**Presentation of Final Project (Non-Seniors)**

**Final Papers Due @ 8pm (Seniors)**

May 5, 2010

**Final Papers Due @ 8pm (Non-Seniors)**

*The instructor reserves the right to make changes to the schedule and syllabus with notice to the students.*