Objectives
Since the controversy surrounding the 2000 presidential election, the administration of elections has received widespread attention from scholars, political activists, journalists, and legislators. Whereas political scientists have written extensively on the subject of who votes and who does not and why, very little scholarly attention has been given to the actual administration of elections. Who conducts elections in the United States? How? What is entailed? Why is the voter turnout in the United States so much lower than in other democracies?

A primary thesis of this course is that Americans – even political scientists – know very little about the complexity of the process of conducting elections in the United States. A review of the U.S. Constitution and federal laws will demonstrate that a unique feature of American democracy is the decentralized nature of elections and the enormous variety of methods used throughout the country. Elections—whether for local, state, or national office—have traditionally been conducted at the local level of government. Yet throughout the course of our history, the state and federal governments have increasingly dictated how those elections will be conducted, who is allowed to vote, and what local jurisdictions must do to ensure equal access to voting.

This course will begin with the controversies that surrounded the 2000 & 2004 elections. To understand how we arrived where we are today, the course will next examine the historical developments in elections and the shifting relationships among the local, state, and federal governments. The course then turns to the actual administration of elections from voter registration to contested elections and recounts. Along the way, the class will follow pending federal legislation, track activities in selected states, and examine innovations in elections and examples of best practices from a variety of jurisdictions.

Course Objectives:
- Know and understand the U.S. constitutional provisions pertaining to voter registration and elections
- Understand how the voting franchise expanded over time how the conduct elections changed as a result of the expansion in voting franchise
- Understand the intergovernmental relations entailed in voter registration and elections
- Identify the major elements of the voting process in the U.S. from voter registration to vote recount
- Recognize the wide variance in voting and voting administration throughout the country
- Evaluate current pending federal legislation pertaining to election administration
- Identify and evaluate innovations in voting such as vote centers, student poll workers, new voting equipment and other forms of technology
Justification for Graduate Credit and Additional Requirements for Graduate Students

Graduate students are expected to be group leaders for team presentations, will be required to complete extra research, and will also write a final research paper that summarizes and assesses the projects and research that they have completed with their teams throughout the semester. In addition to completing the additional requirements listed above, graduate students are expected to use critical and analytical skills in their reading of the literature and in their responses.

Assigned Readings:
A reading packet can be obtained from the Auburn University Bookstore. Selections from the following texts will be included:

- Amar, Akhil Reed. 2005. *America’s Constitution*
- Keyssar, Alexander. 2000. *The Right to Vote*
- Saltman, Roy G. 2006. *The History and Politics of Voting Technology*
- Johnson, Thomas J., Carol E. Hays, and Scott P. Hays (eds.) 1998. *Engaging the Public*
- Palazzolo, Daniel J. and James W. Ceaser (eds.) 2005. *Election Reform*
- Fortier, John C. 2004. *After the People Vote*

Other required readings will be provided by the professor or can be found at websites that the professor will note at the appropriate time.

Attendance:
This course is a seminar that requires all students to attend all classes prepared to contribute to class discussion. Excused absences must provide written documentation. See the Tiger Cub section on which absences are excused that is copied below.

Failure to complete assignments on time will result in grade reduction. The professor will deduct 10 points for each day that the assignment is overdue.

10.2. Students are expected to attend all their scheduled University classes. College work proceeds at such a pace that regular class attendance is necessary to receive proper instruction. Specific policies regarding class attendance are the prerogative of individual faculty; policies regarding the effect of absences on the determination of grades should be stated in writing at the beginning of the course.

10.3. The student shall be expected to carry out all assigned work and to take examinations at the class period designated by the instructor. Failure to carry out these assignments or to take examinations at the designated times may result in an appropriate reduction of grade, except as provided in paragraph 4 below.

10.4. Instructors shall determine the policy regarding grading that they feel is best for the course. This policy shall be presented to the class, in writing, at the beginning of the term and will govern the actions of the instructor in the course.

10.5. Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized absences (as defined by the Tiger Cub) shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within two weeks from the time that the student initiates arrangements for it. Instructors are encouraged to refrain from giving make-up examinations during the last three days prior to the first day of final major examinations. The format of make-up exams and opportunities for students to make up work other than major examinations are at the discretion of the instructor whose make-up policies should be stated in writing at the beginning of the term. Instructors will be expected to excuse absences for:

a. Illness of the student or serious illness of a member of the student’s immediate family. The instructor shall have the right to request appropriate verification.

b. The death of a member of the student’s immediate family. The instructor shall have the right to request appropriate verification.

c. Trips for members of the student organizations sponsored by an academic unit, trips for University
classes, and trip for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors may request formal notification from appropriate University personnel to document the student’s participation in such trips.

d. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.

e. Subpoena for court appearance.

Academic Honesty:
As a condition of participating in this course, each student is expected to abide by the Auburn University Oath of Honor:

"In accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn family, do hereby pledge that all work is my own, achieved through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation."

Disabilities:
This course is in full compliance with the Americans with Disabilities Act: Students needing accommodations should arrange a meeting the first week of class. Please make an appointment to see the instructor. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT) or email: haynemd@auburn.edu

Email Policy:
E-mail normally is checked once a day Monday-Friday. When sending email, be sure to put the course number in the subject line. I will respond within 48 hours.

Grading Scale for Undergraduate Students:

<table>
<thead>
<tr>
<th></th>
<th>Attendance and Participation</th>
<th>Team Presentation</th>
<th>State Report</th>
<th>Leading Class Discussion</th>
<th>Project on Innovations in Elections</th>
<th>Project on Federal Elections Legislation</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>20%</td>
<td>20%</td>
<td>100%</td>
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<tr>
<td>Points</td>
<td>30 pts.</td>
<td>30 pts.</td>
<td>30 pts.</td>
<td>30 pts.</td>
<td>40 pts.</td>
<td>40 pts.</td>
<td>200 pts</td>
</tr>
</tbody>
</table>

Grading Scale for Graduate Students:

<table>
<thead>
<tr>
<th></th>
<th>Attendance and Participation</th>
<th>Team Presentation</th>
<th>State Report</th>
<th>Leading Class Discussion</th>
<th>Project on Innovations in Elections</th>
<th>Project on Federal Elections Legislation</th>
<th>Final Paper</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>15%</td>
<td>15%</td>
<td>30%</td>
<td>100%</td>
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<tr>
<td>Points</td>
<td>20 pts.</td>
<td>20 pts.</td>
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<td>20 pts.</td>
<td>30 pts.</td>
<td>30 pts.</td>
<td>60 pts.</td>
<td>200 pts</td>
</tr>
</tbody>
</table>

*Grading Scale for Undergraduate Students:
Grading Scale for Graduate Students:*
Grades are based on a point scale:
A=200-180, B=179-160, C=159-140, D=139-120, F=119 and below

Grading:
Attendance and participation – 15% (Graduate students, 10%). As noted above, class attendance is mandatory. Students are expected to attend all classes prepared to discuss the assigned readings. Participation is graded quantitatively and qualitatively. Mere presence in the class is not sufficient for full credit; students must demonstrate that they have read and completed required assignments, and they must participate actively in class discussions.

Team presentation – 15% (Graduate students, 10%). The class will be randomly assigned to teams that will perform research throughout the semester. Graduate students will serve as team leaders. On Week 7, teams will identify the topics they intend to study and present during the semester. They must identify: (1) a state that they will study; (2) an innovation in elections they will evaluate; and (3) federal legislation they will research and assess. The oral presentation must be supplemented by a one-page summary listing the topics noted above, the rationale for selecting the topics, and the roles assigned to the members of the team.

State report – 15% (Graduate students, 10%). For the topics covered in classes during Weeks 8-13, each team must select one or more members to report on how the “team’s state” or a jurisdiction within the state handles the topic for the week. For instance, what type of voting equipment is used in New Mexico? Why was it selected? How long has it been used? What have been the successes and failures? A one-page typed summary should be prepared and copies distributed to members of the class. Note each student is required to make a state report once during the semester. The team will decide who reports when.

Leading class discussion – 15% (Graduate students, 10%). During Weeks 8-13, teams will take turns leading the class discussion. On the assigned date the team leading the class will also prepare a brief research report that is related to the topic of the class and that expands the information provided in the assigned readings. The team will provide a one-page summary of the research and a set of questions to guide the class discussion.

Project on Innovations in Elections – 20% (Graduate students, 15%). As noted above, each team will research a topic on innovations in elections and make a presentation in class on Week 14. Time will be divided equally between teams. Each team member should participate in the presentation. Team members will be assessed individually, but effective teamwork will be a factor in grading. Does the team stay within time frame? Does the team cover the topic satisfactorily? Are team member reports repetitive or does each student make a unique contribution?

Project on Federal Elections Legislation – 20% (Graduate students, 15%). In the Week 7 presentation, teams will identify federal elections legislation they will research and evaluate during the semester. Presentations will be made on Week 15. Teams should provide the name of the legislation; sponsors; status of the bill; groups that support or oppose the legislation; arguments in favor and opposed; likelihood of passage; prediction of ramifications. Again, each team member will be assessed individually using the same guidelines as noted in the previous
**Final Paper – Graduate Students Only – 30%.** Graduate students must submit a final paper that summarizes and assesses all the projects their teams have worked on during the semester. Each paper should include data collected by the team, sources of information, and analysis of the data. Within the paper, students should reveal what they have learned from the research, assigned readings, and lecturers. Papers should be approximately 15-20 pages. The final paper is due on the scheduled date of the final exam.

There will be no final exam in the class since the two research projects (and the final papers for graduate students) will entail a comprehensive understanding and application of the topics covered in the class.

**Note:** University policy allows students to withdraw with until midsemester. A “W” will appear on the student transcript.

**Schedule of Assignments:**

**Week 1: Introductions, Description of the Course, & Team Assignments**

**Week 2: Problems with 2000 and 2004 Elections**  
Discussion of documentary: *No Umbrella & Bush v. Gore*


**Week 3: Historical Perspective**  

**Week 4: Local, Fed, & State Roles (Const., CRA, NVRA, HAVA)**
Read: U.S. Constitution


**Week 5: Continuation of NVRA & HAVA and Voter Registration**


**Week 6: Comparative Voting Practices and Turnout**
Guest Lecturer - Dr. Robert Montjoy, University of New Orleans MPA faculty


**Week 7: Team Presentations**

**Week 8: Poll Worker Recruiting, Training, & Retention; Polling Places**

**Week 9: Voting Equipment & Ballot Design**


**Week 10: Intergovernmental Relations in American Elections**
Guest Lecturer - Dr. Kathleen Hale, Auburn University MPA faculty

Week 11: Voter Education & Outreach & Special Needs Populations

Week 12: Election Day: Setting up Polling Places-->Counting Votes-->Absentee Ballots-->Overseas Ballots-->Provisional Ballots

Week 13: Post Election: Contested Elections & Recounts

Week 14: Projects–Innovation in Elections
Week 15: Projects–Election Legislation