

**Election Administration**  
**CRN 40102 (graduate)/40103 (undergraduate)**  
**2 Credit Hours**  
**Summer 2026**  
**Michael Crow**

Office: 3016 Lab I  
Office hours: By appointment  
Cell phone: (517) 410-4175  
Office phone: (360) 867-6820  
Class dates: Mondays, 6 – 8:50 p.m., June 22-July 29  
Class room: Remote/Online (link on Canvas page)  
Canvas Page:  
E-mail: [crawm@evergreen.edu](mailto:crawm@evergreen.edu)

### **Course Objectives**

Elections are a cornerstone process in effective democratic governance. Not only do the outcomes of elections have direct consequences for the well-being of the public, but the integrity of the election process affects public confidence in and acceptance of election outcomes. Consequently, it is critical to recognize that elections are both a political and a technocratic process. The choices we make in how to conduct elections inevitably have effects on electoral outcomes above and beyond the values and preferences of voters.

In this course, we will learn how to plan, manage, and evaluate elections, drawing on the policies and laws for holding elections in the United States, and particularly Washington. We give special attention to three key aspects to electoral systems:

- i) The method by which people vote and votes are tallied
- ii) The rules and processes that affect who participates in an election;
- iii) The operational procedures for conducting an election.

By the end of this course, students will demonstrate their ability to:

- Draw on election law and policy to plan and manage elections in Washington
- Evaluate alternative approaches to holding and managing elections, including proposed changes to election law and policy

### **Communications**

I encourage and expect contact from you over the academic term. The easiest way to reach me is by e-mail ([crawm@evergreen.edu](mailto:crawm@evergreen.edu)). You may also reach me at my office phone during business

hours (9 am to 5 pm) and cell phone before 9 pm. Or you may make an appointment with me for a one-on-one meeting, Zoom conference, or phone call.

I use Evergreen's e-mail and the course Canvas system to conduct course business. If you do not use Evergreen's e-mail system, please be sure to forward messages from this account to the e-mail account that you use. I will also place course assignments, handouts and PowerPoint slides on the course Canvas site.

### **Course Materials**

*Books:* No book purchases are required for this course. Course readings will be made available on the course Canvas site

### **Course assignments, credit, and assessment**

You will be evaluated in this course based on your progress in meeting the course objectives described above, as assessed by the following assignments and requirements. To earn full credit for the course, students must satisfactorily complete all the following requirements:

**Course participation:** One of the primary objectives of this class is to develop your ability to critically analyze budget policy issues. In class sessions and activities, we will engage in activities such as discussion and group work that will call on you to apply new ideas from the reading to policy problems. Thus, it is important for you to come to the class prepared to participate by having studied the assigned reading. Your participation will be assessed on the following criteria:

--- *Attendance:* You are expected to be present for the scheduled class times. I tolerate one absence without penalty. You may be required to complete an additional assignment to earn course credit if you miss more than one class.

--- *Collegiality:* Showing respect for your peers by being in class on time, staying through the entire session, and respecting the views of others in class discussion.

--- *Preparation:* Completing reading before class, coming to class prepared with assignments and reading materials, active participation in discussion and small group work.

--- *Engagement out of class:* Our class sessions are not the only opportunity to discuss course ideas with me. I want to know if you are having trouble with the material and what you like and don't like about the course. You may reach me by e-mail or phone or schedule an in-person or Zoom chat session.

**Pre-class reading responses:** For four of our class sessions, you will prepare a response of about 500 words (1-2 pages double-spaced) to a question or prompt about that reading

assignment. These responses will serve as a starting point for class discussion. To earn credit, you must complete three of the four pre-class responses on time. Your pre-class reading responses are due at the start of class (6 p.m. on Monday).

**Analytic essay:** You will write an essay of 1500 – 3000 words (5 – 10 pages double spaced) in response to an essay question that I will provide for you in class. This essay will test your ability to integrate course readings, discussions, assignments, and analytic skills in order to apply them to ongoing dilemmas in election administration. Your response to this essay question will be due **Monday, August 3 at 11:00 p.m.**

**Unsatisfactory work:** A student who submits incomplete or unsatisfactory work may be required to re-do the assignment in order to earn credit.

**Evaluation:** Students are encouraged to complete a self-evaluation and faculty evaluation and to participate in an evaluation conference with the faculty member. The evaluations must be submitted using the My Evergreen system ([my.evergreen.edu](http://my.evergreen.edu)).

### **Submitting Assignments**

Assignments may be submitted to me either on Canvas and/or by email to me ([crawm@evergreen.edu](mailto:crawm@evergreen.edu)). I recommend both uploading your assignment to Canvas and emailing it to me to ensure I receive it. It is your responsibility to assure that I have received your work on time.

### **Academic Integrity**

Cheating, plagiarism and other violations of academic integrity standards will not be tolerated. Any student turning in work that is in violation of Evergreen's academic integrity standards will automatically receive a No Credit in the course and the matter will be referred to the Office of Student Rights and Responsibilities for disciplinary action. Please be aware that including material generated by an artificial intelligence tool in work turned in for academic credit without appropriate citation or attribution is considered to be academic dishonesty. An overview of academic integrity standards and the Student Code of Rights and Responsibilities are available at <https://www.evergreen.edu/offices-services/student-affairs/student-rights-responsibilities>

### **Accessibility**

Your success in this class is important to me, and it is the policy and practice of The Evergreen State College to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as

possible, so that we can discuss with the office of Access Services for Students with Disabilities (360) 867-6348; [accessservices@evergreen.edu](mailto:accessservices@evergreen.edu)) how to meet your specific needs and the requirements of the course. For more information, please visit the Access Services website at <https://www.evergreen.edu/offices-services/access-services-for-students-with-disabilities>

### **Bad Weather Policy**

If it is likely that many students or faculty will be affected by a power or internet outage, faculty may choose to cancel a class session. If we do this we will make every effort to send an all-class email by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

### **Religious Holidays**

Washington State law (RCW 28B.10.039) requires that institutions of higher education accommodate students by allowing two days of absence and make-up work for religious holidays per year. Please consult with me at the start of the quarter should you anticipate an absence owing to a religious holiday. While Evergreen moves toward putting religious holidays into the online campus calendar, check the University of Washington's [religious holidays calendar](#).

### **Other Expectations of Students and Faculty**

We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

### **MPA Mission Statement**

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We think critically and creatively, communicate effectively, work collaboratively, embrace diversity, value fairness and equity, advocate powerfully on behalf of the public, and imagine new possibilities in order to accomplish positive change in our workplace and in our communities.

## Course Schedule

These topics and reading assignments may change throughout the course of the semester, depending on our speed and interests. Changes will be announced in class.

<b>Date</b>	<b>Topic and reading assigned</b>
<b>Monday, June 22</b>	<p><b>Why do Elections Matter?</b> Tocqueville, "Unlimited Power of the Majority in the United States, and its Consequences" <a href="https://gutenberg.org/files/815/815-h/815-h.htm#link2HCH0035">https://gutenberg.org/files/815/815-h/815-h.htm#link2HCH0035</a></p> <p>Brown-Dean et al, "50 Years of the Voting Rights Act: The State of Race in Politics" <a href="https://jointcenter.org/wp-content/uploads/2019/11/VRA-report-3.5.15-1130-amupdated.pdf">https://jointcenter.org/wp-content/uploads/2019/11/VRA-report-3.5.15-1130-amupdated.pdf</a></p> <p>Riker, excerpt from <i>Liberalism against Populism</i></p>
<b>Monday, June 29</b>	<p><b>Evaluating Election Systems</b></p> <p>Shepsle and Bonchek, excerpt from <i>Analyzing Politics</i></p> <p>National Conference of State Legislatures, "Redistricting Law 2020", pp. 73 - 116 <a href="https://www.ncsl.org/redistricting-and-census/redistricting-law-2020">https://www.ncsl.org/redistricting-and-census/redistricting-law-2020</a></p>
<b>Monday, July 6</b>	<p><b>Who Gets to Vote? Eligibility, Registration, and Barriers to Voting</b> Presidential Commission on Election Administration, "The American Voting Experience"</p> <p>Merivaki and Smith, "Challenges in Voter Registration"</p> <p>Gronke, "Early Voting after Bush v. Gore"</p> <p>Daniels, "Voter Identification"</p>
<b>Monday, July 13</b>	<p><b>Implementing Elections</b> Engstrom and Roberts, "How the Ballot 'Nudges' Voters"</p> <p>Adona et al, "Stewards of Democracy: The Views of American Local Elected Officials" <a href="https://democracyfund.org/wp-content/uploads/2020/06/2019_DemocracyFund_StewardsOfDemocracy.pdf">https://democracyfund.org/wp-content/uploads/2020/06/2019_DemocracyFund_StewardsOfDemocracy.pdf</a></p> <p>Cottrell et al, "Vote-by-mail Ballot Rejection and Experience with Mail-in Voting"</p> <p>U.S. Election Assistance Commission, "Election Administration and Voting Survey 2022 Comprehensive Report" Executive Summary and Chapter 1, <a href="https://www.eac.gov/sites/default/files/2023-06/2022_EAVS_Report_508c.pdf">https://www.eac.gov/sites/default/files/2023-06/2022_EAVS_Report_508c.pdf</a></p>

<p><b>Monday, July 29</b></p>	<p><b>Who Decides How We Vote?</b> White et al, "What do I Need to Vote"</p> <p>HealthyElections.org: "Post-Election Litigation Analysis and Summaries" pp. 1-14. <a href="https://web.mit.edu/healthyelections/www/sites/default/files/2021-06/Post-Election_Litigation_Analysis.pdf">https://web.mit.edu/healthyelections/www/sites/default/files/2021-06/Post-Election_Litigation_Analysis.pdf</a></p> <p>HealthyElections.org: "From Tabulation to Certification: How Battleground States Count the Vote" <a href="https://web.mit.edu/healthyelections/www/sites/default/files/2020-11/Counting_the_Vote.pdf">https://web.mit.edu/healthyelections/www/sites/default/files/2020-11/Counting_the_Vote.pdf</a></p> <p>Hasen, Election Meltdown, pp. 103-138 <a href="https://ebookcentral.proquest.com/lib/esu/detail.action?pq-origsite=primo&amp;docID=6031578">https://ebookcentral.proquest.com/lib/esu/detail.action?pq-origsite=primo&amp;docID=6031578</a></p>
-------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------