

Racial Inequality in American Politics
PSC 401Z Spring 2021

Professor: Elizabeth Maltby

Email: elizabeth.maltby@unlv.edu

Online Office Hours: Tuesdays & Thursdays 1-2:30 PM and by appointment

Signing up for Google Meet Office Hours: <https://calendly.com/prof-maltby/office-hours-meeting>

Time: Mondays and Wednesdays 12:55-2:10PM

Place (for online): [WebEx via Canvas](#)

Place (for in-person): BPB 106

Course Description:

This course examines the ways that American institutions and laws have produced inequality across racial and ethnic groups. We will cover a variety of topics including housing, the criminal justice system, citizenship definitions, healthcare, and education.

Course Objectives:

Throughout this course, students will be exposed to scholarly debates and major lines of research in American politics and policy, particularly as they relate to racial and ethnic politics. By the end of the course, students should have a greater understanding of the way that American laws and society create, uphold, and overcome racial inequality. Students should be better able to critically assess and discuss issues of race in policy as well as better able to critically analyze political science research more generally.

Required Materials:

There are no textbooks assigned for this class. The readings include chapters and academic journal articles. These will be posted on the Canvas site for this course.

How the Course Will Work:

Although scheduled to be an in-person class, we will be online for the first 30 days of the course. With the exception of Jan. 20th, the class will be held synchronously.

- *What does this mean?* This means you are expected to be online and logged-in to our virtual classroom during class time (Mondays and Wednesdays at 12:55-2:10PM)
- *Where do I log in?* For the synchronous online class times, we'll be using WebEx. You can access this through our Canvas page. Either go to the WebEx tab or you can find the link to the WebEx calendar at the top of the Home page.

- *Anything I should think about for when our class meets online?* At this point, you all have likely had to do some version of online class before and probably synchronous before, so you know the drill. But, in case you'd like some things to consider: 1) While I would love to see all of your faces, I'm not requiring that you turn your camera on—people have many reasons that they do or do not feel comfortable with having their camera on. Either way, you are expected to be actively engaged in the class. 2) If you do turn your camera on, remember that I (and others) can see you; make sure you don't become one of these [horror stories](#). In sum, you know what to do and if you have questions, please reach out.
- *How long will this last/When will we go back to in-person?* Right now, we're going to follow the Governor's "pause" on normal operations order that has been extended to the middle of February. We will reevaluate at this point based on guidance from politicians, from university administration, and from discussions that we have together.
- *What if I'm having technology issues?* If you're having long-term technology issues (don't have access to a computer or internet), please get in touch with me as soon as possible and we can work on some possible solutions. If you're having technology issues on one day (for example, if your internet goes down one day during class), don't stress. While you are expected to attend all classes, these things happen and there will be optional assignments you can do to make up for the loss of participation that day. See the Absence Policy below.
- *What if I miss class for x, y, z reason?* See the Absence Policy below. Missing one class won't kill your grade. Missing every class will likely hurt your grade but reach out to me and we will work together to make sure that you can be successful in this class.
- *Wait, online education isn't what I signed up for?!* I know. Me neither. I would *much* rather see all of you in-person, but I also want us all to be as safe as possible. With any luck, we can return to in person later in the semester.

Requirements & Evaluation:

Your grade will be determined by three exams and weekly participation in class discussion. If you believe that any assignment has been unfairly graded, you may submit a brief written statement (no more than 250 words) outlining why you believe you deserve a higher grade. This statement must be turned in within one week of having received your grade. If your request is reasonable, I will re-grade your assignment. However, be aware that your grade may go down as well as up. I reserve the right to offer extra credit assignments to the class at my discretion.

Assignments will be weighted as follows:

- Exam 1 – 25%
- Exam 2 – 25%
- Exam 3 – 30%
- Participation – 20%
 - Attendance & In-Class Discussion – 10%
 - Weekly Discussion Board Posts – 10%

Exams

Exams will be ‘take-home’ meaning that you are free to consult your notes and the readings. However, please refrain from discussing the exams with other students. The exams will ask you to critically analyze and compare concepts from your readings. Reading carefully and taking good notes will help you prepare for these exams.

Exams will be turned in on Canvas. You have one week from the time that you receive the prompt to turn in the exam. If you turn in your exam late, you will be penalized 5 points (on a 100 point scale) for every day which passes before you turn in your exam.

Make sure that the online submission went through. Problems with Canvas will NOT be an excuse for late exam submissions. If you are having issues submitting the assignment, contact me before the submission deadline.

Class Participation

Participation and attendance look a little bit different these days for several reasons:

- 1) We’re starting the semester online and, depending on how things go, we may have to be online for even longer.
- 2) Once/If class returns to in-person, individuals may get sick, need to quarantine, or feel unsafe attending in-person classes.

When we’re in person, I don’t want anyone to feel unsafe (or show up to class if they’re not feeling well), and while we’re online, I know that technology issues are inevitable. **As a result, class attendance and participation will be evaluated in two ways:**

Attendance & Participation in Class: Discussions in class will be based on the assigned readings as well as content brought up in lecture. Assessment will be based on the quantity and quality of your participation throughout the semester.

Productive class discussion requires that you come to class prepared. This means reading all assigned materials before class and being ready to discuss the arguments and findings from the readings. (Or be ready with questions. Chances are, if you have a question, you’re not the only one.)

You are expected to attend and participate in all classes regardless of whether the course is conducted online or in-person. **(But see Absence Policy below.)** Your attendance record will also be used as a way to assess your participation. Good attendance is necessary but not sufficient for getting a good participation grade.

Weekly Discussion Board: In addition to in-class discussion, I want to give you all another format for participating each week. Therefore, each week you will answer a short discussion board prompt that covers the readings and any questions you may have about the concepts being covered.

Discussion Board questions will be posted on Mondays and due on Fridays by midnight. As with in-class discussion, the questions will not have ‘correct’ answers but are designed to see your reactions to concepts.

Because the discussion board questions are not based strictly on ‘informational’ types of questions (i.e. What is this concept? Did the author say X?), the grades will be based on the quality and thoughtfulness of your responses. This means that your responses should be anywhere from a few sentences to a paragraph and should show your engagement in the topic. Responses that are extremely short (only a few words) or have many grammatical errors will receive low grades.

Final grades will be given as follows:

A	93.0-100	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
C+	77.0-79.9	F	0-59.9

Absences:

While you are expected to attend all classes and I will be taking attendance in class, there is not a strict attendance policy. Sometimes things happen. You may feel sick, you may have a family emergency, you may have to quarantine or feel unsafe coming to campus (important for in-person), you may have last-minute technology issues (important for online). These are all legitimate reasons to miss class, and you don’t have to provide any documentation or excuse for missing class.

However, if you are unable to attend class for some reason, you may complete a short assignment to make up for the loss of participation that day.

A Note on Late Assignments and the Weird Times We Live In:

In general, late assignments will receive 5 points off a day (out of 100 points). *However*, I do understand that we are living in extremely difficult times, you may be switching to new forms of learning that you’re unaccustomed to/do not prefer (I know that I certainly prefer in-person classes), and everyone has things going on outside of this class. If you’re having trouble getting an assignment in on time, LET ME KNOW—preferably before the due date, but I know that sometimes that isn’t possible. I am more than happy to work with you to make sure that you succeed in this course.

Please also know that, for many, this course and its subject matter can be difficult. In-person courses sometimes allow students to feel more comfortable asking questions in class or staying behind to ask me questions. Reaching out to the professor may feel more difficult/more formal in online classes. PLEASE feel free to reach out to me during office hours or via email. I love

talking about this material and am happy to chat with you about it or anything else about the course you may want to discuss.

Collaboration:

Collaboration amongst students on exams and other assignments in this course is prohibited. Each exam and assignment must be completed individually. Collaboration will be treated as plagiarism.

Plagiarism in any form is not tolerated, so be sure that you cite all of your sources in exams and papers.

Disabilities or Language Problems: If you have a learning disability or language problem that may impact your success in this class, please let me know at the beginning of the semester.

E-mail is the official method of communication for this course. Students are expected to check their university email account frequently.

Netiquette: The term “netiquette” refers to the do’s and don’ts of online communication. As it applies to this online course, it is my expectation that students will communicate effectively and respectfully with each other, the instructor, and our guest speakers (if applicable). Follow this link to learn more about [The Core Rules of Netiquette](#).

Contacting Me:

Email: I check my email frequently, and you can expect me to respond within 24 hours during the week and within 48 hours over the weekend or holiday. If I haven’t responded to you within those time frames, please send me another email as I may have overlooked your initial email.

Online Office Hours:

- **What this means:** During online office hours, I promise to be online, at my computer, and ready to talk to you all during these specified times. Like always, we can set up another time to chat (either through Google Chat or through Google Meet). Just email me so we can work out a time that I’ll be definitely at my computer and online.
- **Where:** Online! (obviously) but we can chat through email, Google Chat (instant messenger option), or Google Meet/Hangout (video option)
- **When:** Office hours are Tuesdays 2-3:30 PM; Wednesdays 10-11:30 AM and by appointment
- **How:**
 - To sign up for Google Meet (video) office hours: <https://calendly.com/prof-maltby/office-hours-meeting>
 - Obviously, you can always email me to set up a meeting (in whatever format you prefer) as well

Course Readings (The schedule is subject to change based on the needs of the class):

Week 1 – Introduction		
	1/20	▪ Syllabus and Course Introduction
Week 2 – Citizenship		
	1/25	▪ Haney López, Ian. 2006. <i>White by Law: The Legal Construction of Race</i> . 10 th Anniversary Edition. New York: New York University Press. Chapter 1 “White Lines” pp. 1-7 ▪ Haney López, Ian. 2006. <i>White by Law</i> . Chapter 4 “Ozawa and Thind.”
	1/27	▪ Haney López, Ian. 2006. <i>White by Law</i> . Chapter 5 “The Legal Construction of Race.”
Week 3 – Immigration		
	2/1	▪ Massey, Douglas S. and Karen A. Pren 2012. “Unintended Consequences of US Immigration Policy: Explaining the Post-1965 Surge from Latin America.” <i>Population and Development Review</i> 38(1): 1-29.
	2/3	▪ Newton, Lina. 2005. ““It Is Not a Question of Being Anti-immigration”: Categories of Deservingness in Immigration Policy Making.” <i>Deserving and Entitled: Social Constructions and Public Policy</i> . Editors Anne L. Schneider and Helen M. Ingram. USA: State University of New York Press, Albany.
Week 4 – Criminal Justice		
	2/8	▪ Alexander, Michelle. <i>The New Jim Crow</i> . Chapters TBD
	2/10	▪ Epp, Charles R., Steven Maynard-Moody, and Donald Haider-Markel. 2014. <i>Pulled Over: How Police Stops Define Race and Citizenship</i> . Chicago, IL: University of Chicago Press. Chapter 3 “The Decision to Stop a Driver”
Week 5 – Affirmative Action		
	2/15	▪ PRESIDENT’S DAY – NO CLASS
	2/17	▪ Harper, Shannon and Barbara Reskin. 2005. “Affirmative Action at School and on the Job.” <i>Annual Review of Sociology</i> 31: 357-379. ▪ Baker, Dominique J. 2019. “Why might states ban affirmative action?” <i>Brookings Institution</i> . ▪ Jaschik, Scott. 2020. “Study finds that public universities lose minority students when they ban affirmative action.” <i>Inside Higher Ed</i> April 13.
Week 6 – EXAM 1 Given Wednesday, Feb 17 (in class). Due Wednesday, Feb. 24 MIDNIGHT		
	2/22	▪ NO CLASS
	2/24	▪ NO CLASS
Week 7 – Welfare		
	3/1	▪ Schram, Sanford F., Joe Soss, Richard C. Fording, and Linda Houser. 2009. “Deciding to Discipline: Race, Choice, and Punishment at the Frontlines of Welfare Reform.” <i>American Sociological Review</i> 74(June): 398-422.
	3/3	▪ Masters, N. Tatiana, Taryn P. Lindhorst, and Marcia K. Meyers. 2014. “Jezebel at the Welfare Office: How Racialized Stereotypes of Poor Women’s Reproductive Decisions and Relationships Shape Policy Implementation.” <i>Journal of Poverty</i> 18(2): 109-129.
Week 8 – Policy and Stereotypes: Labor & Criminal Justice Examples		
	3/8	▪ Pager, Devah, Bart Bonikowski, and Bruce Western. 2009. “Discrimination in a Low-Wage Labor Market: A Field Experiment.” <i>American Sociological Review</i> 74 (October): 777-799.

	3/10	<ul style="list-style-type: none"> ▪ Saperstein, Aliya, Andrew M. Penner, and Jessica M. Kizer. 2014. "The Criminal Justice System and the Racialization of Perceptions." <i>The ANNALS of the American Academy of Political and Social Science</i> 651: 104-121.
Week 9 – Spring Break		
	3/15	<ul style="list-style-type: none"> ▪ NO CLASS
	3/17	<ul style="list-style-type: none"> ▪ NO CLASS
Week 10 – Education		
	3/22	<ul style="list-style-type: none"> ▪ Meier, Kenneth J. 1993. "Latinos and Representative Bureaucracy: Testing the Thompson and Henderson Hypotheses." <i>Journal of Public Administration Research and Theory</i> 3(4): 393-414 ▪ Startz, Dick. 2019. "Equal opportunity in American education." <i>Brookings Institute</i>
	3/24	<ul style="list-style-type: none"> ▪ TBD
Week 11 – Bureaucrats & Representation		
	3/29	<ul style="list-style-type: none"> ▪ Cortez, David. 2020. "Latinxs in <i>La Migra</i>: Why They Join and Why It Matters." <i>Political Research Quarterly</i> 1-15.
	3/31	<ul style="list-style-type: none"> ▪ TBD
Week 12 – EXAM 2 Given Wednesday, Mar 31 (in class). Due Wednesday, Apr. 7 MIDNIGHT		
	4/5	<ul style="list-style-type: none"> ▪ NO CLASS
	4/7	<ul style="list-style-type: none"> ▪ NO CLASS
Week 13 – Diversity & Policy		
	4/12	<ul style="list-style-type: none"> ▪ Matsubayashi, Tetsuya and Rene R. Rocha. 2012. "Racial Diversity and Public Policy in the States." <i>Political Research Quarterly</i> 65(3): 600-614.
	4/14	<ul style="list-style-type: none"> ▪ TBD
Week 14 – Housing		
	4/19	<ul style="list-style-type: none"> ▪ Massey, Douglas S. 2015. "The Legacy of the 1968 Fair Housing Act." <i>Sociological Forum</i> 30 (S1): 571-588. ▪ Perry, Andre M. and David Harshbarger. 2019. "America's formerly redlined neighborhoods have changed, and so must solutions to rectify them." <i>Brookings Institute</i>
	4/21	<ul style="list-style-type: none"> ▪ Gaddis, Michael S. and Raj Ghoshal. 2015. "Arab American Housing Discrimination, Ethnic Competition, and the Contact Hypothesis." <i>The ANNALS of the American Academy of Political and Social Science</i> 660 (1): 282-299.
Week 15 – Healthcare		
	4/26	<ul style="list-style-type: none"> ▪ Michener, Jamila. 2020. "Race, Politics, and the Affordable Care Act." <i>Journal of Health Politics, Policy and Law</i> 45 (4): 547-566.
	4/28	<ul style="list-style-type: none"> ▪ Williams, David R. and Chiquita Collins. 2001. "Racial Residential Segregation: A Fundamental Cause of Racial Disparities in Health." <i>Public Health Reports</i> 116: 404-416. ▪ Reny, Tyler and Matt Barreto. 2020. "Americans who are biased against Asians are more likely to fear the coronavirus." <i>The Washington Post</i>. April 1. ▪ Goldstein, Lauren. 2020. "Black communities have been hit hard by the coronavirus. Some think black Americans are to blame." <i>The Washington Post</i>. May 15.
Week 16 – TBD		
	5/3	<ul style="list-style-type: none"> ▪ TBD
	5/5	<ul style="list-style-type: none"> ▪ TBD
Week 17 Finals Week – EXAM 3 Given Wed., May 5. Due Wed., May 12 MIDNIGHT		

University Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to

complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.