

**Proseminar in American Politics
PSC 710R**

| | |
|---|------------------------------------|
| Professor: Elizabeth Maltby | Place: WRI B224 |
| Email: elizabeth.maltby@unlv.edu | Time: Mondays 2:30PM-5:15PM |
| Office Hours: Mon & Wed (in person): 11:30AM-12:30PM Tues (online): 1PM-2PM and by appointment | |
| Office: WRI B213 | Office Phone: 702-895-5252 |
| Signing up for Tuesday Online Office Hours: https://calendly.com/prof-maltby/office-hours-meeting | |

Course Overview & Learning Objectives:

This course provides an introduction to the field of American politics. The main purpose is for you to have a basic understanding of the major areas of research within the field. This involves reading classic texts in American politics, understanding the major questions, approaches, and methods in these readings, and introducing current controversies within the field.

Required Materials:

Readings listed on the syllabus will be available for you to download via the university website. You are expected to find and download the required journal readings on your own. If you have trouble accessing some of the readings, please contact me. Book excerpts will be provided on the course’s Canvas page.

Requirements & Evaluation:

Your grade will be determined by weekly reaction papers, participation in class discussions, and two comprehensive-style exams.

| | |
|------------------------------|-----|
| Attendance and Participation | 25% |
| Weekly Reaction Papers | 25% |
| American Comprehensive Exams | 50% |

Attendance and Participation

You are expected to attend every class and be actively engaged in discussion of the readings/concepts every week. However, good attendance is necessary but not sufficient for getting a good participation grade. Class discussions will be a central part of this course and will account for 25% of your grade. The 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 week’s readings, raise questions and engage in the material, and make connections between readings and concepts. Repeated instances of failure to complete assigned reading will result in significant reductions to the participation component of the course grade.

Weekly Response Papers

Each week you are expected to write a short paper in response to the week's readings. These should be roughly 1-page single-spaced. These *should not* exceed 1 ½ single-spaced pages. Weekly response papers should be submitted to our course's Canvas page by **11AM Mondays**.

The goal of these papers is NOT to summarize the readings but rather offer a critical assessment. (You may briefly summarize the readings if you like, but these summaries should be *no more than 1-2 sentences*.) Instead, the focus of these response papers is to make connections between readings (both from that week as well as connections to past weeks readings) and to provide critical commentary on the readings. While you are not required to discuss *every* reading in great detail, the best response papers will incorporate as many of the week's readings as possible. Papers that mention only one or two readings will not receive high grades.

Things to think about before writing your reaction papers:

1. What are the central research questions?
2. What are the major theoretical concepts (e.g., "representation," "efficacy," "political knowledge") in the paper?
3. How is the main question tested? What data/methods are used? Do you find the empirical arguments persuasive?
4. What untested implications could be tested? Are there any (relevant) fundamental questions being ignored by the authors? That is, not all works try to answer every major question. Is this a matter of limited scope or a blind spot in the perspective taken by the author?

Even though these are short papers, you still need to focus on *how* you are writing. It takes effort to write succinctly and clearly in a short amount of space. This requires that you write carefully, with logically placed sentences. This also means you should spend time proof-reading your paper before submitting and take the time *before you start writing* to outline the points you want to make. Papers that are poorly written will receive poor grades.

You may miss one paper during the course of the semester without penalty. ***Late papers will not be accepted.***

Comprehensive Exams

Students will write two exams replicating the American comprehensive exam. More details will follow during the semester.

Final Grades will be given as follows: A = 100-94; A- = 93-90; B+ = 89-87; B = 86-84; B- 83-80; C+ = 79-77; C = 76-74; C- = 73-70; D+ = 69-67; D = 66-64; D- = 63-60; F = 59-0

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.

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.

In-Person Office Hours:

- **What this means:** During online office hours, I will be in my office and ready to talk to you all during these specified times.
- **Where:** WRI B213
- **When:** In-person office hours are Mondays and Wednesdays 11:30AM – 12:30PM and by appointment
- **How:** Unlike online office hours, these you can just drop by my office for and/or you may email me to set up a specific time to meet.

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 at my computer and online.
- **Where:** Online! (obviously) but I use Google Hangout for my online office hours
- **When:** Online office hours are Tuesdays 1PM-2PM and by appointment
- **How:** To sign up for Google Meet (video) office hours:

Late Assignments:

Outside of exceptional circumstances that students have arranged in advance, I am unwilling to accept late assignments. If students have a valid reason to submit things late, students should get in touch with me prior to the due date.

Make sure that you have actually uploaded all assignments to Canvas and receive confirmation that the upload was successful. Issues with uploading assignments will not be an excuse for late assignments.

A Note on Late Assignments and the Weird Times We Live In: In general, late assignments will not be accepted. *However*, I do understand that we are living in extremely difficult times, 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.

Electronic Devices: The use of laptops or iPads/etc. is allowed provided that they are used exclusively for class activity. If any student abuses this privilege, then all laptops and other devices will be prohibited from that point forward. Students are not allowed to tape record, photograph, videotape, or otherwise electronically record any of the class without permission from the instructor.

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.

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

Schedule (*The schedule is subject to change based on the needs of the class*):

Week 1 (8/23): Course Introduction & Syllabus

Week 2 (8/30): Liberal and Pluralist Theories of American Politics

- Hartz, Louis. 1955. *The Liberal Tradition in America*. New York: Harcourt and Brace. Chapter 1 (online)
- Dahl, Robert A. 1956. *A Preface to Democratic Theory*. Chicago: University of Chicago Press. Chapter 4. (online)
- Schattschneider, E. E. 1960. *The Semi-Sovereign People*. Holt, Rinehart, and Winston. Chapter 2. (online)
- Smith, Rogers. 1993. "Beyond Toqueville, Myrdal, and Hartz: The Multiple Traditions in America." *American Political Science Review* 87: 549-566.

Week 3 (9/6): Labor Day – NO CLASS

Week 4 (9/13): Public Opinion

- Converse, Philip. 1964. "The Nature of Belief Systems in Mass Publics." In *Ideology and Discontent*. Ed. David Apter. Free Press
- Stimson, James A. 1975. "Belief Systems: Constraint, Complexity, and the 1972 Election." *American Journal of Political Science* 19: 343-417.
- Hochschild, Jennifer L. 1981. "What's Fair?" Cambridge, MA: Harvard University Press. Chapters 1 & 2 (online)
- Iyengar, Shanto, Mark D. Peters, and Donald R. Kinder. 1982. "Experimental Demonstrations of the 'Not-So-Minimal' Consequences of Television News Programs." *American Political Science Review* 76: 848-858.
- Zaller, John and Stanley Feldman. 1992. "A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences." *American Journal of Political Science* 36: 579-561.

Week 5 (9/20): Participation

- Huckfeldt, R. Robert. 1979. "Political Participation and the Neighborhood Social Context." *American Journal of Political Science* 23: 579-592.
- Wolfinger, Raymond and Steven Rosenstone. 1980. *Who Votes?* New Haven, CT: Yale University Press. Selected Excerpts. (online)
- Bobo, Lawrence and Franklin D. Gilliam. 1990. "Race, Sociopolitical Participation, and Black Empowerment." *American Political Science Review* 84: 377-393.
- Rosenstone, Steven and John Mark Hansen. 1993. *Mobilization, Participation, and Democracy*. New York, NY: Macmillan. Chapter 6 (online)
- Brady, Henry E., Sidney Verba, and Kay Lehman Schlozman. 1995. "Beyond SES: A Resource Model of Political Participation." *American Political Science Review* 89: 271-294.
- Plutzer, Eric. 2002. "Becoming a Habitual Voter: Inertia, Resources, and Growth in Young Adulthood." *American Political Science Review* 96: 41-56.

Week 6 (9/27): Voting Behavior

- Campbell, Angus, Philip Converse, Warren Miller, and Donald Stokes. 1960. *The American Voter*. Chicago, IL: University of Chicago Press. Selected Excerpts (online)
- Lupia, Arthur. 1994. "Shortcuts versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections." *American Political Science Review* 88(1): 63-76.
- Lodge, Milton, Marco R. Steenbergen, and Shawn Brau. 1995. "The Responsive voter: Campaign Information and the Dynamics of Candidate Evaluation." *American Political Science Review* 89: 309-326.
- Lau, Richard, and David Redlawsk. 1997. "Voting Correctly." *American Political Science Review* 91: 585-598.
- Damore, David F., Mallory M. Waters, and Shaun Bowler. 2011. "Unhappy, Uninformed, or Uninterested? Understanding "None of the Above" Voting." *Political Research Quarterly* 65 (4): 895-907.

Week 7 (10/4): No Class – Exam 1 will be given during this week

Week 8 (10/11): Congress

- Mayhew, David. 1974. *The Electoral Connection*. New Haven, CT: Yale University Press. Selected Excerpts (online)
- Arnold, R. Douglas. 1990. *The Logic of Congressional Action*. New Haven, CT: Yale University Press. Selected Excerpts (online)
- Krehbiel, Keith. 1993. "Where's the Party?" *British Journal of Political Science* 23: 235-266.
- Poole, Keith and Howard Rosenthal. 2001. "Patterns of Congressional Voting." *American Journal of Political Science* 35(1): 228-278.
- Rohde, David W. 2013. "Reflections on the Practice of Theorizing: Conditional Party Government in the Twenty-First Century." *Journal of Politics* 75: 849-864.

Week 9 (10/18): Representation II

- Miller, Warren E. and Donald E. Stokes. 1963. "Constituency Influence in Congress." *American Political Science Review* 57: 45-57.
- Fenno, Richard, Jr. 1977. "U.S. House Members in their Constituencies." *American Political Science Review* 71: 883-917.
- Eulau, Heinz and Paul Karps. 1977. "The Puzzle of Representation." *Legislative Studies Quarterly* 2: 233-254.
- Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *Journal of Politics* 61: 628-657.
- Weissberg, Robert. 1978. "Collective versus Dyadic Representation in Congress." *American Political Science Review* 72: 535-547.
- Stimson, James A., Michael B. MacKuen, and Robert S. Erikson. 1995. "Dynamic Representation." *American Political Science Review* 71: 883-917.

Week 10 (10/25): Presidency

- Neustadt, Richard. 1980. *Presidential Power*. New York, NY: Prentice Hall. Selected Excerpts (online)
- Moe, Terry M. and W. Howell. 1999. "A Theory of Unilateral Action." *Presidential Studies Quarterly* 29: 850-871.
- Edwards, George C. and B. Dan Wood. 1999. "Who Influences Whom? The President and the Public Agenda." *American Political Science Review* 93: 327-344.
- Canes-Wrone, Brandice and Kenneth Shotts. 2004. "The Conditional Nature of Presidential Responsiveness to Public Opinion." *American Journal of Political Science* 48: 690-706.
- Goff, Sean and Daniel J. Lee. 2018. "Prospects for Third Party Electoral Success in a Polarized Era." *American Politics Research* 47 (6): 1324-1344.

Week 11 (11/1): Courts

- Segal, Jeffrey A. and Albert D. Cover. 1989. "Ideological Values and the Votes of the US Supreme Court Justices." *American Political Science Review* 83: 557-565.
- George, Tracey E. and Lee Epstein 1992. "On the Nature of Supreme Court Decision Making." *American Political Science Review* 86: 323-337.
- Gill, Rebecca D. and Kate Eugenis. 2021. "Do Voters Prefer Women Judges? Deconstructing the Competitive Advantage in State Supreme Court Elections." *State Politics and Policy Quarterly* 19 (4): 399-427.
- Johnson, Timothy R., Paul J. Wahlbeck and James F. Spriggs, II. 2006. "The Influence of Oral Arguments on the US Supreme Court." *American Political Science Review* 100: 99-113.
- Sen, Maya. 2015. "Is Justice Really Blind? Race and Reversal in US Courts." *Journal of Legal Studies* 44(S1).

Week 12 (11/8): Public Policy

- Walker, Jack L. 1969. "The Diffusion of Innovations Among the American States." *American Political Science Review* 63: 880-899
- Sabatier, Paul A. 1988. "An Advocacy Coalition Framework of Policy Change and the Role of Policy-Oriented Learning Therein." *Policy Sciences* 21: 129-168.
- Baumgartner, Frank R. and Bryan D. Jones. 1991. "Agenda Dynamics and Policy Subsystems." *Journal of Politics* 53: 1044-1074.
- Schneider, Anne and Helen Ingram. 1993. "Social Construction of Target Populations: Implications for Politics and Policy." *American Political Science Review* 87: 334-347.
- Weaver, Vesla M. and Amy E. Lerman. 2010. "Political Consequences of the Carceral State." *American Political Science Review* 104(4): 817-833.

Week 13 (11/15): Bureaucracy

- McCubbins, Matthew, Roger Noll, and Barry Weingast. 1987. "Administrative Procedures as Instruments of Political Control." *Journal of Law, Economics, and Organization* 3: 243-277.
- Wood, B. Dan, and Richard W. Waterman. 1991. "The Dynamics of Political Control of the Bureaucracy." *American Political Science Review* 85: 801-828.
- Balla, Steven J. 1998. "Administrative Procedures and Political Control of the Bureaucracy." *American Political Science Review* 92: 663-673.
- Carpenter, Daniel P. 2000. "State Building through Reputation Building: Coalitions of Esteem and Program Innovation in the National Postal System, 1883-1913." *Studies in American Political Development* 14: 121-155.
- Keiser, Lael R., Vicky M. Wilkins, Kenneth J. Meier, and Catherine A. Holland. 2002. "Lipstick and Logarithms: Gender, Institutional Context, and Representative Bureaucracy." *American Political Science Review* 96: 552-564.
- Nicholson-Crotty, Jill, Jason A. Grissom, and Sean Nicholson-Crotty. 2011. "Bureaucratic Representation, Distributional Equity, and Democratic Values in the Administration of Public Programs." *Journal of Politics* 73: 582-596.

Week 14 (11/22): No Class**Week 15 (11/29): Race, Gender, and Identity Politics**

- Hero, Rodney E. and Caroline J. Tolbert. 1996. "A Racial/Ethnic Diversity Interpretation of Politics and Policy in the U.S." *American Journal of Political Science* 40: 851-871.
- Gay, Claudine. 2002. "Putting Race in Context: Identifying the Environmental Determinants of Black Racial Attitudes." *American Political Science Review* 98 (4): 574-562.
- Banks, Antione J. and Nicholas A. Valentino. 2012. "Emotional Substrates of White Racial Attitudes." *American Journal of Political Science* 56(2).
- Philpot, Tasha S. and Kenneth M. Miller. 2020. "New Face to the Race Card: Positive Racial Appeals in Campaign Advertisements." *Social Science Quarterly* 101(1): 73-90.
- Thomas, Sue. 1991. "The Impact of Women on State Legislative Policies." *Journal of Politics* 53(4): 958-976.
- Fulton, S. A., Maestas, C. D., Maisel, L. S., and Stone, W. J. (2006). The Sense of a Woman: Gender, Ambition, and the Decision to Run for Congress. *Political Research Quarterly* 59 (2): 235-248

Week 16 (12/6): Finals Week – No Class

Exam 2 will be given during this time

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 are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <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 Student Conduct Code](#), 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 a Course

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 devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). 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.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

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 student or employee 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](#) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (Student Services Complex, 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 a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

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>.

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>, 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>, 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 Classwork policy, under Registration Policies, on the [Academic Policies](#) webpage.

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 submits 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. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, 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 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.