

Racial & Ethnic Politics in the US
PSC 719

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Email: elizabeth.maltby@unlv.edu	Time: Th. 2:30-5:15
Office Hours: Wednesdays 1PM-3PM, Thursdays 1PM-2PM and by appointment	
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Course Overview & Learning Objectives:

This seminar examines social science theories of race, ethnicity and politics in the United States. We will discuss various theoretical, conceptual, measurement and methodological issues that scholars encounter in studying the influence of race and ethnicity on American politics.

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 that are outside of the required texts will be provided on the course's webcampus page.

Requirements & Evaluation:

Your grade will be determined by weekly response papers, participation in class discussions, and a semester-long research project.

Participation/Discussion	20%
Weekly Response Papers	20%
Research Project	
Paper Proposal	5%
First Draft	10%
Review of classmates' draft	5%
Presentation	15%
Final Paper	25%

Participation/Discussion

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 20% 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. If you do not do the reading, do not show up to class and free ride on the efforts of others. 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 webcampus page by **10AM on Wednesdays**.

The goal of these papers is NOT to summarize the readings. (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.

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.

Note: Papers do not need a bibliography (unless citing sources from outside the course). However, proper in-text citations should be used.

Research Project

Students will work on a semester-long research project that will simulate the full manuscript-producing process. This will begin with submitting research proposals, writing the manuscript, reviewing others' work, revising your paper, and presenting the final results. The final product should be a fully completed research paper that could go to a conference.

The research project should incorporate the theories of racial/ethnic politics discussed in this class as a major component of the paper. In other words, race/ethnicity cannot be treated as simply a control variable.

Paper Proposal(s):

You are required to turn in a brief description (a paragraph or two) of the research question, what relevant literature you will look to, your argument, and how you plan to test your research question (this includes having an idea about the data sources and methodologies you will use). You are not required to stick with this topic but having a paper proposal early on will help you later.

First Draft:

You are required to turn in a *completed* first draft of your paper. By completed, I mean that the paper is fully written, the methods are completed, and the paper is properly formatted. This is similar to a first draft of a paper that you would submit to a conference or a journal. You cannot write a good first draft overnight. You will need to work on this paper throughout the semester, so plan on budgeting your time accordingly.

*A note on data collection and presentation. Finding and recoding data will take longer than you think it should. Do not wait until the last minute to start this process. When you present the data/models in your paper, it needs to be nicely formatted as if you were submitting the paper to a conference or journal. In other words, do not include Stata (or R or other statistical packages) output as part of your drafts or presentations.

Review of Classmates' Draft:

Students will review two classmates' first drafts. Your reviews should briefly summarize the argument and findings of your classmates' drafts and provide constructive criticism of how the project can be improved and/or questions about your classmates' projects. The reviews will be due at the same time as the weekly response papers would normally be due. We will discuss these drafts and your reviews in class that week.

Presentation:

Students will give a 12-15 minute presentation on their research projects to the class. This is a conference-style presentation similar to what you would do at APSA or MPSA. In class, we will discuss your presentation, both the substance and the style including organization, clarity, visualizations, etc.

Final Research Paper:

During finals week, students will turn in a final draft of the research paper which incorporates the revisions suggested earlier in 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

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.

Office Hours: My office hours and office location are listed above. If these hours do not work with your schedule and you would like to meet, email me to arrange an alternate time to meet. Please try to email me in advance so I know to expect you.

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. Sometimes students have issues with uploading assignments to Canvas. This will not be an excuse for late assignments.

Electronic Devices:

Students are required to turn off all cell phones and other electronic devices during class. 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.

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.

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

Week 1 (1/23): NO CLASS

- Please look over the syllabus and email with any questions

Week 2 (1/30): Identity Politics

- Dawson, Michael. 1994. *Behind the Mule: Race and Class in African-American Politics*. Princeton, N.J. Princeton University Press. Chapters 3 & 4. **online**
- Capers, K. Jurée and Candis Watts Smith. 2016. "Linked Fate at the Intersection of Race, Gender, and Ethnicity." In *Distinct Identities: Minority Women in U.S Politics* Eds. Nadia E. Brown and Sarah Allen Gershon. **online**
- Marsh, Wayne Z. C., and Ricardo Ramirez. 2019. "Unlinking fate? Discrimination, group-consciousness, and political participation among Latinos and whites." *Politics, Groups and Identities* 7 (3): 625-641.
- Sanchez, Gabriel, Natalie Masuoka, and Brooke Abrams. 2019. "Revisiting the brown-utility heuristic: a comparison of Latino linked fate in 2006 and 2016." *Politics, Groups and Identities* 7 (3).

Week 3 (2/6): Attitudes

- Kinder, Donald R. and Lynn M. Sanders. 1996. *Divided by Color: Racial Politics and Democratic Ideals*. Ch. 2 "The Racial Divide in Public Opinion." **online**
- DeSante, Christopher D. 2013. "Working Twice as Hard to Get Half as Far: Race, Work Ethic, and America's Deserving Poor." *American Journal of Political Science* 57 (2): 3420356.
- Masuoka, Natalie and Jane Junn. 2013. *The Politics of Belonging: Race, Public Opinion, and Immigration*. Ch. 1 "Public Opinion Through a Racial Prism." and Ch. 3 "The Pictures in Our Heads: The Content and Application of Racial Stereotypes." **online**
- Lajevardi, Nazita and Kassra A. R. Oskooii. 2018. "Old-Fashioned Racism, Contemporary Islamophobia, and the Isolation of Muslim Americans in the Age of Trump." *Journal of Race, Ethnicity, and Politics* 3 (1): 112-152.

Week 4 (2/13): Racial Threat and Residential Context

- Giles, Michael W. and Melanie A. Buckner. 1993. "David Duke and Black Threat: An Old Hypothesis Revisited." *Journal of Politics*. 55 (3):
- Sigelman, Lee and Susan Welch. 1993. "The Contact Hypothesis Revisited: Black-White Interaction and Positive Racial Attitudes." *Social Forces* 71 (3): 781-795.
- Bledsoe, Timothy, Susan Welch, Lee Sigelman, and Michael Combs. 1995. "Residential Context and Racial Solidarity among African Americans Residential Context and Racial Solidarity among African Americans." *American Journal of Political Science* 39: 434-458.
- Branton, Regina, and Bradford Jones. 2005. "Values, Context, and Racial and Ethnic Diversity." *American Journal of Political Science* 49: 359-372

Week 5 (2/20): Political Participation

- Verba, Sidney, Kay Lehman Schlozman, Henry Brady, and Norman H. Nie. 1993. "Race, Ethnicity and Political Resources: Participation in the United States." *British Journal of Political Science* 23: 453-497.
- Bobo, Lawrence, and Franklin D. Gilliam, Jr. 1990. "Race, Sociopolitical Participation, and Black Empowerment." *American Political Science Review* 84:2 377-393.
- Leighley, Jan and Arnold Vedlitz. 1999. "Race, Ethnicity, and Political Participation: Competing Models and Contrasting Explanations." *Journal of Politics* 61 (4): 1092-1114.
- Ramakrishnan, S. Karthick, and Thomas J. Espenshade. 2001. "Immigrant Incorporation and Political Participation in the United States." *International Migration Review* 35, 870-909.
- Holman, Mirya R. 2016. "The differential effect of resources on political participation across gender and racial groups." In *Distinct Identities: Minority Women in U.S Politics* Eds. Nadia E. Brown and Sarah Allen Gershon. **online**

Week 6 (2/27): Representation

- Cameron, Charles, David Epstein, and Sharyn O'Halloran. 1996. "Do Majority-Minority Districts Maximize Substantive Black Representation in Congress?" *American Political Science Review* 90: 794-812.
- Preuhs, Robert R. 2007. "Descriptive Representation as a Mechanism to Mitigate Policy Backlash: Latino Incorporation and Welfare Policy in the American States." *Political Research Quarterly* 60 (2): 277-292.
- Schildkraut, Deborah J. 2013. "Which Birds of a Feather Flock Together? Assessing Attitudes about Descriptive Representation Among Latinos and Asian Americans." *American Politics Research* 41 (4): 699-729
- Wallace, Sophia J. 2014. "Representing Latinos: Examining Descriptive and Substantive Representation in Congress." *Political Research Quarterly* 67 (4): 917-929.
- **Recommended:** Mansbridge, Jane. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent Yes." *Journal of Politics* 61 (3): 628-657.

Week 7 (3/5): Minority Candidates

- Citrin, Jack, Donald P. Green and David O. Sears. 1990. "White Reactions to Black Candidates: When Does Race Matter?" *Public Opinion Quarterly* 54 (1): 74-96
- Barreto, Matt. 2007. "Sí Se Puede! Latino Candidates and the Mobilization of Latino Voters." *American Political Science Review*. 101: 425-441.
- Philpot, Tasha S. and Hanes Walton. 2007. "One of Our Own: Black Female Candidates and the Voters Who Support Them." *American Journal of Political Science* 51 (1): 49-62.
- Jacobsmeier, Matthew L. 2014. "Racial Stereotypes and Perceptions of Representatives' Ideologies in US House Elections." *Legislative Studies Quarterly* 39 (2): 261-291.
- Sanbonmatsu, Kira. 2016. "Officeholding in the 50 States: The Pathways Women of Color Take to Statewide Elective Executive Office." In *Distinct Identities: Minority Women in U.S Politics* Eds. Nadia E. Brown and Sarah Allen Gershon. **online**

Week 8 (3/12): Presidency and the Courts

- Frymer, Paul. 2005. "Racism Revised: Courts, Labor Law, and the Institutional Construction of Racial Animus." *American Political Science Review* 99 (3): 373-387.
- Bonneau, Chris W. 2009. "Impartial Judges? Race, Institutional Context, and U.S. State Supreme Courts." *State Politics and Policy Quarterly* 9 (4): 381-403.
- Tesler, Michael. 2013. "The Return of Old Fashioned Racism to White Americans' Partisan Preferences in the Early Obama Era." *Journal of Politics* 75: 110-123.
- Hooghe, Marc and Ruth Dassonneville. 2018. "Explaining the Trump Vote: The Effect of Racist Resentment and Anti-Immigrant Sentiments." *PS: Political Science and Politics* 51 (3): 528-534.
- Michelson, Melissa R. and Jessica L. Lavariega Monforti. 2018. "Back in the Shadows, Back in the Streets." *PS: Political Science and Politics* 51 (2): 282-287.

PAPER PROPOSAL DUE SUNDAY, MARCH 15 AT MIDNIGHT

Week 9 (3/19): Spring Break (No Class)

Week 10 (3/26): Race and Policy I

- Gilens, Martin. 1996. "Race Coding" and White Opposition to Welfare." *American Political Science Review* 90 (3): 593-604.
- Yates, Jeff, and Richard Fording. 2005. "Politics and State Punitiveness in Black and White." *Journal of Politics* 68:3 585-599.
- Schram, Sanford F., Joe Soss, Richard Fording, Linda Houser. 2009. "Deciding to Discipline: Race, Choice, and Punishment on the Frontlines of Welfare Reform." *American Sociological Review* 74: 398-422.
- Alexander, Michelle. 2012. *The New Jim Crow* Chapters **TBD online**
- Burch, Traci. 2015. "Skin Color and the Criminal Justice System: Beyond Black-White Disparities in Sentencing." *Journal of Empirical Legal Studies* 12 (3): 395-420.

Week 11 (4/2): Race and Policy II

- Hopkins, Daniel. 2010. "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition." *American Political Science Review* 104: 40-60
- Tesler, Michael. 2012. "The Spillover of Racialization into Health Care: How President Obama Polarized Public Opinion by Racial Attitudes and Race." *American Journal of Political Science* 56 (3): 690-704.
- Rocha, Rene R., Benjamin R. Knoll, and Robert D. Wrinkle. 2015. "Immigration Enforcement and the Redistribution of Political Trust." *Journal of Politics* 77: 901-913
- Hajnal, Zoltan, Nazita Lajevardi, and Lindsay Nielson. 2017. "Voter Identification Laws and the Suppression of Minority Votes." *Journal of Politics* 79 (2).

Week 12 (4/9): WPSA (No Class)

Week 13 (4/16): Multiple Identities

- Hawkesworth, Mary. 2003. "Congressional Enactments of Race-Gender: Toward a Theory of Race-Gendered Institutions." *American Political Science Review* 97 (4): 529-550.
- Masuoka, Natalie. 2008. "Political Attitudes and Ideologies of Multiracial Americans: The Implications of Mixed Race in the United States." *Political Research Quarterly* 61 (2): 253-267.
- Davenport, Lauren D. 2016. "Beyond Black and White: Biracial Attitudes in Contemporary U.S. Politics." *American Political Science Review* 110 (1): 52-67.
- Lemi, Danielle Casarez and Nadia E. Brown. 2019. "Melanin and Curls: Evaluation of Black Women Candidates." *Journal of Race, Ethnicity, and Politics* 4 (2): 259-296.

FIRST DRAFTS DUE FRIDAY, APRIL 17 AT MIDNIGHT

Week 14 (4/23): Review of First Drafts

Week 15 (4/30): Racial Coalitions

- Bobo, Lawrence and Vincent L. Hutchings. 1996. "Perceptions of Racial Group Competition: Extending Blumer's Theory of Group Position to a Multiracial Social Context." *American Sociological Review* 61: 951-972.
- Gay, Claudine. 2006. "Seeing Difference: The Effect of Economic Disparity on Black Attitudes Toward Latinos." *American Journal of Political Science* 50 (4).
- Wilkinson, Betina Cutaia, and Emily Earle. 2012. "Taking a New Perspective to Latino Racial Attitudes: Examining the Impact of Skin Tone on Latino Perceptions of Commonality with Whites and Blacks." *American Politics Research* 41 (5): 783-818.
- Ramakrishnan, S. Karthick. 2014. "Asian Americans And the Rainbow: The Prospects and Limits of Coalitional Politics." *Politics, Groups and Identities* 2: 522-529.

Week 16 (5/7): Presentations

Week 17 (5/14): Finals Week – Final Papers Due Wednesday (5/13) at midnight

University Policies:

Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus 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 sources. See the Student Conduct Code, <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 drop 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 is available at <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, 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 general 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.

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 defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as 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 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 website:

<http://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at: <http://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 Policy for Missed Work, under

Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=26&navoid=6046>.

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 reasonably have been 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/Unit 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: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, 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 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 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>, 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/>, 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, 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>.

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.