

## HIST 740g: US Cultural / Intellectual Fall 2016

**Learning Objectives:** Participants in this seminar will examine theory and methods in action. We will consult "how to" treatises on occasion but the majority of our reading will be monographs and essays in history, anthropology, geography, sociology, and related fields. We will consider

- how scholars conduct research in archives, via fieldwork, and through interviews;
- how they analyze primary sources and other data;
- how they develop their interpretation; and
- how they present their claims.

In addition, we will

- evaluate a range of projects and assess different approaches; and
- identify those methods most appropriate for your particular investigations.

A basic premise is that knowledge is generated through our study of people and places, that theory and method is fundamental to this process.

The seminar is intended to be a step toward critical and reflective practice with careful attention paid to data collection, our position relative to those we study, and how we turn observations and evidence into explanations.

**Procedures:** Learning is a social endeavor and your primary responsibility is active participation. I expect you will take notes as you read, that you will develop questions, and that you will prepare a summary of the themes and issues prior to our meetings. To ensure lively discussion, each member of the seminar will distribute a set of two or three talking points to the group. You ought to review these in the aggregate and come to seminar ready to discuss the talking points with reference to the readings. The sooner you can share your points the better but you should plan to email these before 6:00pm Monday. In all cases we will engage our colleagues in a respectful conversation about ideas, research design, the interpretation of data, and writing.

**Tasks:** Methods are something we do and we will want to talk about actual practice. You will undertake occasional "back-of-the-napkin" exercises in addition to the weekly talking points. The emphasis here is on the doing: What is it like to conduct an interview? What is at stake when we enter into other people's lives? How would you document place with a camera or pen? What is involved when one produces digital history? When appropriate you will share your work with the group for comment and discussion. The primary product, which you will develop over the course of the semester, is a descriptive statement of the theory that frames your research and the methods you will employ for a specific project. The model I have in mind is a proposal of the type you would submit when requesting funds from a foundation or a research institute for dissertation support. In fact, I encourage you to use this opportunity to craft a proposal for submission to the National Endowment for the Humanities (NEH), the Social Science Research Council (SSRC), the Getty Research Institute (GRI), the Huntington Library, or the like. Your statement will include an introduction to the project; a concise discussion of comparable studies (which scholarship

are you contributing to); an overview of the sources you will consult (what data will you generate and/or evaluate); your theoretical framework; the methods you will use in conducting your research and analysis; a work plan and timeline; a budget; and a bibliography. We will circulate drafts in Week 11 for review and comment during the session following. A penultimate draft is due at our final session.

**Grading:** Student performance will be evaluated on class participation and assignments (40%), contributions to peer assessment (10%), and a grant application (50%) that explains the theory and describes the method(s) you will employ for a specific project.

### **Weekly schedule of topics, readings, and assignments:**

#### **Week 1: Subjects and Objects (Jan. 19)**

##### Reading:

“AHR Conversation: Explaining Historical Change; or, The Lost History of Causes,”  
The American Historical Review 120/4, 2015: 1369-4024  
Walter Johnson, “On Agency,” Journal of Social History 37, 2003: 113-24  
[http://muse.jhu.edu/journals/journal\\_of\\_social\\_history/v037/37.1johnson.html](http://muse.jhu.edu/journals/journal_of_social_history/v037/37.1johnson.html)  
Richard White et al. “Round Table: Self and Subject,” Journal of American History  
89/1, 2002: 17-53  
<http://jah.oxfordjournals.org/content/89/1.toc>

##### Further reading:

Penelope J. Corfield, Time and the Shape of History (2007)  
Dr. Carl Hart, High Price: A Neuroscientist’s Journey of Self-Discovery That  
Challenges Everything You Know About Drugs and Society (2013)  
Allan Megill, “Recounting the Past: “Description,” Explanation, and Narrative in  
Historiography,” American Historical Review 94/3, 1989: 627-53  
Steve Pile, The Body and the City: Psychoanalysis, Space and Subjectivity (1996)  
Michael Roper, “Slipping Out of View: Subjectivity and Emotion in Gender History,”  
History Workshop Journal 59, 2005: 57-72  
Joan Scott, “The Evidence of Experience,” Critical Inquiry 17/4, 1991: 773-97  
Erika Tucker, “The Subject of History: Historical Subjectivity and Historical Science,”  
Journal of the Philosophy of History 7, 2013: 205-29

#### **Week 2: Narrativity (Jan. 26)**

##### Reading:

William Cronon, “A Place for Stories: Nature, History, and Narrative,” Journal of  
American History 78/4, March 1992: 1347-76  
<http://www.jstor.org/stable/2079346>  
“Interchange: Genres of History,” Journal of American History 91/2, Sept. 2004: 572-  
93 <http://jah.oxfordjournals.org/content/91/2/572.full.pdf+html>  
Hayden White, “The Value of Narrativity in the Representation of Reality,” from The  
Content of the Form: Narrative Discourse and Historical Representation (1987)

##### Further reading:

David Carr, Time, Narrative, and History (1986)  
Elizabeth Clark, History, Theory, Text: Historians and the Linguistic Turn (2004)

Martin Jay, "Should Intellectual History Take a Linguistic Turn? Reflections on the Habermas-Gadamer Debate," in Dominick LaCapra and Steven Kaplan eds., *Modern European Intellectual History: Reappraisals and New Perspectives* (1982)

Kerwin Klein, *From History to Theory* (2011)

Alan Mayne, *The Imagined Slum: Newspaper Representation in Three Cities, 1870-1914* (1993)

Paul Ricoeur, *Time and Narrative* (3 vols.)

Richard White, *Remembering Ahanagan: Storytelling in a Family's Past* (1998)

**Week 3: Life Histories** (Feb. 2)

Assignment: Craft a set of questions you would pose to begin an open ended interview about a topic of your choice

Reading:

Alessandro Portelli, excerpt from *The Battle of Valle Giulia: The Art of Dialogue in Oral History* (1997)

Pierrette Hondagneu-Sotelo, *Gendered Transitions: Mexican Experiences of Immigration* (1994)

Further reading:

Elijah Anderson, *Street Wise: Race, Class, and Change in an Urban Community* (1990)

Beth Bailey and David Farber, *The First Strange Place: Race and Sex in World War II Hawaii* (1992)

Michael Buroway, *Ethnography Unbound: Power and Resistance in the Modern Metropolis* (1991)

James N. Gregory, *American Exodus: The Dust Bowl Migration and Okie Culture in California* (1989)

Gretchen Lemke-Santangelo, *Abiding Courage: African American Migrant Women and the East Bay Community* (1996)

Pierrette Hondagneu-Sotelo, *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (2001)

Peter Metcalf, *They Lie, We Lie: Getting on with Anthropology* (2001)

Esther Newton, *Cherry Grove, Fire Island* (1994)

Robert Perks and Alistair Thomson, eds., *The Oral History Reader* (1998)

Rachel Sherman, *Class Acts: Service and Inequality in Luxury Hotels* (2007)

Paul Thompson, *The Voice of the Past: Oral History* (1978)

Paul Willis, *Learning to Labour: How Working Class Kids Get Working Class Jobs* (1977)

**Week 4: Visuality** (Feb. 9)

Assignment: Bring a graphic representation of an event, place, or person(s) for discussion

Reading:

Martin Berger, *Seeing through Race* (2011)

Further reading:

John Berger, *About Looking* (1980)  
Susan Buck-Morss, *The Dialectics of Seeing: Walter Benjamin and the Arcades Project* (1989)  
John Collier, Jr., and Malcolm Collier, *Visual Anthropology: Photography as a Research Method* (1967/1986)  
Malcolm Collier, "Approaches to Analysis in Visual Anthropology," in van Leeuwen and Jewitt, eds. *Handbook of Visual Analysis* (2001)  
John Davis, "Eastman Johnson's *Negro Life at the South* and Urban Slavery in Washington, D.C." *The Art Bulletin* 80 (March 1998): 67-92  
William L. Fox, *View Finder: Mark Klett, Photography, and the Reinvention of Landscape* (2001)  
Gillian Rose, *Visual Methodologies: An Introduction to the Interpretation of Visual Materials* (2001)  
Eric Sandweiss, *The Day in Its Color: Charles Cushman's Photographic Journey Through a Vanishing America* (2012)  
Allan Sekula, "On the Invention of Photographic Meaning" from *Photography Against the Grain: Essays and Photo Works, 1973-1983* (1984)  
Alan Trachtenberg, *Reading American Photographs: Images as History from Mathew Brady to Walker Evans* (1989)  
Peter West, "The City in Frames: Otis Bullard's Moving Panorama of New York," *Common-Place* 11/4, 2011 (web publication)

**Week 5: Quantitative History and Research Design** (Feb. 16)

Assignment: Review the following:

Sample grant applications

<http://globetrotter.berkeley.edu/DissPropWorkshop/>

Proposal "how to"

<http://www.historians.org/Documents/About%20AHA%20and%20Membership/DissertationProposals.pdf>

Sample application statements

<http://www.clir.org/fellowships/mellon/applicantguidelines.html#appform>

<http://www.sil.si.edu/forms/BairdApplication.pdf> (Nb: p.7)

Reading:

Eric Monkkonen, *The Local State: Public Money and American Cities* (1995)

Further reading:

William O. Aydelotte et al., *The Dimensions of Quantitative Research in History* (1972)

Charles Booth, *On the City: Physical Pattern and Social Structure*, Selected Writings, Harold W. Pfautz, ed (1967)

W.E.B. DuBois, *The Philadelphia Negro: A Social Study* (1899/1996)

Ian Morris, *Why the West Rules – for Now: The Patterns of History and What They Reveal About the Future* (2011)

Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (2000)

Steven Ruggles, "The Transformation of American Family Structure," *American Historical Review* 99, 1994: 103-28

Robert J. Sampson, *The Great American City: Chicago and the Enduring Neighborhood Effect* (2012)

Peter Turchin, *Historical Dynamics: Why States Rise and Fall* (2003)

**Week 6:      Spatiality** (Feb. 23)

Reading:

Colin Gordon, *Mapping Decline*: (2008)

Further reading:

Raymond B. Craib, *Cartographic Mexico: A History of State Fixations and Fugitive Landscapes* (2004)

Michel Foucault, "Selections on space and geography" from Paul Rabinow, ed. *The Foucault Reader* (1986)

David Harvey, *Afterword from The Production of Space* (1991)

David Harvey, *The Urban Experience* (1985)

Lytle Hernandez, *Migra! A History of the US Border Patrol* (2010)

Peter Jackson, *Maps of Meaning: An Introduction to Cultural Geography* (1989)

Erika Lee, "Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico, 1882-1924," *Journal of American History* 89/1, 2002: 54-86

Henri Lefebvre, *The Production of Space* (1974, 1991 trans)

Doreen Massey, *For Space* (2005)

Edward Soja, *Postmodern Geographies: The Reassertion of Space in Critical Social Theory* (1989)

Sanuel Truett, *Fugitive Landscapes: The Forgotten History of the US-Mexico Borderlands* (2007)

Dell Upton, *Another City: Urban Life and Urban Spaces in the New American Republic* (2008)

William Wyckoff, *The Developer's Frontier: The Making of the Western New York Landscape* (1988)

Olivier Zunz, *The Changing Face of Inequality: Urbanization, Industrial Development, and Immigrants in Detroit* (1982)

**Week 7:      Scale** (March 1)

Reading:

"AHR Conversation: How Size Matters: The Question of Scale in History," *American Historical Review* 118/5, 2013:1431-72

David Igler, *The Great Ocean: Pacific Worlds from Captain Cook to the Gold Rush* (2013)

Further reading:

Leora Auslander, "Beyond Words," *American Historical Review* 110/4 (Oct. 2005): 1015-45

James Borchert, *Alley Life in Washington: Family, Community, Religion, and Folklife in the City, 1850-1970* (1980)

Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II* (1995)

David Christian, *Maps of Time: An Introduction to Big History* (2004)

Carlo Ginsburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller* (1983)  
Martin W. Lewis and Karen E. Wigen, *The Myth of Continents: A Critique of Metageography* (1997)  
Mary E. Pattillo, *Black on the Block: The Politics of Race and Class in the City* (2007)  
Eric Sandweiss, *St. Louis: The Evolution of an American Urban Landscape* (2001)  
"Size Matters: Scales and Spaces in Transnational and Comparative History," *International History Review* 33/4, 2011 (special issue)  
Amanda Seligman, *Block by Block: Neighborhoods and Public Policy on Chicago's West Side* (2005)  
Daniel Lord Smail, *On Deep History and the Brain* (2008)  
Charles Tilly, *Big Structures, Large Processes, Huge Comparisons* (1984)  
Alexander von Hoffman, *House by House, Block by Block: The Rebirth of America's Urban Neighborhoods* (2004)

**Week 8: Locality and Place** (March 8)

Reading:

Richard White: *The Organic Machine: The Remaking of the Columbia River* (1995)  
Neil Smith, et al, "From Disinvestment to Reinvestment: Mapping the Urban "Frontier" in the Lower East Side," Abu-Lughod, ed. *From Urban Village to East Village* (1994)

Further reading:

Kay J. Anderson, "The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category," *Annals of the Association of American Geographers* 77/4, Dec. 1987  
George Chauncey, *Gay New York: Gender, Culture, and the Making of the Gay Male World, 189-1940* (1995)  
Kathleen N. Conzen, "Community Studies, Urban History, and American Local History," in Kammen, ed. *The Past Before Us* (1980)  
William Deverell, *Whitewashed Adobe: The Rise of Los Angeles and the Remaking of Its Mexican Past* (2004)  
Hasia R. Diner, *Lower East Side Memories: A Jewish Place in America* (2000)  
Timothy Fong, *The First Suburban Chinatown: The Remaking of Monterey Park, California* (1994)  
Paul Groth, *Living Downtown: The History of Residential Hotels in the United States* (1994)  
Dianne Harris, *Little White Houses: How the Postwar Home Constructed Race in America* (2013)  
Dolores Hayden, *The Power of Place: Urban Landscapes as Public History* (1995)  
Shirley Ann Wilson Moore, *To Place Our Deeds: The African-American Community in Richmond, California, 1910-1963* (1999)  
Robert Self, "'To Plan Our Liberation': Black Power and the Politics of Place in Oakland, California, 1965-1977" *Journal of Urban History* 26 (2000)  
John Michael Vlach, *Back of the Big House: The Architecture of Plantation Slavery* (1993)  
Alexander von Hoffman, *Local Attachments: The Making of an American Urban*

Neighborhood, 1850-1920 (1994)

DJ Waldie, *Holy Land: A Suburban Memoir* (1997)

Chris Wilson, *The Myth of Santa Fe: Creating a Modern Regional Tradition* (1997)

**Week 9: Commodities** (March 15)

Reading:

William Cronon, *Nature's Metropolis: Chicago and the Great West* (1991)

"Commodities, Empires, Global Histories," *Journal of Global History* 4/1, March 2009 (special Issue) scan for representative cases that illustrate the approach

George Packer, "How Susie Bayer's T-Shirt Ended Up on Yusuf Mama's Back," *The New York Times Magazine* (31 March 2002)

Further reading:

Arjun Appadurai, ed., *The Social Life of Things: Commodities in Cultural Perspective* (1986)

Christian Brannstrom, ed. *Territories, Commodities and Knowledges: Latin American Environmental Histories in the Nineteenth and Twentieth Centuries* (2004)

T.H. Breen, *Tobacco Culture: The Mentality of the Great Tidewater Planters on the Eve of Revolution* (1985)

Joyce E. Chaplin, "Creating a Cotton South in Georgia and South Carolina, 1760-1815," *Journal of Southern History* 57/2, May 1991: 171-200

Mark Kurlansky, *Salt: A World History* (2003)

Jonathan Curry-Machado ed., *Global Histories, Imperial Commodities, Local Interactions* (2013)

Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (1985)

Robert Neer, *Napalm: An American Biography* (2013)

"Oil in American History," *Journal of American History* 99/1, June 2012 Special Issue

Kenneth Pomeranz and Steven Topik eds., *The World That Trade Created: Society, Culture, and the World Economy, 1400 to the Present* (2005)

James J. Rawls and Richard J. Orsi, eds., *A Golden State: Mining and Economic Development in Gold Rush California* (1999)

Steve Striffler and Mark Moberg, eds., *Banana Wars: Power, Production, and History in the Americas* (2003)

Steven Topik et al. eds., *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000* (2006)

Richard P. Tucker, *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World* (2000)

UCSC Center for World History, "Commodities in World History, 1450-1950"

**Spring Break** (March 22)

**Week 10: Governmentality** (March 29)

Reading:

James Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (1998)

Further reading:

- David Buisseret, *Monarchs, Ministers, and Maps: The Emergence of Cartography as a Tool of Government in Early Modern Europe* (1992)
- Manuel Castells, *City, Class, and Power* (1978)
- Matthew H. Edney, *Mapping an Empire: The Geographical Construction of British India, 1765-1843* (1997)
- Hendrik Hartog, *Public Property and Private Power: The Corporation of the City of New York in American Law, 1730-1870* (1989)
- John Logan and Harvey Molotch. *Urban Fortunes: The Political Economy of Place* (1987)
- John Mollenkopf, *The Contested City* (1983)
- William Novak, *The People's Welfare: Law and Regulation in Nineteenth-Century America* (1996)
- Joel Rast, *Remaking Chicago: The Political Origins of Urban Industrial Change* (1999)
- Keith Revell, *Building Gotham: Civic Culture and Public Policy in New York City, 1898-1938* (2003)
- Mary Ryan, *Civic Wars: Democracy and Public Life in the American City during the Nineteenth Century* (1997)
- Kee Warner and Harvey Molotch, *Building Rules: How Local Controls Shape Community, Environments and Economies* (2000)

**Week 11** (April 5)

Assignment:

- Distribute draft proposals (due by 1:00 pm Monday April 4)
- Review colleagues' proposals and prepare written assessments

**Week 12: Peer Review** (April 12)

**Week 13: Senses** (April 19)

Reading:

- Journal of American History 95/2, Sept. 2008: 378-451 (forum)  
<http://www.historycooperative.org/journals/jah/95.2/>
- Sarah Keyes, "'Like a Roaring Lion': The Overland Trail as a Sonic Conquest,"  
Journal of American History 96/1, June 2009: 19-43  
<http://www.historycooperative.org/cgi-bin/jah/96/1/keyes.html>
- Mark M. Smith, "Making Sense of Social History," Journal of Social History 37/1,  
2003: 165-86  
[http://muse.jhu.edu/journals/journal\\_of\\_social\\_history/v037/37.1smith\\_m.html](http://muse.jhu.edu/journals/journal_of_social_history/v037/37.1smith_m.html)

Further reading:

- Constance Classen, *Worlds of Sense: Exploring the Senses in History and Across Cultures* (1993)
- Peter A. Coates, "The Strange Stillness of the Past: Toward an Environmental History of Sound and Noise," *Environmental History* 10/4 (Oct. 2005)



Alain Corbin, *Village Bells: Sound and Meaning in the 19<sup>th</sup>-Century French Countryside* (1994/1998 trans.)  
Alain Corbin, *The Foul and the Fragrant: Odour and the French Social Imagination* (1986)  
Veit Erlmann, ed. *Hearing Cultures: Essays in Sound, Listening, and Modernity* (2004)  
Peter Charles Hoffer, *Sensory Worlds in Early America* (2003)  
Alfred Kazin, *A Walker in the City* (1951)  
Richard Cullen Rath, *How Early America Sounded* (2003)  
Georg Simmel, "Sociology of the Senses," in Frisby and Featherstone, eds. *Simmel on Culture* (1997)  
Dell Upton, "Sound as Landscape," *Landscape Journal* 26/1 (2007): 24-35  
Daniel Wickberg, "What is the History of Sensibilities? On Cultural Histories, Old and New," *American Historical Review* 112/3 (June 2007): 661-84

**Week 14: Comparative** (April 26)

Reading:

Daniel Rodgers, *Atlantic Crossing: Social Politics in a Progressive Age* (1998)

Further reading:

Carl Abbott, *The Metropolitan Frontier: Cities in the Modern American West* (1993)  
Janet Abu-Lughod, *New York, Chicago, Los Angeles* (1999)  
Greg Bankoff et al. eds., *Flammable Cities: Urban Conflagration and the Making of the Modern World* (2013)  
Frederick Cooper, *Colonialism in Question: Theory, Knowledge, History* (2005)  
Kevin Mumford, *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (1997)  
Marita Sturken, *Tangled Memories: The Vietnam War, The AIDS Epidemic, and the Politics of Remembering* (1997)  
Ian Tyrrell, *True Gardens of the Gods: Californian-Australian Environmental Reform, 1860-1930* (1999)  
Yu Zhou, "How do Places Matter? A Comparative Study of Chinese Ethnic Economies in Los Angeles and New York City," *Urban Geography* 19/6 (1998): 531-53

**Week 15: Transnational** (May 3)

Assignment:

Hand in penultimate draft

Reading:

Nancy H. Kwak, *A World of Homeowners: American Power and the Politics of Housing Aid* (2015)

Further reading:

Greg Castillo, *Cold War on the Home Front: The Soft Power of Midcentury Design* (2010)  
Kornel S. Chang, *Pacific Connections: The Making of the U.S.-Canadian Borderlands* (2012)

Grace Delgado, *Making the Chinese Mexican: Global Migration, Localism, and Exclusion in the US-Mexico Borderlands* (2012)  
Timothy Fong, *The First Suburban Chinatown: The Remaking of Monterey Park, California* (1994)  
Kelly Lytle Hernandez, *Migra! A History of the U.S. Border Patrol* (2010)  
George Lipsitz, "World Cities and World Beat: Low-Wage Labor and Transnational Culture" *Pacific Historical Review* 68/2 (1999): 213-32  
Sarah Lopez, "The Remittance House: Architecture of Migration in Rural Mexico," *Buildings and Landscapes* 17/2, 2010: 33-52  
Laurence J.C. Ma and Carolyn Cartier, eds., *The Chinese Diaspora: Space, Place, Mobility, and Identity* (2003)  
Ronald Takaki, *Strangers from a Different Shore: A History of Asian Americans* (1989)

## OPTION 2

### **Week 15: Transnational** (May 3)

Read and discuss Kwak

### **Week 16: Digital Histories** (May 10)

#### Assignment:

Identify an online resource you might use as a model for a digital history  
Hand in your penultimate draft.

#### Reading:

William Cronon, "How Long Will People Read History Books?" *Perspectives on History* 50/7, 2012: 5-6

Jack Dougherty and Kristen Nawrotzki, eds., *Writing History in the Digital Age*  
<http://writinghistory.trincoll.edu/>

Eric C. Nystrom and David S. Tanenhaus, "The Future of Digital History: No Magic, No Silver Bullets" (forthcoming)

#### Further reading:

Bill Adair et al., eds., *Letting Go? Sharing Historical Authority in a User-Generated World* (2011)

Ann Burdick et al., *Digital Humanities* (2012)

Daniel J. Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (2006)

"Deepening Histories of Place: Exploring Indigenous Landscapes of National and International Significance"

[www.deepeninghistories.anu.edu.au](http://www.deepeninghistories.anu.edu.au)

Michael Frisch and Douglas Lambert, "Curating for a User Centered Approach," *Oral History Review* 40/1, 2013

"Interchange: The Promise of Digital History," *Journal of American History* 95/2, 2008: 442-51

Allen Mikaelian et al., "Forum: History and the Digital Image," *Perspectives on History* 50/7, 2012: 44-60

Steven Mintz, *Hypertextual History: Our Online American History Textbook*

<http://www.digitalhistory.uh.edu/index.cfm>

Roy Rozenzweig, *Clio Wired: The Future of the Past in the Digital Age* (2011)

### University memos:

**Academic Misconduct**— Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

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**Religious Holidays Policy**— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the

transparency method of constructing assignments for student success. Please see these two links for further information:

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<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**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, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel: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 the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Library statement:**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is

([https://www.library.unlv.edu/contact/librarians by subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.