

The Faces of Las Vegas

From Desert Frontier to Global Crossroads

HON 410 Sect. 1005**Fall Semester 2017**

Class meets T R 11:30 AM – 12:45 PM in CBC C315

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Office hours: T R 10-11 AM and by appointment

Overview

This course will investigate the many faces that Las Vegas has presented to the world, drawing on historical, literary, and cultural sources to illuminate the evolution in how Las Vegas has evolved since its origins as railroad division point. The “faces” include frontier (ranching/mining district to struggling small town), atomic future (from the heyday of the Nevada Test Site in the 1950s/60s to the more recent Yucca Mountain project), personal liberty (from “quickie” divorce to “what happens here stays here”) and neon metropolis (urbanization, suburbanization, and tourism in the context of the West). Readings include articles from history, philosophy, cultural studies, and serious non-fiction writing about Las Vegas.

Communicating

I am happy to speak with you before or after class to answer any questions you have about the class or just to talk about college or history. To get in touch via email, use david.schwartz@unlv.edu. Don't use any other address. **In the subject line, you must include the hashtag #HON410** (no spaces) so I know this is course-related. This will bump it to the top of my queue.

Example: **Subject: #HON410 question about Assignment 1**

I am also happy to meet with you in my office by appointment.

I want to know who you are. On the first day of class, I will give you a **placard** to write your name on. You are responsible for bringing it to class. It helps me remember your name. If you don't bring it, I may make up a name for you.

Learning Outcomes

Why are UULOs important? From the [General Ed website](#):

The five University Undergraduate Learning Outcomes (UULOs) define what all UNLV students should know and be able to do when they graduate. Because students engage with the UULOs in both their general education and academic majors, the UULOs help make the undergraduate experience intentional and coherent.

Upon successfully completing this course, students will have mastered the following University Undergraduate Learning Outcomes. Assignments that demonstrate this mastery are in bold.

Intellectual Breadth and Lifelong Learning

- Demonstrate in-depth knowledge and skills in the field of Las Vegas history (**All assignments**)
- Apply historical research methods to define, solve, and evaluate problems in Las Vegas history (**Comprehensive Project**)
- Transfer knowledge and skills gained from general and specialized studies to Las Vegas history (**All assignments**)
- Achieve success in Las Vegas history, including applying persistence, motivation, interpersonal communications, leadership, goal setting, and career skills. (**All assignments**)

Inquiry and Critical Thinking

- Access and collect the needed information from appropriate primary and secondary sources (**Assignments, Comprehensive Project**)
- Recognize the complexity of problems in Las Vegas history, and identify different perspectives from which these problems and questions can be viewed (**Participation**)
- Identify, analyze, and evaluate reasoning, and construct and defend reasonable arguments and explanations (**Assignments, Comprehensive Project, Participation**)

Communication

- Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English (**Assignments, Comprehensive Project**)
- Effectively use the common genres and conventions for writing within history (**Assignments, Comprehensive Project**)
- Prepare and deliver effective oral presentations (**Assignment 4, Participation**)
- Collaborate effectively with others to share information, solve problems, or complete tasks (**Participation**)

Global/Multicultural Knowledge and Awareness

- Demonstrate knowledge of the global and cross-cultural influences on Las Vegas (**Assignments, Participation**)
- Respond to diverse perspectives in Las Vegas history (**Assignment 3, Participation**)
- Better **understand** the Las Vegas's place in the world and in history (**Comprehensive Project**)
- Demonstrate awareness of one's own place in and effect on the world (**Participation**)

Citizenship and Ethics

- Acquire knowledge of the political, economic, and social institutions of Las Vegas (**Assignments**)
- Examine and assess ethical concerns in Las Vegas history (**Participation**)
- Explain the concept of sustainability as it impacts economic, environmental, and social concerns in Las Vegas (**Comprehensive Project**)

Class Conduct

1. **Respect** yourself, your fellow students, and your instructor. That means:
 - Attending each class. Each seminar costs you (or whoever is paying for your education between \$25 and \$50. You wouldn't buy a movie ticket and not see the movie, so go to class.
 - Arriving to class **on time**. Not doing so is disruptive to everyone.
 - **Paying attention**. Close all your other metaphorical tabs and focus on the discussion.
 - Doing the readings. You will feel smarter, guaranteed.
2. Class attendance is **required**. Each class covers an important topic, and includes information not in the textbook. **Attending class is the best first step for doing well in this class.**
3. Put your cell phone on silent and don't use it unless you have an acute personal emergency.
4. If you want to say something or ask a question, **raise your hand**.
5. **Participate!** It's the best way to know the material better and to build your confidence. I like to ask questions, and I love it when people answer them.
6. Do the readings. Falling behind in the readings will hurt you. **Staying current with the readings is the best second step for doing well in this class.**
7. Complete the work and turn it in when it is **due**. All essays and exercises must be submitted to TurnItIn by 9AM on their due date. Late work will be penalized.
8. Don't cheat! **Cheating** of any kind will be punished by an **automatic zero** for the assignment and will be **referred to the Office of Student Conduct** for further action. The stakes are high and the payoffs miniscule, so there is no real reason to cheat in this class. **Don't try**. If you cannot honestly complete an assignment before the deadline, talk to me and we will work something out.
9. Care about this. Have fun. You've got an opportunity to learn some neat things alongside other people who share many of your interests. Make it count.
10. My door is **always open**. If you have any questions, concerns, or just need to talk, I am waiting for you.

Grading

The course components are weighted as follows:

Assignments:	240 points (60 points each)
Meetings:	44 points (22 points each)
Participation:	116 points
<u>Comprehensive:</u>	<u>100 points</u>
Total:	500 points

In calculating your grade, the professor will divide by five and place it on the standard grading scale (100-93=A, 92.9-90=A-, 89.9-87= B+, etc.).

While there is no official grade for attendance, active participation in class discussions is important, and is worth 116 points of your overall grade.

Participation

This is an important part of the course: nearly one-third of your total grade. The main element of participation will be sharing in the conversation about that week's material that will take up most of the class. You will get a participation grade each of the 29 class sessions, on this scale:

- o absent
- 1 Present, breathing, possibly conscious
- 2 Politely quiet or just plain shy
- 3 Answers questions when asked
- 4 Volunteers to answer questions, asks good questions

To get a 3 for the day, you must answer at least one question. To get a 4 for the day, you must ask at least one question. It should be something that you noticed in the reading that you are curious about, or, if you're very canny, have a theory about that you would like to share with the class.

This isn't a 100-level lecture; it's an Honors seminar. It's not enough to sit in class and take notes (or wait for the notes to be posted). You need to actively participate.

Assignments

The assignments are designed to test your ability to understand the course material and integrate it into your knowledge of the casino industry. In general, you *do not need* to use outside sources besides those specified in the assignments. In fact, using them can be a tipoff that a) you haven't done the readings or listened in class or b) have just cut-and-pasted from somewhere online. It's less fun, too. **Check the "Assignment Information" handout for more information.**

Assignment One (due September 19): What should UNLV stand for?

In a 1,000-word essay, answer the question, "What should UNLV do to best serve Las Vegas?" Keep in mind that the university doesn't have unlimited resources, so that it can't do everything. For the sake of argument, we'll assume here that UNLV will focus on one thing as its core identity. Choose between the following options: 1) sports powerhouse; 2) center for the humanities (English, history); 3) patron of the arts; 4) workforce development for tourism/healthcare/education; 5) Traditional science and research hub (physics, chemistry, biology); 6) Emerging technologies incubator (IT, green); 7) social science center (sociology, economics, education, poli sci) 8) Quality undergraduate institution.

Choose one of the options (or, with instructor permission, substitute your own) and argue, using the readings and our discussions that your choice should be UNLV's priority. In answering

the question you should draw on what you've learned about the geography and people of Las Vegas so far.

Assignment Two (due October 17): Write a blog post

You are going to help promote the unique materials found in UNLV Special Collections by writing a blog post that ties one photograph to one of the four frontiers (first, engineering, atomic, tech) that we will discuss in class. The blog post of about 600 words will explain what the image is and how it relates to the frontier you are choosing. See the "Assignments" folder for my example.

To find a picture, go to <http://d.library.unlv.edu/cdm/landingpage/collection/pho> and search by keyword.

For your blog post, copy the image into an MS Word document with a caption stating the collection from which it was taken and its digital ID and source. Below that, write your post that puts the image into context using material from class readings and discussions.

Assignment Three (due November 14): Voices of Las Vegas

We've read a great deal about what other people think of Las Vegas and the people who live there. Now it's time to explore what the people of Las Vegas think of themselves and Las Vegas.

You will read transcripts of two oral histories in different subject areas, then write a 1,000-word essay that ties both viewpoints together in a way that explains something about Las Vegas.

To find the oral histories, go to the WebCampus folder "Oral Histories." Pick two that offer a different perspective on Las Vegas.

After you've read the transcripts, write your essay, guided by the questions: what about these two experiences is similar? What is different? What does that say about Las Vegas?

Assignment Four (due December 7): Make a case to make Las Vegas better

For this assignment, you will be making an "elevator pitch" to a group of venture capitalists who will (hopefully) fund your for-profit or non-profit start-up that will make Las Vegas a better place (and, if it is a for-profit, make money). Assume that they have separate lines of capital for investment and philanthropy.

You will have three minutes to explain what your start-up is, why the community needs it, and why it can be successful. Please draw on class readings and discussions and any outside research you do.

Submit your research and speaking notes via TurnItIn on December 7 and give your pitch class on that day. Email your Powerpoint slides to david.schwartz@unlv.edu that morning. You do not have to write out what you say verbatim, but should definitely use bullet points or an outline.

Comprehensive (due December 11)

This is your chance to show how well you've assimilated and thought about everything from the class. The project is divided into four parts, corresponding to the four divisions of this course. Each section will consist of one or more questions; you will pick one and answer it in a 500-word essay. The project will be assigned on the last day of class and will be due 12/14 (your scheduled final exam day).

Meetings

You will receive credit for two in-office meetings with your instructor, one at the beginning of the semester (8/29 to 9/8) and one at the end (11/28 to 12/8). Each meeting will be 15 minutes. At the first, we will discuss your undergraduate journey and your expectations for the class. At the second, we will discuss how the class went for you. Sign up for a meeting slot [here](#).

Turning It In

The assignments are due at 9 a.m. on the day for which they are assigned via TurnItIn. Under “Course Content” in WebCampus, there is a folder titled “TurnItIn” with links for each assignment.

TurnItIn isn't perfect, but it is the best system we have right now. Please note that after uploading your assignment, you must then hit “**submit**” for the assignment to be submitted to me. You will then get a **confirmation email**. If you do not get a confirmation email, I will not get the assignment. It is **your responsibility** to properly submit work.

All assignments, essays, and exams are due **at 9 am** on the day specified

Late Work

Sometimes you can't turn work in on time. What should you do?

1. Let the professor know ASAP
2. If you have a “legitimate” reason (i.e., medical excuse, university-related travel), the professor will make allowances
3. If not, the professor will accept late work for **five days** after the original due date, with points **deducted** for lateness.
4. After that, your grade will be **zero** for the assignment, no matter what. The only exception is if the professor is unable to grade/confirm receipt of assignments within that time frame.
5. Generally, work is graded within 24 hours (usually less) after being turned in. It is **your responsibility** to check WebCampus to make sure that the professor received and graded your work.

Assignment length

All assignments should be **within 10%** on either side of the suggested length—a 500-word essay shouldn't be less than 450 or more than 550 words. This is basic direction-following and common courtesy.

Grading Meetings and Essays

You will receive full credit (22 points each) for successfully making and showing up for your appointments. You can sign up for a meeting slot [here](#).

Your essays are graded on the following:

1. Your thesis (see below for more detail) 15 points

2. Evidence to support your thesis (from readings and lectures) 30 points
3. Presentation (spelling, grammar, overall ability to present your argument) 15 points

A thesis is the statement that your essay proves using evidence from the course. It must be something that you can argue *for or against*.

Which is a thesis?

1. "The North won the Civil War due to many reasons."
2. "The North won the Civil War because of its superior population, manufacturing and industrial capacity, and better political leaders."

I hope that (2) is obvious to you. The first anchors an essay that will meander without saying anything; the second anchors an essay that will prove its point.

More about Grades & Extra Credit

You've done the work; you've turned it in. Now you've got your grade, and you don't like it. What can you do?

If you want to learn *why* you got the grade you did, ask the professor. Do not ask the professor to **regrade** your work. If, on an exam, your professor has **totaled** your points incorrectly, he will gladly correct that mistake; he will not re-read and regrade your exam.

At the end of the semester, you may be disappointed with your grade. You may need a higher grade to maintain your scholarship. What can you do?

By that time, nothing. The expectations in the course are explained clearly, and there is **no extra credit** for the simple reason that in the "real world" there is no extra credit. Asking for special treatment for whatever reason is not fair to the other students. If you want to do extra work to get a better grade, do it **before** your work is turned in, not after.

Readings

Books

Hal Rothman. *Neon Metropolis: How Las Vegas Started the Twenty-First Century*. New York: Routledge, 2002. ISBN 978-0415926133 (paperback)

Rex J. Rowley. *Everyday Las Vegas: Local Life in a Tourist Town*. Reno: University of Nevada Press, 2013. ISBN 978-0874179057 (digital edition OK too)

Additional readings: see WebCampus and the Course Outline below.

Field Trip

There is a **semi-mandatory field trip** on **Friday, October 13** to [Viva Las Vegas Wedding Chapel](#), 1205 S Las Vegas Blvd, Las Vegas, NV 89104—2pm (Bus leaves at 1:30)

Please be ready by 1:30 to board the bus that will take us to the chapel for a noon tour. Details TBA. If you can't attend this, please let me know ASAP. If you don't have a class or work conflict, this is mandatory and will be quite fun. Bus pickup location TBA.

Expectations

Integrity is a 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 Student Academic Misconduct Policy and are expected to always engage in ethical decision-making. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

What is Academic Misconduct?

1. Using the words or ideas of another, from the Internet or any source, without proper citation of the source(s), commonly called plagiarism.
2. Receiving unauthorized external assistance during an examination or any academic exercise for credit. This includes, but is not limited to:
 - a. Providing or receiving aid in connection with any academic assignment;
 - b. Use or possession of camera telephones, text messages, computer disks, audio recorders, calculators, solution materials, photocopies, materials from previous classes, commercial research services, notes or other means to copy or photograph materials used or intended for academic evaluation for use during the academic evaluation or assignment;
 - c. Communication in any manner with another student;
 - d. Working with others on graded coursework, including in-class, on-line and take-home examinations; or
 - e. Possessing, reading, buying, selling or using any materials intended for an academic evaluation or assignment in advance of its administration.
3. Turning in the same work in more than one class (or when repeating a class), unless permission is received in advance from the instructor.
 - a. Falsifying information for inclusion in an assigned paper, project or exercise; including inventing or altering data from a laboratory or field project, or creating fictional citations for a paper.
 - b. Attempting to influence or change any academic evaluation, assignment or academic records for reasons having no relevance to academic achievement. This includes, but is not limited to, bribery, threats and making unauthorized changes to any academic record.
 - c. Falsifying or misrepresenting attendance, hours, or activities in relationship to any class, internship, externship, field experience, clinical activity or similar activity.
 - d. Acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment.
 - e. Facilitating, permitting or tolerating any of the above-listed items.

For more information about academic misconduct, visit

<https://www.unlv.edu/studentconduct/misconduct/policy>

For help with writing, talk to your professor or visit the Writing Center, CDC-3-301. Writing Center 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 at: <http://writingcenter.unlv.edu/>.

Course Outline

Your guide to this course, this has all your readings, assignment due dates, and the topics for each class.

Part I: The Basics

Week 1 Getting Started

Aug 29: 1 Orientation, explanation

What are we going to do, and how are we going to do it?

Aug 31: 2 What is Las Vegas today?

Where do you think Las Vegas is? What does it mean?

Readings

Hal Rothman, "Introduction," *Neon Metropolis*

Geoff Schumacher, "[Introduction](#)," *Sun, Sin, and Suburbia*

▶▶▶ Schedule your [first meeting](#) with the professor for before 9/8

Week 2 The Setting

Sep 5: 3 Where is Las Vegas?

The United States, the West, and Nevada

Readings

Frederick Jackson Turner, "[The Significance of the Frontier in American History](#)"

Mary Young, "[The West and American Cultural Identity: Old Themes and New Variations](#)"

Sep 7: 4 The Land of Las Vegas

What is the geography of Las Vegas? What affect does that have on its people?

Readings

Rex J. Rowley, "A Place in the Desert" from *Everyday Las Vegas*

Hal Rothman, "The Tortoise and the Air," *Neon Metropolis*

Week 3 The People of Las Vegas

Sep 12: 5 The demographics of Las Vegas

Who lives in Las Vegas? How has the population changed historically?

Readings

Introduction, [The Peoples of Las Vegas](#)

Eugene Moehring, "[Immigration, Ethnicity, and the Rise of Las Vegas](#)"

Hal Rothman, "Aztlan in Neon," *Neon Metropolis*

Sep 14: 6 What roles does UNLV play in Las Vegas?
Reading, writing, and Rebels?

Readings

[UNLV Mission Statement](#)

Greg Blake Miller, "[The Rebel Alliance](#)"

Part II: Four Frontiers

Week 4 The First Frontier

Sep 19: 7 How Las Vegas started
How did the city start? What is the myth? What is the reality?

▶▶▶ **First assignment due**

Readings

Eugene Moehring and Michael Green, [Las Vegas: A Centennial History, 1-36](#)

Sep 21: 8 Life in small town Las Vegas
What was Las Vegas like in its early years?

Readings

Larry Gragg, "[Las Vegas: The Last Frontier Town](#)"

Eugene Moehring and Michael Green, "[Setting the Tone, 1920s](#)"

Week 5 An Engineering Frontier

Sep 26: 9 An Engineering Center
Hoover Dam, World War II

Readings

Eugene Moehring and Michael Green, "[The Dam Era](#)"

Sep 28: 10 How do Las Vegas buildings push engineering?
High-rise hospitality at its limits.

Readings

Nate Berg, "[Las Vegas' Incredible Shrinking Tower.](#)"

Jennifer Noonan, "[Fire and Dice.](#)"

Week 6 Atomic Frontier

Oct 3: 11 The Test Site
What were they doing at the Nevada Test Site? How did Las Vegas react?

Readings

Daniel Lang, "[Blackjack and Flashes](#)"

"[History of the Nevada Test Site and Nuclear Testing Background](#)"

Oct 5: 12 Yucca Mountain

What is the project, how was it received, and where is it going?

Readings

Edgard Espinosa and Edgardo Deleon, "[A Brief History of the Yucca Mountain Project](#)"

Alan Bellows, "[This is Not a Place of Honor](#)"

Week 7 Tech Frontier

Oct 10: 13 Drones

Is the future of warfare happening near Las Vegas?

Readings

David Zucchini, "[Drone pilots have a front-row seat on war...](#)"

David Zucchini, "[Stress of combat reaches drone crews,](#)"

Robert D. Kaplan. "[Hunting the Taliban in Las Vegas.](#)"

Oct 12: 14 The Downtown Project

Is Las Vegas the next tech start-up capital of America?

Readings

Venturebeat's Downtown Project series [Part 1](#) | [Part 2](#) | [Part 3](#)

Stacy Willis, "[The Crown Prince of the City](#)"

▶▶▶ Oct 13: Semi-Mandatory Field Trip to [Viva Las Vegas Wedding Chapel](#), 1205 S Las Vegas Blvd, Las Vegas, NV 89104—2pm (Bus leaves at 1:30)

Please be ready by 1:30 to board the bus that will take us to the chapel for a noon tour. Details TBA. If you can't attend this, please let me know ASAP. If you don't have a class or work conflict, this is mandatory and will be quite fun.

Part III: Land of Personal Liberty

Week 8 Freedom and Pleasure

Oct 17: 15 Marriage, divorce and sexuality

What does the city mean for marriage, promiscuity, and prostitution?

▶▶▶ **Second assignment due**

Readings

Hal Rothman, "Freedom and Limits in a City of Pleasure," *Neon Metropolis*

Joan Didion, "[Marrying Absurd](#)"

Oct 19: 16 Entertainment in Las Vegas
Keeping visitors happy, fulfilling performers' dreams

Readings

Hal Rothman, "It's Hard to Be Elvis in Las Vegas," *Neon Metropolis*

Taffy Brodesser-Akner, "[Miss American Dream](#)."

Week 9 Gambling

Oct 24: 17 Is Las Vegas gambling about personal liberty?
Why did Nevada legalize gambling? How did Las Vegas initially capitalize on it?

Readings

D. G. Schwartz, "[The Unwholesome Allure](#)," from *Suburban Xanadu*

Oct 26: 18 Gambling gets big
Why did gambling grow in Las Vegas?

Readings

D. G. Schwartz, "Organizing Luck," "When the Suits Came Marching In," from *Suburban Xanadu*

Week 10 Free to Achieve

Oct 31: 19 Business and Work
Is Las Vegas a good place to start a business? To work? To retire?

Readings

Hal Rothman, "The Last Detroit," *Neon Metropolis*

Rex J. Rowley, "Watch 'em Come, Watch 'em Go" from *Everyday Las Vegas*

Nov 2: 20 Free to Deceive
What shady opportunities do people make in Las Vegas?

Readings

Felix Gillette. "[The King of All Vegas Real Estate Scams](#)."

Jim Rossi. "[How I became the first grad student to use social media to catch a con artist in the act of a multimillion-dollar fraud](#)."

Week 11 What Happens Here

Nov 7: 21 How Las Vegas Changed in the 1960s
Discovering freedom, fear, and loathing in Las Vegas

Readings

Tom Wolfe, "[Las Vegas](#)"

Hunter S. Thompson, from [Fear and Loathing in Las Vegas](#)

Nov 9: 22 Las Vegas and Tourism

Is Las Vegas tourism just *The Hangover*? What's tourism really mean?

Readings

Hal Rothman, "Introduction," "Purifying the Wages of Sin," *Devil's Bargains*

Devin Friedman. "[The Best Night \\$500,000 Can Buy.](#)"

Hamilton Nolan. "[Among the Junketeers: 90 Hours in Vegas, Selling Out Hard.](#)"

▶▶▶ Schedule your [second meeting](#) with the professor for before 12/8

Part IV: The Neon Metropolis

Week 12 Las Vegas as an Urban Center

Nov 14: 23 How Las Vegas Became a Metropolis

How did Las Vegas grow? How is it different from/similar to other cities?

Readings

Hal Rothman, "The Instant Metropolis," *Neon Metropolis*

Greg Blake Miller, "The Eternal Checklist."

Rex J. Rowley, "Getting along with Growth" from *Everyday Las Vegas*

▶▶▶ **Third assignment due**

Nov 16: 24 Finding an Identity

What institutional memories is Las Vegas creating?

Readings

Willy Staley, "[Tupac Lane Welcomes You: The Street Names of Las Vegas.](#)"

Hal Rothman, "Communities of Affinity," *Neon Metropolis*

Week 13 Suburban Life in Las Vegas

Nov 21: 25 Life off the Strip

How is Las Vegas a typical American city? Atypical?

Readings

Rex J. Rowley, "Locals in a Tourist City," "Life in a Town of Glitter and Gold," "Religion in Sin City," from *Everyday Las Vegas*

Nov 23: **No Class—Thanksgiving Day**

Week 14 Global Crossroads

Nov 28: 26 The Recession and Las Vegas

How did the mortgage meltdown, credit crunch, and AIG change Las Vegas?

Readings

Stacy Willis, "[When the Earth Was Scorched](#)"

J. Patrick Coolican, "[The Hangover: How Las Vegas Explains the Past and Future of the Economy](#)"

Nov 30: 27 How is Las Vegas facing Asia (and vice versa)?

Exporting casinos, importing capital

Readings

Gary Rivlin. "[Las Vegas Caters to Asia's High Rollers.](#)"

D. G. Schwartz, "[Investing in America](#)"

Week 15 Tomorrow

Dec 5: 28 Where Is Las Vegas Heading?

What is the past? What is the future? What can the Riviera tell us?

Readings

D. G. Schwartz, "[Riviera Going Out as It Came In: A Symbol of the Strip's Future.](#)"

D. G. Schwartz, "[The Last Days of the Riviera.](#)"

D. G. Schwartz, "[The Riv's Quiet End.](#)"

Dec 7: 29 Presentations

▶▶▶ **Fourth Assignment Due**

Comprehensive project assigned

▶▶▶ **Comprehensive project due: 12/14**

Good luck!

UNLV Policies

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: <http://studentconduct.unlv.edu/misconduct/policy.html>.

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 information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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** before or after class to discuss your accommodation needs.

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 no later than the end of the first two weeks of classes, 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>.

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. 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 – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

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. **Emailing within WebCampus is acceptable.**

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