IPSM 701 Sport Integrity & Betting

UNLV College of Education Spring 2022 - 3 credit hours

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COURSE INTRODUCTION

The course will explore business, regulatory, and social issues in the area of professional and amateur sports and the intersection between the distinct but highly interrelated worlds of sports and sports betting. We will try to make sense of how risk taking contributes to this unique and popular human experience.

Using Las Vegas as a case example, this class will explore issues relating to game integrity, media, sponsorships, fan engagement, esports, and regulated wagering, as well as sports relationships with resort casinos. The class lectures will be supplemented by guest lectures keyed to the subject under discussion.

KNOWLEDGE

After completing this course, you should have:

Understanding of the array of gambling-related ethical and business issues associated with sports teams and athletic competitions.

Ability to discuss the laws and regulations applicable to those issues in the United States and select global jurisdictions.

Ability to identify and analyze issues and solutions in the context of regulated sports betting's relationship with professional and amateur sport.

HOW TO APPROACH CLASS

As future professionals, students are expected to act professionally. This means keeping appointments and being on time. Class absences and tardiness may cause a reduction in your grade. The instructor reserves the right to disenroll a student who fails to attend at least 80% of the scheduled classes. Due to the nature of this course, attendance at class is extremely important because the information to be disseminated in the class cannot be obtained by reading course materials alone.

While in class:

Demonstrate commitment to professional ethics that influence behaviors toward colleagues, student-athletes, coaches, the university and community

Exhibit motivation and evidence of development as an administrator or educator

Exhibit professional demeanor guided by beliefs and attitudes related to values such as caring, fairness, honesty, respect, responsibility and social justice.

REQUIRED TEXTBOOK(S), ETC.

There is no required textbook for this course. Materials and handouts will be distributed throughout the course, as outlined in the course schedule.

SUPPLEMENTAL RESOURCES

ASSIGNMENTS / EVALUATION

Environmental Scan (10%):

This is your first assignment, to get you thinking about how you and the people around you think and feel about sports betting. To complete this assignment, follow these steps: *Record* your personal perceptions and existing knowledge regarding the state of sports betting <u>prior to the next step</u>. After writing down your own thoughts, *interview* 3 friends / family members regarding their perceptions and knowledge of sports betting. Try to get a diverse group based on age, race, sexual identity. *Write* a 2-3 page reflection on 1) the common themes emerging from the

Discussion

Discussion posts need to be substantive. This means that they should be thoughtful and clearly expressed and the reasons for the your position should be clearly explained in the post. Our overall objective in this class is to learn together, and that is best accomplished by listening, reflecting, asking questions, proposing solutions, and getting feedback on those solutions. When stating or defending a theory or an idea, substantiate and document your reasoning as much as possible. When questioning the ideas of another student, respect their opinions and ask your questions graciously.

Note: Simply stating "I agree" or "You are correct" is not considered active and relevant participation. Try asking probing questions about the responses you read. Using open ended questions can also add to the overall learning environment. An open-ended question is one that cannot be answered using yes or no responses. Also, comment on the ideas being presented by your classmates. What do you agree with, specifically? Why do you think your classmate makes a good point? How does what was stated help you understand the ideas from the reading or lectures? What kinds of ideas do you associate with the given responses? While there is no specific word count for replies to discussion questions and follow-up posts, add to the discussion in a considerable and significant manner. "I agree" and similar posts are not considered substantive notes and will not count towards your participation grade.

Sports Book Paper (10%):

Visit a sports book to watch a sports event of your choosing, and write about the experience in an ~1,500 word paper. Reflect on your experience and provide some analysis on the social components that we've discussed in the class, such as historical references, game integrity, role of media, advertising, etc. Do not just write "There was mostly _____ people." This is boring for both of us! A few questions to get the neurons firing: What was the same or different about watching the game at a sports book compared to watching at home? Alone vs. with others? Observe social interactions - did you see anything that felt unusual to you? If you could change anything about the sports book experience, what would it be? *Note:* NCAA Student-athletes are exempt from this assignment. Even though this assignment has no wagering and no betting of any type, a separate assignment for student-athletes who are forbidden to engage in any sports-betting-related activities. The alternative assignment will be discussed between the student and Dr. Abarbanel.

Class Participation (10%):

Because this is a graduate level course, I expect you to *talk* and actively engage the instructor's lectures – as well as the comments and ideas brought up by your classmates. Your involvement in the class will be evaluated, so it will be advantageous to be in class every time and to be involved in class discussions or assignments. At the end of the semester, the participation grade will be assigned based on the following criteria: lab efforts; clearly compli 0 1 3g critlyed in class discussio

participation in class discussions; and contributing during the Q & A section of other students' presentations.

If you have a valid excuse for an absence (legal, medical, interviews, athletics), you will need to email me with subject "TBD1 Excused Absence" and then in the message you must include any explanation/documentation. If you do not follow these instructions you will not be excused from that class. I am very understanding that life happens, and sometimes you can't control that. However, I can't be understanding without communication from you.

Final Paper and Presentation (25%/25%):

Your presentation and paper will serve as a central component to your work in this class. To jump-start your thinking, here's an idea of these assignments' frameworks. If it seems overwhelming, do not worry – we will discuss all of this in greater detail during the semester (and of course, I am always available to discuss your specific questions).

The final paper is on a subject of *your*

The solutions section should include three potential solutions for the problem or issue – the best strategy that can be used to solve the problem. These solutions should create more benefits and have fewer or less severe downsides.

The recommendations section should include your recommended solution, with a rationale/justification for your solution based in research and policy (*not* just your opinion). What would you recommend in solving this problem by reviewing the solution(s) you have the most confidence in - determine if they seem weak or strong. Apply the one(s) that has the most evidence in relation of the point of view in the case. What are the reasons for the preference?

If you choose Research Proposal:

Your research proposal should comprise three parts:

- 1) introduction,
- 2) literature review, and
- 3) methods sections.

The introduction should provide an overview of the project and why the project is important. In other words, it should answer the "so what?" question. You should explain

**Late Assignments will not be accepted.

PERFORMANCE ASSESSMENTS

Evaluation summary:

Total	100%
Final paper and presentation	25%/25%
Class participation	10%
Sports book paper	10%
Current issue online discussion	20%
Environmental scan	10%

Grading Scale (% of total points):

A+	97-100	В	83-86	C-	72 or lower will
A	93-96	B-	80-82		result in failure
A-	90-92	C+	77-79		of the class
B+	87-89	C	73-76		

College of Education definition of Plagiarism

The College of Education abides by the policy on academic dishonesty, as described on

UNLV Policies

Public Health Directives

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

including being administratively withdrawn from the course.

Academic Misconduct

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

Auditing Classes

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

Classroom Conduct

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

activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

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

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

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

Rebelmail

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

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the <u>ASC website</u>, 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