

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

- [Nevada State Gaming Control Board and Gaming Commission](https://gaming.nv.gov/)
(<https://gaming.nv.gov/>)
- [New Jersey Division of Gaming Enforcement](https://www.nj.gov/oag/ge/index.html)
(<https://www.nj.gov/oag/ge/index.html>)
- [Legal Sports Report](https://www.legalsportsreport.com/) (<https://www.legalsportsreport.com/>)
- [International Betting Integrity Association](https://ibia.bet/) (<https://ibia.bet/>)

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 prior to the next step. 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 3 interviews, 2) your perceptions / beliefs about sports betting and its role in sport and society (noting any changes to your personal perceptions based on interviews conducted), and 3) **identify** three current problems in sports betting that need to be addressed through further study based on these interviews.

Current Issue Online Discussion (20%):

Throughout the class, there will be 10 weekly current issue discussion assignments. Each week's assignment (whether you are the initial poster or responding poster) will be worth 2% of your grade. The point of these assignments is to keep you up-to-date on current goings-on in sports betting around the globe, and think critically about what those events mean.

A select number of students (based on total students in the class) will be required to post a current event for discussion. You will be assigned a week to post their current trend article synopsis and discussion questions shortly after the first class session. The posting must be made by Monday of that week, midnight PST. *All* students will be required to participate in at least 2 weekly discussions that have been posted. For Current Trend Discussions, you are required to write one response to at least one of the questions posed by Thursday of that week, midnight PST. The second posting must be a follow-up response to another student's first posting by Saturday of that week, midnight PST.

You are not required to submit their article to Dr. Abarbanel prior to posting, but articles cannot be duplicated through the semester with different students. That is, you cannot post the same article if someone else already has. If there is a new update to the same topic, that is permitted. The discussion post must include a short synopsis of the article and why you believe it is a trend or important subject to the sports betting industry, as well as some discussion questions for the class – this should be about ~2 pages of content. Do not post just a summary of the article, as your fellow students will be reading the original piece.

“Current” means the article has been published in the last year, preferably dated in the last 6 months. A copy of the article must be posted to Canvas, along with the synopsis and discussion questions, on the day assigned to the student.

Discussion

Discussion posts need to be substantive. This means that they should be thoughtful and clearly expressed and the reasons for 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 completing course readings; collegiality, respect, and professionalism;

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* choosing, as a case study or research proposal. For your subject, what piques your interest in the world of sports betting? You will be submitting a short description of your paper idea mid-way through the semester (see course schedule for exact date), so start thinking now. For the final paper format, you have two options from which to select:

- 1) a case study about a an existing problem in sports betting, or
- 2) a research proposal to study a specific research question in the world of sports betting.

If you choose *Case Study*:

The case study should research a current problem or issue in sports betting that you intend to solve. Your case study should comprise four main parts, including:

- 1) case summary,
- 2) problems/issues analysis,
- 3) solutions, and
- 4) recommendations.

The case summary should include a brief analysis/summary of the case, including a clear, well-researched description of the core sports betting issue you've chosen. Here, include specific policies, rules, and other publicly-available foundational information that apply to your case. Explain how they are related or apply to the issue.

The problems/issues analysis section should include a SWOT analysis from a the perspective of the chosen case (e.g., sports betting operator, sports organization, government, etc.). – something important happened, what's the explanation? What elements of the problem or issue give rise to different opportunities or threats?

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 why this “problem” is indeed problematic, and you should introduce your research question and any hypotheses you might be testing.

The literature review should be composed of at least six references (10 for Ph.D. students), and should provide support for the importance of the study and the research questions that you are asking. It should also provide support for any hypotheses or propositions presented in the study. The literature review should also provide insight into how the measurement scales for your survey will be constructed. In sum, show your reader that you have “done your homework,” and that this project fits in with previous research.

The methodology section will provide an overview of your research process. The section will include information that outlines in a detailed fashion the exact procedures that you propose for your project. You should include discussions on ethics, sampling strategy, data collection, reliability and validity, generalizability, representativeness, and the procedures associated with the specific methodological “tool” you have chosen.

Based on the feedback received from your presentations, submit your finished paper. It is anticipated that this project will be around 12-15 double spaced pages. The paper should include references and be formatted in the latest APA style (see *The Publication Manual of the American Psychological Association (APA)*).

No matter which paper type you pick, you will be giving a final presentation. You will be given up to fifteen minutes for your presentation and the class will be given five minutes to ask questions. You should have PowerPoint notes (3, 4, or 6 to a page) to give to your classmates. A drawing will be held to determine the order in which the members of the class will present. **DO NOT READ YOUR PAPER!**

**Late Assignments will not be accepted.

PERFORMANCE ASSESSMENTS

Evaluation summary:

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

Grading Scale (% of total points):

A+	97-100	B	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 the Provost's website. This policy defines academic dishonesty in the following way: Academic dishonesty includes, but is not limited to, dishonesty on quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Plagiarism is a specific type of academic dishonesty that involves claiming credit for work done by others. Plagiarism includes the following:

- Borrowing the organization or ideas of others without acknowledging the original source
- Copying the words of others without putting them in quotation marks and providing a citation
- Handing in a paper or assignment written by someone else as if it were yours
- Copying answers from another person or from the book on a test or homework

In short, if you put your name on work that you did not do, this is plagiarism.

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. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) 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 [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), 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), <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.

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

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to 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 Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

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 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 [ASC website](https://www.unlv.edu/asc), <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/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Have a great semester!