ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. Within this course, we will consider some Indigenous perspectives on gambling behaviour and I look forward to learning collaboratively with you as a class to honour this perspective, as it applies to both traditional and modern Indigenous culture.

COURSE INFORMATION

The classroom is in the **SWING Building on West Mall, room 122**. Classes are scheduled for **Mondays, Wednesdays and Fridays at 12 noon – 1pm**. In reading this syllabus, make sure to also consult the **Course Schedule**, which is a separate document showing the week-to-week schedule and test dates.

Course Title	Course Code Number	Credit Value
Gambling and Decision Making	PSYC 335	3

'PREREQUISITES'

Students are recommended to have taken either PSYC 100, or PSYC 101 and PSYC 102. For background on common research designs and statistical procedures used in the primary literature for this course, students would benefit from having taken PSYC 217 and/or 218. In referring to e.g. brain imaging studies, neurotransmitters, or group differences tested with a t test, I will not have time in class to introduce these topics from first principles.

CONTACTS

Course Instructor	Contact Details	Office Location	Office Hours
Luke Clark (*he, him*)	luke.clark@psych.ubc.ca	CIRS building on West Mall, room 4342B	Mondays / Wednesdays 10-11am – see Canvas > Zoom for upcoming office hours. In person + Zoom.

Welcome to PSYC 335! This will be the ninth year that I have taught this course at UBC. It is a course that I have designed myself, and there are few other University courses like this one worldwide. The shift to online teaching in 2020 prompted many changes to the structure and content of the course. Some of these introduced new solutions that improve our teaching, like the video recordings and the graded discussion threads, which I like very much.

I'm a Professor in the Department of Psychology at UBC and I'm also the Director of the Centre for Gambling Research (cgr.psych.ubc.ca). I went to University in the UK and I was the first person from my family to go to University. When I'm not thinking about gambling and decision-making, I have two kids in high school, I enjoy hiking and squash, and I like old movies and crime novels. I'm on Twitter/X (personal: @LukeClark01 and gambling-related: @CGR_UBC) and I find Twitter/X to be a great resource for this course as a way of keeping up with the fast-moving world of gambling policy and research.

OTHER INSTRUCTIONAL STAFF

The TA for this course is Raymond Wu (rwu@psych.ubc.ca). Raymond (*pronouns he, him*) is a PhD1 student in the Cognitive Science area, working in the Centre for Gambling Research and supervised by Dr Clark. His graduate research uses large-scale survey, behavioural, and physiological data to gain insights into decision-making, digital technology use, and addiction. Raymond will hold his office hours by appointment, either in person (Audain 4045 or Kenny 3512) or over Zoom.

You may contact the TA or myself in office hours, or by email. We aim to reply to emails within 24-48 hrs on weekdays. In written correspondence, please feel free to refer to me as 'Dr Clark' or 'Prof Clark' (in person, I am fine with 'Luke'!). Please be judicious in your use of email: if you have more than 2 questions, your best option is to attend office hours.

We are fortunate to have a couple of additional guest lecturers this term: Dr Gerald Thomas and Dr Alex Price will contribute lectures on gambling policy and public health, and Lucas Palmer (a graduate student in Psychology) will give a research-themed class on slot machine design. Raymond and Dr Clark will hold an Ask Us Anything class for discussion about e.g. graduate school, gaining research experience.

*Note: if you need to send me a direct message, including any urgent correspondence about personal matters, **I would ask you to NOT use the message function within Canvas --** as I can only reply to those direct messages from within the Canvas platform. I will reply to your message faster if you send me a direct email to luke.clark@psych.ubc.ca.*

COURSE STRUCTURE AND 'THE NEW NORMAL'

PSYC 335 combines a traditional lecturing format, active Q&A and classroom exercises and videos, with Set Readings and participation in online discussion forums on key topics. As we enter the 2023-2024 academic year, the COVID-19 pandemic appear to be receding into the past. Psyc 335 is classified by UBC as an "in-person" class and regular in-person attendance is expected. Students taking PSYC 335 should feel welcome to wear a mask in class if they wish, this is a matter of personal choice.

Classes will be **video recorded** and available in a Panopto folder that will be shared with you in Week 1. These videos are intended as a revision aid, and for students who miss the occasional class through illness. The video capture can be prone to technical issues (e.g. the audio will be lost if the microphone batteries expire during a class), and the videos are not intended as a substitute for regular class attendance.

As in pre-pandemic times, we have a duty of care to protect each other, our families, and communities - **if you are sick, it is important that you stay home.** As your instructor, I assure you that I will do the same. This class has been designed to provide flexibility so that you can prioritize your health and still succeed in this course. If you suffer from a brief illness during the term, this should not advantage you on the weekly online assignments, and if your illness coincides with a midterm, you would apply for a concession (see pg 7). If you have out-of-school commitments and you feel that your performance is being impacted by circumstances from outside of class, please talk to me or the TA. Second, there is no

in-person 'attendance credit' in this course: participation is evidenced through the Graded Discussion Threads, which are available for roughly 6 weeks at a time, and the Set Reading Quizzes, where students need only submit 10 of 13 quizzes to allow for in-term concessions.

Please maintain a respectful environment. [UBC Respectful Environment Statement.](#)

DIVERSITY, EQUITY AND INCLUSION

As your instructor, I will work to create a learning environment that welcomes, listens to, and respects students of all identities, inclusive of race, gender, sexuality, age, or ability. As an immigrant to Canada from the United Kingdom, I am committed to educating myself about the historic and ongoing impacts of marginalization and colonization in Canada. I am mindful of my position as a cisgender white man and the privilege this has afforded me throughout my education and academic career. If you feel that any class content is inappropriate or makes you feel uncomfortable, I would encourage you to talk to me or the TA.

Like much of psychology and academia, research on gambling and decision making is historically built on a small subset of privileged voices. I review the Set Readings annually and I invite input from trainees in my lab, which includes trainees who hold a range of diverse perspectives and identities. Nevertheless, it remains the case that many of the Set Readings, and experiments that we discuss in class, have been authored by white men. Progress in this field will be made by integrating a more diverse set of experiences, and I invite your suggestions on the Set Readings for next year's course.

COURSE DESCRIPTION

This course will study gambling behaviour as a lens for examining the psychology of decision-making, the brain mechanisms that support risky choice, and the risk factors and psychological processes that are associated with excessive engagement with rewarding behaviours, i.e. addictions. Gambling is a ubiquitous form of entertainment that becomes harmful for a minority of people. While gambling has historical origins in many parts of the world, including among Canada's Indigenous peoples, modern commercial gambling products are extensively engineered in ways that shape their negative consequences ('harms'). In British Columbia, around three quarters of the population report past-year gambling, and BC receives over 2% of its total provincial revenue from gambling – note that this is higher than the combined revenue from alcohol and tobacco products in the province. Approximately 3 - 4% of the population show some of the signs of problem gambling, yet this subset also generate around a quarter of gambling revenue.

Two questions dominate the course. First, what does the existence and popularity of gambling tell us about human decision-making? Second, how does gambling become harmful for some people? More specifically, how should we conceptualize these harms (e.g. what does it mean to classify problem gambling as an addiction?), how do these harms disproportionately affect certain groups within our society, and how should society respond to these harms? This multi-disciplinary course will combine approaches from cognitive psychology, behavioural neuroscience, and clinical psychology, alongside other disciplines including economics and public health.

LEARNING ACTIVITIES

Classes will cover key concepts and core material, see **Course Schedule**. Classes will be supported by the Set Readings, and will often refer to content from the Set Readings. I will use Canvas to post regular course-related news. Students are responsible for checking Canvas regularly for class announcements.

Most classes will be delivered as in-person classes, covering core content and with time for Q&A and classroom exercises. Classes will be video recorded and those recordings will be available after class in the Panopto folder; these video recordings are for use by students enrolled in this class, and students are not permitted to re-share recordings outside of Canvas. Be mindful it is *possible* that students asking or answering questions in class may be identifiable in these recordings. (In practice, this is unlikely and I will try to repeat back student questions for the video capture).

Do note the introduction of 'Make up Monday' on **Thursday 12 October**; in that week (of the Thanksgiving holiday), there will be no class on Monday 9th, but successive classes on the Wednesday 11th (Midterm 1), Thursday 12th, and Friday 13th. A couple of classes this term are scheduled as pre-recorded, asynchronous classes (marked in **Course Schedule**, but also subject to change – for example, should I fall sick myself). These will be released on Canvas the morning of class, and students can watch / re-watch at their leisure. These will be new recordings for this year, and I will leave space in the next in-person class for any questions on that material. Students are welcome to use our classroom at the scheduled class time as a quiet space to watch these classes, e.g. if you have in-person classes on campus that day (note this also applies to the Midterm tests).

I will make slide handouts available before each class in Canvas. I encourage students to take notes during class. This year, the part of the course grade reflecting regular engagement will use online discussion threads and submitted quizzes on the Set Readings (see *Assessments of Learning*).

Common term-time FAQs!

"Prof, have you posted the video link to today's class yet?"	There will be a Canvas announcement on the first day of classes, titled 'Panopto folder for class videos' – the video files can be accessed through that folder as soon as they are available
"I can't attend Friday's class – do I need to let you know, and how can I make up for that content?"	No, you do not need to let anyone know. You should be able to catch up on that content from the video recordings, and if you have questions, use the Canvas threads and/or attend office hours.
"Prof, I've been ill this week and I cannot submit the Set Reading quiz. What should I do?"	Students only need to submit 10 of 13 Set Reading quizzes for precisely this reason. If you have already used your three 'pass' weeks and then you fall sick, then each individual quiz is worth 1% of the grade.
"I joined the course late, and I missed the first Set Reading quiz due date. How can I make up that credit?"	I will keep track of students who join the class after the first quiz deadline, and I will create an adjusted quiz target for you in the Canvas gradebook. For example, if you enroll after the second quiz deadline, you will need to submit 8 from 10 of the remaining

	quizzes, so that you still have some flexibility in case of illness.

LEARNING MATERIALS

There is no textbook for this course. Rather, lecture content will be supported by Set Readings (see pg 8), which are available for download from Canvas. The purpose of the Set Readings is three-fold: 1) to help you to prepare for class and extend your knowledge of material covered in class, 2) to introduce you to primary literature on gambling, which will in turn 3) equip you better for the Written Assignment, and preparing for the longer questions on the Final exam. Students should aim to read each Set Reading by the corresponding quiz deadline in the **Course Schedule**, but there is no assumption of having read the paper in order to follow particular classes. On the multiple choice questions and short answers that comprise the Midterms, the Set Readings are only examinable to the level that they have been discussed in class.

Canvas: All course materials will be available via Canvas www.canvas.ubc.ca. There is a student's guide to Canvas on the 335 home page, plus a Canvas guide for Psychology students at bit.ly/UBCPsychCanvas which you may find useful (e.g. as a refresher). Class slides will be uploaded to Canvas (Modules), typically the morning of class. Class recordings will be posted with the slides in the weekly folder within Canvas Modules. You should use Canvas to take the two Midterms and to submit your Written Assignment (see below).

Participant Credit is available for contributing posts on course content in our **Graded Discussion Threads**. These posts can be on 1) links to news articles or research papers relevant to themes that will be identified in class on a weekly basis, 2) thoughtful commentary (e.g. a counter-argument or alternative perspective) on posts by other students. For more details, there is a **Guidelines** document on Canvas. These forums will be moderated by the teaching team; students are reminded to be respectful of other students' beliefs and opinions. Abusive or disrespectful language will not be tolerated and will at minimum lead to the student being ejected from the discussion groups.

The Canvas site also contains several non-graded discussion threads, e.g. Q&A threads about the course structure, upcoming tests, and so on. These threads do not contribute to the Participation Credit. If students email me questions relating to course content or course structure that I feel will be relevant to other students, I will often copy the question to the discussion threads.

Written Assignment: For the Written Assignment, students will prepare a 5 page report on a newspaper article describing a research paper that is relevant to the course. You should select your news article & corresponding research paper from **an approved list** of around 20 articles that will be made available early in the term. The deadline for submitting the Written Assignment is scheduled on the Friday after the Midterm Break. Given the proximity to the Midterm 2 Test, my strong recommendation is to get started on the Written Assignment between the Midterm 1 and Midterm 2. Most of the marks for your Written Assignment (16/20) are awarded for your description of the research paper, with 4/20 marks for considering the accuracy of the media coverage (e.g. evidence of an agenda, 'dumbing down' of

science). As such, it's important to choose a pair of articles where you feel comfortable with the scientific content of the research paper. There are further details on the Written Assignment below.

LEARNING OUTCOMES

By the end of this course, students will be able to:

1) demonstrate knowledge of concepts from the fields of decision-making, neuropsychology and addiction research that are relevant to understanding the psychology of gambling behaviour.
2) explain the assessment of gambling involvement, and the clinical status and diagnosis of gambling disorder, as well as contemporary theories of problem gambling within an addictions framework.
3) Describe how specific facets of diversity including different racial and gender groups are associated with gambling harms
4) consider the application of psychological research on gambling to informing public policy and government regulation of gambling.
5) evaluate primary literature in gambling research, including research design and interpretation, contemporary open science practices, and be able to synthesize this literature across the different disciplines that are represented in gambling research.
6) critically consider the media portrayal and public perceptions of gambling.

ASSESSMENTS OF LEARNING

Evaluation:

• Graded Discussion Threads	10%	(assessing LO 1 - 4)
• Set Readings quizzes	10%	(assessing LO 1 - 5)
• Midterm 1 Key Concepts test	20%	(assessing LO 1, 5)
• Midterm 2 Key Concepts test	20%	(assessing LO 2, 3, 5)
• Written assignment	20%	(assessing LO 5, 6)
• Final exam (IN PERSON)	20%	(assessing LO 1 – 6)

LO = learning outcomes, as described in the previous section.

Under UBC's academic concession policy, students may seek academic concession for any of three reasons: conflicting responsibilities; medical circumstances; and compassionate grounds. **If you are feeling ill on the day of a Midterm or the Written Assignment deadline,** please submit the UBC Student Self-Declaration form to the Instructor so that your in-term concession case can be evaluated (note, please do not send medical documentation). Assuming the concession is approved, for Midterm tests, we typically arrange a single make-up test at a time convenient to most students; where students cannot attend that make-up test, they will be exempted from the test. In cases of exemption, their overall course grade will be calculated by re-weighted the available components in the same ratios listed above; note that exemption does inherently increase the load on the other components.

If this is not the first time you have requested concession within PSYC 335, then you will need to fill out the Arts Academic Advising's online academic concession form immediately, so that an advisor can

evaluate your concession case. If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and contact me if appropriate.

If you are feeling ill at the time of the Final exam, do not attend the exam. You must apply for deferred standing (an academic concession) through Arts Academic Advising. Students who are granted deferred standing (SD) will write the Final exam at a later date, and this must be arranged through faculty advising.

The two Graded Discussion Threads are group assignments in Canvas, and the graded thread deadlines will not be extended for individual students. These threads are each open for ~6 weeks, and it is recommended that students do not leave their posts until the last minute. One pedagogical purpose of these threads is to facilitate discussion with your peers and help build a community of learning around the course, which cannot happen if everyone posts on the day of the deadline. Sickness or emergency around the date of the deadline will not be considered adequate grounds for concession. If there are long-term circumstances affecting your ability to engage with the Graded Discussion Threads, please reach out to the Instructor well before the first deadline.

The UBC Centre for Accessibility (CfA) can coordinate a range of accommodations to support student learning, including disability-related accommodations. This includes transcription services that may be important for writing the longer answers on the Final exam, and extended time on tests. For students registered with CfA, please email the Instructor near to the start of term to let me know the accommodations you are entitled to. Where students are entitled to exam accommodations e.g. time extensions, CfA policy expects students to apply for this accommodation *for each individual test*.

Midterms and Final test:

The Midterms are scheduled as a 50 minute online test, and will consist of multiple choice and short-answer questions. Both Midterms are non-cumulative; for example Midterm 2 will test the classes after Midterm 1 until Midterm 2. The class before each Midterm will be a revision / discussion class, in which no new examinable material will be introduced. The Midterms will be delivered as online quizzes in Canvas, using an open book format. In my experience, this format offers clear benefits in maximizing attendance and student time management. Taking the Midterm will **require internet and computer access;** please speak to the instructor well before the first midterm if this presents any difficulties for you. Students are welcome to sit the test, using their own device, in the SWING classroom; the Instructor or TA will be present. Further announcements will be made via Canvas about academic integrity on the Midterms (this course will not make use webcam invigilation protocols such as Proctorio.

The Final test is scheduled as a 2 hour **in person test**. It will comprise two longer questions, from a choice of 4. The Final is a cumulative test in which students are actively encouraged to synthesize knowledge from across the course. Questions will emphasize the more applied material in the final third of the course that will not have been covered on the Midterms. An example longer question might be "How important is the form of gambling (e.g. poker, lotteries) in understanding the development of gambling problems?". These questions do not have a right or wrong answer, and students are encouraged to argue a position, supported with scientific evidence, and consider weaknesses and counter-arguments. Marks can be gained for displaying critical thinking, independent thinking, and

synthesis of material across the course. Many students taking Psyc 335 are apprehensive about this style of question on the Final, and we will dedicate time in class to discussing exam strategy and writing tips, in helping you prepare for the final. Sample questions and model answers will be available.

Graded Discussion Threads (Participation Credit):

10 marks (10% course grade) are available for contributing posts on course content in the Graded Discussion Threads. There is a Guidelines document on Canvas for instructions around posting. Posts will be moderated by the TA and Instructor. Relevant posts or comments will be awarded 1 mark each. Comments need not be lengthy, 2-3 lines is perfectly acceptable. Note that students are encouraged to use these threads to build a sense of community in the course. It's great to see students posting short replies similar to a social media platform ("Cool article Luke!" "Great point, I hadn't noticed that") in addition to their 'substantive posts', without any expectation that these short posts should be awarded marks. The substantive posts will be scored manually, and this may take some time given that several thousand posts are likely over the course of the term; we will post the grades to Canvas so that students can check their scores. Students are reminded to be respectful of others' values and opinions. To best sustain these threads over the term, max 5 marks will be available from **6 Sept – 16 Oct**, and 5 marks from **17 Oct – 6 Dec**.

Set Readings quizzes (Participation Credit):

Each of the 13 Set Readings will be accompanied by a short Canvas quiz. 1 mark is awarded per quiz up to a maximum of 10 marks. Students will receive Canvas announcements when each quiz becomes available, and you will generally have around one week to complete the reading and submit the quiz. Students need only complete any 10 of the 13 Set Reading quizzes – for this reason, there are no date extensions, and you do not need to inform the Instructor if you do not intend to submit a Set Reading quiz. Individual quizzes are pass/fail -- albeit with a strong expectation that students who submit a quiz will pass that quiz. Answers to multiple choice questions will be visible in Canvas after the submission deadline. (Students do not need to get the MCQs correct in order to pass the quiz; rather we are looking for evidence that they have adequately engaged with the Set Reading). For 'open questions' (text questions) in the Set Reading quizzes, the TA will mark a random subset of submissions to maintain integrity.

Written assignment:

Students are asked to prepare a Report (maximum length 5 pages; 12 point Times New Roman, double spaced, 1 inch margins) on a newspaper article that describes a published research paper, in the broad area of gambling and decision making. Students will select their pair of articles (i.e. the news article and corresponding research paper) from an approved list that will be made available early in the term. The TA and Instructor chose these articles based on the following criteria:

The newspaper article has been published online in a reputable news outlet (e.g. New York Times, BBC, CBC, Vancouver Sun, Washington Post, Wall Street Journal, Globe and Mail, The Guardian); it is clearly written by a journalist; it clearly refers to the research paper in a way that the research paper can be located. The cooresponding research paper has been:

published since 2010; in an academic journal; is relevant to the content of the course; is an original research article (i.e. contain new experimental data), not a review or opinion piece.

We aim to provide a wide breadth of possible articles, for students interested in different parts of the course. An example of an appropriate newspaper article would be:

https://vancouversun.com/news/local-news/therapy-takes-problem-gamblers-to-the-brink-and-back-in-virtual-reality-casinos on Bouchard et al (2017) Using virtual reality in the treatment of Gambling Disorder: the development of a new tool for cognitive behavior therapy. *Frontiers in Psychiatry*: https://www.frontiersin.org/articles/10.3389/fpsyt.2017.00027/full

The written assignment deadline is about 10 days after midterm 2, so that students can benefit from the midterm break if they wish (see dates in the Course Schedule). We will discuss the objectives and requirements of the written assignment in class following Midterm 1. Reports should be submitted to Canvas and **a duplicate copy submitted to TurnItIn** (see Learning Analytics, pg 9).

Written Assignment: Marking

The Report should describe the objectives and findings of the journal paper, including limitations and weaknesses (for a more detailed marking scheme, see below). High marks can be awarded for reports on flawed research studies. The Report should describe the implications of the research for treatment, public policy, or gambling theory. Strong marks will be given for considering implications that are **not** discussed in the article or paper. The report should consider the accuracy of the media coverage (Does the news article 'dumb down' the findings? Does the journalist show evidence of a pro- or anti-gambling 'agenda'? How might reporting influence public understanding of gambling, for better or worse?). The written assignment will be given a mark out of 20, with marks allocated for the following:

> - accurately and concisely describing the objectives of the original research article (4 points)
>
> - accurately and concisely describing the design of the original research article, with awareness of limitations (4 points)
>
> - accurately and concisely describing the findings of the original research article (4 points)
>
> - considering the implications of the research, either clinically, for gambling theory, or public policy (4 points)
>
> - discussion of the accuracy and objectivity of the media coverage (4 points).

Your breakdown of marks on the Written Assignment will be posted in Canvas, and the TA will offer review sessions on the grading. For any grading disagreements, the Instructor will regrade the report – please be aware that your grade may go down as well as up under these circumstances.

Course grading

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions. According to these norms, the average grade in 300-level Psychology class will be 75 for an exceptionally strong class,

73 for an average class, and 71 for a weak class, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	C+	64-67%
A	85-89%	C	60-63%
A-	80-84%	C-	55-59%
B+	76-79%	D	50-54%
B	72-75%	F	0-49%
B-	68-71%		

LEARNING ANALYTICS

This course will be using Canvas. Canvas records student activity (e.g. engagement with Discussion Threads, quiz submission times) and this information may be used by the Instructor to form an impression of a student's engagement with the course. These behavioural analytics can also reveal some instances of cheating.

For the Written Assignment, students should upload their text to TurnItIn (see https://lthub.ubc.ca/guides/turnitin/ for instructions on registration). Class ID is 40427151, and the enrolment code is gambling. Note that TurnItIn data is hosted in the USA, so your submitted file does NOT need to contain any identifying information (e.g. name or student ID), you may use an anonymous/non UBC email when you set up your account, but if you mask both your name and email on TurnItIn, remember to let the TA know how to cross check the submission of your report.

LEARNING RESOURCES

The Department of Psychology teaching office is situated in the main Kenny building on West Mall, and offers appointments during office hours. If students encounter issues with the Teaching Team for this course, or do not feel comfortable raising an issue regarding the Instructor to the TA (or vice versa), they may consult the Psychology teaching office (undergrad@psych.ubc.ca) as an ombudsperson.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on **the UBC Senate website.**

OTHER COURSE POLICIES

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. Within Canvas, your activity is captured and Instructors are able to detect many instances of cheating from Canvas activity. Also relevant to this course, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. The Department subscribes to TurnItIn, a service designed to detect plagiarism. If a student has any questions as to whether or not their work is even a borderline case of plagiarism or academic misconduct, they are advised to consult the Instructor.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

Over the past few years, I have received an increasing number of reference requests from undergraduates for their post-graduate applications; I call these **instructor references**. Due to my extensive commitments to write references for my graduate students, and the undergraduates in my lab with whom I work in a research capacity, I can only meet these requests under certain circumstances, detailed in a guidelines document in Modules.

SET READINGS

Papers here are in order that they will be covered (and quizzed) in the course. This list has been curated in attempt to represent diverse perspectives in academia, primarily in relation to country of origin, race, and gender of the authors. This is an ongoing process that it reviewed annually. For further information on amplifying the voices of scientists of colour, specifically in the field of cognitive psychology, check out [SPARK Society](#).

1. Wen Li, Devin Mills & Lia Nower (2019). The relationship of loot box purchases to problem video gaming and problem gambling. *Addictive Behaviors*, *97*, 27–34. https://doi.org/10.1016/j.addbeh.2019.05.016

2. Tom Schonberg, Craig Fox & Russ Poldrack (2011). Mind the gap: bridging economic and naturalistic risk-taking with cognitive neuroscience. *Trends in Cognitive Sciences*, *15*(1), 11–19. https://doi.org/10.1016/j.tics.2010.10.002

3. Joseph Kable & Paul Glimcher (2009). The Neurobiology of Decision: Consensus and Controversy. *Neuron*, *63*(6), 733–745. https://doi.org/10.1016/j.neuron.2009.09.003

4. Nick Heather (2018). Rethinking addiction. *The Psychologist*, *31*(Jan), 24–28. Retrieved from https://thepsychologist.bps.org.uk/volume-2018/january-2018/rethinking-addiction

5. *Lower the Stakes: A Public Health Approach to Gambling in British Columbia (Provincial Health Officer's 2009 Annual Report)*. (2013). BC Ministry of Health, Victoria, BC. Retrieved from https://www.academia.edu/5697812/Lower_the_stakes_A_public_health_approach_to_gambling_in_BC

6. Li Jun Ji, Kayla McGeorge, Ye Li, Albert Lee & Zhiyong Zhang (2015). Culture and gambling fallacies. *SpringerPlus*, *4*(1). https://doi.org/10.1186/s40064-015-1290-2

7. Marc Potenza, Iris Balodis, Jeff Derevensky, Jon Grant, Nancy Petry, Antonio Verdejo-Garcia & Sarah Yip (2019). Gambling Disorder. *Nature Reviews Disease Primers*, *5*, 51. https://doi.org/10.1038/s41572-019-0099-7

8. Eve Limbrick-Oldfield et al (2017). Neural substrates of cue reactivity and craving in Gambling Disorder. *Translational Psychiatry*, 7, e992. https://doi.org/10.1038/tp.2016.256

9. Luke Clark & Michael Wohl (2022). Langer's illusion of control and the cognitive model of disordered gambling. *Addiction*, 117: 1145-1152. https://doi.org/10.1111/add.15649

10. Sally Gainsbury & Alex Blaszczynski (2020). Digital Gambling Payment Methods: Harm Minimization Policy Considerations. *Gaming Law Review*, *24*(7), 466–472. https://doi.org/10.1089/glr2.2020.0015

11. Alex Price, Margo Hilbrecht & Rosa Billi (2021) Charting a path towards a public health approach for gambling harm prevention. *Journal of Public Health*, 29: 37-53 https://doi.org/10.1007/s10389-020-01437-2.

12. John Holden (2022) The emergence of single-game sports betting in Canada. Journal of Legal Aspects of Sport, 32: 198-213. https://doi.org/10.18060/26437

13. The Gambling Harms and Under-Represented Groups reading list is available on Canvas; choose any one paper from this reading list based on your interests.

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COURSE SCHEDULE (POSTED AS SEPARATE DOCUMENT)

If changes occur to this syllabus, students will be informed via Canvas Announcements.

Version: 1 Sept 2023