

## ACKNOWLEDGEMENT

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UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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.

## COVID-19 PANDEMIC UPDATES

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At the time of preparing this syllabus, UBC is planning for a return to on-campus teaching this Fall. The preparations for resuming on-campus activities have been complex and fast-moving in August. Bear in mind that provincial and/or UBC guidance may change in the coming weeks, and some decisions have been taken to allow maximum flexibility for the months ahead. I will announce any revisions to this document via Canvas. If we face decisions as a class, I will invite your input on those decisions where possible.

As a class, 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. Complete a self-assessment for COVID-19 symptoms daily: <https://bc.thrive.health/covid19/en>. This class has been designed to provide flexibility so that you can prioritize your health and still succeed in this course.

The Campus Return Plan is available at <https://covid19.ubc.ca/campus-return-plan/> and student FAQs at <https://covid19.ubc.ca/information-for-students/>

You are required to wear a non-medical mask during in-person classes, for your own protection and the safety and comfort of everyone else in the class. It is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces, which includes entering and exiting the classroom. **If you forget or lose your mask, there will be masks available for students at the Dean's Office and other prominent locations in the Buchanan classroom complex.**

**There may be students who have medical accommodations for not wearing a mask. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in [the PHO Order on Face Coverings \(COVID-19\)](#). Such requests must be made through the Center for Accessibility (Vancouver campus).**

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

## COURSE INFORMATION

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The classroom is in Buchanan Building on Main Mall, room A201. Classes are scheduled for Mondays, Wednesdays and Fridays at 12 noon – 1pm. To allow flexibility, one third of classes (roughly one per week) have been scheduled as asynchronous classes. See Course Schedule for further details.

Course Title	Course Code Number	Credit Value
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<b>Gambling and Decision Making</b>	PSYC 335	3
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**PREREQUISITES**

Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102.

**CONTACTS**

Course Instructor	Contact Details	Office Location	Office Hours
Luke Clark	<a href="mailto:luke.clark@psych.ubc.ca">luke.clark@psych.ubc.ca</a>	CIRS building on West Mall, room 4342B	Mondays 2-3pm (CIRS 4342B, also over Zoom within Canvas)

Welcome to Psyc 335! This will be the seventh time I have taught this course at UBC, and I am looking forward to a return to teaching classes in person. The shift to online teaching in 2020 prompted a variety of changes to both the structure and content of this course – including some improvements like the graded discussion threads, which I will be keeping this year. As we transition back to in-person delivery, I still expect to hit a few bumps along the way, and I would encourage us all to approach teaching and learning with compassion, flexibility, and respect for others.

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](http://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, I enjoy hiking and camping in the summer, I play squash and I like old movies and crime novels. I’m on twitter (personal: @LukeClark01 and gambling-related: @CGR\_UBC) and I find twitter 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 Lucas Palmer ([lpalmer@psych.ubc.ca](mailto:lpalmer@psych.ubc.ca)). Lucas is a MA2 student in the Cognitive Science area, working in the Centre for Gambling Research and supervised by Dr Clark. His graduate research is looking at the design features of gambling games, and how the gambling research field approaches replication. Lucas will hold online office hours over Zoom this term, on **Wednesdays 3–4pm**.

We expect to have 1 or 2 additional guest lecturers in the course, including Dr Gerald Thomas (Director for Alcohol and Gambling Policy at the BC Ministry of Health) to discuss gambling policy.

You may contact the TA or the Instructor in office hours or by email. In correspondence, please feel free to refer to me as ‘Dr Clark’ or ‘Prof Clark’. Please be judicious in your use of email: if you have more than 2 questions, your best option is to attend office hours.

*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](mailto:luke.clark@psych.ubc.ca).*

### **COURSE STRUCTURE**

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Our classes are timetabled for Mondays, Wednesdays, Fridays at 12 noon – 1pm. The course will combine a traditional lecturing format, active Q&A and discussion, with set readings and participation in online discussion forums on key topics.

While Psyc 335 has been designated an in-person class, I am aware that some students are experiencing travel difficulties returning to campus for the start of term, and for all students, the guidance around COVID self-assessment and isolating/quarantining requirements may make it challenging or impossible to attend every class. A number of features of this course are designed with this in mind. First, I have scheduled a third of classes, roughly one per week, to be delivered online as pre-recorded, asynchronous classes (see Learning Activities section below). Second, in-person classes will be recorded using lecture capture, and posted via Canvas after class, for students who are unable to attend. Third, there is no in-person ‘attendance credit’: 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 12 quizzes to allow for in-term concessions. Fourth, the two Midterms and Final exam will be scheduled as online tests to be delivered through Canvas. Lastly, I will offer my office hours from my office in CIRS but with the option to join over Zoom as well as in person (note office hours will not be recorded).

### **DIVERSITY, EQUITY AND INCLUSION**

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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 a recent 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. The Canvas discussion threads will contain a link to a Qualtrics survey for any feedback you would prefer to provide anonymously. If you feel that your performance in this class is being impacted by circumstances from outside of class, please 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 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 will create a discussion thread to receive any input you may have on suitable articles for next year’s course.

### **COURSE DESCRIPTION**

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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 'behavioural addiction'. Gambling is a ubiquitous form of entertainment that becomes harmful for a minority of people. 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, which is higher than the revenue from alcohol and tobacco products combined. Approximately 3-4% of the population show some of the signs of problem gambling, but this subset are estimated to generate around a quarter of the gambling revenue in the province.

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: how should we conceptualize these harms (e.g. what does it mean to think about problem gambling as an 'addiction?'), how does 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, neuroscience, and clinical psychology, alongside insights from economics and public health.

### LEARNING ACTIVITIES

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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 updates, and students are responsible for checking Canvas regularly for class announcements.

In a typical week, **two classes will be delivered as in-person classes**, covering core content but with time for Q&A and classroom exercises. I am arranging for these classes to be video recorded by UBC IT and those recordings will be posted after class, for those students who cannot attend in person. Those recordings will only be circulated within Canvas, for use by students enrolled in this class. (Students are not permitted to re-share recordings outside of Canvas). Be mindful that students seated in the front rows and students asking or answering questions in class may be identifiable in these recordings.

The remaining classes (see asterisked classes in the Course Schedule) will be made available as a pre-recorded video (i.e. 'asynchronous' teaching: students can watch / re-watch these classes whenever they choose), released on Canvas the morning of class. I have scheduled many of these classes on Wednesdays, and they are often the middle class within a block; I will use these classes strategically to cover theory and core content, in order to create more space for discussion during our in-person classes. **Students are welcome to use the Buchanan classroom at the allocated time as a quiet space to watch these classes, e.g. if you have in-person classes on campus that day.** If pandemic restrictions change during the term, I will be able to switch other classes to a mixture of pre-recorded and online synchronous classes, and should I fall sick myself, there is a further option of posting videoed content from last year.

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

**LEARNING MATERIALS**

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There is no textbook for this course. Rather, lecture content will be supported by Set Readings (see pg 8), which will be 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, ii) to introduce you to primary literature on gambling, which will in turn 3) equip you for the Written Assignment, and preparing for the longer questions on the Final test. 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](http://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](http://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 and pre-recorded classes will be available in Canvas Modules. You should use Canvas to submit your Written Assignment (see below).

Participant Credit is available for contributing posts on course content in our graded Canvas 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 summary, counter-argument, or alternative perspective) on materials posted by other students. These forums will be moderated regularly by the TA and/or Instructor; students are reminded to be respectful of other students' beliefs and opinions, and that abusive language will not be tolerated under any circumstances.

The Canvas site will also contain a variety of other non-graded Discussion Threads, e.g. Q&A about the course structure, content suggestions for future years. These will not contribute to the Participation Credit. If students email me questions relating to either course content or course structure that I feel will be relevant to other students, I will usually ask them to copy the question to the Discussion Threads.

*Written Assignment*

For the Written Assignment, students will prepare a 5 page report on a newspaper article that describes an original research paper that is relevant to the course (e.g. gambling, gaming, behavioural addiction, biases in decision-making). As a change to the Written Assignment this year, which is intended to simplify and streamline the submission and grading process, students will select their news article & corresponding research paper from an approved list that will be made available in week 2 of term. The deadline for submitting the Written Assignment is scheduled between the two midterm tests (late October). Your Written Assignment report should describe the objectives and findings of the research paper, but also consider the accuracy of the media coverage (e.g. evidence of an agenda, 'dumbing down' of science), see further details below.

**LEARNING OUTCOMES**

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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 problem gambling, as well as contemporary theories of problem gambling within an addictions framework.
- 3) Describe how social and demographic factors create a disproportionate burden of gambling harms in under-represented and marginalized members of society.
- 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 the design and interpretation, and synthesize this literature across different disciplines represented in gambling research.
- 6) critically consider the media portrayal and public perceptions of gambling.

### ASSESSMENTS OF LEARNING

#### *Evaluation:*

• Participation (Discussion Threads)	10%	(assessing LO 1 - 4)
• Set Readings quizzes	10%	(assessing LO 1 - 5)
• Midterm 1 Key Concepts quiz	20%	(assessing LO 1, 5)
• Midterm 2 Key Concepts quiz	20%	(assessing LO 2, 3, 5)
• Written assignment	20%	(assessing LO 5, 6)
• Final test	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 a [Student Self-Declaration](#) to the instructor so that your in-term concession case can be evaluated (note, please do not send medical documentation). The Instructor will decide whether it is possible to offer a make-up test, or whether to exempt that mark from the overall grade calculation (in which case, the overall course grade will be calculated by re-weighted the available components using the same ratios listed above).

If this is not the first time you have requested concession within the course, fill out 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 then contact me where appropriate.

If you are feeling ill at the time of a 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/assignment at a later date.

#### *Midterms and Final test:*

The Midterms are scheduled as a 50 minute test, and will consist of multiple choice and short-answer questions. Both Midterms are non-cumulative; for example midterm 1 will test the classes from the start of term until the Midterm. 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, given the likelihood of a significant number of concession requests (and the ensuing challenge of arranging make-ups) if the tests were to be held in-person. Therefore, taking the Midterm will require internet to access and submit the test. Students are welcome to sit the test, using their own device, in the Buchanan classroom at the scheduled time; the Instructor or TA will be present. Further announcements will be made via Canvas about arrangements for maintaining academic integrity on the Midterms. This course will not make use of webcams for invigilation (e.g. Proctorio); there is no requirement in Psyc 335 to either use a webcam or microphone.

The Final test will comprise two longer questions (from a choice of 4), designed to test cumulative knowledge and synthesizing understanding across the course. 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. High marks will also be awarded for critical and/or independent thinking and synthesis of material across the course. Guidelines for submitting text essays in Canvas and the use of TurnItIn will be communicated in Canvas towards the end of term. Please bear in mind that many students taking Psyc 335 are apprehensive about the longer questions, and we will dedicate time in class to exam strategy and essay skills, in helping you prepare for the final. Sample questions will be available.

*Discussion Threads (Participation Credit):*

10 marks (10% course grade) are available for contributing posts on course content in the graded Canvas discussion threads. These will be moderated by the TA and Instructor. Posts can be 1) links to news articles or research papers relevant to class themes, 2) short commentary on those posts (posted as a threaded reply), noting an interesting point or observation in a posted article, a reference to some further research on the topic, or an alternative perspective. Relevant posts or comments will be awarded 1 mark each. Comments need not be lengthy, 2-3 lines is perfectly acceptable, but the mark will be withheld if the moderator can see that the article or a similar comment has already been posted. Students are reminded to be respectful of others’ values and opinions. To sustain these threads over the term, max 5 marks will be available from **8 Sept – 20 Oct**, and 5 marks from **21 Oct – 6 Dec**.

*Set Readings quizzes:*

Each of the 12 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 12 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, with an 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 on gambling. As of this year, students will select their news article & corresponding research paper from an approved list that will be made available in week 2 of term. The TA and Instructor have chosen these articles using 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) and is clearly written by a journalist (we will discuss the process of university press releases in class). The news article cites the research paper in a way that the research paper can be located in its *published* form. The research paper has been published since 2010, in an academic journal, and is relevant to the content of the course (the psychology of gambling, decision-making, problem gambling, behavioural addictions...). The research paper should be an original research article (i.e. contain new experimental data), not a review or opinion piece. Research articles on 'preprint' websites (e.g. BioArxiv, PsyArxiv, SSRN) are a useful development in academia but are not acceptable for the Written Assignment as these articles have not been peer reviewed. For the same reason, government reports, prevalence surveys, blogposts, are unsuitable.

We will 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://vancouver.sun.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/fpsy.2017.00027/full>

The written assignment is scheduled in between the two midterm tests (see dates in the Course Schedule). We will discuss the objectives and requirements of the written assignment in class following Midterm 1. The deadline for the Report is end of day on Fri 29 Oct; 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)
- consideration of how the research informs either treatment, 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. **However, in light of the pressures imposed by COVID-19 and the return to in-person teaching, those departmental norms have been adjusted upwards by 5% for 2021W.** According to these adjusted 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%		

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### LEARNING ANALYTICS

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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 and Final exam, students should upload their text to TurnItIn (see <https://lthub.ubc.ca/guides/turnitin/> for instructions on registration). Class ID is 30964736, 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.

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### LEARNING RESOURCES

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The Department of Psychology teaching office is situated in the main Kenny building on West Mall, and offers appointments during office hours.

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### UNIVERSITY POLICIES

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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](#).

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### OTHER COURSE POLICIES

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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.

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### SET READINGS

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Li, W., Mills, D., & Nower, L. (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>

Schonberg, T., Fox, C. R., & Poldrack, R. A. (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>

Kable, J. W., & Glimcher, P. W. (2009). The Neurobiology of Decision: Consensus and Controversy. *Neuron*, 63(6), 733–745. <https://doi.org/10.1016/j.neuron.2009.09.003>

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

*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](https://www.academia.edu/5697812/Lower_the_stakes_A_public_health_approach_to_gambling_in_BC)

Ji, L. J., McGeorge, K., Li, Y., Lee, A., & Zhang, Z. (2015). Culture and gambling fallacies. *SpringerPlus*, 4(1). <https://doi.org/10.1186/s40064-015-1290-2>

Potenza, M. N., Balodis, I. M., Derevensky, J., Grant, J. E., Petry, N. M., Verdejo-garcia, A., & Yip, S. W. (2019). Gambling Disorder. *Nature Reviews Disease Primers*, 5, 51. <https://doi.org/10.1038/s41572-019-0099-7>

Limbrick-Oldfield, E. H., Mick, I., Cocks, R. E., McGonigle, J., Sharman, S., Goldstone, A. P., ... Clark, L. (2017). Neural substrates of cue reactivity and craving in Gambling Disorder. *Translational Psychiatry*, (7), e992. <https://doi.org/10.1038/tp.2016.256>

Clark, L., & Wohl, M. J. A. (2021). Langer's illusion of control and the cognitive model of disordered gambling. *Addiction*, *in press*. <https://doi.org/10.1111/add.15649>

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

Wardle, H., Reith, G., Langham, E., & Rogers, R. D. (2019). Gambling and public health: we need policy action to prevent harm. *British Medical Journal*, 365, 1807. <https://doi.org/10.1136/bmj.l1807>

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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## COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor, for use in this course by students currently enrolled in PSYC 335. **DO NOT share materials provided for you to use in this course.** We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work. It is *unacceptable* to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Drive). It is *unacceptable* to copy and paste sentences from course

materials (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and the intellectual property of the authors of the set readings, and follow copyright law.

**COURSE SCHEDULE (POSTED AS SEPARATE DOCUMENT)**

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

*Version: 4 Sept 2021*