



**Online Syllabus Cover Page
SPRING 2009
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Please check back regularly for possible updates		Syllabus last Updated on February 23, 2009	
Course number and title: ECON 310 Gambling in Oregon			
Course Delivery Mode: Onsite	CRN: 92022	Credits: 2	Gen Ed: (); (); ()
Instructor: Jeff Dense		E-mail: jdense@eou.edu	
Prerequisites: ECON 202 and a college level statistics course. Prerequisites must be completed with a C- or better			
Additional Course Fees:			
Notes: This course is cross-listed as POLS 310.			
Location:	Oregon Institute of Technology (OIT), Room 143 7732 SE Harmony Road, Portland, Oregon (just off Sunnyside and 82 nd St)		
Driving Directions:	http://www.oit.edu/Default.aspx?DN=2906,2899,2897,2882,6,1,Documents		
Dates & Times:	Friday, April 17, 7pm-10pm; Saturday, April 18, 9am-5pm		
Lodging:	http://www.oit.edu/Default.aspx?DN=2907,2899,2897,2882,6,1,Documents or Consult the Clackamas County Chamber of Commerce web site		
The instructor may provide an updated syllabus at the start of the course. If so, be sure to follow the updated information provided by the instructor.			
Most online courses use the Blackboard course management system. However, it may not appear in your list of courses within Blackboard until the first day of the term. Please read the entire syllabus for course delivery information. IF the course uses Blackboard but you do not see it in your list of courses after the start of the term, contact your instructor for details. For more information about Blackboard, see the Welcome document at http://www.eou.edu/bb/documents/BBinstruct.pdf .			
Verify with your syllabus whether a proctor is required for exams and if they require hard copy or on line formats http://www.ous.edu/webster/			
If you are new to online courses visit the EOU web site at: http://www.eou.edu/advising/how_to_start.html for information on how to start your course. Be sure to look at the Dates and Deadlines for this term.			

IMPORTANT NOTICES:

The instructor for this course allows students **one term** for course completion.

Federal Financial Aid: Students who are receiving **federal financial aid** must complete this course in one term. Further financial aid information can be found at: <http://www.eou.edu/fao>

EOU E-Mail Account: EOU policy **REQUIRES** students to have access to their EOU email account for all electronic academic correspondence from EOU to students. Follow the [steps to access your e-mail account](#).

Student Code of Conduct: <http://www.eou.edu/saffairs/handbook/condct.html>

Computer & Telecommunications Acceptable Use Policy: <http://www.eou.edu/comp/aup.html>

Learning Disabilities: If you have a documented disability or suspect that you have a learning problem, please contact the Disability Services Office at 541-962-3081 or e-mail Pat Arnson parnson@eou.edu.

Turn in Assignments: Please read your syllabus carefully for assignment requirements. *For most courses which use Blackboard, assignments are submitted in Blackboard.* If you are to mail or fax your assignments to EOU, attach an Assignment Coversheet to each assignment. Assignment coversheets can be found at: http://www.eou.edu/advising/documents/coversheet_assignment.pdf. You can track the status of these assignments and exams at: <http://www.eou.edu/advising/assign.html>. If you are to submit your assignments electronically, enter the subject line as: [Your last name], [Course Prefix / Number], [brief description of assignment] and put your full name and course name on the first page of each attachment.

Questions:

Syllabi:	syllabus@eou.edu	1-800-544-2195
Blackboard:	http://d2.parature.com/ics/support/default.asp?deptID=4330	1-866-517-3593
Online & Hard Copy Exams:	Travis Paulson, tpaulson@eou.edu	1-800-544-2195 x 8



**EASTERN OREGON UNIVERSITY
ONSITE
COURSE SYLLABUS**

ALL ENROLLED STUDENTS ARE TO CONTACT THE INSTRUCTOR VIA EMAIL AT JDENSE@EOU.EDU BY THE FIRST WEEK OF CLASS TO VERIFY THEIR ENROLLMENT AND RECEIVE A FINAL SET OF COURSE MATERIALS. THE ASSIGNMENT DEADLINES ARE APPLICABLE TO ALL STUDENTS. YOU MUST PERSONALLY REQUEST AN EXTENSION VIA EMAIL FOR ANY ASSIGNMENT.

POLS/ECON 310
SPRING 2009

GAMBLING IN OREGON

J. DENSE
2 CREDITS

I. COURSE DESCRIPTION

While gambling is an activity that most people would rather participate in than study, this course will attempt to analyze the political, economic, and legal implications surrounding the recent proliferation of gambling activity in Oregon, which is home to more types of gambling activity than any other jurisdiction in the United States. This upper division weekend college course will explore four primary themes: (1) An evaluation of the role of the Oregon State Lottery within budgetary politics; (2) The impact of Native American casinos on tribal and regional economic development in Oregon; (3) an assessment of the causes and costs of problem and pathological gaming; and (4) a look at the future of gambling activity in Oregon.

II. ASSIGNED READINGS

There are no required textbooks for this course. Instead, a series of reading selections will be made available via the Blackboard website for the course. The student is expected to have finished all assigned readings before the first class session.

III. MEANS OF ASSESSMENT

Four Critical Reading Summaries @25%.....	100%	
	TOTAL	100%

All students will be required to prepare a series of critical summaries of reading selections drawn from the rich gambling policy literature. These reading summaries should be between 750-775 words in length. The attached writing rubric will be utilized to evaluate your assignments. Unless prior arrangements are made, there will be no late reading summaries accepted

IV. INTENDED LEARNING OUTCOMES

- At the conclusion of the course the student should be able to
- (1) Assess the impact of state lotteries on public finance, particularly in the state of Oregon.
 - (2) Evaluate the political and economic impacts of gambling on Native American tribes in Oregon.
 - (3) Analyze the role of gambling activity on development on a range of behavioral disorders, including problem and pathological gambling.
 - (4) Compare and contrast the future of gambling activity in Oregon with other states.

V. ASSISTANCE FOR THE COURSE

I am always available to consult with students. I will hold office hours during the Spring 2009 academic term 1:30-2:30 Monday and Wednesday and by appointment. My office is located in Ackerman Hall, room 202-J. You can reach me on the phone or leave a message on my voice mail at 962-3854. I can also be contacted via e-mail at jdense@eou.edu. Do not hesitate to contact me if you need help.

VI. GRADE SCALE

The following grade scale is applicable to all of my classes. In order to ensure fairness, equity and no surprises, I want to make sure we are on the same page in terms of how your accumulated score will be translated into your final grade. If you have any questions, please don't hesitate to see me.

<u>overall percentage</u>	<u>final grade</u>	<u>overall percentage</u>	<u>final grade</u>
100.00-98.00 %	A+	79.99-78.00 %	C+
97.99-92.00 %	A	77.99-72.00 %	C
91.99-90.00 %	A-	71.99-70.00 %	C-
89.99-88.00 %	B+	69.99-68.00 %	D+
87.99-82.00 %	B	67.99-62.00 %	D
81.99-80.00 %	B-	61.99-60.00 %	D-
		59.99-0.00 %	F

STATEMENT ON ACADEMIC MISCONDUCT

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the university, or being expelled from the university, or a combination of these sanctions. For a complete copy of the EOU Academic Honesty Code, see the latest version of the Student Handbook located online at <http://www.eou.edu/saffairs/handbook/honest.html>.

If you have a documented disability or suspect you may have a learning problem, and need reasonable accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone 962-3081.

	Exemplary (4)	Proficient (3)	Marginal (2)	Unacceptable (1)
1) Independent Thought	Presents an insightful position on the issue.	Presents a well-considered position on this issue.	Presents a clear position on this issue.	Vague or limited in presenting a position on the issue.
2) Critical Thought	Identifies and discusses implications and consequences, while questioning the validity of the assumptions and the accuracy, precision, relevance, and completeness of evidence.	Identifies and discusses implications and consequences, while questioning the validity of some assumptions and evidence.	Identifies implications and consequences, While questioning the completeness of evidence.	Fails to identify implications and consequences, and does not question the completeness of the evidence.
3) Examples	Develops the position with compelling reasons and/or persuasive examples	Develops the position with logically sound reasons and/or well-chosen examples	Develops the position on the issue with some relevant reasons and/or examples	Provides weak, if any, examples.
4) Readings	All assigned materials are synthesized logically into a cogent argument.	The majority of assigned materials are integrated into the argument.	Most materials are included, but are not logically integrated.	Materials are missing or included in a haphazard fashion.
5) Lecture and Discussion Materials	A unique synthesis of relevant materials strengthens the final product.	Appropriate materials are integrated into the argument.	Some appropriate materials are integrated, though obvious materials are omitted.	Inadequate incorporation of relevant materials.
6) Thesis and Introduction	Introduction and thesis are clearly written and logically developed	Introduction and thesis are generally well written and somewhat logically developed.	The introduction is generally well written, but the thesis statement is not logically developed.	Introduction is not adequately developed. Thesis is nonexistent or unclear.
7) Conclusion	Identifies, appropriately, one's own position on the issue, drawing support from experience, and information not available from assigned sources. Self-reflection demonstrates significant personal and academic growth.	Identifies, appropriately, one's own position on the issue, drawing support from experience, and information not available from assigned sources. Self-reflection demonstrates a degree of personal and academic growth	Identifies, inappropriately, one's own position on the issue. drawing support from experience, and information not available from assigned sources. Self-reflection demonstrates a minimal degree of personal and academic growth.	Identifies, inappropriately, one's own position on the issue. Fails to draw support from experience Information not available from assigned sources is omitted. Self-reflection is omitted.
8) Writing: Quality	Using effective vocabulary and sentence variety. Demonstrates facility with the conventions of standard written English but may have minor errors	Using appropriate vocabulary and sentence variety. Demonstrates facility with the conventions of standard written English but may have minor errors	Generally demonstrates control of the conventions of standard written English but may have some errors in vocabulary choice and sentence structure.	Has problems in language and sentence structure that result in a lack of clarity.
9) Writing: Expression of Ideas	Expresses ideas fluently and precisely	Expresses ideas clearly and well	Expresses ideas with reasonable clarity	Ideas are presented in an unclear fashion.
10) Organizational Issues	Sustains a well-focused, well-organized analysis, connecting ideas logically.	Is focused and generally well organized, connecting ideas appropriately.	Is adequately focused and organized	Is poorly focused and/or poorly organized

COURSE OUTLINE

<http://www.oregon.gov/DHS/addiction/gambling.shtml>

Whelan, R., and Josephson, A. (2006). The Contributions of Indian Gaming to Oregon's Economy in 2006. Portland, OR: ECONorthwest.

Oregon State Lottery (2008). Annual Performance Progress Report Fiscal Year 2008.

Moore, T. (2006). The Prevalence of Disordered Gambling among Adults in Oregon. Portland, OR: Oregon Gambling Addiction Treatment Foundation.