

The History of Casinos

HIS 368 Sect. 1001

Fall Semester 2017

Class meets T R 1:00-2:15 PM in WRI C151

Instructor: Dr. David G. Schwartz

(702) 895-2242

3225 Lied Library (in UNLV Special Collections)

david.schwartz@unlv.edu

Office hours: Thursday 9:30-11 am and by appointment

Overview

Where did casinos come from? How have they changed?

This course will familiarize students with the historical development of casino gaming and present an accurate picture of the current state of the casino industry throughout the world. We will begin with a brief overview of the roots of casinos in European gambling, discuss several relevant trends in 19th century legal and illegal gambling and spend the bulk of the course considering the development of the American legal casino gaming industry, with a concentration on Las Vegas. We will consider the creation of the casino resort on the Las Vegas Strip, changes in the structure of casinos, the professionalization of the gaming industry, and the spread of casino gaming throughout the world, with an emphasis on recent developments in Asia and emerging forms of casino-style gambling.

Communicating

I am happy to speak with you before or after class to answer any questions you have about the class or just to talk about college or history. To get in touch via email, use david.schwartz@unlv.edu. Don't use any other address. **In the subject line, you must include the hashtag #HIS368**(no spaces) so I know this is course-related. This will bump it to the top of my queue.

Example: **Subject: #HIS368 question about essay 1**

I want to know who you are. On the first day of class, I will give you a **placard** to write your name on. You are responsible for bringing it to class. It helps me remember your name. If you don't bring it, I may make up a name for you.

Learning Outcomes

Why are UULOs important? From the [General Ed website](#):

The five University Undergraduate Learning Outcomes (UULOs) define what all UNLV students should know and be able to do when they graduate. Because students engage with the UULOs in both their general education and academic majors, the UULOs help make the undergraduate experience intentional and coherent.

Upon successfully completing the course, students will have mastered the following University Undergraduate Learning Outcomes:

Intellectual Breadth and Lifelong Learning

- Demonstrate in-depth knowledge and skills in the field of casino history
- Apply historical research methods to define, solve, and evaluate problems in casino and gambling history
- Transfer knowledge and skills gained from general and specialized studies to casino history
- Achieve success in casino history, including applying persistence, motivation, interpersonal communications, leadership, goal setting, and career skills.

Inquiry and Critical Thinking

- Access and collect the needed information from appropriate primary and secondary sources.
- Recognize the complexity of problems in casino history, and identify different perspectives from which these problems and questions can be viewed
- Identify, analyze, and evaluate reasoning, and construct and defend reasonable arguments and explanations.

Communication

- Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.
- Effectively use the common genres and conventions for writing within history

Global/Multicultural Knowledge and Awareness

- Demonstrate knowledge of the global and cross-cultural developments in casino history
- Respond to diverse perspectives in casino history
- Demonstrate awareness of one's own place in and effect on the world

Citizenship and Ethics

- Acquire knowledge of the political, economic, and social institutions that have influenced the development of casinos
- Examine and assess ethical concerns in casino history

Class Conduct

1. **Respect** yourself, your fellow students, and your instructor. That means:
 - Attending each class. Each lecture costs you (or whoever is paying for your education between \$25 and \$50. You wouldn't buy a movie ticket and not see the movie, so go to class.
 - Arriving to class **on time**. Not doing so is disruptive to everyone.
 - To get the most out of class, **pay attention**. Close all your other metaphorical tabs and focus on the discussion.
 - Do the readings. You will feel smarter, guaranteed.
2. Class attendance is **required**. Each class covers an important topic, and includes information not in the readings.
3. Put your cell phone on silent and don't use it unless you have an acute personal emergency.
4. If you want to say something or ask a question, **raise your hand**.
5. **Participate!** It's the best way to know the material better and to build your confidence. I like to ask questions, and I love it when people answer them.
6. Do the readings. Falling behind in the readings will hurt you. **Staying current with the readings is the best first step for doing well in this class.**
7. Complete the work and turn it in when it is **due**. All work must be submitted to TurnItIn by 9AM on their due date. Late work will be penalized.
8. Don't cheat! **Cheating** of any kind will be punished by an **automatic zero** for the assignment and will be **referred to the Office of Student Conduct** for further action. The stakes are high and the payoffs miniscule, so there is no real reason to cheat in this class. **Don't try**. If you cannot honestly complete an assignment before the deadline, talk to me and we will work something out.
9. Have fun. You've got an opportunity to learn some neat things alongside other people who share many of your interests. Make it count.
10. My door is **always open**. If you have any questions, concerns, or just need to talk, approach me.

Evaluation

You will be graded on a **midterm** exam, a **comprehensive** project, two take-home **assignments**, three **essays**, and two in-person **meetings**.

The take-home **midterm** will cover readings, and discussions through week 9 and will require you to answer short answer questions and a chronology.

The **comprehensive** will be an inclusive exam with short answers, and two chronologies.

Study guides will be distributed well before the midterm and comprehensive.

The three **essays** require you to think critically and write about casino history. Turn them in using the **Turnitin** feature of **Webcampus**.

The first take-home **assignment** will let me know who you are. The second one is a some fun casino alternate history. Turn them in using the **Turnitin** feature of **Webcampus**.

Grading

The course components are weighted as follows:

Assignments:	50
Meetings:	50
Essays :	150
Midterm:	100
<u>Comprehensive:</u>	<u>150</u>
Total:	500

Grades will be assigned based on the following point totals:

A 500-465	B 434-415	C 384-365	D 334-315
A- 464-450	B- 414-400	C- 364-350	D- 314-300
B+ 449-435	C+ 399-385	D+ 349-335	F 300-0

There are NO SURPRISES in this class (at least grade-wise). If you show up every week, read, and do the work, you will have no problem at all.

Meetings

You will receive credit for two in-office meetings with your instructor, one at the beginning of the semester (8/29 to 9/8) and one at the end (11/28 to 12/8). Each meeting will be 15 minutes. At the first, we will discuss your undergraduate journey and your expectations for the class. At the second, we will discuss how the class went for you. Sign up for a meeting slot [here](#). You will get full credit for successfully making and keeping your appointment.

Essays

The essays are designed to test your ability to understand the course material and integrate it into your knowledge of the casino industry. You *do not need* to use outside sources besides those specified in the assignments. In fact, using them can be a tipoff that a) you haven't done the readings or listened in class or b) have just cut-and-pasted from somewhere online. It's less fun, too.

Essay One (due September 28): The Most Important Thing

In a 500 word (approx. 2 pages) essay, you will explore the following scenario. You are interviewing for a job in the gaming industry that you really need. As part of the interview, you need to give a presentation about the most interesting thing you learned

about early gambling in this class. You will answer the question: “What is the most important thing people need to know about casino gambling before 1900, and why should they know it?”

Essay Two (due October 24): Learning from the Pioneers, First-Hand

UNLV has collected many interviews with casino industry employees and executives. In this essay, you will read an interview and respond to it using the context you have learned in this class.

To complete it, go to the [Essay 2 WebCampus folder](#). Read the “Guidelines” and follow those instructions in completing the assignment. You will write a five paragraph, 500-word essay describing the insights you have learned this interview. Your thesis will tell us why this interview is significant for students of casino history.

Essay Three (due December 5): Your Casino Manager

By this point, we have talked about many casino pioneers and personalities. For the purposes of this assignment, assume you have just bought a casino in either A) Downtown Las Vegas, B) the Las Vegas Strip, C) Macau or D) another destination. You have the power to pick any personality we discussed in class, living or dead, to run your property on a day-to-day basis.

Your thesis will state who you are picking and why. You will write a 500-word essay explaining your choice, using evidence from course materials and selected outside sources.

Grading Essays

I grade your essays on the following:

1. Your thesis (see below for more detail) 15 points
2. Evidence to support your thesis (from readings and lectures) 20 points
3. Presentation (spelling, grammar, overall ability to present your argument) 15 points

A thesis is the statement that your essay proves using evidence from the course. It must be something that you can argue *for or against*.

Which is a thesis?

1. “The North won the Civil War due to many reasons.”
2. “The North won the Civil War because of its superior population, manufacturing and industrial capacity, and better political leaders.”

I hope that (2) is obvious to you. The first anchors an essay that will meander without saying anything; the second anchors an essay that will prove its point.

Assignments

In addition to the essays, you have two shorter assignments to complete. You can access guidelines and template for them in the [Assignments folder on WebCampus](#). The first is your chance to tell me a little about yourself and your interest in the course

material. The second is a fun alternate history scenario that will hopefully help you think about the importance of innovation in the casino industry for Las Vegas.

Late Work

Sometimes you can't turn work in on time. What should you do?

1. Let the professor know ASAP
2. If you have a "legitimate" reason (i.e., medical excuse, university-related travel), the professor will make allowances
3. If not, the professor will accept late work for **five days** after the original due date, with points **deducted** for lateness.
4. After that, your grade will be **zero** for the assignment, no matter what. The only exception is if the professor is unable to grade/confirm receipt of assignments within that time frame.
5. Generally, work is graded within 24 hours (usually less) after being turned in. It is **your responsibility** to check WebCampus to make sure that the professor received and graded your work.

More about Grades & Extra Credit

You've done the work; you've turned it in. Now you've got your grade, and you don't like it. What can you do?

If you want to learn *why* you got the grade you did, ask the professor. Do not ask the professor to **regrade** your work. If, on an exam, your professor has **totaled** your points incorrectly, he will gladly correct that mistake; he will not re-read and regrade your exam.

At the end of the semester, you may be disappointed with your grade. You may need a higher grade to maintain your scholarship. What can you do?

By that time, nothing. The expectations in the course are explained clearly, and there is **no extra credit** for the simple reason that in the "real world" there is no extra credit. Asking for special treatment for whatever reason is not fair to the other students. If you want to do extra work to get a better grade, do it **before** your work is turned in, not after.

Turning It In

The essays and Assignment One are due via TurnItIn. Under “Course Content” in WebCampus, there is a folder titled “TurnItIn” with links for each assignment.

TurnItIn isn’t perfect, but it is the best system we have right now. Please note that after uploading your assignment, you must then hit “submit” for the assignment to be submitted to me. You will then get a confirmation email. If you do not get a confirmation email, I will not get the assignment. It is your responsibility to properly submit work.

All assignments, essays, and exams are due **at 9 am** on the day specified.

Assignment length

All assignments should be **within 10%** on either side of the suggested length—a 500-word essay shouldn’t be less than 450 or more than 550 words. This is basic direction-following and common courtesy.

Readings

Books

David G. Schwartz, *Roll the Bones: The History of Gambling* (Casino Edition) (Paperback ISBN 978-0615847788).

Jack Sheehan, *Players: The Men Who Made Las Vegas*.

Articles (All available via WebCampus or these direct links)

Mark Haller, “[The Changing Structure of American Gambling in the Twentieth Century](#)”

David J. Hart, “[Shipwreck with Speculator: Early Modern Representations of Risk and Gambling](#)”

John M. Hunt, “[Betting on the Papal Election in Sixteenth-Century Rome](#)”

Larry Gragg, “[The Powerful Mythology Surrounding Bugsy Siegel](#)”

Laura Cook Kenna “[The Promise of Gangster Glamour](#)”

Eric Moody, “[Nevada's Legalization of Casino Gambling in 1931](#)”

David G. Schwartz, [Suburban Xanadu chapter 6](#)

David G. Schwartz, [Cutting the Wire chapter 6](#)

David G. Schwartz, “[Just a Passing Glance: The Kefauver Committee in Las Vegas](#)”

David G. Schwartz, “[The Long, Hot Summer of ’55;](#)”

Expectations

Integrity is a concern for every member of the campus community; 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 Student Academic Misconduct Policy and are expected to always engage in ethical decision-making. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

What is Academic Misconduct?

1. Using the words or ideas of another, from the Internet or any source, without proper citation of the source(s), commonly called plagiarism.
2. Receiving unauthorized external assistance during an examination or any academic exercise for credit. This includes, but is not limited to:
 - Providing or receiving aid in connection with any academic assignment;
 - Use or possession of camera telephones, text messages, computer disks, audio recorders, calculators, solution materials, photocopies, materials from previous classes, commercial research services, notes or other means to copy or photograph materials used or intended for academic evaluation for use during the academic evaluation or assignment;
 - Communication in any manner with another student;
 - Working with others on graded coursework, including in-class, on-line and take-home examinations; or
 - Possessing, reading, buying, selling or using any materials intended for an academic evaluation or assignment in advance of its administration.
3. Turning in the same work in more than one class (or when repeating a class), unless permission is received in advance from the instructor.
4. Falsifying information for inclusion in an assigned paper, project or exercise; including inventing or altering data from a laboratory or field project, or creating fictional citations for a paper.
5. Attempting to influence or change any academic evaluation, assignment or academic records for reasons having no relevance to academic achievement. This includes, but is not limited to, bribery, threats and making unauthorized changes to any academic record.
6. Falsifying or misrepresenting attendance, hours, or activities in relationship to any class, internship, externship, field experience, clinical activity or similar activity.
7. Acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment.
8. Facilitating, permitting or tolerating any of the above-listed items.

For more information about academic misconduct, visit
<https://www.unlv.edu/studentconduct/misconduct/policy>

Course Outline

Week 1 Class Orientation

Aug 29: 1 Orientation, explanation, exploration.

Aug 31: 2 Creating Casino Gambling

Reading: Roll the Bones, Chapter 1

▶▶▶ Assignment 1 due

▶▶▶ Schedule your [first meeting](#) with the professor for before 9/8

Week 2 Seeking the Cure

Sep 5: 3 Early modern gambling in context

Reading: Hunt, "[Betting on the Papal Election in Sixteenth-Century Rome](#)"; Hart, "[Shipwreck with Speculator: Early Modern Representations of Risk and Gambling](#)"

Sep 7: 4 Spa gambling

Reading: Roll the Bones, Chapter 2

Week 3 Grappling with Glamor

Sep 12: 5 Monte Carlo

Reading: Roll the Bones, Chapter 3

Sep 14: 6 British Gamblers

Reading: Roll the Bones, Chapter 4

Week 4 Gambling in America from 1600-1900

Sep 19: 7 Early American gambling

Reading: *Roll the Bones* Chapter 5

Sep 21: 8 Wild West Wagering

Reading: *Roll the Bones* Chapter 6

Week 5 Illegal Gambling and the Mob

Sep 26: 9 Illegal Casinos

Reading: *Roll the Bones* chapter 7

Sep 28: 10 The Mob and Gambling

Reading: *Roll the Bones* chapter 8, Haller, "[The Changing Structure of American Gambling in the Twentieth Century](#)"

▶▶▶ Essay One due

Week 6 The Rise of Nevada, 1931-1941

Oct 3: 11 Nevada and Gambling
 Reading: *Roll the Bones* Chapter 9, Moody, "[Nevada's Legalization of Casino Gambling in 1931](#)"

Oct 5: 12 The Early Wide-Open Years
 Reading: *The Players*, 1-22

Week 7 The Las Vegas Strip is Born

Oct 10: 13 The El Rancho Vegas
 Reading: *Roll the Bones* Chapter 10

Oct 12: 14 Bugsy Siegel & the Flamingo
 Reading: [Gragg, "The Powerful Mythology Surrounding Bugsy Siegel;"](#) *The Players*, 81-91

Week 8 Growth and Its Problems

Oct 17: 15 Kefauver and the Rise of Regulation
 Reading: [Schwartz, "Just a Passing Glance";](#) *The Players*, 35-47

▶▶▶ Assignment 2 due

Oct 19: 16 The Boom Years: 1952-1955
 Reading: Schwartz, "[The Long, Hot Summer of '55;](#)" *Roll the Bones* chapter 10

Week 9 Wiseguy Empire (1956-1969)

Oct 24: 17 The Copa Era
 Reading: [Kenna, "The Promise of Gangster Glamour;"](#) *Players* 1-47

▶▶▶ Essay Two due

Oct 26: 18 Caesars Palace, Circus Circus, and Jay Sarno
 Reading: *Players* 92-103, *Roll the Bones* chapter 11

▶▶▶ Midterm assigned

▶▶▶ Midterm due 9 am Oct 28 via TurnItIn

Week 10 Casinos Become a Business

Oct 31: 19 Howard Hughes and Kirk Kerkorian
 Reading: [Suburban Xanadu chapter 6;](#) *The Players* 133-167

Nov 2: 20 The Corporate Transition

Reading: *Players* 104-132

Week 11 “A Unique Tool:” The Atlantic City Experiment

Nov 7: 21 Making Atlantic City Great Again
Reading: *Roll the Bones* chapter 12

Nov 9: 22 Wynn, Trump, & the Boom
Reading: *Roll the Bones* chapter 12 (second half)
▶▶▶ Schedule your [second meeting](#) with the professor for before 12/8

Week 12 Casinos Spread across the Nation

Nov 14: 23 The New Buffalo
Reading: *Roll the Bones* chapter 14 (first half)

Nov 16: 24 Riverboats, Racinos, & Redevelopments
Reading: *Roll the Bones* chapter 14 (second half)

Week 13 Las Vegas Goes Mass

Nov 21: 25 The Burger King Revolution
Reading: *Roll the Bones* chapter 13

Nov 23: No Class—Thanksgiving Day

Week 14 Casinos Go Global

Nov 28: 26 Las Vegas Strip, 1989-2001
Reading: *Roll the Bones* Chapter 15, *Players* 168-182

Nov 30: 27 Casinos in Europe and Asia
Reading: *Roll the Bones* Chapter 16
▶▶▶ Assignment 3 Due

Week 15 Crisis & Opportunity

Dec 5: 28 The Recovery, Boom, and Bust
Reading: *Roll the Bones* Chapter 17
▶▶▶ Essay Three Due

Dec 7: 29 Emerging Gaming
Reading: *Cutting the Wire* [Chapter 6](#)
▶▶▶ Comprehensive assigned; due: December 12

UULOS by Week

- 1: Examine and assess ethical concerns; Demonstrate general academic literacy; Effectively use the common genres and conventions for writing
- 2: Demonstrate knowledge of the global and cross-cultural developments in casino history; Recognize the complexity of problems in casino history
- 3: Respond to diverse perspectives in casino history; Acquire knowledge of the political, economic, and social institutions that have influenced the development of casino
- 4: Access and collect the needed information from appropriate primary and secondary sources; Analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English
- 5: Effectively use the common genres and conventions for writing; Examine and assess ethical concerns in casino history
- 6: Demonstrate in-depth knowledge and skills in the field of casino history
- 7: Transfer knowledge and skills gained from general and specialized studies to casino history
- 8: Apply historical research methods to define, solve, and evaluate problems in casino and gambling history
- 9: Identify, analyze, and evaluate reasoning, and construct and defend reasonable arguments and explanations; Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English
- 10: Respond to diverse perspectives in casino history; Acquire knowledge of the political, economic, and social institutions that have influenced the development of casinos
- 11: UULOs: Apply historical research methods to define, solve, and evaluate problems in casino and gambling history
- 12: UULOs: Respond to diverse perspectives in casino history
- 13: UULOs: Demonstrate in-depth knowledge and skills in the field of casino history; Identify, analyze, and evaluate reasoning, and construct and defend reasonable arguments and explanations
- 14: UULOs: Demonstrate awareness of one's own place in and effect on the world; Demonstrate knowledge of the global and cross-cultural developments in casino history; Apply historical research methods to define, solve, and evaluate problems in casino and gambling history
- 15: UULOs: Access and collect the needed information from appropriate primary and secondary sources ; Effectively use the common genres and conventions for writing within history; Achieve success in casino history, including applying persistence, motivation, interpersonal communications, leadership, goal setting, and career skill

UNLV Policies

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

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 information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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** before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

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