

## CONF 101 001 (Spring 2012)

### Conflict and Our World: Introduction to Conflict Analysis and Resolution

Instructor: Will David	Class: Tuesday/Thursday, 4:30-5:45 pm
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	Office: Robinson Hall B, Room 365 (by appointment only)

#### **Course Description and Objectives**

Conflict is commonplace in society. Sometimes conflict is an annoyance, such as arguing with a sibling over the Xbox; sometimes it is more serious, such as the debate over gun control or immigration; and sometimes it is tragic, as in events in Darfur or Syria. Conflict can be destructive, for example, when it damages relationships among neighbors or relatives or destroys homes and livelihoods. Conflict can also be constructive, as shown by the effects of civil rights demonstrations in the U.S., the Solidarity movement in Poland, or perhaps even the ongoing Occupy Wall Street movement. Given the interconnectedness of global society, we need to determine how we can deal with conflict productively.

This course introduces the interdisciplinary study of conflict analysis and resolution. We will examine how and why conflicts occur in human society, and what we can do to mitigate their destructive aspects while reinforcing their constructive potential. We will learn the key approaches to analyzing conflicts and then consider some major forms of intervention. We will highlight and discuss a wide range of factors that play a part in conflict and its resolution. Case studies about the Philadelphia Move Crisis and conflict in Liberia will help us to synthesize the course material. At the end of the course, you should be able to analyze a conflict, appreciate the factors that influence conflict, know the major conflict resolution techniques, and understand the complexity of a wide variety of contemporary conflicts. CONF 101 fulfills the University General Education requirement for Social and Behavioral Sciences.

#### **Class Expectations**

**Correspondence.** All email correspondence will be done using our GMU email accounts. Check the blackboard regularly for updates, and email or call me when in doubt about requirements.

**Effective Preparation.** Complete reading assignments prior to class. Stay informed about current events by reading newspapers such as the *The New York Times* and *The Washington Post*, and/or by listening to BBC News or NPR, among many others. I also encourage the use of multiple internet news and magazine resources to contrast their coverage of the same issues.

**Consistent Attendance.** I expect you to attend class—physically and mentally. Documented illness and family emergencies will be excused. *Each unexcused absence will result in a 5 point reduction in your final course grade.* Please notify me as soon as possible if you are unable to make it to class. Perfect attendance (all 28 classes with no absences for any reason) will earn a 5 point increase in your final grade, not to exceed the course maximum of 100 points. If you

are having difficulty staying awake or remaining focused, please feel free to stand along the periphery of the classroom. Sleeping in class is the same as an absence from class.

**Classroom Protocol.** Arrive on time and attend to personal needs before or after class. Turn off cell phones and other electronic devices. Computers may be used for course-specific purposes only, and must not disturb others. Be mindful of the sensitivities of others when contributing to discussions; however, critical thinking and open dialogue are our goals.

**Written assignments.** I expect well-written, thoughtful papers that generally adhere to the prescribed length. Edit your papers carefully as spelling and grammatical errors will lower your score. Papers must be typed and double-spaced in black ink, using Times New Roman 12-point font and one-inch paper margins with the main body of the text left justified (not center or right justified). Properly cite material and ideas that are not your own. I prefer embedded citations, but endnotes are okay. Endnotes, bibliography, and title pages do not count towards the assigned paper length. Title pages are not required, but you are welcome to design and format them as you please. Footers must include CONF 101-001, the date turned in, and your first name initial and last name (e.g. CONF 101-001/20 Jan 12/W.David) in the lower left, and the page number in the lower right. Papers (paper and digital) are due no later than the beginning of class on the due date. Please do not print on both sides of the paper. The file name for electronic submissions must include your name (e.g. wdavid\_thirdessay.doc). Extensions will be arranged only for documented personal illness or family emergencies. Late papers will have 5 points deducted from the final score for each day past the due date.

### **Required Texts**

Assefa, Hizkias and Paul Wahrhaftig (1990). *The MOVE Crisis in Philadelphia: Extremist Groups and Conflict Resolution*. Pittsburg: The University of Pittsburg Press. (Referred to as **AW**)

Kriesberg, Louis and Bruce W. Dayton (2012). *Constructive Conflicts: From Escalation to Resolution*. 4<sup>th</sup> Edition. Lanham: Rowman & Littlefield Publishers (Referred to as **KD**)

Other required readings/films will be available through e-reserves, e-journal, and the internet, or distributed in class. The password for e-reserve materials is: world.

### **Recommended Text**

Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall (2011). *Contemporary Conflict Resolution*. 3<sup>rd</sup> Edition. Cambridge: Polity. (Referred to as **RWM**)

### **Summary of Requirements (100 points possible)**

Participation	10 points	All semester
Short Assignments/Quizzes	10 points	Periodically
Three Essays	30 points	14 February, 1 March, and 5 April
Two Reflection Papers	20 points	22 March, 17 April
Research Paper	30 points	3 May

**Participation.** Your contributions in class and responses to questions about the material are worth up to 10 points. Some material will only be covered in class. I will evaluate your participation based on the quality of your efforts, not on the quantity of remarks.

**Short assignments/Quizzes.** You can earn up to 10 points from short written assignments (1/2-1 pages each) and/or quizzes. The assignments may require you to summarize a reading, critique an article, or respond to a question. You will find some of these assignments noted on the syllabus. I may use in-class quizzes to assess your comprehension of the readings. If you miss a graded task because of an unexcused absence, you will receive 0 points for that assignment or quiz.

**Essays.** Essays will be take-home, open book assignments for which you may have a choice of questions. These questions will require you to integrate material from the course into your essay responses. Each of the essays is worth 10 points and will vary from 2 to 5 pages in length. I will provide the questions 5-7 days prior to the due date.

**Reflection Papers.** Both of these 3-page papers will be related to the Liberia case study and each is worth 10 points.

**Research Paper.** Worth 30 points, this 10-page paper will analyze a current conflict and propose a conflict intervention strategy. You should select a conflict of interest to you. You will submit a written research proposal no later than 3 April. You should include at least 5 sources not found in the syllabus. The paper is due no later than the start of class on 3 May.

**A Note on Extra Credit.** In general, I prefer that students focus on the requirements rather than betting on extra credit. However, a few of you have reminded me that “things happen.” In that spirit, I will provide some opportunities to earn extra credit. These may take the form of a 1-2 page paper (similar to the short assignments discussed above). Another option might be a summary of an article (perhaps one of the recommended readings) with a 3 minute talk and a handout for the class. Please speak with me if you are interested in extra credit.

## **Class Schedule**

### **Introduction to the Course**

**24 January** Critical Thinking

- Review and bring your course syllabus
- Read: Van Gelder 41-46 (EJ)
- Assignment: On a 3x5 note card write the one word that comes to mind when you hear the word ‘conflict.’ On the other side, write a short description of an image that comes to mind when you hear the word ‘conflict.’ **Bring the card to class.**

### **Introduction to Conflict Analysis and Resolution (CAR)**

**26 January** What is Conflict? What is Conflict Resolution?

- Read: KD Ch 1 (1-22)
- Assignments: 1) Bring your name card to all classes. 2) On a 3x5 card write a metaphor that captures your thoughts on the concept of 'conflict' as you currently understand it. **Bring the card to class.**

### **31 January** Key Ideas and Frameworks

- Read: Ramsbotham et al. 3-34 (ER), Dugan 9-19 (handout)
- Recommended: Moore 60-61 (ER), Sandole 1-30 (I)
- Assignment (1 point): In one page or less, summarize one of the following models: 1) one of Galtung's models (conflict, violence, or peace), 2) conflict escalation and de-escalation model, 3) the hourglass model, 4) the conflict tree, or 5) Dugan's nested model. **Turn-in** at the beginning of class (paper only).
- In-class: model presentations by selected students

## **Analyzing Conflicts**

### **2 February** Bases of Social Conflict I

- Read: KD Ch 2 (23-47), Galtung 39-53 (ER), Burton (1997) 32-40 (ER)
- Recommended: Burton (1990) 36-48 (ER)

### **7 February** Bases of Social Conflict II

- Read: Gurr 131-160 (ER), Collier 197-216 (ER)
- Recommended: RWM Ch 4 (94-122)
- In class: Grievance vs. Greed debate

### **9 February** Bases of Social Conflict III

- Read: Cook-Huffman 17-29 (ER), Volkan 19-29, 36-49 (ER)
- Recommended: Stein 189-208 (ER), Rothbart and Korestelina 29-57 (ER)
- Handout: First essay question(s)

### **14 February** Review of Conflict Causation

- Read: Volkan 19-29, 36-49 (ER)
- **Due: First Essay**

### **16 February** Emergence of Conflict

- Read: KD Ch 3 (49-84)

### **21 February** Alternative Conflict Strategies

- Read: KD Ch 4 (85-112)

### **23 February** Adopting Conflict Strategies

- Read: KD Ch 5 (113-141)
- Recommended: Pruitt and Kim 101-120 (ER)

- Assignment (1 point): In one page or less, discuss one of the following factors that influence the choice of a conflict strategy: partisan characteristics, relations between adversaries, or social context. The fourth factor (partisan goals) is not a paper option. **Turn-in** at the beginning of class (paper only).
- Handout: Second essay question(s)

### 28 February Escalation

- Read: KD Ch 6 (143-175), Kelman (2008) 170-183 (ER)

### 1 March Approaches to Conflict Mapping

- Read: Liberia Conflict Summary, Boas 211-214 (EJ)
- Recommended: RWM 117-122
- Scan: Sandole 1-30 (I), and Wehr's Conflict Map and Wilmot and Hocker's Conflict Assessment Guide at (<http://spot.colorado.edu/~wehr/40GD1.HTM>)
- **Due: Second Essay**
- In-class: Liberia Conflict Mapping group work

### 6 March & 8 March Conflict Mapping /Mid-Term Student Feedback (8 March)

- **Due: Group Presentations (Liberia Conflict Mapping) / Debriefing**
- Assignment: Add a thread to the discussion on blackboard with 1-3 conflicts that you are considering for your research paper. Ensure that you have sufficient detail to spur discussion on your possible topic. No later than 29 March everyone should have commented at least twice on your classmates' topics. This task is worth 1 point.

### Spring Break- **NO CLASSES on 13 or 15 March**

## Conflict Intervention

### 20 March Mid-Term Course Review / De-Escalation of Conflicts

- Read: KD Ch 7 (177-213)
- Watch prior to class: *Responding to Conflict, The Wajir Story* (I)

### 22 March Third Party Intervention/The Ethics of Intervention

- Read: Cochrane 39-69 (ER)
- Review: RWM Ch 1 (esp. 21-32)
- Recommended: RWM Ch 14 (317-331), Warfield 213-223 (ER)
- Reminder: You should finish AW no later than 29 March
- **Due: First Reflection Paper (paper copy only)**

### 27 March Mediation in Conflicts

- Read: KD Ch 8 (215-245), Moore 60-61 (ER)
- Recommended: RWM Ch 7 (171-187 only), Moore 41-77 (ER)
- Third essay question posted to blackboard after class (moved from 29 March)

**29 March** Reconciliation and Memory (deleted Trauma)

- Read: Lederach 841-854 (ER), Tint 239-256 (EJ)
- Recommended: RWM Ch 10 (246-261), Jeong 155-185 (ER), Barsalou 1-12 (I) (no longer a required reading)
- Watch prior to class: *Gulu: The Struggle for Peace*
- Due: Blackboard discussion on research paper topics, topic plus two comments (minimum to earn 1 point)

**3 April** Problem Solving and Negotiation in Conflicts

- Read: KD Ch 9 (247-276)
- Recommended: Kelman (2010) 389-413 (EJ), Pruitt and Kim 189-225 (ER)
- **Due: Research Paper Proposal (paper copy only)**

**5 April** Development and Capacity Building

- Read: Jeong 123-154 (ER), Barsky 215-225 (ER)
- Recommended: RWM Ch 9 (226-245)
- **Due: Third Essay (paper copy and digital file due NLT the beginning of class)**

**10 April** Conflict Intervention (introduction and group work)

- Review: Your notes from the Liberia conflict mapping exercise
- Groups will be the same as the analysis exercise
- Develop intervention strategy and prepare easel paper presentations

**12 April** Conflict Intervention (presentations and de-briefing)

- **Due: Group Presentations (Liberia Conflict Intervention)**

**17 April** Intervention Outcomes

- Read: KD Ch 10 (277-314)
- Recommended: Ball 719-736 (ER)
- **Due: Second Reflection Paper (paper copy only)**

## **New Directions and Applications**

**19 April** Social Movements, the Media, and Political Conflict

- Read: Tarrow 10-25 (ER), Ramsbotham et al. 359-373(ER)

**24 April** The Environment in Conflict and Conflict Resolution

- Read: Ramsbotham et al. 293-304 (ER), Biringer and Cariappa 277-290 (ER)
- Recommended: Homer-Dixon (1991) 76-116 (EJ), Homer-Dixon (1994) 5-40 (EJ), Gleditsch 53-68 (ER) (no longer a required reading)

**26 April** Culture, Religion and Conflict

- Read: Goldberg and Blancke 377-398 (EJ) and Avruch 239-253 (ER)
- Recommended: RWM Ch 15 (332-346), Huntington 22-49 (EJ)

**1 May** Gender in Conflict and Conflict Resolution

- Read: Maulden 67-81 (ER), Cheldelin 12-33 (ER)
- Recommended: RWM Ch 13 (305-316)
- Watch prior to class: *The War We Are Living*

**3 May** Conflict Resolution and the Future / Course Wrap-Up

- Read: KD Ch 11 (315-346)
- Recommended: RWM Ch 20 (414-426), Hansen 403-427 (EJ)
- **Due: Research Paper (paper copy and digital file due NLT the beginning of class)**

**E-Reserve (ER)/E-Journal (EJ)/Internet (I) Reading List**

Avruch, Kevin (2008). "Culture Theory, Culture Clash, and the Practice of Conflict Resolution." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. London and New York: Routledge, 239-253. (ER)

Ball, Nicole (2001). "The Challenge of Rebuilding War-Torn Societies." In *Turbulent Peace: The Challenge of Managing International Conflict*. Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds. Washington, D.C.: U.S. Institute of Peace, 719-736. (ER)

Barsalou, Judy (2005). "Trauma and Transitional Justice in Divided Societies." United States Institute of Peace Special Report 135, <http://www.usip.org/files/resources/sr135.pdf>, 1-12. (I)

Biringer, Kent and K.C. Cariappa (2007). "The Siachen Peace Park Proposal: Reconfiguring the Kashmir Conflict?" In *Peace Parks: Conservation and Conflict Resolution*. Saleem H. Ali, ed. Cambridge: MIT Press, 277-290. (ER)

Boas, Morten (2004). "Africa's Young Guerrillas: Rebels with a Cause?" *Current History* May 2004, 211-214. (EJ)

Burton, John (1990). "Human Needs Theory." In *Conflict: Resolution and Prevention*. New York: St Martin's, 36-48.

Burton, John (1997). "Needs Theory." In *Violence Explained*. Manchester: Manchester University Press, 32-40. (ER)

Cheldelin, Sandra I. (2011). "Victims of Rape and Gendercide: All Wars." In *Women Waging War and Peace: International Perspectives of Women's Roles in Conflict and Post-Conflict Reconstruction*. Cheldelin and Eliatamby, eds. New York: Continuum, 12-33. (ER)

- Cochrane, Feargal (2008). "Third-Party Intervention." In *Ending Wars*. Cambridge and Malden: Polity Press, 39-69. (ER)
- Collier, Paul (2007). "Economic Causes of Civil Conflict and their Implications for Policy." In *Leashing the Dogs of War*. Chester Crocker, Fen Olser Hampson, and Pamela Aall, eds. Washington, D.C.: U.S. Institute of Peace Press, 197-216. (ER)
- Cook-Huffman, Celia (2008). "The Role of Identity in Conflict." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. London and New York: Rutledge, 19-28. (ER)
- Dugan, Maire A. (1996). "A Nested Theory of Conflict." In *A Leadership Journal: Women in Leadership*, vol. 1, 9-19. (handout).
- Galtung, Johan (1999). "Cultural Violence." In *Violence and its Alternatives: An Interdisciplinary Reader*. Steger and Lind, eds. New York: St Martin's, 39-53. (ER)
- Gleditsch, Nils Petter (2001). "Environmental Change, Security, and Conflict." In *Turbulent Peace: The Challenge of Managing International Conflict*. Chester Crocker, Fen Olser Hampson, and Pamela Aall, eds. Washington, D.C.: U.S. Institute of Peace, 53-68. (ER)
- Goldberg, Rachel and Brian Blancke (2011). "God in the Process: Is there a Place for Religion in Conflict Resolution." *Conflict Resolution Quarterly* 28:4, 377-398. (EJ)
- Gurr, Ted Robert (2007). "Minorities, Nationalists, and Islamists: Managing Communal Conflicts in the Twenty-First Century." In *Leashing the Dogs of War*. Chester Crocker, Fen Olser Hampson, and Pamela Aall, eds. Washington, D.C.: U.S. Institute of Peace Press, 131-160. (ER)
- Hansen, Toran (2008). "Critical Conflict Resolution Theory and Practice." *Conflict Resolution Quarterly* 25:4, 403-427. (EJ)
- Homer-Dixon, Thomas (1994). "Environmental Scarcities and Violent Conflict: Evident from Cases." *International Security* 19:1, 5-40. (EJ)
- Homer-Dixon, Thomas (1991). "On the Threshold: Environmental Changes as Causes of Acute Conflict." *International Security* 16: 2, 76-116. (EJ)
- Huntington, Samuel (1993). "A Clash of Civilizations?" *Foreign Affairs*. Summer, 22-49. (EJ)
- Jeong, Ho-Won (2005). "Development" and "Reconciliation and Social Rehabilitation." In *Peacebuilding in Post Conflict Societies*. Boulder: Lynne Rienner, 123-154, 155-185. (ER)
- Kelman, Herbert (2010). "Interactive Problem Solving: Changing Political Culture in the Pursuit of Conflict Resolution." *Peace and Conflict: Journal of Peace Psychology* 16:4, 389-413. (EJ)

Kelman, Herbert (2008). "A Social-Psychological Approach to Conflict Analysis and Resolution." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. London and New York: Routledge, 170-183. (ER)

Lederach, John Paul (2001). "Civil Society and Reconciliation." In *Turbulent Peace: The Challenge of Managing International Conflict*." Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds. Washington, D.C.: U.S. Institute of Peace, 841-854. (ER)

Maulden, Patricia (2011). "Fighting Young: Liberia and Sierra Leone." In *Women Waging War and Peace: International Perspectives of Women's Roles in Conflict and Post-Conflict Reconstruction*. Cheldelin and Eliatamby, eds. New York: Continuum, 67-81. (ER)

Moore, Christopher (2003). "How Mediation Works." In *The Mediation Process: Practical Strategies for Resolving Conflict*. San Francisco: Jossey-Bass Publishers, 41-77. (ER)

Pruitt, Dean G. and Sung Hee Kim (2004). "The Structural Change Model" and "Problem Solving and Reconciliation." In *Social Conflict: Escalation, Stalemate, and Settlement*. 3<sup>rd</sup> Edition. New York: McGraw-Hill, 101-120, 189-225. (ER)

Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall (2011). "Introduction to Conflict Resolution: Concepts and Definitions," "Environmental Conflict Resolution," and "Conflict Resolution, the Media and the Communications Revolution." In *Contemporary Conflict Resolution*. 3<sup>rd</sup> Edition. Cambridge: Polity, 3-34, 293-304, 347-358, 359-373. (ER)

Rothbart, Daniel and Karina Korestelina (2006). "Moral Denigration of the Other". In *Identity, Morality, and Threat: Studies in Violent Conflict*. Lanham: Lexington Books, 29-57. (ER)

Sandole, Dennis J.D. (1998). "A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach." *Peace and Conflict Studies* 5:2, 1-30.  
[http://www.gmu.edu/programs/icar/pcs/sandole.htm#N\\_1](http://www.gmu.edu/programs/icar/pcs/sandole.htm#N_1). (I)

Stein, Janice Gross (2001). "Image, Identity, and the Resolution of Violent Conflict." In *Turbulent Peace: The Challenge of Managing International Conflict*." Chester Crocker, Fen Osler Hampson, and Pamela Aall, eds. Washington, D.C.: U.S. Institute of Peace, 189-208. (ER)

Tarrow, Sidney (1998). "Contentious Politics and Social Movements." In *Power in Movement: Social Movements and Contentious Politics*. 2<sup>nd</sup> edition. New York: Cambridge University Press, 10-25. (ER)

Tint, Barbara (2010). "History, Memory, and Intractable Conflict." *Conflict Resolution Quarterly* 27:3, 239-256. (EJ)

Van Gelder, Tim (2005). "Teaching Critical Thinking: Some Lessons from Cognitive Science." *College Teaching* 53:1, 41-46. (EJ)

Volkan, Vamik (1997). "Ethnic Tents: Descriptions of Large-Group Identities," and "Chosen Trauma: Unresolved Mourning." In *Bloodlines: From Ethnic Pride to Ethnic Terrorism*. Boulder: Westview Press, 19-28, 36-49. (ER)

Warfield, Wallace (2002). "Is this the Right Thing to Do?" In *A Handbook of International Peacebuilding*. Lederach and Jenner, eds. San Francisco: Jossey-Bass, 213-223. (ER)

## **Films**

Maletta, Robert (1999). *Gulu: The Struggle for Peace*. London: Trojan Horse.  
<http://vimeo.com/9697961> .

*Responding to Conflict, The Wajir Story* (2010). <http://vimeo.com/9935744>.

*The War We Are Living* (2011). PBS. <http://www.pbs.org/wnet/women-war-and-peace/full-episodes/the-war-we-are-living/>

## **Grading Scale (3 credit hour course)**

Points Accumulated	Grade / Quality Points	Points Accumulated	Grade / Quality Points
98-100	A+ / 12.99	74-82	B- / 8.01
93-97	A / 12.0	63-73	C / 6.0
90-92	A- / 11.01	52-62	C- / 5.01
87-89	B+ / 9.99	41-51	D / 3.0
83-86	B / 9.0	0-40	F / 0

## **Honor Code**

You are expected to abide by George Mason University's Honor Code while preparing all work for this class.

"All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at [academicintegrity.gmu.edu](http://academicintegrity.gmu.edu). All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is

supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it."

All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions or any doubt about what you should do, please ask me.

### **Student Services**

GMU Writing Center- "The Writing Center seeks to foster a writing climate on campus and beyond by offering free writing support to George Mason students, faculty, staff and alumni. No matter what your writing abilities are, writing specialists can help you to develop the skills you need to become a successful writer.

Free services include: one-on-one 45 minute sessions with a writing specialist; online writing lab; one-on-one sessions with and ESL specialist; workshops on such topics as documenting sources, grammar and punctuation; writing handouts on a variety of subjects; a library of handbooks and writing manuals; [and an] online chat with a tutor about papers submitted to the Online Writing Lab."

(<http://writingcenter.gmu.edu>).

Disability Support Services- Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (993-2474) to determine the best possible accommodations you might need; and 2) contract her or his instructor to discuss reasonable accommodations.

"George Mason University is committed to providing appropriate services and accommodations that allow self-identified students with disabilities to access programs and activities at the university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To achieve this goal, the university maintains and supports the Disability Resource Center Office, which is responsible for assuring that students receive the services and accommodations to which they are entitled. The professional staff of the Disability Resource Center Office coordinates services for students with disabilities, determine reasonable services and accommodations on the basis of the disability, and act as a liaison between students and faculty/administration on concerns relating to services and accommodations." (<http://www.gmu.edu/departments/advising/dss.html>)