CONF 210, Section 3 (Fall 2015)
Theories of Conflict Analysis and Resolution

Instructor: Dr. Will David   Email: wdavid@gmu.edu
Tue/Thu, 12-1:15pm   Office: NE Module II, Room 130
Classroom: RA 123   Hours: By appointment only

Course Description

The persistence of destructive conflicts demands that the Conflict Analysis and Resolution (CAR) field continually seeks new insights to help foster a more peaceful world. Our quest is inherently multi and interdisciplinary, drawing on theories derived primarily from psychology, sociology, international relations, political science, economics, and other social sciences, but also informed by all fields of human inquiry. CONF 201 builds on CONF 101, further exploring a variety of theories for analyzing conflict and understanding resolution possibilities. Theories are generalizations about how the world works and why and how behavior occurs under certain circumstances. Theories also provide us with a common language for studying conflict. However, social theories are inherently imperfect in their accounting of human behavior and perhaps even flawed. Thus, we must think critically in our application of theories in order to gain in-depth knowledge of conflict and to contribute to the advancement of conflict theories.

The course consists of three parts: foundations, theories, and implications. We begin by thinking about conflict discourses and our ability to think critically about conflict. We will discuss the purpose of theory, the notion of theorizing conflict, and the importance of developing a CAR "toolkit" of theories. Then, we will examine the major, often overlapping theories at work in the field, loosely categorized as theories of social structure, theories of human nature, and theories of culture and meaning-making. Finally, we will reflect on the theories as a whole, considering the implications for CAR theory, practice, and research.

Learning Objectives

By the end of the course, you will have:
● Increased your ability to think critically about conflict and its resolution
● Developed an understanding of the value and limitations of theory in analyzing conflict and developing intervention strategies
● Examined and critiqued theories that may prove useful in analyzing various types of conflict
● Acquired the basic skills to analyze a broad range of conflicts

Class Expectations

Effective Preparation. I view student preparation and interaction as essential elements of the learning environment. Accordingly, the course blends lecture, seminar, and group activities for which you must come prepared. Check Blackboard often for updates. You must follow current affairs related to contemporary conflicts and use a variety of sources to contrast their coverage

of the same issues. <u>You must complete the readings and watch the videos prior to class</u>. As you read/watch, you should ask:
- What are the authors' main concerns?
- Are their arguments logically compelling? Why or why not?
- How can we relate their arguments to the CAR field?
- How might their theories and ideas help us to better understand particular conflicts and their resolution/transformation?
- How can we improve or build on their theories and ideas?

Attendance. I expect you to attend class, arrive on time, and actively participate. Some material will be covered only in class, and your classmates will contribute to your learning. Documented illness and family emergencies will be excused. *<u>Each unexcused absence will result in a 3.5 point reduction in your final grade</u>*. Assignments missed for unexcused absences earn a zero. **It is your responsibility to explain an absence, and you will be considered unexcused until you provide an explanation.** Late arrivals disrupt the class. Unless approved in advance or attributable to an emergency or unavoidable problem (e.g., traffic accident related delays on I-66), late arrival is counted as an unexcused absence.

Classroom Protocol. Attend to personal needs before and after class. Computers, tablets, and cell phones <u>may be used for course-specific purposes only</u>, and must not disturb others. During class, the use of a device for non-course purposes counts as a class absence. Be mindful of the sensitivities of others when contributing to discussions; however, critical thinking and open dialogue are our goals.

Written assignments. <u>Written assignments are the primary means by which I gauge your performance</u>. I expect well-written papers that adhere to the prescribed length and required format. Edit your papers carefully as spelling and grammatical errors will lower your score. Your papers must:
- Be typed, double-spaced, and printed single-sided on white paper with the body of paper left justified.
- Use Times New Roman 12-point font and one-inch paper margins. Do not manipulate margins or fonts to lengthen or shorten your paper.
- Properly cite material and ideas that are not your own. You will submit all papers through Safe Assign on Blackboard.
- Use a single, standard citation format such as APA, MLA, Chicago, or Turabian.
- Be within a half page of the required length. Endnotes, works cited/bibliography, and title pages do not count towards the assigned paper length. <u>Number your pages</u>.
- Include footers or headers with CONF 210-3, the date turned in, and your name on a <u>single line</u> (e.g. CONF 210-3/29 September 2015/Skip NoClass).
- Be turned in (<u>paper and digital</u>) no later than the start of class on the due date. Staple your paper in the top left corner. Extensions will be arranged only for documented personal illness or emergencies. <u>Late papers will not be accepted unless an extension was granted prior to the due date</u>.

Required Text

Demmers, Jolle. 2012. *Theories of Violent Conflict: An Introduction*. Taylor & Francis Press.

Other required readings/videos will be annotated on the course schedule as follows:

ER   Electronic Reserve, found under the ER tab in Blackboard (BB)
CC   Course Content, found under the course content tab in BB
EJ   Electronic Journal, found online through GMU Libraries
I   Internet, found via the listed web address

Summary of Requirements

Participation/Discussion Board/Quizzes	20%	All semester
Conflict Wikis	20%	All semester
Essay #1	10%	22 October
Essay #2	20%	19 November
Term Paper	30%	10 December

Participation. Your grade is based on your class preparation, quizzes, participation in BB discussions, and the quality, not quantity of your remarks. The best remarks are succinct, relevant, and enhance our collective learning. You should integrate course concepts and synthesize information from your experiences, courses, and research into your remarks. I may use short quizzes to monitor your preparation for class. Based on the quality of classroom discussion, I may also post questions or statements on the discussion board, requiring you to respond.

Conflict Analysis Teams/Wikis. You will be assigned to a team that develops expertise on a conflict. <u>Each team will have a BB wiki to which all team members are expected to contribute</u>. Student teams will promote in-class discussion and the integration of course concepts. All team members must become experts on the conflict and contribute to the wiki in accordance with scheduled due dates.

Essays. Essay questions require you to integrate material from the course into your responses. Essay #1 requires a 5-page response to a question related to the film, *The Battle of Algiers*. Essay #2 requires a 5-page response that draws on your knowledge of your team's assigned conflict. Assignments are provided two weeks before the due date.

Term Paper. This 15-page research paper will analyze a conflict, propose objectives for addressing the conflict, and develop a strategy to achieve the proposed objectives. You will select your conflict from a list early in the course, and you will meet specific deadlines (sources, outline, and introduction) over the course of the semester.

Schedule

Dates	Requirements	Assignments
	Foundations	
1 Sep 11 pages	**Introductions & Conflict Narratives and Discourses** **Reading** ■ Syllabus (BB), 1-11.	Be prepared to introduce yourself to the class.
3 Sep 16 pages 2 videos	**Conflict and Critical Thinking** **Readings** ■ Van Gelder, Tim. 2005. "Teaching Critical Thinking: Some Lessons from Cognitive Science." *College Teaching* 53:1, 41-46. (EJ) ■ Kahneman, Daniel, Dan Lovalla, and Olivier Sibony. 2011. "Before you Make that Big Decision." *Harvard Business Review*, June: 50-60. (EJ) **Videos** ■ "How We Make Choices," *TED Talks* (I) (watch the talk by Dan Gilbert, 33:38 min) http://www.ted.com/playlists/164/how_we_make_choices ■ The Monkey Business Illusion" (1:41) (I) https://www.youtube.com/watch?v=IGQmdoK_ZfY	Formation of conflict analysis teams (in class)
8 Sep 50 pages	**Theories and Theorizing of Conflict** **Readings** ■ Cheldelin, Sandra, Daniel Druckman, and Larissa Fast. 2003. "Theory, Research, Practice. " In *Conflict: From Analysis to Intervention*, Cheldelin et. al., eds. Bloomsbury Academic. Ch 2: 9-36. (ER) ■ Kriesberg, Louis and Bruce Dayton. 2012. "Analyzing Social Conflicts." In *Constructive Conflicts*. Rowman & Littlefield. 1-22. (ER) **Recommended** ■ Neuman, Lawrence. 1997. "Meaning of Methodology." *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon. 60-84. (CC)	Bring a list of theories related to conflict with which you are familiar.
10 Sep 47 pages 1 video	**Overview of Theories & Models** **Readings** ■ Demmers, Jolle 2012 . *Theories of Violent Conflict: An Introduction*. Taylor & Francis Press, Introduction. 1-17. (Text) ■ Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. 2011. "Introduction to Conflict Resolution: Concepts and Definitions." In *Contemporary Conflict Resolution*. Polity. Ch 1, 3-32. (ER) **Video** ■ *Battle of Algiers* (0:00-16:00) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc [Unless you are fluent in French, make sure that the English subtitles are on] **Recommended** ■ Dugan, Maire A. 1996. "A Nested Theory of Conflict." In *A Leadership Journal: Women in Leadership*, vol. 1, 9-19. (CC) ■ Volkan, Vamik. 2006. "From Theory to Practice: The Tree Model." *Killing in the Name of*	Update wikis prior to class -Conflict Overview / Summary ✓ Parties ✓ Context ✓ Relationships ✓ Interests & Aspirations ✓ Issue(s) between parties ✓ History of the conflict ✓ Third Party involvement

	Identity. Pitchstone. 198-227. (ER)	
	Theories of Social Structure	
15 Sep 43 pages	**Structuralism, Functionalism, and Realism I** **Readings** ▪ Demmers, Ch 3: 54-76. (Text) ▪ Dougherty, James E. and Robert L. Pfaltzgraff. 2001. *Contending Theories of International Relations: A Comprehensive Survey*, 5th edition. Pearson. 63-103. (ER) ▪ "Political Realism in International Relations." *Stanford Encyclopedia of Philosophy*. (I) http://plato.stanford.edu/entries/realism-intl-relations/#HanMorReaPri	
17 Sep 49 pages 1 video	**Structuralism, Functionalism, and Realism II** **Readings** ▪ Demmers, Ch 5: 100-115. (Text) ▪ Coser, Lewis A, 1956. *The Functions of Social Conflict*. Routledge. 33-65. (ER) **Video** ▪ *Battle of Algiers* (16:00-34:30) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc	Update wikis prior to class: ✓ What insights do structuralism and realism offer about your conflict? ✓ What aspect(s) of the conflict do the theories fail to explain? Why? ✓ What intervention approaches are suggested?
22 Sep 37 pages	**Relative Deprivation I** **Reading** ▪ Gurr, Ted R. 1970. "Relative Deprivation and the Impetus to Violence." In *Why Men Rebel*. Princeton. Ch 2: 22-58. (ER)	
24 Sep 33 pages 1 video	**Relative Deprivation II** **Reading** ▪ Dougherty, James E. and Robert L. Pfaltzgraff. 2001. *Contending Theories of International Relations: A Comprehensive Survey*, 5th edition. Pearson. 231-263. (ER) **Video** ▪ *Battle of Algiers* (34:30-1:00:50) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc	Update wikis prior to class: ✓ What insights does relative deprivation offer about your conflict? ✓ What aspect(s) of the conflict does relative deprivation theory fail to explain? Why? ✓ What intervention approaches are suggested?
29 Sep 42 pages	**Modernization (Globalization)** **Readings** ▪ 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) ▪ Rubenstein, Richard E. 2009. "Conflict Resolution in an Age of Empire: New Challenges to an Emerging Field." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. London and New York: Rutledge, 495-507. (ER)	Submit three conflicts that you are considering for your term paper. Provide a brief summary (3-4 sentences) fpr each that identifies the parties, context, and issues. Your term paper topic must be approved by me.

1 Oct 35 pages	**Dilemma of Power** **Reading** ■ Avruch, Kevin. 2012. "Conflict Resolution and the Dilemma of Power." In *Context and Pretext in Conflict Resolution: Culture, Identity, Power, and Practice*. Paradigm. 141-175. (ER) **Video** ■ *Battle of Algiers* (1:00:50-1:27:20) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc	1. Update wikis prior to class: ✓ How are globalization and power at work within your conflict? ✓ What intervention approaches are suggested? 2. Essay #1 assignment provided in class
6 Oct 39 pages	**Structural Violence** **Readings** ■ Galtung, Johan. 1969. "Violence, Peace, and Peace Research." *Journal of Peace Research* 6:3, 167-191. (EJ) ■ Rubenstein, Richard E. 1999. "Conflict Resolution and the Structural Sources of Conflict." In *Conflict Resolution: Dynamics, Process, and Structure*, Ho-Won Jeong, ed. Vermont: Ashgate, 173-195. (ER)	
	Theories of Human Nature	
8 Oct 33 pages	**Basic Human Needs I** **Readings** ■ Burton, John. "Conflict Resolution as a Political System." *The International Journal of Peace Studies*. (I) http://www.gmu.edu/programs/icar/ijps/vol6_1/Burton2.htm ■ Burton, John. 1979. "Institutional Values & Human Needs." In *Deviance, Terrorism, and War: The Process of Solving Unresolved Social and Political Problems*. 55-84. (ER)	
15 Oct 44 pages	**Basic Human Needs II** **Readings** ■ Rubenstein, Richard E. 1996. "Basic Human Needs: Steps Toward Further Theory Development." (I) www.gmu.edu/academic/ijps/vol6_1/Rubenstein.htm ■ Galtung, Johan. 1991, "International Development in Human Perspective." In *Conflict Needs Theory*, John Burton, ed. 301-335. (ER)	1. Update wikis prior to class: ✓ What insights does BHN offer about your conflict? ✓ What aspect(s) of the conflict does BHN theory fail to explain? Why? ✓ What intervention approaches are suggested? 2. Essay #1 Due
20 Oct 34 pages	**Ethnic Conflict (Social-Psychoanalysis)** **Reading** ■ Volkan, Vamik 1997. "Chosen Trauma" and We-ness." In *Bloodlines: From Ethnic Pride to Ethnic Terrorism*. Farrar, Straus, and Giroux. 36-49, 81-100. (ER)	Term paper initial source list due

22 Oct 15 pages 1 video	**Frustration-Aggression and Social Learning Theories** **Readings** ▪ Berkowitz, Leonard. 1989. "Frustration-Aggression Hypothesis: Examination and Reformulation." *Psychological Bulletin* 106:1, 59-73. (I) http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.321.3829&rep=rep1&type=pdf **Video** ▪ *Social Psychological Theories of Aggression: Social Learning Theory* (4:47) (I) https://www.youtube.com/watch?v=EnWocJQ1U30	1. Update wikis prior to class: ✓ What insights do Volkan's theory of ethnic violence, frustration-aggression, and SLT offer about your conflict? ✓ What aspect(s) of the conflict do these theories fail to explain? Why? ✓ What intervention approaches are suggested?
	Theories of Culture and Meaning-Making	
27 Oct 10 pages 1 video	**Social Identity Theory I** **Reading** ▪ Cook-Huffman, Celia. 2009. "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) **Video** ▪ *Identity Theory and Social Identity Theory: Basics.* (4:44) (I) https://www.youtube.com/watch?v=YcRNQtvOCbc	
29 Oct 35 pages	**Social Identity Theory II** **Reading** ▪ Demmers, Ch 1 &2: 18-53. (Text)	Update wikis prior to class: ✓ What insights does SIT offer about your conflict? ✓ What aspect(s) of the conflict do these theories fail to explain? Why? ✓ What intervention approaches are suggested?
3 Nov 52 pages	**Cultural Theory I** **Readings** ▪ Avruch, Kevin and Peter W. Black. 1991. "The Culture Question and Conflict Resolution." *Peace and Change* 16:1, 22-45. (EJ) ▪ Huntington, Samuel. 1993. "A Clash of Civilizations?" *Foreign Affairs*. Summer, 22-49. (EJ)	
5 Nov 42 pages	**Cultural Theory II** **Readings** ▪ Avruch, Kevin. 2012. "Culture Theory, Culture Clash, and the Practice of Conflict Resolution." In *Context and Pretext in Conflict Resolution: Culture, Identity, Power, and Practice*. Paradigm. 81-95. (ER)	1. Essay #2 assignment provided in class 2. Update wikis prior to class ✓ What role does culture play in your conflict? ✓ What intervention

Date	Topic & Readings	Assignments
	▪ Galtung, Johan. 1990. "Cultural Violence." *Journal of Peace Research* 27:3, 291-305. (EJ) ▪ Myers, Linda. 2008. "Toward Fuller Knowledge in Peace Management and Conflict Resolution: The Importance of Cultural Worldview." In *Re-centering Culture and Knowledge in Conflict Resolution*, Trujillo et. al., eds. Syracuse University Press. Ch 2, 20-31. (ER)	approaches are suggested?
10 Nov 23 pages 1 video	**Contentious Politics & Social Movements I** **Reading** ▪ Demmers, Ch 4: 77-99. (Text) **Video** ▪ *Social Movements.* Khan Academy. 2014. (7:34) (I) https://www.youtube.com/watch?v=y7YPTD7QwR4	Term paper outline due
12 Nov 36 pages	**Contentious Politics & Social Movements II** **Reading** ▪ Tarrow, Sidney. 1998. "Contentious Politics and Social Movements" and "Political Opportunities and Constraints." In *Power in Movement: Social Movements and Contentious Politics*. 2nd edition. New York: Cambridge University Press, 10-25, 71-90. (ER)	Update wikis prior to class: ✓ What insights do social movement theories offer about your conflict? ✓ What aspect(s) of the conflict do social movement theories fail to explain? Why? ✓ What intervention approaches are suggested?
17 Nov 42 pages x video	**Discursive and Narrative Approaches** **Readings** ▪ Demmers, Ch 6: 116-138. (Text) ▪ Winslade, John and Gerald Monk. 2000. *Narrative Mediation: A New Approach to Conflict Resolution*. San Francisco: Jossey-Bass., Ch 1: 1-30. (ER)	Update wikis prior to class: ✓ What are the parties' conflict saturated stories? ✓ What are the dominant and oppositional discourses evidenced in your conflict? ✓ What intervention approaches are suggested?
19 Nov 72 pages	**Post-Modernism** **Readings** ▪ Foucault, Michel. 2007. "The Body of the Condemned" and "Illegalities and Delinquency." In *Discipline and Punish: The Birth of the Prison*, 4th edition. Vintage. 3-31, 257-292. (ER) ▪ Hurd, R. Wesley. 1998. "Postmodernism." *McKenzie Study Center*. (I) http://www.mckenziestudycenter.org/philosophy/articles/postmod.html **Recommended Video** (particularly if you need some post-Foucault recovery time) ▪ *Sociology—Postmodernism* (4:33) (I) https://www.youtube.com/watch?v=QqsP0vQJJ44	Essay #2 Due

24 Nov **32 pages**	**Critical Theory** **Readings** ▪ Hansen, Toran. 2008. "Critical Conflict Resolution Theory and Practice." *Conflict Resolution Quarterly* 25:4, 403-427. (EJ) ▪ English, Michael D. and Derek Sweetman. 2013. "Critical Conflict Resolution: Notes on its Development and Key Concepts." *Unrest Magazine*. (I) http://www.unrestmag.com/critical-conflict-resolution/ **Recommended** ▪ Cole, Teju. 2012. "The White Savior Industrial Complex." The Atlantic, March 21. (I) http://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/	Term paper introduction due
1 Dec **45 pages** **1 video**	**Non-Western Perspectives** **Group 1 Readings** ▪ Abu-Nimer, Mohammed. 2010. "An Islamic Model of Conflict Resolution." In *Crescent and Dove: Peace and Conflict Resolution in Islam*, Qamar Ulhuda, ed. U.S. Institute of Peace. Ch 4, 73-92. (ER) ▪ Galtung, Johan. 1988. "Peace and Buddhism: An Evaluation of Strong and Weak Points." In *Transarmament and the Cold War: Peace Research and the Peace Movement*. Essays in Peace Research, 6. Coronet Books. 369-380. (ER) ▪ Masina, Nomonde. 2000. "Xhosa Practices of Ubuntu for South Africa." In *Traditional Cures for Modern Conflicts*. I.W. Zartman, ed. Boulder: SAIS African Studies Library. 169-181. (ER) **Group 1 Video** ▪ *Responding to Conflict, The Wajir Story.* 2010. (35:05) (I) http://vimeo.com/9935744 **Group 2 Readings** ▪ Molenaar, Arthur. 2005. "Gacaca: Grassroots Justice after Genocide." *African Studies Centre*, Research Report 77, 1-45. (ER) ▪ Salem, Paul. 1993. "In Theory: A Critique of Western Conflict Resolution from a Non-Western Perspective." *Negotiation Journal* 9:4, 361-369. (EJ) **Group 2 Video** ▪ Maletta, Robert. 1999. *Gulu: The Struggle for Peace*. London: Trojan Horse. (36:10) (I) http://vimeo.com/9697961	
	Implications	
3 Dec **12 pages** **1 video**	**Theorizing Conflict and Conflict Resolution** **Readings** ▪ Demmers, Conclusions: 139-142. (Text) ▪ Jabri, Vivienne. 2005. Revisiting Change and Conflict: On Underlying Assumptions and the Depoliticisation of Conflict Resolution. Berlin: Berghof Research Center for Constructive Conflict Management. *Berghof Handbook for Conflict Transformation*. (I) http://www.berghof-handbook.net/documents/publications/dialogue5_jabri_comm.pdf	Be prepared to discuss the strengths and limitations of course theories in relation to your wiki group-conflict

	Video ▪ *Pinker & Kaplan: The Future of Conflict.* 2012. (5:35) (I) https://www.youtube.com/watch?v=7B23NCvPs1Q	
8 Dec **11 pages** **1 video**	**Theorizing Conflict and Conflict Resolution** **Readings** ▪ Byrne, Sean and Jessica Senehi. 2009. "Revisiting the CAR Field." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. London and New York: Rutledge 525-530. (ER) ▪ Rubenstein, Richard. 2013. "Education in Conflict Analysis and Resolution." *Unrest Magazine*. (I) http://www.unrestmag.com/education-in-car/ **Video** ▪ Goodman, Marc. 2012. "A Vision of Crimes in the Future." *TED* (19:22) http://www.ted.com/talks/marc_goodman_a_vision_of_crimes_in_the_future?language=en#t-1138285	Be prepared to discuss the strengths and limitations of course theories in relation to your term paper-conflict.
10 Dec	**Wrap Up** **Readings** ▪ None	1. End of course evaluation (in-class) 2. Term paper due

Extra Credit

I discourage reliance on extra credit, preferring that you focus on class preparation and assignments. However, students have reminded me that "things happen" and thus I will consider extra credit proposals on a case-by-case basis.

Grading Scale (3 credit hour course)

95-100	A	12	Excellent. Demonstration of superior work in fulfillment of course requirements. Synthesis of course material into cogent remarks.
90-94	A-	11.01	Excellent content; good composition
87-89	B+	9.99	Good content; excellent composition.
83-86	B	9	Good. Demonstration of good work in fulfillment of course requirements. Accurate accounting and application of course concepts.
80-82	B-	8.01	Good content; satisfactory composition
75-79	C	6	Satisfactory. Demonstration of satisfactory work in fulfillment of course requirements. General knowledge of course concepts.
70-74	C-	5.01	Satisfactory content; poor composition
65-69	D	3	Poor. Unsatisfactory work in fulfillment of course requirements. Poor knowledge of course concepts.
0-64	F	0	Fail. Profoundly unsatisfactory/incomplete work in fulfillment of course requirements. Failure to turn in one or more of the written assignments. Failure to contribute to class discussions and/or conflict wikis.

Honor Code

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

"To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community, have set forth this: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work**."

"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. 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."

Student Services

GMU Writing Center. The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments please contact us at wcenter@gmu.edu or call 703-993-4491.

English Language Institute. Offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information,
Contact 703-993-3642 or malle2@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.