CONF 601, Section 1 (Fall 2015)
Theories of Conflict Analysis and Resolution

Instructor: Dr. Will David   Email: wdavid@gmu.edu
Wed, 4:30-7:10 pm   Office: NE Module II, Room 130
Classroom: ARLFH 481   Hours: By appointment only

Course Description

The persistence of destructive social conflicts demands that the field of Conflict Analysis and Resolution (CAR) continually seeks new insights to help foster a more peaceful world. Our quest is inherently multi and interdisciplinary, drawing on conceptual frameworks derived primarily from psychology, sociology, anthropology, international relations, political science, economics, and other social sciences, but also informed by many other fields of human inquiry. Theories are generalizations about how the world works and why and how behavior occurs under certain circumstances. 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 when seeking to better understand conflicts, intervene constructively, and contribute to the advancement of conflict theories.

    This course explores a wide range of conflict-related theories. We begin by considering conflict discourses and our ability to think critically about conflict. We will discuss the purpose of theory and the notion of theorizing conflict. 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.

1. **Theories of social structure** – viewing a social institution, typically comprised of sustained, hierarchical, and multi-layered relationships, as a unit of analysis; accounting for "what you are inside of"
2. **Theories of human nature** – viewing each individual as a unit of analysis; accounting for "what is inside of you" with an emphasis on what lies beneath the conscious level
3. **Theories of culture** – viewing an epistemological system of meaning-making as a unit of analysis; accounting for "what is inside us" with an emphasis on shared interpretive lenses with which to understand social phenomena

Finally, we will reflect on the theories as a whole, considering the implications for CAR theory, practice, and research.

Learning Objectives

- To understand theories that seek to explain the causes and dynamics of social conflicts
- To apply theories to a variety of historical and contemporary conflicts
- To critically evaluate the theories, assessing their strengths and weaknesses for explaining conflicts and understanding conflict dynamics
- To assist students to become more astute conflict analysts, practitioners, and researchers

● To develop skills for theory-making for insight into the elements of social conflict

Course Materials

Required readings and videos are mandatory. The instructor will facilitate discussions in class based on the assumption that all students have completed and reflected on the required material. The material presents core approaches in conflict analysis and resolution and the foundational social theory that underpins CAR and related fields. In addition, you should follow and critically examine media reports on current events related to social conflict.

The following required text has been ordered through the GMU. It is also widely available in libraries.

> Avruch, Kevin. 2013. *Context and Pretext in Conflict Resolution: Culture, Identity, Power, and Practice.* Boulder: Paradigm Press.

Other required readings/videos are annotated on the course schedule as follows:
ER   Electronic Reserve, found under the E-Reserve 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

Course Requirements

Summary

Participation	20%	All semester
Essay #1	20%	14 October
Essay #2	20%	11 November
Term Paper	40%	9 December

Participation (20%). The course blends lecture, seminar, and student activities and thus student preparation and interaction are essential elements of the learning environment. Your participation counts for a significant portion of the final grade. In order to receive a passing grade, you must attend classes and come prepared to discuss the week's reading. Your participation grade will be based on attendance, your discussion contributions, your leadership of student-facilitated discussions, and your wiki entries.

Essay #1 (20%) The essay requires a 5-page response to a question related to a historical conflict-case study, requiring you to apply and evaluate two or more theories covered in the course. You will watch the film *The Battle of Algiers*, a French film based on the Algerian War of Independence (1954-1962).

Essay #2 (20%) This essay requires an 8-page response to questions related to your wiki-group's conflict case study. You will summarize the key elements of two theories learned in the course, apply them to the conflict in order to discern the conflict's causes and key dynamics, identify

intervention objectives that flow from those causes and dynamics, and evaluate the usefulness of the theories.

Term Paper (40%). This 15-page research paper will analyze a conflict, propose intervention objectives, and develop a strategy to achieve the proposed objectives. You have wide latitude in your choice of conflicts, but your topic must have my approval.

Course Schedule, Readings, and Assignments

Dates	Readings/Videos	Assignments
2 Sep **55 pages** **1 video**	**Introduction to the Course, Critical Thinking, and Theories and Theorizing** **Reading** ▪ Syllabus (BB), 1-10. ▪ Van Gelder, Tim. 2005. "Teaching Critical Thinking: Some Lessons from Cognitive Science." *College Teaching* 53(1): 41-46. (EJ/CC) ▪ Kahneman, Daniel, Dan Lovalla, and Olivier Sibony. 2011. "Before you Make that Big Decision." *Harvard Business Review*, June: 50-60. (EJ/CC) ▪ 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) **Video** ▪ "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 **Recommended** ▪ Neuman, Lawrence. 1997. "Meaning of Methodology." *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon. 60-84. (CC)	1. Complete the PEW Typology Quiz (I). Send me an email no later than 31 August with your result (a label such as "solid liberal" or "business conservative" will suffice). http://www.people-press.org/quiz/political-typology/ 2. Selection of conflict for wiki-group conflict case study (in class)
9 Sep **70 pages** **2 videos**	**Realism** **Readings** ▪ Hobbes, Thomas. 1985. Chapter X "Of Power, Worth, Dignity, Honour, and Worthiness" and Chapter XVIII "Of the Natural Condition of Mankind." In *Leviathan* (Original First Published in 1651). Penguin. 150-160, 183-188. (ER) ▪ Morgenthau, Hans. 2005. "A Realist Theory of International Politics." In *Politics Among Nations*, 7th Edition. McGraw Hill, 3-16. (CC) ▪ Walt, Stephen. 2014. "Is Barak Obama More of a Realist Than I Am?" *Foreign Policy*, August 19. (I) http://foreignpolicy.com/2014/08/19/is-barack-obama-more-of-a-realist-than-i-am/ ▪ Waltz, "Structural Realism after the Cold War." *International Security* 25(1): 5-41. (CC) **Videos** ▪ *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] ▪ *Structural Realism-International Relations* (9:21) https://www.youtube.com/watch?v=RXllDh6rD18 **Recommended** ▪ Dougherty, James E. and Robert L. Pfaltzgraff. 2001. "From Realist to Neorealist and	Update wikis prior to class: Conflict Overview / Summary, including: -Parties -Context -Relationships -Interests & Aspirations -Issue(s) between parties -History of the conflict -Key dynamics -Third Party involvement

Neoclassical Realist Theory." In *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

Recommended Videos
- *Theory in Action: Liberalism* (5:32) (I) https://www.youtube.com/watch?v=tZbDMUaqwE8
- *Theory in Action: Constructivism* (5:19) (I) https://www.youtube.com/watch?v=kYU9UfkV_XI
- *Theory in Action: Realism* (3:51) (I) https://www.youtube.com/watch?v=UnKEFSVAiNQ

16 Sep 70 pages 2 videos	**Marxism & Functionalism** **Readings** - Coser, Lewis A, 1956. "Conflict and Group Boundaries" and ""Hostility and Tensions in Conflict Relationships." In *The Functions of Social Conflict*. Routledge. 33-65. (ER) - Coser, Lewis A. 1957. Social Conflict and the Theory of Social Change. *The British Journal of Sociology* 8(3): 197-207. (CC) - Marx, Karl. 1848. *Manifesto of the Communist Party*. (I) https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm - Rubenstein, Richard E. 1993. "Resolving Class Conflicts." In *Conflict Resolution Theory and Practice: Integration and Application*. Dennis Sandole and H. van der Merve, eds. 146-157. (ER) **Videos** - *Battle of Algiers Battle of Algiers.* (16:00-34:30) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc For Student-Facilitated Discussion - Hedges, Chris. 2015. "Marx: The System is the Problem" *TruthDig* (17:38) (I) http://www.truthdig.com/avbooth/item/chris_hedges_marx_20150730 **Recommended Video** - "Why Marx Was Right: Terry Eagleton Marxist Critic & Philosopher." *Institute of Arts and Ideas*. (24:09) (I) https://www.youtube.com/watch?v=tYktnB7j81o	Update wikis prior to class: What insights do realism, Marxism, and functionalism offer about the conflict? What aspect(s) of the conflict do they fail to explain? Why? What intervention objectives and approaches are suggested?
23 Sep 107 pages	**Modernization (Globalization)** **Readings** - Ballentine, Karen and Heiko Nitzschike. 2005. *The Political Economy of Civil War and Conflict Transformation*. 1-24 (CC) - 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) - Keen, David, 2000. "Incentives and Disincentives for Violence." In *Greed and Grievance: Economic Agendas in Civil War.* Mats Berdal and David M. Malone, eds. Lynne Rienner. 19-41. (ER) For Student-Facilitated Discussion - Autesserre, Severine. 2009. "Hobbes and the Congo—Frames, Local Violence and International Intervention (2003-2006)." *International Organization* 63(2): 249-280. (EJ)	1. Submit three conflicts that you are considering for your term paper. Provide a brief summary (3-4 sentences) for each, remarking on the parties, context, and issues. Your term paper topic must be approved by me. 2. Update wikis prior to class: How do modernization/ globalization contribute to the conflict? What intervention objectives and approaches are suggested?

	Video ▪ *Battle of Algiers* (34:30-1:00:50) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc	
30 Sep **106 pages 1 video**	**Frustration-Aggression and Relative Deprivation** **Reading** ▪ Gurr, Ted R. 1970. "Relative Deprivation and the Impetus to Violence." In *Why Men Rebel*. Princeton. Ch 2: 22-58. (ER) ▪ Gurr, Ted. R. 1968. "Psychological Factors in Civil Violence." *World Politics* 20(2): 245-278. (CC) ▪ 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 For Student-Facilitated Discussion ▪ Agbiboa, Daniel Egiegba. 2013. "Why Boko Haram Exists: The Relative Deprivation Perspective." *African Conflict & Peacebuilding Review* 3(1): 144-157. (EJ) **Video** ▪ *Battle of Algiers (*1:00:50-1:27:2) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc **Recommended** ▪ Dougherty, James E. and Robert L. Pfaltzgraff. 2001. "Microcosmic Theories of Violent Conflict." In *Contending Theories of International Relations: A Comprehensive Survey*, 5th edition. Pearson. 231-263. (ER)	Update wikis prior to class: What insights do Frustration-Aggression and relative deprivation offer about the conflict? What aspect(s) of the conflict do they fail to explain? Why? What intervention objectives and approaches are suggested?
7 Oct **89 pages 1 video**	**Basic Human Needs** **Readings** ▪ Burton, John. 2001. "Conflict Provention as a Political System." *The International Journal of Peace Studies* 6(1). (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) ▪ Burton, John. 2001. "Introducing the Person into Thinking about Social Problems." *The International Journal of Peace Studies* 6(1): 45-50. (EJ) ▪ Galtung, Johan. 1991, "International Development in Human Perspective." In *Conflict Needs Theory*, John Burton, ed. 301-335. (ER) For Student-Facilitated Discussion ▪ Sandole, Dennis. 2013. "Extending the Reach of Basic Human Needs: A Comprehensive Theory for the Twenty-First Century." In *Conflict Resolution and Human Needs: Linking Theory and Practice*. Kevin Avruch and Christopher Mitchel, eds. New York: Routledge. 21-39. (ER) **Video** ▪ *Battle of Algiers* (1:27:20-2:01:40) (I) https://www.youtube.com/watch?v=y-7j4WVTgWc **Recommended** ▪ Clements, Keith. 1988. "Human Needs versus Societal Needs." In *Human Needs in World Security*. Roger Coate and Jerel Rosati, eds. Boulder: Lynne Rienner. 34-58. (ER) ▪ Rubenstein, Richard E. 1996. "Basic Human Needs: Steps Toward Further Theory	Update wikis prior to class: What insights does BHN offer about the conflict? What aspect(s) of the conflict does it fail to explain? Why? What intervention objectives and approaches are suggested?

	Development." (I) www.gmu.edu/academic/ijps/vol6_1/Rubenstein.htm	
14 Oct 82 pages	**Structural and Cultural Violence** **Readings** ■ Galtung, Johan. 1999. "Ch 4: Cultural Violence." In *Violence and Its Alternatives: An Interdisciplinary Reader*. Manfred Steger and Nancy Lind, eds. New York: St. Martin's. 39-53 (ER) ■ 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) **For Student-Facilitated Discussion** ■ Farmer, Paul. 2004. "An Anthropology of Structural Violence." *Current Anthropology* 45(3): 305-325. (EJ)	1. Update wikis prior to class: Are structural and/or cultural violence evidenced in the conflict? What intervention objectives and approaches are suggested? 2. Essay #1 due
21 Oct 42 pages	**Social-Psychological Approaches** **Reading** ■ Freud, Sigmund. 1961. *Civilization and Its Discontents*. New York: Norton. 70-90. (ER) ■ Kelman, Herbert C. 2009. "A Social-Psychological Approach to Conflict Analysis and Resolution." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et. al. eds. New York: Rutledge, 170-183. (ER) ■ 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) **For Student-Facilitated Discussion** ■ Brunner, Markus. 2011. "Criticizing Collective Trauma." *Working group for Political Psychology at the Leibniz University Hanover/Germany*. (CC)	Update wikis prior to class: What insights does Kelman's approach provide about the conflict? Is collective trauma a factor in the conflict? Explain. What intervention objectives and approaches are suggested?
28 Oct 87 pages	**Social Identity and Intersectionality** **Reading** ■ Avruch, Ch 4 (Text) ■ Cook-Huffman, Celia. 2009. "The Role of Identity in Conflict." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. New York: Rutledge, 19-28. (ER) ■ Korostelina, Karina. 2009. "Identity Conflicts: Models of Dynamics and Early Warning." In *Handbook of Conflict Analysis and Resolution*. Dennis Sandole et al. eds. New York: Rutledge, 100-115. (ER). ■ Rothbart, Daniel and Karina Korostelina. 2006. Chapter 3 "Moral Denigration of the Other." In *Identity, Morality, and Threat: Studies in Violent Conflict.* Lexington. 29-56. (ER) **For Student-Facilitated Discussion** ■ Hirsch, Susan. 2012. "Civilians Under the Law: Inequality, Universalisms, and Intersectionality as Intervention." In *Civilians and Modern War: Armed Conflict and the Ideology of Violence*. Rothbart et. al., eds. New York: Routledge. 251-271. (ER)	Update wikis prior to class: What insights does SIT provide about the conflict? What intervention objectives and approaches are suggested?

4 Nov 124 pages	**Culture** **Reading** ▪ Avruch, Ch 1-3, 6 (Text) ▪ Avruch, Kevin and Peter W. Black. 1993. "Conflict Resolution in Intercultural Settings." In *Conflict Resolution Theory and Practice*. Dennis Sandole and Hugo van der Merwe, eds. Manchester University Press. 131-145. (ER) ▪ Galtung, Johan. 1990. "Cultural Violence." *Journal of Peace Research* 27:3, 291-305. (EJ) ▪ Geertz, Clifford. 1973. "Thick Description: Toward and Interpretive Theory of Culture." In *The Interpretation of Cultures*. New York: Basic. 3-30. (CC) For Student-Facilitated Discussion ▪ Merry, Sally. 2003. "Human Rights Law and the Demonization of Culture." *Political and Legal Anthropology Review* 26(1): 55-77. (EJ)	Update wikis prior to class: What insights does SIT provide about the conflict? What intervention objectives and approaches are suggested?
11 Nov 58 pages	**Contentious Politics & Social Movements** **Reading** ▪ Haugerud, Angelique. 2013. "Introduction: The Comedy of Wealth" and "Ch 1: Irony, Humor, Spectacle." In *No Billionaire Left Behind: Satiricial Activism in America*. Stanford University Press. 1-22, 23-44. (ER) ▪ Sprinzak, Ehud. 1991. "The Process of Delegitimation : Toward a Linkage Theory of Political Terrorism." *Terrorism and Political Violence* 3(1): 50-68. (CC) ▪ 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) ▪ Tilly, Charles. 2008. "Ch 1: Claims as Performances" and "Ch 5: Invention of the Social Movement." In *Contentious Performances*. Cambridge University Press. 1-30, 116-145. (ER) For Student-Facilitated Discussion ▪ Roy, Beth, John Burdick, and Louis Kriesberg. 2010. "A Conversation Between Conflict Resolution and Social Movement Scholars." *Conflict Resolution Quarterly* 27(4): 347-368. **Video** ▪ *Social Movements*. Khan Academy. 2014. (7:34) (I) https://www.youtube.com/watch?v=y7YPTD7QwR4	Essay #2 due
18 Nov 72 pages	**Power, Knowledge, and Post-Modernism** **Readings** ▪ Avruch, Ch 9 (Text) ▪ 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 For Student-Facilitated Discussion ▪ Young, Iris M. 2003. "The Logic of Masculinist Protection: Reflections on the Current Security State." *Signs: Journal of Women in Culture and Society* (29)1: 2-25. (CC)	

	Recommended Video (particularly if you need some post-Foucault recovery time) ■ *Sociology—Postmodernism* (4:33) (I) https://www.youtube.com/watch?v=QqsP0vQJJ44	
2 Dec **45 pages 1 video**	**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/ ■ 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) ■ Salem, Paul. 1993. "In Theory: A Critique of Western Conflict Resolution from a Non-Western Perspective." *Negotiation Journal* 9(4): 361-369. (EJ) **For Student-Facilitated Discussion** ■ 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/	
9 Dec **12 pages 1 video**	**Social Change and the Future of Conflict Theory** **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) ■ 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 ■ 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	1. Term paper due 2. End of course evaluation (in class)

Class Expectations

Attendance. I expect you to attend class, arrive on time, and actively participate. *Each unexcused absence will result in a 7 point reduction in your final grade.* It is your responsibility to explain an absence, and you will be considered unexcused until you provide an explanation.

Classroom Protocol. Attend to personal needs before class and during breaks. 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 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 your name, date submitted, and course number in the header or footer.
- 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>.

Grading Scale (3 credit hour course)

Percentage	Mark	Quality Points
94-100	A	12
90-93	A-	11.01
87-89	B+	9.99
80-86	B	9
70-79	C	6
65-69	D	3
0-64	F	0

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 email accounts. Students must activate their GMU email accounts to receive important University information, including messages related to this class.

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.