

SOC2220

Sociological Theoretical Foundations

University of Manitoba • Department of Sociology

Winter 2020, Jan 6-April 7

3 Credit Hours - CRN 51066

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Voluntary Withdrawal Deadline:	March 18, 2020

Course Summary

Broadly, theory is the activity of relating specific facts together into an overall **pattern**. In a science, **theory and empirical research** are *mutually constitutive*: Theorizing is based on the results of past research, and it works to explain those results while framing new research questions. A distinction: Social scientific theory is more concerned with the collective formulation of concepts describing and explaining empirical social patterns, and less focused on crafting logical and ideal abstractions and speculative horizons than philosophy.

Social science theory is the ongoing summation of the knowledge and research agenda of an historically-continuous and international **community of scholars**. In this way, theory is distinct from popularly-received opinion, belief, or common sense, which may be more directly and thoroughly formed by a contradictory mish-mosh of marketing, management, corporate media, religion and status-socialization, the state, and politics. Social science knowledge is built through collective attention to logical rigor and empirical validity. From the community-embedded expertise of one of its members, individual theoretical works include prompts to that scholarly community, to further its development. To be a student of a discipline is to learn its theoretical traditions (and in the sciences, eventually, mastery of a subject requires understanding how those theory traditions relate to empirical research methods).

Sociological theory provides us frameworks to understand and collectively address private troubles and public issues. The courses in the theory core give students the chance to explore parts of the wide range of sociological inquiry, many of them oriented to social inequality and other human-made **relations, incentives, and institutions** that **regulate, disrupt, and change** ideas, policies, practices, dispositions, preferences, and identities.

Within the discipline of sociology, several quite different theoretical orientations, or **paradigms**, are engaged in debate over the most basic and sophisticated questions of social life. Sociological theories have been developed from particular, paradigmatic sets of theoretical assumptions and thesis questions that establish for ongoing investigation:

- What is society? What is an individual? What is the range of human capacities and limitations? How does an individual in a social species develop? What is a good society? What is social improvement?
- How does human work interact with other life and Earthly work to recreate our socio-material networks on Earth? How are the impacts of the socio-material networks we create distributed across people?
- What are the key problems in society, and what causes them?
- How are social and natural orders constituted by human collective action? What contradictory relationships tend to change a social order over time? With what modifications and costs do decision-making elites fortify their social order in the face of inherent change? How do people redesign, tear down, and build new social orders?
- What coordinates individuals together into communities and cooperation? What estranges, isolates, and disorganizes people, and why? What fuels the conflicts between people?
- Why do preferences, feelings, dispositions, and ideas vary across communities and societies, and within groups over time? How do feelings, ideas, and dispositions help institutions reproduce specific kinds of observable outcomes?

As a part of Enlightenment social science, knowledge capable of contributing to democratic development, and in particular sociological craft, sociological theory can make explicit and investigate its own and other theories' assumptions and justice telos, their metaphysics. From the theories' approaches to the above questions, sociologists can then ask further theoretical and empirical questions:

- What is our society's historical, geographic, and social context? How does that compare with other societies?

- How has our society developed to the condition it is in, compared to other societies? How is its development tending? How is it impacting life, the land, the Earth?
- As a result of the embedded development of our society, what is the distribution of life chances in our society? What resources, obstacles, and challenges do we have, how are they distributed, and what could and should change to create a circulation of resources, an amelioration of obstacles, and challenges, that can better support human development and welfare?
- How can individuals and groups act together to change society for the better?

One of the exciting things about sociology as a multi-paradigm discipline is that it fosters sociological sub-communities pursuing research agendas that rest on different assumptions and produce different answers to questions about how and why people live together on Earth in the various ways they do, have, should, and could. Sociology undergraduate students are invited to join in these sociological debates, to discover which sociological theories can help them explore the social questions to which they gravitate at this point in their lives, and beyond.

The so-called ‘classic’ period in sociological theory was founded in the context of Western scientific and political Enlightenment, social challenges to power and powerful reactions. Classic contributions to the sociological community of scholars, to sociological theory, stretch from the Enlightenment challenge to the Industrial Revolution to the end of the First World War, primarily in the West, taking up Enlightenment questions pursued previously and elsewhere around the globe. The theories are informed by the contesting and changing human relations of that period. They are often written in the language of that period. But don’t let old-school language mislead you into thinking that the issues are over. Because our own relations, institutions, incentives, and social, political, economic and environmental conditions are contiguous with that earlier time, we continue to engage the ideas and debates of the prominent social theorists of the classic period today—about what humanity and society are, how we work together, and why, and what we should change together. This course uses prominent lineages of sociological thought to explore how each individual and group is positioned uniquely and enmeshed with others, within the living and built medium of our communities, society, and Earth.

Course Objectives

This course is designed to be challenging and stimulating for students who have completed their first year of full-time university study. In this course you will:

- discover the key ideas and debates from sociology’s founding period that continue to be relevant today;
- learn how theory relates to empirical research in sociological craft;
- practice reading and learn to comprehend challenging theoretical texts;

- build toward **theoretical literacy**, more efficiently identifying **metaphysical grounds** employed by collectives contributing to sociological knowledge, and logic and empirical problems within hybridized assumptions and justice teloi;
- make connections between theoretical ideas, empirical facts (trends), and personal lived experience.

Required Texts

Required readings listed in the Schedule below are from the course textbook *Classical Sociological Theory*, available at the university Bookstore, as well as from **sources** listed directly on the Schedule posted or linked on the course UMLearn site. Required reading at the Bookstore:

Kimmel, Michael S. 2007. *Classical Sociological Theory*, second edition. Cambridge: Oxford University Press. ISBN 9780195187854.

You are required to read Kimmels' introductions to the theorists covered in this course.

Back Away from the Britannica.com, Or, An important note on reference sources in Sociology:

Never use regular on-line or hard-copy dictionaries to grasp or define sociological terms, or you will get the *wrong* idea. Dictionaries are in a different line of business from Sociology. Regular dictionaries relay *hegemonic* (dominant, popularized) meanings, *not* usually scholarly knowledge. Sociological knowledge often works to probe and correct the “truth” declarations of interested authorities, as those declarations work to steer common thought, secure compliance, and divide and conquer. (We might use dictionaries for *data* on hegemonic ideas--for example, we could use dictionaries from different eras or regions to show how popular understandings vary; but we do not use them as authorities on sociological concepts.) Instead, you can use ***The Oxford Dictionary of Sociology***. For help understanding Marxist ideas & terms see ***The Encyclopedia of Marxism*** at: <http://www.marxists.org/glossary/>. This is another way of saying that social science knowledge is produced through the aggregate work (checked empirically, encoded in theory) of the interregional, transhistorical **communities of scholarship**.

But don't lean hard on the *Dictionary of Sociology*; when you're writing exams and papers, you need to **use the assigned course material** to establish definitions and meaning. This counts toward course engagement, measured in your Engagement grade.

Course Format

A. Lectures

Sessions will include a mix of lectures and student group work. In lecture, you are encouraged to practice **scholarly skills**, such as listening to the professor and your

colleagues, asking questions and engaging the class with your interpretations **regarding the assigned course material**, including as you have recorded them in the process of studying your assigned reading. To improve your contribution and your Engagement grade, write down a question or comment you have while you are reading.

For example, questions and comments may derive from the **Seminar Questions**:

- 1) **What does the text say?**
- 2) **What does that mean?**
- 3) **What is at stake?**
 - a. **Why is the author's approach or point important from a sociological perspective?**
 - b. **Why is it important from a social, community, or policy perspective?**

Are you sure you understand each concept the author discusses? If not, you might ask other students' interpretations, or you might ask the prof to clarify something. Learning has a strong social element: Asking in class can be helpful to others.

Another option: Write a note about a contemporary issue in the media that you think may be illuminated by a theoretical point you're reading. Then raise your hand and introduce the question or comment in class when either the prof asks for questions and comments, or during the discussion and lecture.

These sorts of approaches to lecture are scholarly **norms**, as they allow you to grapple with ideas. As you know, learning requires "grappling," to figure out how things work and how they don't work. A complementary scholarly norm is giving space to others to engage and inviting others to work (think through ideas) with you, as for social species, a community of engaged *thinking bodies* is required to build understanding and knowledge. It is the case as well that some kinds of courses, like this one, may be built principally for the professor to use her expertise to lay down a disciplinary foundation in less-participatory lecture, so it's smart and responsible to quickly, respectfully check in with your professor to ensure that your learning engagement is attuned to the design of the course as well as accommodating other students' needs.

B. Dyad Discussion and Group Work

The professor may ask you to form into dyads or small groups and work on discussion questions, assigned by the professor, that address specific aspects of the readings. Part-way through group-work sessions the class may or may not re-form as a whole, to review the findings of the group discussions, so as to together work through key concepts from the texts in some detail.

Assessment

A. Engagement 10% of final grade

Engagement or class participation is evaluated based on a range of factors, including: regular attendance, participation in group work, participation in general class discussions, quality of engagement with the course and professor, and achievement on exams and written assignments. Perfect attendance does not guarantee a perfect score in class participation, which is also heavily weighted by the quantity and quality of your active, sociological participation, eg. having prepared questions and comments for the class to discuss--particularly your **scholarly** disposition, including demonstrated interest in and focus on the course material, discipline, preparedness and disposition to learn, and respectfulness and collegiality.

B. Exams 90% of final grade

There will be four written in-class exams on the course material (readings, lectures, exercises, and any videos). They will mainly consist of multiple choice, although short answer and essay questions may be included. Tests will be mostly **non-cumulative**, in the sense that I usually won't ask the same questions from a previous exam--though you will recall that **theory is the record of a scholarly community's knowledge-building and knowledge-modifying process**. You may not bring electronic devices or books to the exams. Please introduce yourself to the professor when you are turning in your exam. The professor will keep the exams; subsequent to receiving your grade, you may make an appointment with the professor to review any questions about the exam. Failure to submit an exam will result in a grade of zero for that required assignment. Grades will be recorded within two weeks of the exam date.

The exams are scheduled as follows:

Exam #1 – Birth of Sociology: Enlightenment Philosophy Begets the Human Sciences to Inform Contested Society & Social Contract Theories

In class **Jan 30**

Value: 25% of final grade.

Exam #2 – Marx & Du Bois: Sociological Relationships in Global Capitalism

In class **March 10**

Value: 35% of final grade.

Exam #3 – Weber & Durkheim: State-Market-Individual-Society Coordination Issues

In class **March 24**

Value: 15% of final grade.

Exam #4 –Intro to Social Reproduction and Social Citizenship in Early Feminist Sociological Theory

In class **April 7**

Value: 15% of final grade.

D. Grading

<u>Letter Grade</u>	<u>Percentage</u>	<u>GPA</u>	<u>Description</u>
A+	90-100%	4.5	Very Good
A	80-89%	4.0	Solid
B+	75-79%	3.5	Good
B	70-74%	3.0	Average
C+	65-69%	2.5	Sufficient
C	60-64%	2.0	Passable
D	50-59%	1.0	Insufficient
F	49% or less	0	Failure

Schedule of Required Assigned Readings

*This schedule is subject to revision at the professor's discretion.
Students are required to read the assigned reading prior to the class.*

Module 1: Introduction & Education for Democratic Development

Week One: KNOWLEDGE FOR DEMOCRATIC DEVELOPMENT

Jan 7 *Introductory Lecture:*

Democracy or Oligarchy?: Enlightenment Philosophy Begets the Human Sciences to Inform Contested Society & Social Contract Theories

Jan 9 *Education for Democratic Development*

IN KIMMEL:

389-399 Dewey, John. from *Democracy and Education*

Module 2: The Contested Sacred –From Privileged Warlords' Fiefs to Societies with State-enforced Contract, Rule of Law, & Rights

Week Two: CONSERVATIVE-LIBERAL THEORY, FOR & AGAINST DEMOCRATIZING SOCIETY

JAN 14 *THE PHILOSOPHICAL ENLIGHTENMENT, PROUD FATHER TO DEMOCRATIC REVOLUTION*

On-line:

KANT, IMMANUEL. 1979 (1798). Pp. 149-171 from *The Conflict of the Faculties (Der Streit der Fakultäten)*. Lincoln: University of Nebraska Press. *Read only the pages in English, focus on pp. 153-55. A conservative-liberal philosopher argues against a law faculty, on behalf of democracy.*

IN KIMMEL:

39-40, 43-46 **JEFFERSON**, THOMAS. "LETTER TO JOHN ADAMS."

JAN 16 *PUT A LID BACK ON IT: CONSERVATIVE LIBERALS HARNESS LIBERAL ASSUMPTIONS TO THE CONSERVATIVE INEQUALITY TELOS*

IN KIMMEL:

2-20 **HOBBS**, THOMAS. FROM *LEVIATHAN*.

62-74 **BURKE**, EDMUND. FROM *REFLECTIONS ON THE REVOLUTION IN FRANCE*.

Week Three: LIBERAL SOCIAL THEORY: WE CAN LIVE TOGETHER WITHOUT FEUDAL INSTITUTIONS

JAN 21 *PRO-DEMOCRATIC LIBERALISM: LIBERAL THEORETICAL ASSUMPTIONS, DEMOCRATIC TELOS*

IN KIMMEL:

30-38 **ROUSSEAU**, JEAN-JACQUES. FROM *THE SOCIAL CONTRACT OR PRINCIPLES OF POLITICAL RIGHT*.

76-85 **PAINE**, THOMAS. FROM *THE RIGHTS OF MAN*.

89-94 **WOLLSTONECRAFT**, MARY. FROM *A VINDICATION OF THE RIGHTS OF MAN*.

JAN 23 *CAPITALIST LIBERALISM: FOUNDING THEORETICAL ASSUMPTIONS*

IN KIMMEL:

47-61 **SMITH**, ADAM. FROM *THE WEALTH OF NATIONS*

103-110 **MILL**, JS. FROM *ON LIBERTY*.

Week Four: SOCIALIST SOCIAL THEORY ON CAPITALISM'S LIMITATIONS, THE COMMONS, & EGALIBERTE

JAN 28 THEORY TOWARD SHARED SOVEREIGNTY

On-line:

FOURIER, FRANCOIS-MARIE-CHARLES. 1808. "ON ECONOMIC LIBERALISM." <http://www.marxists.org/reference/archive/fourier/works/ch11.htm>.

FOURIER, FRANCOIS-MARIE-CHARLES. 1848. "CRITIQUE OF THE REVOLUTIONARY IDEALS." <http://www.marxists.org/reference/archive/fourier/works/ch15.htm>

JAN 30 IN-CLASS EXAM 1: Multiple Choice

Module 3: Marxism on Capitalist Alienation & Expropriation

Week Five: ORGANIZING CAPITALISM, CREATING RACE: THE TRAUMATIC, CRIPPLING DISORGANIZATION OF PEOPLE AND ECOLOGIES & THE EXPROPRIATION OF THEIR WORK, ENDEMIC TO CAPITALISM

FEB 4

MARX ON ALIENATION

MARX, KARL. "ECONOMIC & PHILOSOPHIC MANUSCRIPTS OF 1844."
<https://www.marxists.org/archive/marx/works/1844/manuscripts/preface.htm>.
Link in UM Learn.

FEB 6

DUBOIS ON THE CAPITALIST SOCIAL CONSTRUCTION OF RACE & ITS SOCIAL-PSYCHOLOGICAL IMPACTS

IN KIMMEL:

363-379 DUBOIS, W. E. B. FROM *THE SOULS OF BLACK FOLK: ESSAYS AND SKETCHES*; FROM *DARKWATER: VOICES FROM WITHIN THE VEIL*

Week Six: ALIENATION & EXPROPRIATION, PROCESSED THROUGH EXPLOITATION, FEEDS CAPITALIST ECONOMIC GROWTH

FEB 11

PRIMITIVE ACCUMULATION/EXPROPRIATION: CLASS COLLECTIVE ACTION CREATING CAPITAL

On-line:

MARX, KARL. 1867. "PRIMITIVE ACCUMULATION," Chapters 26-29 of Part VIII in *Capital: A*

Critique of Political Economy, Volume I.

<http://www.marxists.org/archive/marx/works/1867-c1/>.

FEB 13

PRIMITIVE ACCUMULATION/EXPROPRIATION: CLASS COLLECTIVE ACTION CREATING CAPITAL

On-line:

MARX, KARL. 1867. "PRIMITIVE ACCUMULATION," Chapters 30-33 of Part VIII in *Capital: A Critique of Political Economy, Volume I.*

<http://www.marxists.org/archive/marx/works/1867-c1/>.

Week Seven: WINTER BREAK FEB 17-21

Module 4: Marx on Exploitation, Capitalist Crisis, & Back to Expropriation

Week Eight: THE GLOBAL HAMSTER WHEEL OF CAPITALIST CRISIS: OBSTRUCTIONS THAT PILE UP OVER TIME WHEN YOU MAKE WEALTH BY DISCOUNTING LIFE

FEB 25

MARX ON THE EXPLOITATION OF WORKERS: A SOCIAL COORDINATION MECHANISM CHANNELING HUMAN WORK INTO PRIVATE WEALTH

MARX, KARL. 1894. "Chapter 48: THE TRINITY FORMULA," in *Capital: A Critique of Political Economy, Volume III.* <http://www.marxists.org/archive/marx/works/1894-c3/ch48.htm>.

FEB 27

MARX ON THE ECONOMIC CRISES CAPITALISM GENERATES BY HARNESSING LIFE ON EARTH TO CAPITALISTS' EXCLUSIVE, PRIVATE ADVANTAGE

MARX, KARL. CHAPTER 13, *CAPITAL V. III, PART*

III. <https://www.marxists.org/archive/marx/works/1894-c3/ch13.htm>,

Week Nine: THE ACCUMULATED-POWER ADVANTAGE: CAPITALIST CRISES MANAGED INTO OTHER PEOPLE'S PROBLEMS, OR WHY WE NEED GLOBAL DEMOCRATIC REVOLUTION FROM TIME TO TIME

MARCH 3

MARX: HOW CAPITALISTS OFFLOAD THESE CRISES ONTO WORKERS AND LIFE ON EARTH

MARX, KARL. CHAPTER 14, *CAPITAL V. III, PART*

III. <https://www.marxists.org/archive/marx/works/1894-c3/ch14.htm>.

March 5, IN-CLASS EXAM 2: Multiple Choice

Week Ten: DURKHEIM ON SOLIDARITY & SOCIAL COORDINATION

Module 5: *French Theory on Instituting Social Coordination to Maintain Society as a Democratic-Capitalist Coalition in Imperial Rivalry*

Mar 10

IN KIMMEL:

249-267 DURKHEIM, Émile. "The Division of Labour in Society." Bros Before Benjamins.

Mar 12

IN KIMMEL:

268-286 DURKHEIM, Émile. "The Elementary Forms of Religious Life."

Week Eleven: "PROBLEMATIZING MODERNITY": THE ARISTOCRATIC GERMANIC STATE MANAGEMENT TRADITION'S DIAGNOSIS OF POST-FEUDAL INSTITUTIONS' POWER DISTORTIONS: COLLECTIVE ACTION CAPACITY, THE STATE & BUREAUCRACY

Module 6: *German Theory on Managing the State to Advance Society in Imperial Capitalist Rivalry*

Mar 17

IN KIMMEL:

207-217 WEBER, Max. "Class, Status, Party."

Mar 19

IN KIMMEL:

218-236 WEBER, Max. "BUREAUCRACY;" "SOCIOLOGY OF CHARISMATIC AUTHORITY."

Week Twelve

March 24, IN-CLASS EXAM 3: Multiple Choice

Module 7: *Social Reproduction & Social Citizenship:
Feminist Democratic Theory Foundations*

Liberal Theory Recognizes Gender Subjugation

MAR 26

IN KIMMEL:

95-101 **WOLLSTONECRAFT**, Mary. from *A Vindication of the Rights of Woman*
111-117 **MILL**, JS. "On the Subjection of women"

Week Thirteen: BEYOND CAPITALIST PRIMITIVE ACCUMULATION: FEMINIST ANALYSES AND RECOMMENDATIONS FOR DEMOCRATIC DEVELOPMENT

MARCH 31

IN KIMMEL:

ON-LINE: **KOLLONTAI**, ALEXANDRA. 1915. "PREFACE" TO *SOCIETY AND
MOTHERHOOD*. <http://www.marxists.org/archive/kollonta/1915/mother.htm>.

APRIL 2

IN KIMMEL:

406, 409-420 **WOOLF**, VIRGINIA. FROM *THREE GUINEAS*

Week Fourteen

April 7, In-class exam 4: Short Answer

Course and University Procedures and Regulations:

Class Conduct

Student participation and attendance are essential to one's success in this course. It should go without saying that students should make every effort to arrive on time for class. Students who arrive late miss important class material and disrupt the class. All cell phones must be turned off during class time, and observing scientific studies, all distracting technologies are discouraged. Students are expected to be respectful to their colleagues and to the professor during class discussions and in office hours. In addition to the fact that your performance *as a student* is evaluated by the professor, the course design, expectations and content are laid down by the professor only. Disruption and excessive and non-collegial talking will not be tolerated, and will initially result in the student being asked to leave the classroom; any disruption after that warning will result in the student being given the choice to avail himself or herself of the Voluntary Withdrawal date, or may be subject to disciplinary action such as being debarred from the class.

In the event that the student is unwilling to accept the professor's expectations for students in this theory course, the student is advised to avail her- or himself of the Voluntary Withdrawal date.

Academic dishonesty

Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, ("**Personation at Examinations**" (**Section 5.2.9**) and "**Plagiarism and cheating**" (**Section 8.1**)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

Late penalty

No extensions will be given without medical documentation, or other documentation of comparable seriousness, that will normally be required to avoid a late penalty. Please be advised that a late penalty of 2 points per day, including days on weekends, will be applied to all papers that are handed in after the specified deadlines.

Exams may not be made up after the class each exam is distributed within. If the student has a binding and documented reason to be absent from class on a specified date, the student must notify the professor as early as possible, so that if the reason is accepted by the professor, the professor can make substitute arrangements with the student to take the exam.

Athletic championships & identity-group holidays

The university recognizes the right of all students to observe recognized holidays of their faith which fall within the academic year. If you will have to miss any classes or will require an extension for an assignment due to an athletic championship or identity-group holiday, please notify the professor at the beginning of the term or at least three weeks in advance of the relevant date.

Unclaimed term work disposal

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

Guidelines for Written Work

1. All written work is to be typed in 12-point print and in Times New Roman or equivalent font.
2. Your work will have one-inch margins and spacing will be at space-and-one-half.
3. On the top of the first page include your name, your student number, my name, and the number of the course. No cover pages, binders or assignment covers please.
4. Please use in-text citations, e.g. (Veblen 2007: 362) or (Fridell: June 3, 2009), to cite your work. Each assignment must include a bibliography that lists your references alphabetically by author. Your bibliography should follow the Chicago Style, APA, or American Sociological Association guidelines for in-text citations with a Works Cited list. Here are some examples of acceptable bibliographic formats:

Gleick, James. 1987. *Chaos: Making A New Science*. New York: Penguin Books.

Law, John. 2001. *Notes on the theory of the Actor Network: Ordering, Strategy and heterogeneity*. <http://www.comp.lancs.ac.uk/sociology/soc054jl.html>. Accessed March 13, 2010.

Veblen, Thorstein. 2007 (1894). "The economic theory of women's dress." pp. 361-362 in *Classical Sociological Theory*, edited by Michael S. Kimmel. New York: Oxford University Press.

Fridell, Mara. Lecture, "Sociological Theoretical Foundations: Commodity Fetishism." University of Manitoba, Winnipeg. June 3, 2009.

Ward, Steven. 1996. "Filling the world with Self-Esteem: A Social History of Truth-Making." *Canadian Journal of Sociology* 21(1): 1-23.

5. The maximum lengths recommended for each assignment do not include the bibliography.
6. Unless directly quoting, please use gender-inclusive language in your written assignments, even if your sources do not. However, please note that when quoting directly from other authors, you should not 'correct' their language to make it gender-inclusive.

Student Support Services

On-line paper writing guides include:

- Dartmouth writing guides: <http://www.dartmouth.edu/~writing/materials/student/>
- Purdue OWL: <http://owl.english.purdue.edu/owl/>

The University of Manitoba provides a number of support services to students that can help you to write your term papers, develop your study skills, or get through a stressful situation. Many of these services are described online at:

<http://www.umanitoba.ca/student>

If you're not already familiar with these services, I encourage you to spend some time getting to know about them; they can help you to improve your academic performance and to get the most out of your time at university. Some key resources include:

<p>Aboriginal Student Centre 45 Curry Place (204) 474-8850 E-mail: asc@umanitoba.ca http://www.umanitoba.ca/student/asc</p>	<p>Disability Services 155 University Centre (204) 474-6213 / TTY: (204) 474-9790 Fax: (204) 261-7732 E-mail: disability_services@umanitoba.ca http://umanitoba.ca/student/resource/disability_services</p>
<p>Learning Assistance Centre 201 Tier Building (204) 480-1481</p>	<p>Student Counseling and Career Centre 474 University Centre (204) 474-8592</p>

E-mail: miriam_unruh@umanitoba.ca http://umanitoba.ca/u1/lac	E-mail: lindenna@cc.umanitoba.ca http://umanitoba.ca/student/counseling
U1 Student Help Centre 205 Tier Building (204) 474-6209 E-mail: university_1@umanitoba.ca http://umanitoba.ca/u1	