

**University of Manitoba
Faculty of Arts
Department of Economics**

COURSE DETAILS

Course Title and Number: Microeconomic Theory I, ECON 2010 A02 (CRN 55739)

Number of Credit Hours: 3

Class Times and Days of Week: 1:30 -2:20 p.m., Monday, Wednesday and Friday

Location: 303 Tier

Pre-Requisite: A grade of **“C” or better in ECON 1010 or ECON 1011** or the former ECON 1200 (018.120) or the former ECON 1201, or a grade of “C” or better in both ECON 1210 (or ECON 1211 (018.121)) and ECON 1220 (or ECON 1221 (018.122)).

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Dr. Lipnowski

Office Location: 503 Fletcher Argue Building

Office Hours: Monday and Wednesday, 12:00 noon-1:00 p.m. or by appointment.

Instructor’s Phone Number: 204-4749192

Instructor’s E-mail: Irwin.Lipnowski@umanitoba.ca

Replies to e-mails should not be expected before 2 working days.

Your email should include your name, student number, and the course number, including lecture time of the course. (About 200 students are registered in courses I teach in the 2019 Winter Term).

Teaching Assistant’s Name, Office Hours and Location: TBA

Required Textbook: **Walter Nicholson and Irwin Lipnowski, Intermediate Microeconomics and Its Application, *First Canadian Edition*, Thomson Nelson, 2008.**

Course Description in the University of Manitoba 2018-2019 Undergraduate Calendar of Microeconomic Theory 1 (ECON 2010):

ECON 2010-Microeconomic Theory 1—3 Credit Hours. This course builds on ECON 1010 to examine in greater detail microeconomic concepts of supply, demand, and industry structure. The course also includes the study of externalities, public goods, information asymmetries, and risk and uncertainty. Students may not hold credit for ECON 2010 and any of: ECON 2451, the former ECON 2450 (018.245), or the former ECON 2700 (018.270).

GENERAL COURSE INFORMATION

ECON2010 is a **foundational** course that introduces students to analytical tools and techniques that are used in **all applied courses in economics**, including Public Finance, International Trade, Labour Economics, Environmental Economics, Industrial Organization, Energy Economics, Health Economics, and even Macroeconomics. Applied economics courses always deploy microeconomic concepts and graphical tools and techniques that appear in ECON 2010.

For students planning to take further courses in economics, there is a high payoff from mastering material in Microeconomics 1.

Considerable use will be made of graphical analysis. In order to improve your ability to use graphical tools, reviewing the Mathematical Appendix in Chapter 1 of the textbook is highly recommended. Straight lines appear very often in economic analysis. You should review the equation of straight lines in the Mathematical Appendix of Chapter 1. Although calculus is not a formal requirement in this course, you will learn how to interpret the economic meaning of the *slope* of straight line that is tangent to an indifference curve and the *slope* of straight line that is tangent to a total cost curve. You will be required to derive an average and marginal cost curve from a total cost. (The U-shaped average cost curve that is commonly used in examining the behaviour of firms in a variety of market structures can be derived from a total cost curve that appears in Figure 6.3 (d) on page 198 of the NL textbook.)

Some of the central concepts in microeconomics are economic rationality, optimization—or maximizing the extent to which a goal can be achieved, subject to the constraints that exist, and the relationship between total, marginal and average. The latter relationship is encountered in deriving average cost curves and marginal cost curves from total cost curves, or deriving average revenue and marginal revenue curves from total revenue curves. Looking behind the demand curves and supply curves that you first encountered in ECON 1010 to interpret the meaning of areas beneath demand and supply curves will deepen your understanding of basic economics. So while this course builds upon the Microeconomic theory to which you were introduced in the ECON 1010, you will have an opportunity to understand many concepts that may already be (somewhat) familiar to you in greater depth.

The list will include the following: *economic rationality, individual and market demand and supply curves, market equilibrium, scarcity, tradeoff, opportunity cost, price, budget line, production function, factor inputs, isoquants, price elasticity of demand, complementary goods, substitute goods, normal and inferior goods, a Giffen good, indifference curves, marginal rate of substitution, marginal rate of transformation, returns to scale (increasing, constant and decreasing), the “law of demand”, the “law of diminishing marginal utility”, deriving marginal and average cost graphs from total cost graphs.*

Other concepts that you might encounter for the first time are: *Price elasticity of supply, income elasticity, income effect, substitution effect, normal good, inferior good, consumer surplus, externalities, certainty equivalent, asymmetric information, and signaling.*

FORMAT OF THE COURSE

Students are responsible on the tests for all subject matter that is covered during lectures. Lectures will cover selected topics in the textbook from Chapters 1 to 10. Material in Chapters 11, Chapter 15, and Chapter 16 will be covered very selectively, subject to time constraints. **Regular attendance, concentration during lectures and taking careful notes, followed by carefully reviewing the material presented during lectures** and the corresponding material in the textbook in order to reinforce your understanding, is **highly recommended** if your goal is to learn the subject matter and to do well in the course. While doing these things is, almost without exception, **a necessary condition** in order to achieve a good grade, it is **not a sufficient condition**, i.e., it does not guarantee that you will do well.

PLEASE NOTE THAT YOUR FINAL GRADE IN THIS COURSE IS BASED ONLY UPON YOUR PERFORMANCE, NOT UPON YOUR NEEDS, (OR YOUR HOPES AND DREAMS, OR YOUR PERSONAL CIRCUMSTANCES OR YOUR FAMILY'S EXPECTATIONS).

METHOD OF EVALUATION

The final grade will be based on **four 50 minute in-class tests.** *There is no final exam.*

The tests will consist of **analytical questions** (where students might typically be required to “explain” a concept, or to “derive” some concept or results, possibly with the aid of a fully labeled graph). The course content covered in each test will be based on material covered during lectures following the previous test. The first test material will be based on the first five lectures. The **dates and weights** of the four tests are:

- **Test 1:** Monday, January 28, 2019—graded out of 27
- **Test 2:** Wednesday, February 27, 2019— graded out of 27
- **Test 3:** Friday, March 22, 2019— graded out of 27
- **Test 4:** Monday, April 8, 2019— graded out of 20, with a **weight of 20% of the final grade**

Only the best 2 test scores of the first three tests will be counted in determining your final grade and each of your two best test results will be given a weight of 1.5 x 27 or 40.5 % of your final grade.

Fractional marks on tests will be retained until calculating the final numerical grade. If at that final stage a fraction is below 0.5, it will be rounded off to 0. If it is 0.5 or more, it will be rounded up to 1.

Once your final numerical grade out of 100 is calculated, it will be converted to a letter grade according to the following scale:

0-49 = F; 50-55 = D; 56-64=C; 65-69 = C+;

70-77 = B; 78-84 = B+; 85-92 = A; 93-100 = A+

Note that with respect to the first three tests, students can see me-- if they feel their tests were unfairly graded—**no later than 10 working days after the return of a test**. Test 4, the fourth in-class test, will be graded by me and will not be returned or discussed with students. Final grades will be posted on UM Learn during the final examination period.

CLASS ROADMAP

“NL” refers to the Nicholson-Lipnowski textbook.

Chapter 1

The meaning of Microeconomics, pages 3-4 in NL; the framework of specifying a goal, determining the feasible choices, and making the best feasible choice (class lecture).

Opportunity Costs, tradeoffs and the production possibility curve and its shape, pages 5-6 in NL. Review of Market Supply and Demand curves, changes in supply and/or demand and market equilibrium, pages 16-19 in NL.

Economic Models: Positive versus Normative and testing predictive models, pages 20-21, in NL. Discussion of “rationality” in real life based on Prof. Robert Aumann’s comments, page 22 in NL.

Mathematics Used in Economics: The Appendix to Chapter 1, pages 29-37 and 43-48 (excluding the application on pages 49-51) in NL, provides a summary of the pre-Calculus mathematics that is required in this course and that will be encountered throughout this course. You are **expected to have a high school math background and the mathematical appendix will not be reviewed during lectures**.

From math taught in middle school and high school, I will assume that students know the meaning of the tangency between a straight line and a curve, the slope of straight line, the slope of curve at a point, and the equation of a straight line. If you have a deficiency in this math background, one online resource to help you overcome this is the free series of Khan Academy online podcasts on linear equations and related topics. The Academic Learning Centre, 201 Tier, offers free Learning Support, including peer supported study groups that may offer remedial math.

Chapter 2

All of the topics in this chapter in NL will be covered, including Applications 2.3—“Ticket Scalping”, and 2.4—“The Sad Tale of Willie and His Uncle”. These two applications show how the distance on the vertical axis whose units are “other goods” (where “other goods” are treated like money), can be used to measure the value to a consumer of a given amount commodity x that is graphed on the horizontal axis. During the lectures on the properties assumed about utility (page 59 in NL), preferences (page 61-69 in NL), and indifference curves will be discussed in the lectures. The concepts of non-satiation of preferences (page 61 in NL), transitivity of preferences, the meaning of indifference curves, interpreting the shape of indifference curves (page 64 in NL discusses the concept of the “marginal rate of substitution”, and “diminishing marginal rate of substitution”; page 65 discusses “balance in consumption”; page 69 illustrates four special types of indifference curve). I will show in a lecture that if non-satiation and transitivity of preferences are assumed, if two indifference curves for an individual intersect, this will result in a logical contradiction. Since this cannot be allowed, an individual’s indifference curves should **never** intersect. This does not appear in NL. Utility maximization for a budget of a given size—a so-called “budget constraint”— pages 71 to 77 in NL, is discussed in terms of the logic behind this (page 72 in NL), a graphical approach (page 73-74 in NL), and algebraically. The algebraic conditions in equations (i) and (ii) in footnote 5 on page 76 of NL will be interpreted. Budget constraints involving price reductions for a purchased good or service for quantities greater than a specified amount are discussed on pages 83 and 84 in NL in Application 2.5. The graphical representation of a budget curve where a volume discount is offered **on all units** purchased once a threshold quantity purchased is exceeded will be presented in a lecture; this does not appear in NL.

Chapter 3

Beginning with the equation of an individual demand function on page 91 and the property of homogeneity of such functions that is often assumed, described on page 92 in NL, this chapter proceeds to consider how **changes** in an individual’s income (i.e., the quantity of y that an individual has)—where y represents money (or alternatively, his or her income that is measured in terms of money)—affects the quantity of x that a utility-maximizing individual would choose to purchase, contrasting this effect for a “normal good” (page 93 in NL) and an “inferior good” (page 95 in NL). The “income effect” and “substitution effect”, pages 97 to 105 in NL, focus on the **effect** of a change in the price of good x , where the price of x is expressed in terms of good y —on the quantity of good x that a utility-maximizing individual would like to consume. The income effect and substitution effect **decompose the overall effect** of a change in the price of x on the optimal quantity of x that a utility-maximizing individual would consume.

In my lecture, I will present “Venn” diagram that classifies all goods into (i) normal goods, (ii) inferior but non-Giffen goods, and (iii) Giffen goods. I will then provide a comprehensive graphical summary, **in one diagram**, of all cases of the income and substitution effect for a **price decrease** in the price of x for (i) a normal good, (ii) an inferior but non-Giffen good, and (iii) a Giffen good. I will provide the same comprehensive graphical summary for an increase in the price of x for (i) a normal good, (ii) an inferior but non-Giffen good, and (iii) a Giffen good. This does not appear in NL although several of the cases are presented in NL.

A lecture will graphically construct an individual's demand curve when his or her income (good y) is held constant at Y_0 while the price of x varies, i.e., the budget line rotates from Y_0 as shown on pages 111-113 in NL.

The fundamental equation of an individual demand curve on page 111 is the basis for considering a large variety of shifts in the demand curve if the price of related (i.e., substitute or complementary) good, P_y changes, or if income, I , changes, or if preferences change, or if a myriad of other "parameters" change, as illustrated in Figure 3.9 on page 114. This will be discussed in class.

Interpreting the area under a demand curve as a measure of the value of a given quantity of a good on pages 116 to 118. Application 3.5 on pages 118 to 119 applies this to measuring the value of clean air, which provides important information, to guide public policy, about the value of reducing air pollution. Consumer surplus is then introduced on pages 119-121, and the distinction between the maximum amount of money that a person would be willing to pay for opportunity to purchase something at a given price and the minimum amount of money a person would be willing to accept to forego the opportunity to purchase that same item at that price.

Chapter 4

The central concept in this chapter, "elasticity"—a measure of the responsiveness of one variable to a change in another variable-- is examined in a variety of situations. Demand elasticity, supply elasticity, cross-price elasticity, income elasticity, and the special case of a straight line demand curve, are all examined. A quick geometric technique for calculating the elasticity of demand at a point on a curvilinear demand curve is also illustrated.

Chapter 5

On the supply side, production functions are introduced, and the relationship between total product curves—where only input is varied, as in a short-run situation—and marginal and average product curves is illustrated graphically (pages 162-165 in NL). Isoquants (page 166-167 in NL) and the "marginal rate of substitution" (page 167-169) are introduced. Application 5.3 (Engineering and Economics) on page 169 illustrates how a unit isoquant can be constructed when there are 2 techniques to produce a product and no substitution between inputs can be done for each technique in producing a fixed level of output. The definition of constant, increasing and decreasing returns to scale is given (page 171 in NL) and the fixed proportion production graphs are presented (page 175 in NL). A numerical example involving a "Cobb Douglas production function" where both inputs (capital and labour) simultaneously increase and then where one input only (labour) increases while the other input (capital) is unchanged is used to illustrate output changes in the former case and average and marginal product of labour in the latter case (page 179-180 in NL). Expressing technical progress by means of a change in a production function is shown on pages 182-183 in NL.

Chapter 6

This chapter allows the underlying concepts of isoquant and isoexpenditure lines to be combined graphically to determine the cost-minimizing allocation of inputs for a given level of production (page 194 in NL). Once this is determined, the expansion path that graphs cost-minimizing input combinations as output increases (page 196 in NL) leads to the derivation of the total cost curves

(on page 198 in NL), from which average cost and marginal cost (on page 199-200) are derived. The common U-shaped average cost curve in Figure 6.4 (d) on page 200 of NL is derived directly from the total cost (TC) curve that appears in Figure 6.3 (d) on page 198 of NL. The short run constraint on varying an input (typically capital) is discussed on pages 206-207, and illustrated graphically on page 208.

Chapter 7

Profit maximization by a firm is illustrated graphically in terms of total cost and total revenue in Figure 7.1 on page 226 and then in terms of marginal revenue maximization (ignoring costs) in Figure 7.3 on page 234 NL. The fundamental relationship between equating marginal revenue and marginal cost ($MR=MC$) is discussed on page 227 in NL. The meaning of MR is discussed graphically on page 230, Figure 7.2 and in terms of elasticity of demand. The short-run decision about when a firm should shut down (cease operations) when it is losing money overall but possibly still earning operating profits is discussed on pages 238 to 240 in NL.

Chapters 8 and 9

Perfect Competition as a highly stylized market structure is discussed in Chapters 8 and 9 and its properties will be discussed selectively as time permits. Appendix in Chapter 9 provides graphical tools to consider the general equilibrium that could prevail for the entire economy—in contrast to the partial equilibrium models examined at an earlier stage—on pages 314 to 330 in NL. The construction of an Edgeworth Box diagram is explained on page 327 of NL and deployed on pages 328 and 330 of NL, where the concepts of Pareto efficiency, the contract curve and the issues of efficiency versus equity are discussed.

Chapter 10

The Monopoly market structure—its causes, its consequences when monopoly firms maximize profits, and the loss in social welfare that arises from this type of market structure are examined in this chapter. Several topics in this chapter may be omitted due to time constraints.

Chapter 11

The market structure between the polar extremes of perfect competition and monopoly is “imperfect competition”. In this chapter, we will examine the Cournot duopoly model with the simplification of zero production cost used in Cournot’s 1838 classic book. Without using any calculus, we derive the equations for the “reaction functions” and using a numerical example (pages 370-373 in NL) the Cournot equilibrium is calculated. The price leadership model (on pages 375-377 in NL) will also be covered, time permitting.

Chapters 15 and 16

These chapters contain more advanced material on externalities, asymmetric information, public goods. If time permits, the material on risk (pages 520-521), Spence’s model of “signaling” in a setting of asymmetric between a job applicant and an employer (Application 15.6, pages 544-546) and the definition of externalities and their regulation through taxation (pages 563-564) will be introduced. If time permits, the graphical derivation of a demand curve for a “pure public good” (pages 571-572) will be presented.

THE UNIVERSITY OF MANITOBA POLICY ON ACADEMIC INTEGRITY

Students are expected to familiarize themselves with, and fully understand the policy on ***plagiarism and academic honesty*** at the University of Manitoba. This policy is described in detail in the section **Academic Integrity** in the online **University of Manitoba Undergraduate Academic Calendar 2017-2018**:

(a) Plagiarism – the presentation or use of information, ideas, images, sentences, findings, etc. as one’s own without appropriate citation in a written assignment, test or final examination. (b) **Cheating on Quizzes, Tests, or Final Examinations** – the circumventing of fair testing procedures or contravention of exam regulations. Such acts may be premeditated/planned or may be unintentional or opportunistic.

(c) Inappropriate Collaboration – when a student and any other person work together on assignments, projects, tests, labs or other work unless authorized by the course instructor. (d) Duplicate Submission – cheating where a student submits a paper/ assignment/test in full or in part, for more than one course without the permission of the course instructor.

(e) **Personation – writing an assignment, lab, test, or examination for another student, or the unauthorized use of another person’s signature or identification in order to impersonate someone else. Personation includes both the personator and the person initiating the personation.** (f) Academic Fraud – falsification of data or official documents as well as the **falsification of medical or compassionate circumstances/ documentation to gain accommodations to complete assignments, tests or examinations.** (my boldface emphasis)

RECIPROCAL EXPECTATIONS AT THE UNIVERSITY OF MANITOBA

Students will be treated respectfully and fairly **by myself** in class and outside of class. Students are expected to treat faculty and fellow-students in a respectful manner. During lectures, talking to classmates, eating, texting, leaving the lecture before the end unless this is unavoidable (illness, washroom needs) is disruptive and distracting to me and to your fellow classmates, and such practices are unacceptable.

Attendance for all lectures is required, although I do not take attendance. Since the tests are based on material covered in lectures, absenteeism will be quite detrimental to a student’s grade in the course.

The code of conduct at the University of Manitoba requires a respectful learning environment in which bullying, threats, physical violence, harassment—sexual or other varieties, are prohibited.

ACCEPTABLE GROUNDS FOR NOT WRITING A SCHEDULED TEST

The **only acceptable** grounds for not writing a scheduled are (i) medical, for which a note from a doctor is required, and (ii) “compassionate”, at the sole discretion of the instructor. If a test is missed on acceptable grounds, then a make-up test will be scheduled or the prorating of other test grades will be done at the discretion of the instructor. If a student misses a test for an **unacceptable** reason, the grade assigned for that test will be **zero**.

There will be **no lectures** on the following days:

Monday, February 18, 2019- Louis Riel Day

Tuesday, February 19-Friday, February 22: Mid-term Study Week

Deadlines:

Monday, January 21, 2019 : the last day to revise course registration for the 2019 Winter Term.

After this date, students are ineligible for any tuition fee refund.

Wednesday, March 20, 2019 : **the final day to voluntarily withdraw (VW) from 2019 Winter Term courses without academic penalty.**

Schedule “A”

Below is a list of academic supports available to students, such as the Academic Learning Centre, Libraries, and other supports:

Writing and Learning Support

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor’s feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: <http://umanitoba.ca/student/academiclearning/>

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 201 Tier Building.

University of Manitoba Libraries (UML)

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: <http://bit.ly/WcEbA1> or name: <http://bit.ly/1tJ0bB4>. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: <http://bit.ly/1sXe6RA>. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage: www.umanitoba.ca/libraries.

Schedule B:

Below are a list of **psychological and physical disabilities and/or other health services, including referral information:**

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Student Accessibility Services (SAS)

SAS can be reached at 204-4747423, 520 University Centre, or by email at <http://umanitoba.ca/student/saa/accessibility/>

The services of SAS are for students with a disability—(e.g. mental illness, learning, medical, hearing, visual, and injury-related)--who require academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations.

Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:* <http://umanitoba.ca/student/counselling/index.html>

474 University Centre or S207 Medical Services
(204) 474-8592

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. *Student Support Intake Assistant* <http://umanitoba.ca/student/case-manager/index.html>

520 University Centre
(204) 474-7423

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

University Health Service <http://umanitoba.ca/student/health/>

104 University Centre, Fort Garry Campus
(204) 474-8411 (Business hours or after hours/urgent calls)

Health and Wellness

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

Health and Wellness Educator <http://umanitoba.ca/student/health-wellness/welcome.html>
Katie.Kutryk@umanitoba.ca

469 University Centre
(204) 295-9032

Live Well @ UofM

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site: <http://umanitoba.ca/student/livewell/index.html>

Schedule C:

Copyright information

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community.

Visit <http://umanitoba.ca/copyright> for more information.

Schedule D:

A statement directing the student to University and Unit policies, procedures, and supplemental information available on-line:

Students' rights and responsibilities

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.

The [Academic Calendar](http://umanitoba.ca/student/records/academiccalendar.html) <http://umanitoba.ca/student/records/academiccalendar.html> is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form <http://umanitoba.ca/registrar/>
- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support <http://umanitoba.ca/academicintegrity/> View the **Student Academic Misconduct** procedure for more information.
- **The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected conduct yourself in an appropriate respectful manner.**

Policies governing behavior include the: **Respectful Work and Learning Environment** http://umanitoba.ca/admin/governance/governing_documents/community/230.html

Student Discipline

http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html and,

Violent or Threatening Behaviour

http://umanitoba.ca/admin/governance/governing_documents/community/669.html

- If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault** policy may be found at: http://umanitoba.ca/admin/governance/governing_documents/community/230.html More information and resources can be found by reviewing the Sexual Assault site <http://umanitoba.ca/student/sexual-assault/>
- For information about rights and responsibilities regarding **Intellectual Property** view the policy http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_2013_10_01.pdf

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site <http://umanitoba.ca/faculties/>

You can contact an **Academic Advisor** for questions about your academic program and regulations <http://umanitoba.ca/academic-advisors/>

You can contact **Student Advocacy** if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy/>

520 University Centre

204 474 7423

student_advocacy@umanitoba.ca