

Faculty of Arts and Social Sciences

Te Kura Kete Aronui

School of Social Sciences

Dept of Philosophy

STAFF CONTACT DETAILS

CONVENOR(S)

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ADMINISTRATOR(S)

Alexandra Cullen: alexandra.cullen@waikato.ac.nz

LIBRARIAN(S)

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You can contact staff by:

- Calling +64 7 838 4466 select option 1, then enter the extension.
- Extensions starting with 4, 5 or 9 can also be direct dialled:
 - For extensions starting with 4: dial +64 7 838 extension.
 - For extensions starting with 5: dial +64 7 858 extension.
 - For extensions starting with 9: dial +64 7 837 extension.

INTRODUCTION

This paper explores philosophical themes in the theory of reality. Metaphysics is the philosophical study of ultimate reality, and metametaphysics is the enquiry into the status of metaphysics. This paper explores the most generic and foundational features of reality and then asks of these features whether they carve nature at its joints, surgically or bluntly.

PAPER DESCRIPTION

The study of ontology has as its primary question: "What exists?" "Everything!", said the twentieth century philosopher W.V.O. Quine. This first-order debate concerns whether objects of various sorts exist, such as numbers, fictional characters, universals, and mereologically complex material objects, but the positions defended in the debate are irreconcilable. One philosopher says that numbers exist, and another says that they don't. This seminar will examine the status of such intractable debates by asking: *what exactly are they disagreeing about? Is it some deep matter of fact? Or, is it merely a verbal dispute? Could it be indeterminate who is correct? How do we decide who is correct?*

Metaphysicians have begun to re-conceive their discipline as an investigation into how the world is structured, rather than about what populates it. This alternative conception of metaphysics suggests that we study the methodology of metaphysics. We should prioritise the (more) fundamental building blocks of reality over the (more) derivative. Accordingly, the main task of metaphysics is to organise the world. So conceived, a practical upshot of this deeply theoretical paper for the student is to provide a means of how to think about organising the complexity in one's life and to provide recommendations for how to navigate this complex world.

PAPER STRUCTURE

The convenor will deliver *Recent Analytical Philosophy* online and face-to-face. The burden of the work, therefore, is shared between the student and the instructor. The convenor will employ the University of Waikato's Moodle Online platform. Every effort will be made to alert the student of work that is coming due.

TIMETABLE

The paper meets twice per week for lecture (120 minutes each session). Lectures are integral for student success. Regular attendance, therefore, is important to maintain a sense of the continuing story and to build an intellectual community around the paper.

LECTURES

Name	Time	Room
Lecture 01	TUE, 10:00 AM - 12:00 PM	J.2.18
Lecture 02	THU, 10:00 AM - 12:00 PM	I.1.01

There is no formal tutorial time - the lectures will take place 'seminar-style' with a mix of content presentation and class discussion.

LEARNING OUTCOMES

Students who successfully complete the course should be able to:

- be in possession of an intellectual framework which will support understanding of work in this tradition.
- have in-depth knowledge of some work of several of the key authors in this tradition
- have enhanced skills in engaging orally in an intelligent and critical manner with the kind of abstract themes encountered in this paper
- have enhanced skills in writing philosophical essays on challenging topics

ASSESSMENT

Each piece of assessment has been designed to enable students to demonstrate their grasp of essential concepts and techniques at progressive stages of the paper and for teaching staff to assess the progress they are making and to adjust lecture plans if necessary.

ASSESSMENT COMPONENTS

The internal assessment/exam ratio (as stated in the University Calendar) is 60:40. The final exam makes up 40% of the overall mark.



Component Description	Due Date	Time	Percentage of overall mark	Submission Method	Compulsory
1. Essay 1	9 Aug 2018	5:00 PM	15	• Online: Submit through Moodle	
2. Essay 2	4 Oct 2018	5:00 PM	25	• Online: Submit through Moodle	
3. Class participation			10		
4. Weekly Argument Outlines			10	• Online: Submit through Moodle	
5. Exam			40		✓
Assessment Total:			100		
Failing to complete a compulsory assessment component of a paper will result in an IC grade					

ESSAY 1

You will be responsible for completing a short essay that must be no more than 1500 words (**strict maximum limit**). An essay must be accompanied by an outline of its argument (on a separate sheet, stapled to the paper), executed on the model of the weekly outline assignments. For this essay assignment, I will prepare detailed instructions for you to use as a guide for writing the essay.

ESSAY 2

You will be responsible for completing a second short essay that must be no more than 2500 words (**strict maximum limit**). This essay must be accompanied by an outline of its argument (on a separate sheet, stapled to the paper), executed on the model of the weekly outline assignments. For this essay, I will prepare a list of potential topics the student may address in the essay. Should the student wish to develop an idea for the essay assignment on their own, I request that the student schedule an office hour with me to discuss the topic.

CLASS PARTICIPATION

Philosophy depends upon extending a dialogue between scholars that began over two thousand years ago and continues today. Because of this, an integral part of the learning experience in PHIL 350 is in-class participation. For each lecture, students who participate in the in-class discussion will receive a mark for high quality engagement with the material. I will write down your name and a summary of your contribution for each time you contribute to the classroom experience.

If past experience of in-class discussion is indicative of what will go on in this paper, then very fine essay assignments will result from relatively terse comments made in discussion.

WEEKLY ARGUMENT OUTLINES

Students must submit 10 weekly assignments (one per week); which weeks you skip is up to you. You may turn in 11 if you want, and if you do, I will drop the lowest grade.

For the first half of the semester (before mid-semester, i.e., 2018), these assignments consist of an outline of an argument in the readings. I will suggest passages and post them to a Moodle page, but you are free to outline an argument of your own choice instead. If you choose to outline a different argument, please provide me with a proper citation.

During the second half of the semester (after 2018), a weekly assignment consists of two outlines: the first, an outline of an argument in the readings (as during the first half of the term), and the second, an outline of an argument of your own that attacks the argument in the first outline.

Weekly assignments are due by 5.00PM every Wednesday. Students should submit assignments to me via Moodle. I must receive the assignment by the deadline. Late weekly assignments will not be accepted. Models of argument outlines and the text from which they are drawn, as well as a more detailed description of argument outlines, are available on our Moodle page.

HOW ACHIEVEMENT WILL BE MEASURED

The primary formal internal assessment measurement for this class involves the student writing two essays. The following are grading criteria the instructors will employ for marking student essays.



- An "A" essay has these characteristics:
 - It focuses directly on the assigned topic;
 - It has a clearly stated thesis and statement of procedure;
 - It accurately explains the pertinent background ideas, arguments, concepts, and debates;
 - It develops an interesting and original line of argument;

(The argument need not succeed, but it demonstrates considerable reflection and insight. The author explains her own position clearly, and makes a lucid and compelling case for it. Examples and analogies are germane and properly incorporated in the argument. If the paper considers a counter-argument [and most "A" papers do], the counter-argument focuses upon a real weakness of the main argument.)
 - The paper is well organised and individual paragraphs have clear and distinct roles in the development of the paper's thesis; and
 - There are virtually no mechanical errors, i.e., spelling, punctuation, grammar, etc.
- A "B" essay has these characteristics:
 - It often lacks one of the central characteristics of an "A" essay;
 - It will explain everything accurately and be well organised and have a few mechanical problems, but it will lack originality--it mostly rehearses the lectures and the readings;
 - It may have an interesting and original idea, but it will be somewhat unclear how the idea is to be understood or the argument for it is not cogent;
 - It may offer a good argument, but the author makes a major mistake in explaining the ideas of others;
 - It is possible to get a "B" on an essay by simply not providing a thesis for the paper, or by not sufficiently proofreading an otherwise high quality essay; or
 - Occasionally a student will get a "B" on a paper that is excellent but does not follow the assignment.
- A "C" essay has these characteristics:
 - It often lacks two of the central characteristics of an "A" essay;
 - It might be poorly organised and mis-describe some aspect of the background material;
 - It might lack a thesis and also be unoriginal; or
 - It may do many things in a second-rate way (e.g., it may have a somewhat unclear thesis and devote too much space to irrelevant background material).
- A "D" essay has these characteristics:
 - It often lacks three or four of the characteristics of an "A" essay;
 - It might lack a thesis, fail to accurately explain background material, and offer an unoriginal argument that simply rehearses the lectures; or
 - It may just be an extremely poorly written paper, with little organisation and structure and a very significant number of mechanical errors.
- A "E" essay has these characteristics:
 - It fails to do much of anything seen in an "A" essay; or
 - It is turned in too late.

ASSIGNMENT SUBMISSION AND COLLECTION PROCEDURE

All formal assessments will be submitted using Moodle. Short essay assignments will be returned within 3-5 days following its submission. Weekly assignments submitted at noon on Wednesday will be returned to the student in lecture on the same Wednesday it is submitted.

PROCESS FOR REQUESTING EXTENSIONS, SPECIAL CONSIDERATION AND FOR APPEALING MARKS

An extension of time in which to complete an essay or assignment may be granted if:

- (a) You are prevented from meeting the deadline by circumstances outside your control (such as illness)

and

- (b) You apply for the extension as soon as possible after learning about these circumstances.

If the deadline has not yet passed, you should apply for an extension to the lecturer in charge of the paper. In that case the application need not be in writing, unless the lecturer specifies otherwise. The lecturer may request you to provide documentary evidence that shows that conditions (a) and (b) have been satisfied.

If the deadline has already passed, the application should be submitted to the Chair of the School. In that case the application must be in writing and should where possible be accompanied by documentary evidence which shows that conditions (a) and (b) have been satisfied.

If an extension is granted, a special, later deadline will be set, and the rules about on time marks (below) will apply to that deadline like any other.

TOPICS

- Introduction



- Ontological Disputes
- Metaontology and Ontological Commitment: the Carnapian Tradition
- Challenges to Orthodox Ontological Commitment
- Ontological Realism
- Ontological Anti-Realism
- Dismissivism, Figuralism, and Pluralism
- Neo-Aristotelian Metaontology
- Grounding
- Fundamentality
- Structural Naturalism
- Essence and Ontological Dependence

SCHEDULE

Week		Week Beginning	Topics	Additional Information
Paper	University			
1	28	Mon 9 Jul	<ul style="list-style-type: none"> • Introduction 	Berto, F. and Plebani, M. (2015). <i>Ontology and Metaontology: A Contemporary Guide</i> . London: Bloomsbury, Introduction, Sections 1-4, pp. 1-9 and Chapter 2, pp. 23-33.
2	29	Mon 16 Jul	<ul style="list-style-type: none"> • Ontological Disputes 	<p>Lewis, David and Lewis, Stephanie. (1970). "Holes." <i>Australasian Journal of Philosophy</i> 48(2): 206-212.</p> <p>van Inwagen, Peter. (1990). <i>Material Beings</i>. Ithaca, NY: Cornell University Press, Chapters 2 and 3.</p>
3	30	Mon 23 Jul	<ul style="list-style-type: none"> • Metaontology and Ontological Commitment: the Carnapian Tradition 	<p>Carnap, Rudolf. (1950). "Empiricism, Semantics and Ontology." <i>Revue Internationale de Philosophie</i> 4(11): 20-40.</p> <p>Quine, W.V.O. (1948). "On What There Is." <i>Review of Metaphysics</i> 2(1): 21-38.</p>
4	31	Mon 30 Jul	<ul style="list-style-type: none"> • Challenges to Orthodox Ontological Commitment 	<p>Melia, Joseph. (1995). "On What There's Not." <i>Analysis</i> 55(4): 223-229.</p> <p>Hofweber, Thomas. (2005). "A Puzzle About Ontology." <i>Nous</i> 39(3): 256-283.</p>
5	32	Mon 6 Aug	<ul style="list-style-type: none"> • Ontological Realism 	Jenkins Ichikawa, Carrie S. (2010). "What is Ontological Realism?" <i>Philosophy Compass</i> 5(10): 880-890.
6	33	Mon 13 Aug	<ul style="list-style-type: none"> • Ontological Anti-Realism 	Chalmers, David. (2009). "Ontological Anti-realism." In David Chalmers, David Manley, and Ryan Wasserman (eds.). <i>Metametaphysics: New Essays on the Foundations of Ontology</i> . Oxford, UK: Oxford University Press, pp. 77-129.



Week		Week Beginning	Topics	Additional Information
Paper	University			
7	34	Mon 20 Aug	Teaching Recess Week	
8	35	Mon 27 Aug	Teaching Recess Week	https://elearn.waikato.ac.nz/mod/resource/view.php?id=550046
9	36	Mon 3 Sep	<ul style="list-style-type: none"> Dismissivism, Figuralism, and Pluralism 	<p>Bennett, Karen. (2009). "Composition, Colocation, and Metaontology." In David Chalmers, David Manley, and Ryan Wasserman (eds.). <i>Metametaphysics: New Essays on the Foundations of Ontology</i>. Oxford, UK: Oxford University Press, pp. 38-76.</p> <p>Yablo, Stephen. (1998). "Does Ontology Rest on a Mistake?" <i>Aristotelian Society Supplementary Volume</i> 72(1): 229-283.</p> <p>Turner, Jason. (2010). "Ontological Pluralism." <i>Journal of Philosophy</i> 107(1): 5-34.</p>
10	37	Mon 10 Sep	<ul style="list-style-type: none"> Neo-Aristotelian Metaontology 	<p>Koslicki, Katherin. (2015). "Questions of Ontology." In Stephan Blatti and Sandra Lapointe (eds.). <i>Ontology After Carnap</i>. Oxford, UK: Oxford University Press, pp. 220-241.</p>
11	38	Mon 17 Sep	<ul style="list-style-type: none"> Grounding 	<p>Bliss, Ricki and Trogdon, Kelly. (2014). "Metaphysical Grounding." <i>Stanford Encyclopedia of Philosophy</i> (U R L = http://plato.stanford.edu/entries/grounding (http://plato.stanford.edu/entries/grounding)).</p> <p>Wilson, Jessica. (2014). No Work for a Theory of Grounding." <i>Inquiry</i> 57(5-6): 535-579.</p>
12	39	Mon 24 Sep	<ul style="list-style-type: none"> Fundamentality 	<p>Raven, Michael. (2015). "Fundamentality without Foundations." <i>Philosophy and Phenomenological Research</i> 90(3): 607-626.</p> <p>Dasgupta, Shamik. (2014). "The Possibility of Physicalism." <i>Journal of Philosophy</i> 111(9/10): 557-592.</p>
13	40	Mon 1 Oct	<ul style="list-style-type: none"> Structural Naturalism 	<p>Sider, Theodore. (2011). <i>Writing the Book of the World</i>. Oxford, UK: Oxford University Press, Chapters 1 and 9.</p>



Week		Week Beginning	Topics	Additional Information
Paper	University			
14	41	Mon 8 Oct	<ul style="list-style-type: none"> Essence and Ontological Dependence 	<p>Koslicki, Kathrin. (2013). "Ontological Dependence: An Opinionated Survey." In Benjamin Schnieder, Miguel Hoeltje, and Alex Steinberg (eds.). <i>Varieties of Dependence: Ontological Dependence, Grounding, Supervenience, Response-Dependence</i>. Berlin: Philosophia Verlag, pp. 31-64.</p> <p>Wilson, Jessica. (forthcoming). "Essence and Dependence." In Mircea Dumitru (ed.), <i>Metaphysics, Meaning, and Modality: Themes from Kit Fine</i>. Oxford, UK: Oxford University Press, pp. 1-22.</p>
15	42	Mon 15 Oct	Study Week	
16	43	Mon 22 Oct	Exam Week	
17	44	Mon 29 Oct	Exam Week	

Schedule can be subject to change.

REQUIRED AND RECOMMENDED READINGS

REQUIRED READINGS

The schedule above provides a list of the required readings for the semester. Students should familiarise themselves with each reading prior to attending the first lecture of the week in which the reading is listed. For example, during Week #1 of the course, students are obliged to read an excerpt from Berto and Plebani's *Ontology and Metaontology: A Contemporary Guide*. Please attend the first session of the week prepared to answer enquiries about Berto and Plebani's essay and come to class ready to participate.

Recommendations regarding how to approach reading in a philosophy paper is available [here](https://www.josephulatowski.net/information-for-students) (<https://www.josephulatowski.net/information-for-students>).

RECOMMENDED READINGS

Given that the primary objective of this paper is to familiarise students with the classic arguments and debates occurring in metametaphysics, it will rely heavily upon primary source material. Occasionally, I will recommend some secondary source material for students to review and use **Moodle** as a vehicle for these recommendations. Students enrolled in PHIL 350 are **not required** to read or review the recommendations, but I highly encourage them to read the material if they're interested in the debates we're reviewing in class.

ONLINE SUPPORT

Should the student have difficulty accessing sources via Moodle, please feel free to email me. However, if the matter is not related to the paper (i.e., a technical problem with Moodle), then I recommend the student to contact the University's IT Help Desk at 07 838 4008.

WORKLOAD

200 hours.

LINKAGES TO OTHER PAPERS

PREREQUISITE(S)

Prerequisite papers: PHIL102 or PHIL103

PAPER APPRAISAL

In past iterations, the paper provided a historical overview of philosophy from the 1880s to the 1950s. Given that students indicated in



evaluations that they prefer a topical approach in philosophy papers, I have reconceived the paper for 2018. Students should feel free to share their views of the paper with me throughout the course of the semester.

ADDITIONAL INFORMATION

FASS Student Support

The Faculty of Arts and Social Sciences is committed to providing student support to all of its students. We have dedicated Student Support Coordinators that are responsible for facilitating all aspects of support and services for students, including academic programme advice, procedural and pastoral care and tutoring assistants/mentors that provide academic support.

International student support staff can be contacted via email fass-international@waikato.ac.nz or students can drop into room K.2.19, in either groups or individually.

Te Aka Matua can be contacted via email on kaiawhina@waikato.ac.nz or students can drop into room JK.2.02, in either groups or individually.

Pacific Student Support staff can be contacted via email fass-pacific@waikato.ac.nz

FASS Health and Safety

Students should be aware of the Faculty of Arts and Social Sciences Health and Safety requirements. Further information can be found at the following link <http://www.waikato.ac.nz/fass/student-health-and-safety/> (<http://www.waikato.ac.nz/fass/student-health-and-safety/>)

International student support

The Faculty is dedicated to providing support for all its international students. The International Student Support Coordinator and International tutors are available to assist students with advice in all areas of study and with pastoral care. Further information about international student support, and contact details can be found here <http://www.waikato.ac.nz/fass/study/international>.

Maori student support

The Te Aka Matua Support Unit within FASS is available for all students. The kaiawhina, or mentors, can help with processes involved in essay writing, going over concepts discussed in class, submitting work in Te Reo Maori and much more. Te Aka Matua can be reached via email on kaiawhina@waikato.ac.nz, or drop in to room JK.2.02, in either groups or individually. Further information about the support group can be found at <http://www.waikato.ac.nz/fass/study/tekainga/teakamatua> (<http://www.waikato.ac.nz/fass/study/tekainga/teakamatua>).

Pacific student support

FASS Pacific Student Support want to enhance our Pacific student's learning needs by providing a comprehensive support system. A Pacific Student Support Adviser and Pacific tutors are available to assist students with advice in all areas of study as well as personal and cultural concerns. Support staff can be contacted via email fass-pacific@waikato.ac.nz.

UNIVERSITY REGULATIONS

Resources provided to students by the University are subject to copyright protection under the Copyright Act 1994. If you use, sell or share these resources without permission of the copyright holder, you may be subject to legal proceedings, or disciplinary action by the University. In particular, students are advised that uploading course materials and assignments to websites, whether or not any payment is received by the student, OR using such websites as an aid to completing assignments, whether or not any payment is made by the student, will result in disciplinary action which can lead to papers being disallowed, or the student's exclusion from the University.

Your attention is drawn to the following regulations and policies, which are published in the University Calendar:

- [Assessment Regulations 2016 \(http://calendar.waikato.ac.nz/assessment/assessment.html\)](http://calendar.waikato.ac.nz/assessment/assessment.html)
- [Change of Enrolment Regulations 2012 \(http://calendar.waikato.ac.nz/admission/changeofenrolment.html\)](http://calendar.waikato.ac.nz/admission/changeofenrolment.html)
- [Computer Systems Regulations 2005 \(http://calendar.waikato.ac.nz/policies/computersystems.html\)](http://calendar.waikato.ac.nz/policies/computersystems.html)
- [Policy on the Use of Maori for Assessment \(http://calendar.waikato.ac.nz/assessment/useofmaori.html\)](http://calendar.waikato.ac.nz/assessment/useofmaori.html)
- [Ethical Conduct in Human Research and Related Activities Regulations 2008 \(http://calendar.waikato.ac.nz/assessment/ethicalconduct.html\)](http://calendar.waikato.ac.nz/assessment/ethicalconduct.html)
- [Student Research Regulations 2008 \(http://calendar.waikato.ac.nz/assessment/studentresearch.html\)](http://calendar.waikato.ac.nz/assessment/studentresearch.html)
- [Code of Student Conduct \(https://www.waikato.ac.nz/official-info/index/docs/code-of-student-conduct\)](https://www.waikato.ac.nz/official-info/index/docs/code-of-student-conduct)

ACADEMIC INTEGRITY

Me tika. Me rite. Me pono.



The University of Waikato is committed to excellence, respect, and honesty in scholarship and to ethical professional conduct. Academic integrity is at the core of this commitment and requires all members of the University community (students, academic and general staff) to uphold academic integrity as a personal, academic, and professional responsibility.

Ma te Tangata! Mo te Tangata!

Plagiarism

Plagiarism means presenting as one's own work the work of another, and includes the copying or paraphrasing of another person's work in an assessment item without acknowledging it as the other person's work through full and accurate referencing; it applies to assessment (as defined in the Assessment Regulations presented through a written, spoken, electronic, broadcasting, visual, performance or other medium. The Student Discipline Regulations are found in the online [Calendar \(http://calendar.waikato.ac.nz/policies/discipline.html\)](http://calendar.waikato.ac.nz/policies/discipline.html) and further information at the [Student Discipline \(http://www.waikato.ac.nz/sasd/misconduct/\)](http://www.waikato.ac.nz/sasd/misconduct/) website. The [Library \(http://www.waikato.ac.nz/library/\)](http://www.waikato.ac.nz/library/) and [Student Learning \(http://www.waikato.ac.nz/students/student-learning/\)](http://www.waikato.ac.nz/students/student-learning/) are valuable resources to assist you with your studies at the University.

STUDENT SUPPORT

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Pacific Student Support staff can be contacted via email fass-pacific@waikato.ac.nz

We provide a range of student support services for both our [Hamilton \(http://www.waikato.ac.nz/students/student-support.shtml\)](http://www.waikato.ac.nz/students/student-support.shtml) and [Tauranga \(http://uwt.waikato.ac.nz/student-links/learner-support/\)](http://uwt.waikato.ac.nz/student-links/learner-support/) based students. Service providers include [Disability Support \(http://uwt.waikato.ac.nz/student-links/disability-services/\)](http://uwt.waikato.ac.nz/student-links/disability-services/) staff, who are committed to making study more accessible for people with disabilities, and the [Student Learning \(http://www.waikato.ac.nz/students/student-learning/\)](http://www.waikato.ac.nz/students/student-learning/) team, who help students acquire the skills, knowledge and attributes they need to be successful, independent, and self-directed learners.

HEALTH AND SAFETY

Students should be aware of the Faculty of Arts and Social Sciences Health and Safety requirements. Further information can be found [here \(http://www.waikato.ac.nz/fass/student-health-and-safety/\)](http://www.waikato.ac.nz/fass/student-health-and-safety/).

In the event of the continuous sounding of sirens or ringing of alarms, all occupants of the building must evacuate in an orderly and timely manner by the nearest exit to an area away from the building and clear of the roadway. They should not attempt to carry cumbersome equipment and personal belongings. The building cannot be re-entered until the all clear is signalled by the Fire Service or Building Warden. Lifts must not be used during an evacuation.

Sitting at your computer for long periods has the potential to impact on your physical wellbeing. Careful attention should be paid to seating and the height of your desk so that your feet are able to sit flat on the floor and your elbows, hips and knees are at right angles.

It is suggested that regular breaks are taken and activities are alternated to avoid staying in one position for too long.

If you hear a siren from the emergency blue boxes placed around campus, listen and follow the instructions carefully.

CLASS REPRESENTATION

During the first week of the paper you will be given an opportunity to elect at least one fellow student as your Class Representative.

A Class Representative is a student who represents the views of his or her class on academic matters to the lecturer, Department and/or Faculty. The types of issues a Class Rep would usually raise are things that impact on the quality of education and the ability of class members to study effectively, such as assessment, access to paper resources, the quality of tutorials, papers, materials and teaching facilities.

The University's Class Rep Administrator can be contacted on 837 9312 or email address: student.reps@waikato.ac.nz. Further information can be found at the [Class Rep Website \(https://sites.google.com/a/waikato.ac.nz/class-reps/\)](https://sites.google.com/a/waikato.ac.nz/class-reps/).

COMPLAINTS PROCEDURES

The [Student Complaints Procedures Website \(http://calendar.waikato.ac.nz/policies/studentcomplaints.html\)](http://calendar.waikato.ac.nz/policies/studentcomplaints.html) provides details of the

