

Division of Arts Law Psychology & Social Sciences

School of Social Sciences

Philosophy

STAFF CONTACT DETAILS

CONVENOR(S)

Joe Ulatowski

Phone ext: 9350

Room: J.3.19

Office Hours: Thursdays 12:00PM - 1:30PM (virtual)
or by appointment

Email: joe.ulatowski@waikato.ac.nz



ADMINISTRATOR(S)

Monique Mulder: monique.mulder@waikato.ac.nz

LIBRARIAN(S)

Anne Ferrier-Watson: anne.ferrier-watson@waikato.ac.nz

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

The aim of this paper is to ask: *what, if anything, constitutes progress in science?* We explore four different responses to the question, the **semantic** (scientific progress is constituted by proximity to truth), the **epistemic** (scientific progress is the accumulation of knowledge), the **noetic** (scientific progress is a matter of understanding), and the **functional-internalist** (scientific progress is success in solving problems).

PAPER DESCRIPTION

It is not unreasonable to think of the physical, natural, and social sciences as a collective social enterprise where successive generations of investigators use a proper set of methods of inquiry to guarantee the discovery and justification of new truths. Underlying these investigations is an important philosophical question of how we ought to judge the successful progress of science. Thus, the question that provides structure to this paper is: **What is scientific progress?** We will afford near equal time between accounts of scientific progress that judges scientific success in terms of problem-solving, knowledge-seeking, understanding-seeking, or truth-seeking. Throughout the trimester, we will compare and contrast these four accounts of scientific progress by considering the most prominent arguments for and against each of them.

PAPER STRUCTURE

This paper will be offered completely online for 2020 B Trimester. Offering a fully online version of the paper will have an equivalent amount of work to complete by the student that a face-to-face or hybrid paper would have. The delivery of the paper's content will be slightly different than a typical face-to-face model of classroom learning. Being present for 150-minutes of lecture and workshop per week, to my mind, would be too taxing to promote effective learning in students. So, let me tell you about my plan for the structure of the paper.

Mini-lectures

First, each week, I will post mini-lectures on specific parts of the weekly readings. Mini-lectures will be no longer than 20 minutes, so students may watch them (and rewatch them, if necessary). There may be up to 4 mini-lectures posted to Moodle per week, but even that seems excessive. So, I will try to restrict myself to a maximum of 3 mini-lectures per week.

Handouts

Readings in the philosophy of science can be technical and densely packed with logical or philosophical jargon. Since the student may be unfamiliar with such terminology and the technical details, I will from time to time post to Moodle a handout about the reading(s) for the week. These handouts are to help supplement the material the student is reading during the week. Do not assume that I will do this!

Online Zoom Discussions

Each week, we will meet for approximately 60 minutes. Sometimes the meeting could go over that time, or the meeting could be less than that. In each of these sessions, there will be a student or two assigned to give a summary of either a full article we have been assigned for the week or a portion of one article. Students will have a maximum of 10 minutes to present the material that they have been assigned. The remainder of the session will be dedicated to students' questions and comments about the material.

Virtual Office Hours

Each week, I will host a virtual office hour, that will last 90 minutes. This will be the trickiest part of the paper because there may be more than one person in attendance. What I will likely do is have students sign-in to a Zoom session. There will be a queue, and I will work my way through that queue in the order in which the student entered the virtual room.

TIMETABLE

Reason, Science and Pseudoscience adopts a fully online learning environment. The burden of the work is shared equally between the student and the lecturer, but the expectation is that the student will do a great deal of work independently. Working independently requires the student to be disciplined enough and responsible enough to undertake weekly checklists. If the student feels behind with the work for the paper, please do not hesitate to reach out by email. We can discuss strategies designed to get a student back on track. I will employ the Moodle Online platform to alert the student of work that is coming due.

LECTURES

Name	Time	Room
Lecture 01	MON, 2:00 PM - 3:00 PM	S.G.03
Lecture 02	WED, 12:00 PM - 1:00 PM	S.G.03

Before the start of semester, please check in [MyWaikato](#) for any changes to lecture times or venues.



WORKSHOPS

Name	Time	Room
Workshop 01	WED, 4:00 PM - 5:00 PM	K.B.07

Before the start of semester, please check in [MyWaikato](#) for any changes to workshop times or venues.

LEARNING OUTCOMES

Students who successfully complete the course should be able to:

- Subject specific intellectual and research skills
 - interpret, synthesise, and criticise complex texts and argumentative positions in the literature on the nature of scientific progress, knowledge & understanding, truthlikeness & verisimilitude, and scientific practice;
 - present and debate ideas, both orally and in writing, in an open-minded and rigorous way; and
 - articulate and defend one's own views regarding the issues of scientific progress.
- Transferable and deliverable skills
 - pro-actively undertake independent work;
 - work effectively to deadlines;
 - take notes for lectures and written materials; and
 - evolve rapidly in an environment that tests one's critical reasoning skills; and
 - exercise intellectual humility.

ASSESSMENT

This paper is wholly internally assessed. 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 100:0. There is no final exam.

Component Description	Due Date	Time	Percentage of overall mark	Submission Method	Compulsory
1. Discussion participation			10	<ul style="list-style-type: none"> • Online: Moodle Forum Discussion 	
2. Presentation			15	<ul style="list-style-type: none"> • Online: Submit through Moodle 	
3. Essay 1	31 Jul 2020	8:00 AM	25	<ul style="list-style-type: none"> • Online: Submit through Moodle 	
4. Essay 2 Plan	14 Aug 2020	5:00 PM	20	<ul style="list-style-type: none"> • Online: Submit through Moodle 	
5. Essay 2	30 Oct 2020	5:00 PM	30	<ul style="list-style-type: none"> • Online: Submit through Moodle 	
Assessment Total:			100		
Failing to complete a compulsory assessment component of a paper will result in an IC grade					

DISCUSSION PARTICIPATION

To earn full marks for Discussion participation, students must submit at least 10 responses to questions posted in the Discussion section of Moodle.



PRESENTATION

Students will be responsible for preparing a presentation of a portion of a recommended reading(s) for a given week. The presentation should be modelled on the mini-lectures that the lecturer posts to Moodle. During the first week of classes, there will be a sign-up poll in Moodle to volunteer for a presentation.

The student will prepare and record a mini-lecture using Microsoft PowerPoint or any other recording software with which the student is comfortable. The student must submit their mini-lecture on Sunday of the week in which the recommended reading occurs.

More information will be provided about the presentation in the paper's Moodle portal.

ESSAY 1

Students are responsible for completing a short essay that will be a maximum of 1500 words. For this essay assignment, I will prepare detailed instructions for students to use as a guide for writing the essay and distribute these instructions to students at least two weeks prior to the due date of the essay.

ESSAY 2 PLAN

Students should submit an essay plan for Essay 2, the longer of the two essays to complete during the trimester. To prepare an essay plan, students should choose an essay topic and design an outline of their proposed essay modeled on the argument outlines employed throughout the semester. A template of an essay plan will be distributed to students two weeks before the essay plan is due. Feedback on the essay plan will be constructive and will help students write Essay 2.

ESSAY 2

The student will be responsible for completing a second essay that will be a maximum of 3000 words. 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 a virtual office hour with me to discuss the topic

HOW ACHIEVEMENT WILL BE MEASURED

This paper is entirely internally assessed. Each piece of assessment has been designed to enable students to demonstrate their command 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.

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.

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
- What is scientific progress?
- Epistemic theory of scientific progress
- Functional-internalist theory of scientific progress
- Noetic theory of scientific progress
- Semantic theory of scientific progress



SCHEDULE

Week		Week Beginning	Topics	Additional Information
Paper	University			
1	29	Mon 13 Jul	<ul style="list-style-type: none"> • Introduction • What is scientific progress? 	<p>Required reading:</p> <ul style="list-style-type: none"> • "Are Scientists Blocking their Own Progress?" <i>The Washington Post</i> • "Is There Such a Thing as Truth?" <i>Boston Review</i>
2	30	Mon 20 Jul	<ul style="list-style-type: none"> • What is scientific progress? 	<p>Required reading:</p> <ul style="list-style-type: none"> • "It's Time for a Robust Philosophical Defence of Truth in Science" <i>Aeon</i> <p>Recommended reading:</p> <ul style="list-style-type: none"> • "Learning the Truth Through Science" <i>Irish Times</i>
3	31	Mon 27 Jul	<ul style="list-style-type: none"> • Epistemic theory of scientific progress 	<p>Required reading:</p> <ul style="list-style-type: none"> • Bird, Alexander. "What is Scientific Progress?" <i>Nous</i> <p>Recommended reading:</p> <ul style="list-style-type: none"> • Barnes, Eric. "Beyond Verisimilitude: A Linguistically Invariant Basis for Scientific Progress." <i>Synthese</i>
4	32	Mon 3 Aug	<ul style="list-style-type: none"> • Epistemic theory of scientific progress 	<p>Essay 1 due</p> <p>Required reading:</p> <ul style="list-style-type: none"> • Rowbottom, Darrell. "What Scientific Progress is Not: Against Bird's Epistemic View." <i>International Studies in the Philosophy of Science</i> <p>Recommended reading:</p> <ul style="list-style-type: none"> • Saatsi, Juha. "What is Theoretical Progress of Science?" <i>Synthese</i>



Week		Week Beginning	Topics	Additional Information
Paper	University			
5	33	Mon 10 Aug	<ul style="list-style-type: none"> Epistemic theory of scientific progress 	<p>Required reading:</p> <ul style="list-style-type: none"> Park, Seungbae. "Does Scientific Progress Consist in Knowledge or Understanding?" <i>Journal for General Philosophy of Science</i> <p>Recommended reading:</p> <ul style="list-style-type: none"> Mihrazi, Moti & Buckwalter, Wesley. "The Role of Justification in the Ordinary Concept of Scientific Progress." <i>Journal for General Philosophy of Science</i> Mihrazi, Moti. "What is Scientific Progress? Lessons from Scientific Practice." <i>Journal for General Philosophy of Science</i>
6	34	Mon 17 Aug	<ul style="list-style-type: none"> Functional-internalist theory of scientific progress 	<p>Essay 2 Plan Due</p> <p>Required reading:</p> <ul style="list-style-type: none"> Shan, Yafeng. 2019. "A New Functional Approach to Scientific Progress." <i>Philosophy of Science...</i> <p>Recommended reading:</p> <ul style="list-style-type: none"> "What Thomas Kuhn Really Thought about Scientific "Truth," <i>Scientific American Blog Network</i>
7	35	Mon 24 Aug	Teaching Recess Week	
8	36	Mon 31 Aug	Teaching Recess Week	
9	37	Mon 7 Sep	<ul style="list-style-type: none"> Noetic theory of scientific progress 	<p>Required reading:</p> <ul style="list-style-type: none"> Khalifa, Kareem. "Understanding, Truth, and Epistemic Goals." <i>Philosophy of Science</i> <p>Recommended reading:</p> <ul style="list-style-type: none"> Silwa, Paulina. "Understanding and Knowing." <i>Proceedings of the Aristotelian Society</i>



Week		Week Beginning	Topics	Additional Information
Paper	University			
10	38	Mon 14 Sep	<ul style="list-style-type: none"> Noetic theory of scientific progress 	<p>Required reading:</p> <ul style="list-style-type: none"> Bangu, Sorin. "Scientific Progress, Understanding, and Unification." <i>Romanian Studies in Philosophy of Science</i>. <p>Recommended reading:</p> <ul style="list-style-type: none"> Dellsén, Finnur. "Scientific Progress: Knowledge versus Understanding." <i>Studies in History and Philosophy of Science</i>. Dellsén, Finnur. "Understanding without Justification or Belief." <i>Ratio</i>.
11	39	Mon 21 Sep	<ul style="list-style-type: none"> Semantic theory of scientific progress 	<p>Required reading:</p> <ul style="list-style-type: none"> Oddie, Graham. "Truth and Closeness to Truth." from his book, <i>Likeness to Truth</i> <p>Recommended reading:</p> <ul style="list-style-type: none"> Niiniluoto, Ilkka. "The Concept of Truthlikeness" from his book, <i>Truthlikeness</i>
12	40	Mon 28 Sep	<ul style="list-style-type: none"> Semantic theory of scientific progress 	<p>Required reading:</p> <ul style="list-style-type: none"> Tichy, Pavel. "On Popper's Definition of Verisimilitude." <i>The British Journal for the Philosophy of Science</i> <p>Recommended reading:</p> <ul style="list-style-type: none"> Miller, David. "Popper's Qualitative Theory of Verisimilitude." <i>The British Journal for the Philosophy of Science</i>
13	41	Mon 5 Oct	<ul style="list-style-type: none"> Semantic theory of scientific progress 	<p>Required reading:</p> <ul style="list-style-type: none"> Cohen, L. Jonathan. "What has Science to do with Truth? <i>Synthese</i> <p>Recommended reading:</p> <ul style="list-style-type: none"> Leplin, Jarrett. "Truth and Scientific Progress." <i>Studies in the History and Philosophy of Science</i>



Week		Week Beginning	Topics	Additional Information
Paper	University			
14	42	Mon 12 Oct	<ul style="list-style-type: none"> Semantic theory of scientific progress 	<p>Required reading:</p> <ul style="list-style-type: none"> Niiniluoto, Ilkka. "Scientific Progress as Increasing Verisimilitude." <i>Studies in the History and Philosophy of Science</i>. <p>Recommended reading:</p> <ul style="list-style-type: none"> Rowbottom, Darrell. "Scientific Progress without Increasing Verisimilitude: In Response to Niiniluoto." <i>Studies in the History and Philosophy of Science</i>.
15	43	Mon 19 Oct	Study Week	
16	44	Mon 26 Oct	Exam Week	
17	45	Mon 2 Nov	Exam Week	Essay 2 due

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. All of the required and recommended readings are available not only through our Moodle Page but the University of Waikato Library's accompanying Reading List page.

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

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. All of the required and recommended readings are available not only through our Moodle Page but the University of Waikato Library's accompanying Reading List page.

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>).

ONLINE SUPPORT

All of the content for this paper will be available on Moodle. All readings will be available on Moodle. All mini-lectures will be posted to Moodle. To view mini-lectures, students will need access to software capable of streaming a Microsoft PowerPoint slide presentation.

If a student does not have a copy of PowerPoint installed in your personal computer or personal device, contact the ITS Help Desk for recommendations regarding how to view the mini-lectures. ITS does provide *gratis* full versions of the software for students and academic staff. Other content will be available through Moodle, too. Finally, the lecturer will have 90 minutes of office hours per week, and students are encouraged to schedule a virtual office hour with the lecturer beforehand.

WORKLOAD

Students should expect to spend an average of 10 hours per week on this paper, including class time.

LINKAGES TO OTHER PAPERS

Philosophy is the very crucible from which all other disciplines evolved, so this paper links with every other paper in the offering at university.

RESTRICTION(S)



Restricted papers: PHIL208

PAPER EVALUATION

This is a new paper for the lecturer. Students will have both formal and informal opportunities to provide feedback about content, readings, assessment structure and teaching.

ADDITIONAL INFORMATION

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 kaiāwhina, or mentors, can help with processes involved in essay writing, going over concepts discussed in class, submitting work in Te Reo Māori 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. There is also a [Moodle-based course \(https://elearn.waikato.ac.nz/course/view.php?id=38058\)](https://elearn.waikato.ac.nz/course/view.php?id=38058) on Academic Integrity, which is highly recommended.

The student is encouraged to adopt **any** reference style with which they may be familiar, such as APA, Chicago Style, or Harvard, but I do not necessarily expect the student to know of any reference style. I, therefore, provide here an example that a student may follow in preparing their essays.

The expectation is that when the student cites work in their essay assignment, there will appear at the end of the essay a list of references entitled "References." I will now provide example citations and a model reference list.

CITATIONS

When you are citing a text generally, cite references in the text by name and year in parentheses. Some examples:

- Negotiation research spans many disciplines (Thompson 1990).
- This result was later contradicted by Becker and Seligman (1996).
- This effect has been widely studied (Abbott 1991; Barakat et al. 1995; Kelso and Smith 1998; Medvec et al. 1999).

When you are citing a direct quotation, cite references in the text by name and year, plus page number(s) in parentheses. Some examples:

- "There are interdisciplinary means of negotiation (Thompson 1990, 165).
- "Two-thirds of the results contradicted other studies," according to Becker and Seligman (1996, 50).

REFERENCE LIST

The list of references should only include works that are cited in the text and that have been published or accepted for publication. Personal communications and unpublished works should only be mentioned in the text. Do not use footnotes or endnotes as a substitute for a reference list. Reference list entries should be alphabetized by the last names of the first author of each work.

- **Journal article:** Harris, M., Karper, E., Stacks, G., Hoffman, D., DeNiro, R., Cruz, P., et al. (2001). Writing labs and the Hollywood connection. *Journal of Film Writing*, 44(3), 213–245.
- **Article by DOI:** Slifka, M. K., & Whitton, J. L. (2000) Clinical implications of dysregulated cytokine production. *Journal of Molecular Medicine*, <https://doi.org/10.1007/s001090000086>
- **Book:** Calfee, R. C., & Valencia, R. R. (1991). APA guide to preparing manuscripts for journal publication. Washington, DC: American Psychological Association.
- **Book chapter:** O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107–123). New York: Springer.
- **Online document:** Abou-Allaban, Y., Dell, M. L., Greenberg, W., Lomax, J., Peteet, J., Torres, M., & Cowell, V. (2006). Religious/spiritual commitments and psychiatric practice. Resource document. *American Psychiatric Association*. http://www.psych.org/edu/other_res/lib_archives/archives/200604.pdf. Accessed 25 June 2017.

STUDENT SUPPORT

We provide a range of student support services for both our [Hamilton \(https://www.waikato.ac.nz/student-life/student-services\)](https://www.waikato.ac.nz/student-life/student-services) and [Tauranga \(https://uwat.waikato.ac.nz/student-links/learner-support/\)](https://uwat.waikato.ac.nz/student-links/learner-support/) based students. Service providers include [Accessibility Services \(https://www.waikato.ac.nz/students/accessibility-services/\)](https://www.waikato.ac.nz/students/accessibility-services/) staff, who are committed to supporting students with impairments in order for them to be successful in their studies, and the [Student Learning \(https://www.waikato.ac.nz/teaching-and-learning/student-learning\)](https://www.waikato.ac.nz/teaching-and-learning/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

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.

If the siren or alarm bells ring continuously, evacuate the building immediately or follow the voice activated instructions.



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.

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.

Further information can be found at the [Class Rep Website \(https://www.waikato.ac.nz/students/class-representatives/\)](https://www.waikato.ac.nz/students/class-representatives/).

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 University's process for handling concerns and complaints.