

Normativity and the Psychology of Social Norms

PHIL 535: Studies in Philosophy of Mind
Fall Term 2017
Purdue University
Instructors: Taylor Davis and Daniel Kelly

1. Course Description

Nearly every aspect of human life is regulated by a dense but invisible web of normative structure, a set of often unwritten rules that demarcate right from wrong, rational from irrational, appropriate from inappropriate, sacred from profane, acceptable from required or forbidden. Since one focus of this course will be the psychological capacities underlying human normativity, we will begin by briefly surveying contemporary solutions to the mind/body problem, with an emphasis on functionalism, the computer analogy, and dual process theories of cognition. We will then consider a range of exciting new research into human norm psychology, the nature and significance of social norms and the kinds of moral, epistemic, religious, aesthetic, and prudential practices they regulate. We will look at recent interdisciplinary work in the human sciences - psychology, anthropology, economics, evolutionary theory - that is converging on the idea that understanding norms is crucial to understanding our distinctively human nature. We will investigate conceptual debates within this emerging consensus while also keeping an eye towards seeing how the key results can be used to inform and advance other areas of philosophic work on topics including, but not limited to, ethics and metaethics, social and political theory, agency and personhood, gender and race, and religion.

2. Class Meetings

Class lectures meet Tuesday and Thursday from 4:30 – 5:45pm, Room 1248 of Beering Hall.

3. Office Hours and Contact Information

Taylor Davis

Office: 7136 Beering Hall

Email: taylordavis@purdue.edu

Office Hours: T/R 2:00-3:00 or by appointment

Daniel Kelly

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Office Hours: 11:00am – 1:00pm Tuesdays and by appointment

4. Course Requirements and Assessment

Grades on papers and exams will be given on the standard 0-100 point grading scale:

100-98:	A+
97-93:	A
92-90:	A-
89-87:	B+
86-83:	B
82-80:	B-
79-77:	C+
76-73:	C
72-70:	C-
69-67:	D+
66-63:	D
62-60:	D-
59-0:	F

Final grades will be determined as follows:

Participation, in class discussion:	10%
Participation, outlines and blog posts:	10%
Prospectus and End of Semester Presentation:	20%
Term Paper	60%

Outlines

- Students should turn in one outline a week for the first 10 weeks of class
- Choose one paper from the reading list for the week in question
- Write up a **one page** outline of that paper, pulling out the “bird’s eye view” structure of article – sections, main claims of sections, basic arguments for those claims, etc.
 - Aim at one page! Certainly no less, but also try not to go too far over (spilling a *little* into another page is fine). This is an exercise in compression, of identifying and displaying the most crucial elements of a paper and their logical relationship to each other. Practice being able to see shape of the forest without getting lost in the local trees.
- If you’ve never done outlines before, this may be helpful:
<https://owl.english.purdue.edu/owl/resource/544/1/>
- After you’ve outlined the paper, on a separate page (or just on the back), also:
 - Formulate in your own words the main or central **question** the paper is addressing
 - Identify one sentence or passage from the paper (quoted verbatim from the text itself) that best states **the answer the author gives** to the central question you’ve identified

- Pose a **question of your own** that the paper provoked

Blog Posts

- There is a (private, password protected) **course blog**, which you can get to via the course website, or directly, at this address:
<http://normativitypsychnorms.blogspot.com>
- In general, the blog will be an informal place for questions, discussions, and links to relevant papers, articles and news items as the semester unfolds
- Beginning Thursday, Aug 24, for every class session:
 - One student will post a short **blog post** focused on the readings for that class session. The baseline thing to do here is to summarize the reading(s), stating the main line of argument and its conclusion, and pulling out any interesting points, either to elaborate on or to disagree with. But we are leaving exact format open so that you can get creative with it if you want, as long as you keep in mind that whatever you write a) will serve as a conversation starter for in-class discussion, and b) someone else should be capable of responding to it on the blog.
 - The **blog post** should be posted around dinner time on the night before class meets (so, Monday/Wednesday); let's say **7:00pm** if you're looking for a precise time
 - Another student will post a short **response** to the primary blog post, elaborating, disagreeing, and in general further setting the table for the in-class conversation in general
 - **Responses** will ideally be posted before the responder goes to bed that night (M/W), but at the latest should be posted by **noon** on the day of class
 - Everyone should read the posts before our class sessions
 - Sign-up sheets for particular dates will be circulated soon
 - Each undergraduate will do one summary, one response
 - Each graduate student will do two summaries, two responses
- Our hope is for this to be high-level but conversational, a place for us to collectively think out loud about the topics raised by the readings, kick-starting and following up on discussions we have in the actual classroom. In addition to the required posts, we encourage everyone to post relevant and interesting links, and to contribute to discussions about any and all of the readings. Again, the blog is just us; it's private and password protected, and so not open to the public. Since only invited authors – those of us in the class – can see or contribute to the blog, it can serve as a place to try out ideas without broadcasting them to the entire internet

End of Semester Mini Conference:

- The last two weeks of the semester will be given over to presentation of your work in progress, wherein each student will
 - Give a (roughly) twenty-minute presentation of their term paper project to the class. This should include the usual components such as a **clearly stated thesis**, overview and elaboration of **the**

- argument**, perhaps responses to anticipated objections, etc., and can be done using handouts or via a PowerPoint presentation.
- Get (roughly) ten minutes of feedback from the class as a whole

5. Course Policies

Class sessions: You are expected to attend class; if you miss a session, please let one or both of us know, preferably ahead of time. We will try to begin on time, and will usually go right up until the end of the class session. Please come on time. Do not pack up your materials until class has been dismissed.

Class participation: Classes will be mostly discussion with some occasional lecture mixed in when appropriate, all focused on the topics raised by the readings. Students are encouraged to ask questions and participate in the conversation – this is usually the best way to get a grip on some very abstract issues and ultimately to understand philosophy. Conversations may get animated and in the course of our frank discussion of ideas we will likely not always agree with each other; but we will all keep the atmosphere respectful and inclusive.

We realize that not everyone is equally outgoing or talkative in class; hence, in part, the written parts of the participation grades. However, actually talking it out is almost always enormously useful. Also, a consistent record of participation always helps a student's final grade if it is on a borderline at the end of the semester. On the other hand, students who have not been present and engaged throughout the semester will not get the benefit of the doubt in similar borderline cases, and in particularly egregious cases will have their grades dragged down.

Laptop computers: Give yourself the gift of a break from the internet; stay off your phone. If we see you consistently texting or listening to your iPod/iPhone during class, it will be reflected poorly in the participation portion of your final grade. Use of laptop computers and iPads during lectures will not be allowed, however, unless you've got special permission from us.

Emergencies: (See end of Syllabus for full Purdue attachment on Emergency Procedures). In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Information about emergencies changes in the course can be gotten by contacting either instructor via email or phone, or by consulting the course website (see above for that information). Purdue's Emergency Procedures Handbook and other important emergency planning information is available online at

http://www.purdue.edu/ehps/emergency_preparedness/

To obtain updates regarding an ongoing emergency, and to sign up for Purdue Alert text messages, go to

www.purdue.edu/ea

Plagiarism: With the advent of the internet, plagiarism has become an increasingly serious problem at universities around the country, particularly in classes like this one, where papers determine a substantial part of the grade.

In order to avoid plagiarizing from a source, both direct quotations *and paraphrases or summaries* of material found in traditional print media or on the internet must be acknowledged. If you have any questions about how this definition will be interpreted, please do not hesitate to discuss the matter with me.

Plagiarism and cheating on exams undermines the integrity of the academic community. When undetected, it gives the perpetrator an unfair advantage over students who are graded on the basis of their own work. In this class we will do our best to detect plagiarism and cheating. Students who are aware of violations by others should bring this to my attention. This is the right thing to do. It is also in your own self-interest.

There will be zero tolerance for plagiarism in this course. Plagiarized papers will receive a 0, the student will automatically fail the course, and his or her name will be given to the university authorities. For more on the Purdue University policy on plagiarism, see the following websites:

http://www.purdue.edu/univregs/pages/stu_conduct/stu_regulations.html

<http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>

With each paper assignment, a handful of students may be selected at random to submit their papers to TurnItIn, an online service that maintains an enormous database of papers that it uses to check for instances of plagiarism.

External Sources: Using sources not listed on the syllabus in researching and writing your papers is fine, as long as they are both to the point and properly cited. And at all times, when in doubt, ***cite your sources!*** It is the best way to avoid being accused of plagiarism.

This is probably the best place to make this point, too: Wikipedia can be valuable for getting a very broad grasp of positions and debates, but when it gets into details, especially on philosophic topics, it is very often horrible – sketchy, convoluted, misinformed, and often simply wrong. If you wish to consult online resources, I suggest you use some of the other, much better sites. Most prominent is the Stanford Encyclopedia of Philosophy, but others are useful as well:

Stanford Encyclopedia of Philosophy <http://plato.stanford.edu/>

Internet Encyclopedia of Philosophy <http://www.iep.utm.edu/>

Routledge Encyclopedia of Philosophy <https://www.rep.routledge.com/>

6. Course Website and Blog

Information and comments will often be posted on the website (and via that, the blog) both of which can be reached via my homepage:

<http://web.ics.purdue.edu/~drkelly/>

To go directly to this course's website, the address is:

<http://web.ics.purdue.edu/~drkelly/DavisKellyNormativityPsychNormsPHIL535Fall2017.html>

Again, the blog is here:

<http://normativitypsychnorms.blogspot.com>

You should check it fairly regularly. Also, if there is ever a problem with the website, information will be distributed via the course listserv, which you are automatically included on if you are officially signed up for the course.

7. Topics and Readings

Almost all of the readings will be .pdfs that will be posted on the course website or blog. Here are a few important books by authors whose work we will read. They are not required, but for those interested, they can serve to provide a broader picture of where the authors are coming from in their approach to norms and norm psychology.

- Nichols, S. (2004). **Sentimental Rules: On the Natural Foundations of Moral Judgment**
- Richerson, P. and Boyd, R. (2005). **Not By Genes Alone: How Culture Transformed Human Evolution**
- Sterelny, K. (2012). **The Evolved Apprentice: How Evolution Made Humans Unique**
- Brennan, G., Eriksson, L., Goodin, R. and Southwood, N. (2013). **Explaining Norms**
- **Moral Tribes: Emotion, Reason, and the Gap Between Us and Them**, by Joshua Greene (2013)
- Henrich, J. (2015). **The Secret of Our Success: How Culture Is Driving Human Evolution, Domesticating Our Species, and Making Us Smarter**
- Bicchieri, C. (2016). **Norms in the Wild: How to Diagnose, Measure, and Change Social Norms**

Below is the reading list. We'll reserve the right to pick and choose as we go, depending on how fast we are going, and what catches our collective imagination. Specific readings and dates will be announced in class and on the webpage.

Unit 1: Foundations

- Week 1
 - Tuesday, Aug 22
 - Lycan, The Mind-Body Problem
 - Excerpts from Sellars, Eddington, and Godfrey Smith on the manifest image, the scientific image, and the philosophy of nature
 - Thursday, Aug 24
 - Lycan, The Continuity of the Levels of Nature
 - Levin, Functionalism
- Week 2
 - Tuesday, Aug 29
 - Cummins, "How does it work?" vs. "What are the laws?" Two Conceptions of Psychological Explanation
 - Lombrozo, Causal-explanatory Pluralism: How Intentions, Functions, and Mechanisms Influence Causal Ascriptions
 - Thursday, Aug 31
 - Griffiths, Functional Analysis and Proper Functions
 - Griffiths, Ethology, Sociobiology and Evolutionary Psychology
- Week 3
 - Tuesday, Sep 5
 - Fodor, Precis of The Modularity of Mind
 - Carruthers, Precis of The Architecture of the Mind: Massive Modularity and the Flexibility of Thought
 - Thursday, Sep 7
 - Frankish, Dual Process and Dual System Theories of Reasoning
 - Haidt, The Emotional Dog and Its Rational Tail: A Social Intuitionist Approach to Moral Judgment
- Week 4: **No class** this week; [CES Conference](#)

Unit 2: Norms, A First Gloss

- Week 5
 - Tuesday, Sep 19
 - Sripada and Stich, A Framework for the Psychology of Norms
 - Gelfand and Jackson, From One Mind to Many: The Emerging Science of Cultural Norms
 - Thursday, Sep 21
 - O'Neill, Kinds of Norms
 - Bicchieri and Muldoon, Social Norms

Unit 3: Different Approaches to Norms

- Week 6
 - Tuesday, Sep 26
 - Bicchieri, *Norms in the Wild*, Chapter 1
 - Thursday, Sep 28
 - Bicchieri, *Norms in the Wild*, Chapter 2
- Week 7
 - Tuesday, Oct 3

- Southwood and Eriksson, Norms and Conventions
- Excerpts from Brennan, G., Eriksson, L., Goodin, R. and Southwood, N. *Explaining Norms*
 - Also see Gaus's [NDPR review](#) of the whole book
- Thursday, Oct 5
 - Ostrom, Collective Action and the Evolution of Social Norms
 - Young, The Evolution of Social Norms

Unit 4: Towards an Integrated Cross-Disciplinary Framework: Culture, Evolution, and Norm Psychology

- Week 8
 - Tuesday, Oct 10
 - **No Class:** Fall Break
 - Thursday, Oct 12
 - Boyd and Richerson, Solving the Puzzle of Human Cooperation
 - Kelly, Moral Disgust and the Tribal Instincts Hypothesis
- Week 9
 - Tuesday, Oct 17
 - Lewens, Cultural Evolution
 - Ramsey, Culture in Humans and Other Animals
 - Thursday, Oct 19
 - Sterelny, Cultural Evolution in California and Paris
 - Ramsey and De Block, Is Cultural Fitness Hopelessly Confused?
- Week 10
 - Tuesday, Oct 24
 - Richerson et al, Cultural Group Selection Plays an Essential Role in Explaining Human Cooperation: A Sketch of the Evidence
 - Pinker, The False Allure of Group Selection
 - Thursday, Oct 26
 - Sterelny, Cooperation, Culture, and Conflict
 - Mathew, Boyd, Van Veelen, Human Cooperation among Kin and Close Associates May Require Enforcement of Norms by Third Parties
- Week 11
 - Tuesday, Oct 31
 - Chudek, Zhao, and Henrich, Culture–gene Coevolution, Large-scale Cooperation, and the Shaping of Human Social Psychology
 - Chudek and Henrich, Culture–gene coevolution, Norm-psychology and the Emergence of Human Prosociality
 - Thursday, Nov 2
 - Henrich, Boyd and Richerson, The Puzzle of Monogamous Marriage
 - Moya and Henrich, Culture–gene Coevolutionary Psychology: Cultural Learning, Language, and Ethnic Psychology
 - Schmidt, Rakoczy, and Tomasello, Young Children Enforce Social Norms Selectively Depending on the Violator’s Group Affiliation

Unit 5: Implications and Applications

- Weeks 12 – 14 (Nov 6–21)
 - **NO CLASS** Thursday, Nov 23: Thanksgiving Break
 - **Prospectuses** are due in on Thursday, Nov 16.
 - Please submit by email. We will get them back to you with feedback before class on Tuesday, Nov 21, so if you have any questions about our comments you can ask us before we break for Thanksgiving, and begin in class presentations.
 - We obviously aren't going to be able to discuss all of the readings below; this list is more of an idea board we can use to Choose Our Own Adventure once we've gotten through the first four units. When we get to this fifth unit, we'll collectively decide which selections from this list will be our Official Assigned Readings. All of these, however, will be made available online and can be used for term papers.
 - Issues in Moral Theory
 - Buchanan and Powell, The Limits of Evolutionary Explanations of Morality and Their Implications for Moral Progress
 - Buchanan and Powell, Towards a Naturalistic Theory of Moral Progress
 - Gaus, The Evolution, Evaluation and Reform of Social Morality: A Hayekian Analysis
 - Gaus and Nichols, Moral Learning in the Open Society: The Theory and Practice of Natural Liberty
 - Huemer, A Liberal Realist Answer to Debunking Skepticism: The Empirical Case for Realism
 - Machery and Mallon, Evolution of Morality
 - Martela, Moral Philosophers as Ethical Engineers: Limits of Moral Philosophy and A Pragmatist Alternative
 - Millgram, The Persistence of Moral Skepticism and the Limits of Moral Education
 - Sterelny and Fraser, Evolution and Moral Realism
 - Sinnott-Armstrong, A Contrastivist Manifesto
 - Political Philosophy
 - Gaus, The Open Society and Its Friends
 - Gaus, The Egalitarian Species
 - Gaus, The Open Society as a Rule Based Order
 - Kling, Cultural Intelligence
 - Tankard and Paluck, The Effect of a Supreme Court Decision Regarding Gay Marriage on Social Norms and Personal Attitudes
 - Gender
 - Alesina, Giuliano, and Nunn, On the Origins of Gender Roles: Women and the Plough
 - Witt, What is Gender Essentialism?

- Witt, The Metaphysics of Gender: Reply to Critics
- Religion
 - Henrich et al. Markets, Religion, Community Size, and the Evolution of Fairness and Punishment
 - Norenzayan et al., The Cultural Evolution of Prosocial Religions
 - Baumard and Boyer, Explaining Moral Religions
 - Sterelny: Religion Re-Explained
- Human Nature, Identity, and the Meaning of Life
 - Kelly and Morar, I Eat, Therefore I Am: Disgust and the Intersection of Food and Identity
 - Ismael, On Being SomeOne
 - McGeer and Pettit, The Self-Regulating Mind
 - Millgram, Practical Reasoning for Serial Hyperspecializers
 - Millgram, Private Persons, Minimal Persons
 - Nanay, Group Selection and Our Obsession with the Meaning of Life
 - Sheikh et al., Religion, Group Threat and Sacred Values
 - White, Metapsychological Relativism and the Self
- Nudging and Targeted Social Change
 - Alberts et al., Competition and Norms: A Self-Defeating Combination?
 - Farrow, Grolleau and Ibanez, Social Norms and Pro-environmental Behavior: A Review of the Evidence
 - Goldstein et al., A Room with a Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels
 - Gneezy, Meier, and Rey-Biel, When and Why Incentives (Don't) Work to Modify Behavior
 - Kahan, Gentle Nudges vs. Hard Shoves: Solving the Sticky Norms Problem
 - Nyborg et al, Social Norms as Solutions
 - Raymond, L. and Cann, H. Normative Reframing and Climate Policy Innovation
 - Raymond et al., Making Change: Norm-Based Strategies for Institutional Change to Address Intractable Problems
 - Rottman et al., Hindering Harm and Preserving Purity: How Can Moral Psychology Save the Planet?
 - Shultz et al., The Constructive, Destructive, and Reconstructive Power of Social Norms

Unit 6: End of Semester Mini-Conference

- Weeks 15 – 16 (Nov 27 – Dec 4)
 - Last day of Class: Thursday, Dec 7
 - Final Papers Due: Thursday Dec, 14



EMERGENCY PREPAREDNESS SYLLABUS ATTACHMENT

EMERGENCY NOTIFICATION PROCEDURES are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- **Indoor Fire Alarms** mean to stop class or research and immediately **evacuate** the building.
 - Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- **All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (**Shelter in Place**) in a safe location within the closest building.
 - “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency*. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

**In both cases, you should seek additional clarifying information by all means possible...Purdue Home page, email alert, TV, radio, etc...review the Purdue Emergency Warning Notification System multi- communication layers at*

http://www.purdue.edu/ebps/emergency_preparedness/warning-system.html

EMERGENCY RESPONSE PROCEDURES:

- Review the **Emergency Procedures Guidelines**
https://www.purdue.edu/emergency_preparedness/flipchart/index.html
- Review the **Building Emergency Plan** (available from the building deputy) for:
 - Evacuation routes, exit points, and emergency assembly area
 - when and how to evacuate the building
 - Shelter in place procedures and locations
 - Additional building specific procedures and requirements.

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

- "Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident.

See: <http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm> (Link is also located on the EP website)

MORE INFORMATION

Reference the Emergency Preparedness web site for additional information:

http://www.purdue.edu/emergency_preparedness