

The Normative Mind

(and Its Many Uses)

PHIL 535: Studies in Philosophy of Mind

Fall Term 2021

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 norms—a set of often unwritten rules that demarcate right from wrong, rational from irrational, appropriate from inappropriate, and acceptable from required or forbidden. The first part of this course will cover recent interdisciplinary work that understands norms as natural phenomena, and investigates how they evolved and what kinds of psychological resources underlie our facility with them. The rest of the course will consider a range of philosophical research that is relevant to, and has the potential to be advanced by, this work. This will include a special focus on three areas: 1) epistemic norms and their centrality to current debates in social and political epistemology, 2) sustainability norms and the role they play in social change and the transitional ethics of climate change, and 3) the relationship between normative psychology and contemporary discussions of identity, agency, and personhood.

2. Class Meetings

Class lectures meet Tuesday and Thursday from 10:30 – 11:45am, Room 1206 of Beering Hall.

3. Office Hours and Contact Information

Taylor Davis

Office: 7136 Beering Hall

Email: taylordavis@purdue.edu

Office Hours: 12:00-1:00 T/R, or by appointment on Zoom

Daniel Kelly

Office: 7126 Beering Hall

Office phone: 765-494-4290 (4-4290)

Email: drkelly@purdue.edu

Office Hours: 2:00pm – 4:00pm Tuesdays, or by (zoom or irl) appointment

Office Hours Zoom link: <https://purdue-edu.zoom.us/j/96333023760?pwd=Nm0rU3NpOVg3M0xXc3BKRFIxNS8vQT09>

4. Course Requirements and Assessment

Grades will be determined as follows:

Participation, class discussion:	10%
Participation, outlines and conversation starters:	20%
Prospectus and Term Paper Presentation:	20%
Term Paper	50%

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

Outline Exercises

- Students should turn in 10 outlines
 - Five by October 7th (the first 7 weeks of class)
 - Five by November 23rd (the next 7 weeks of class)
- Which papers from the syllabus you choose to outline are up to you
 - You should turn in no more than one outline per class session
 - Submit each outline on Brightspace **before** we discuss it in class
- There are two steps to these exercises. The first step is writing up a one-page, **single spaced** outline of a paper, pulling out its “bird’s eye view” structure—sections, main claims of sections, basic arguments offered in support of those claims. The second step is identifying the basic questions being posed and addressed by the paper.
 - **Step 1:**
 - Create a 1-page outline of the reading using the standard indentation system to mark different “levels”: Roman numerals>capital letters>Arabic numerals>lower-case letters>lower-case Roman numerals
 - Most word processors will do this kind of indentation formatting and number/lettering for you automatically
 - If you’ve never done an outline before:
 - This is a good helpful overview:
<https://libguides.gatech.edu/c.php?g=54271&p=350394>
 - You can also look at this for a helpful model:
<https://web.ics.purdue.edu/~drkelly/KellyOutlineIsmaelOnDennett2018.pdf>
 - The outline should roughly fill the page, but also try to keep it to just one page (maybe spilling over only a little). Much of the point of this exercise is learning how to be **concise**, and to distinguish the forest from the trees, or the signal from the noise.
 - **Step 2:**
 - On a second page of the same document, separate from your outline, do these three things:

- 1) Formulate *in your own words* the main question you take the paper to be addressing
 - 2) Identify a sentence or two *from the paper* (quoted *verbatim* from the text itself) that best states the answer the author gives to the main question you identified. This will be usually also be the thesis of the paper; its main point, its Take-home Message
 - 3) Pose *a question of your own* that the paper provoked
- Why? (Learning Outcome Alert!) So you can continue developing the abilities to:
 - **Synthesize** a large amount of information, organize it, think systematically about what's important and what's peripheral.
 - Develop the ability to identify and pull out the **thesis** of an article, and distinguish main claims and primary premises from editorial asides and supporting details.
 - **Summarize an argument as a whole**, or gain a comprehensive overview of the line of reasoning an article is putting forth.
 - Take the time and effort to **formulate an explicit question** about it.
 - This is an important first step in **developing your own sophisticated opinion** about it.
 - Articulating questions helps to redirect and focus attention on what *you* think about the issue and argument, separately from what *the author* thinks.
 - All of this helps you to not just organize, synthesize, and comprehend a body of information, but to also **evaluate** it, or **make judgments** about it.

Conversation Starters

- The basic idea:
 - Beginning Thursday, Aug 26, for every class session, one student will post on Brightspace a short **conversation starter** 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. Just keep in mind that what you write will serve as a conversation starter for in-class discussion.
 - For each class meeting, the person who wrote the conversation starter will...start the conversation, summarizing what they wrote.
- A prompt idea:
 - Eve Kosofsky Sedgwick, a literary critic, made a distinction that has been useful in reading both philosophy and philosophy-adjacent stuff. It's between what she calls a *paranoid reading*, which focuses on what's wrong or problematic about a work of art, and a *reparative reading*, which seeks out what might be nourishing or healing in a work of art, even if the work is flawed.
 - It may help to keep this distinction in mind when putting together conversation starters. A common thing you might do is of course raise

objections, which are in some ways the typical fare of philosophy, and so formulating them is a useful skill to continue developing. But you needn't *only* give the articles a paranoid reading. Work on seeing them through a reparative kind of perspective as well, or at least a less critical and more sympathetic and positive one. So also feel encouraged to point out ideas that strike you as interesting, suggestive, or worthy of being developed in more detail, even if they are flawed in some ways, or put to argumentative and dialectical purposes that you disagree with.

- Logistics
 - Discussion starters should be posted **by noon the day before** class meets (so, noon on Monday/Wednesday).
 - They can be posted in the “Conversation Starters” section of the Brightspace page, which you can navigate to via Class Tools > Discussions > Conversation Starters.
 - Everyone should read and think about the posts before class
 - A sign-up sheet for particular dates will be circulated in class, and eventually posted on the Brightspace page

The Norms Seminar Lounge

We have also created an informal discussion forum On Brightspace, called the Norms Seminar Lounge. It's located under Class Tools > Discussions > Norms Seminar Lounge, and our hope is for this forum to be a place for high-level but conversational discussion, where we can collectively think out loud, kick-starting and following up on discussions we have in the actual classroom. In addition to the required Conversation Starters, we encourage everyone to post any interesting links, comments or questions relevant to the readings or the course topics. This is just for us in the class; it's private and password protected, and so not open to the public.

Final Paper Prospectus

About a month from the end of the term (Thursday November 18), you'll submit a **prospectus** for your final paper, which is a brief description of the argument you propose to make and how it responds to the existing literature. For a guidelines on how to write a prospectus, see [this document](#), which will also be posted on the Brightspace page. We'll get you feedback on it before we part ways for Thanksgiving Day break.

End of Semester Mini-Conference

The last two weeks of the semester (after Thanksgiving break) will be devoted to presenting/workshopping final papers as works in progress. Each student will:

- Give a 10-15 minute presentation of your 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 10-15 minutes of questions and feedback from the class

5. Course Policies

Class Sessions

The usual: you are expected to attend class, and if you miss a session please let one or both of us know (ahead of time if possible). 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, inclusive, and, ideally, fun.

We also 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.

Screens

Bold proposal: dare to give yourself a break from the internet and [free will-sapping technology of distraction](#) for 75 minutes! We would prefer that you exercise enough self-restraint to keep from texting or looking at your smartphone for the 75 minutes that class is in session, but since a formal prohibition would be too difficult to enforce, this remains a preference. Use of laptop computers and iPads during lectures will not be allowed without special dispensation. We are not inflexible; talk to us if you have good reason, special needs or extenuating circumstances. But in general there's a [very good case](#) for staying off screens while in class.

Emergencies

(See end of Syllabus for full Purdue attachment on Emergency Procedures and COVID guidelines). 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/emergency_preparedness/

To obtain updates regarding an ongoing emergency, and to sign up for Purdue Alert text messages, go to: <http://www.purdue.edu/emergency/>

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. 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 our attention. This is the right thing to do. It is also in your own self-interest.

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 us.

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

There will be zero tolerance for plagiarism in this course. Plagiarized papers will receive a 0, the student will automatically fail the course, and their name will be handed over 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
- <https://www.purdue.edu/innovativelearning/teaching-remotely/integrity.aspx>

Nondiscrimination Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at http://www.purdue.edu/purdue/ea_cou_statement.html.

Students with Disabilities

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu, by phone: 765-494-1247, or at the website: <https://www.purdue.edu/drc/students/index.php>

External Sources

Using sources not listed on the syllabus in researching and writing papers is fine, as long as they are both to the point, and are 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 useful for getting a very broad grasp of positions and debates, but when it gets into details, especially on philosophic topics, it can just as often be horrible—sketchy, convoluted, misinformed, and often simply wrong. If you wish to consult online resources, we 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/>
- The Internet Encyclopedia of Philosophy: <http://www.iep.utm.edu/>
- Philosophy Compass: <https://onlinelibrary.wiley.com/journal/17479991>

6. Brightspace

Readings, assignments, sign-up sheets, and the Lounge will all be posted on the Brightpage site for this course. All essays and outlines will be submitted there as well, corresponding to the assignments that are posted.

7. Topics and Readings

Below is the reading list. We'll try to stick to this, but might call some changes as we go, depending on how fast we're going, what we're finding compelling, and any other scheduling eventualities that come up. Any changes will be announced in class and on the course Brightspace page.

Unit 1: Foundations

- Week 1, Philosophy of Mind as Philosophy of Nature
 - Tuesday, Aug 24
 - Lycan, The Mind-Body Problem
 - Excerpts from Eddington, Sellars, Godfrey Smith, and Ismael on the manifest image, the scientific image, the philosophy of nature, and facades
 - Thursday, Aug 26
 - Lycan, The Continuity of the Levels of Nature
 - Levin, Functionalism
- Week 2, Psychological Explanation
 - Tuesday, Aug 31
 - 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, Sep 2
 - Griffiths, Functional Analysis and Proper Functions
 - Griffiths, Ethology, Sociobiology and Evolutionary Psychology
- Week 3, Norms in General
 - Tuesday, Sep 7
 - Gelfand and Jackson, From One Mind to Many: The Emerging Science of Cultural Norms
 - O'Neill, Kinds of Norms
 - Thursday, Sep 9
 - Kelly and Setman, The Psychology of Normative Cognition
 - Westra and Andrews, A New Framework for the Psychology of Norms
- Week 4, Norms and Cooperation
 - Tuesday, Sep 14
 - Ostrom, Collective Action and the Evolution of Social Norms
 - Henrich and Muthukrishna, The Origins and Psychology of Human Cooperation
 - Thursday, Sep 16

- Richerson et al, Cultural Group Selection Plays an Essential Role in Explaining Human Cooperation: A Sketch of the Evidence
- Sterelny, Cooperation, Culture, and Conflict

Unit 2: Major Traditions in the Science of Norms

- Week 5: The Evolutionary Tradition
 - Tuesday, Sep 21
 - Boyd and Richerson, Culture and the Evolution of Human Cooperation
 - Baumard, Andre and Sperber, A Mutualistic Approach to Morality: The Evolution of Fairness by Partner Choice
 - Thursday, Sep 23
 - Schmidt, Butler, Heinz and Tomasello, Young Children See a Single Action and Infer a Social Norm: Promiscuous Normativity in 3-year-olds
 - Gavrilets and Richerson, Collective Action and the Evolution of Social Norm Internalization
- Week 6: The Conditional Behavior Tradition
 - Tuesday, Sep 28
 - Bicchieri, *Norms in the Wild*, Chapter 1
 - Young, The Evolution of Social Norms
 - Thursday, Sep 30
 - Bicchieri and Muldoon, Social Norms
 - Horne and Mollborn, Norms: An Integrated Framework
- Week 7: The Psychological Tradition
 - Tuesday, Oct 5
 - Anderson and Dunning, Behavioral Norms: Variants and their Identification
 - Legros and Cislighi, Mapping the Social-Norms Literature: An Overview of Reviews
 - Thursday, Oct 7
 - Theriault, Young, Barrett, The Sense of Should: A Biologically-Based Framework for Modeling Social Pressure
 - Tankard and Paluck, Norm Perceptions as a Vehicle for Social Change
- Week 8: The Internalization Tradition
 - Tuesday, Oct 12
 - **No Class:** Fall Break
 - Thursday, Oct 14
 - Cooter, Economic Analysis of Internalized Norms
 - Schwartz, Normative Influences on Altruism

Unit 3: Philosophical Implications and Applications of Theories of Norms

- Week 9: Epistemology and Epistemic Norms
 - Tuesday, Oct 19
 - Levy and Alfano, Knowledge from Vice: Deeply Social Epistemology

- Lynch, The Value of Truth
 - Also see Toole, What Lies Beneath: The Epistemic Roots of White Supremacy
 - Thursday, Oct 21
 - Anderson, Epistemic Bubbles and Authoritarian Politics
 - Rini, Fake News and Partisan Epistemology
- Week 10: Epistemic Norms Continued
 - Tuesday, Oct 26
 - Roberts, Donald Trump and the Rise of Tribal Epistemology
 - Biewen, Scene on Radio Podcast, Season 4, Episode 11: More Truth
 - Thursday, Oct 28
 - Strevens, Keep Science Irrational—<https://aeon.co/essays/an-irrational-constraint-is-the-motivating-force-in-modern-science>
 - Peters, Science Communication and the Problematic Impact of Descriptive Norms
- Week 11: Applied Ethics: Sustainability and Environmentalism
 - Tuesday, Nov 2
 - Gardiner, A Perfect Moral Storm: Climate Change, Intergenerational Ethics and the Problem of Moral Corruption
 - Zefferman, Cultural Multilevel Selection Suggests Neither Large Nor Small Cooperative Agreements Are Likely to Solve Climate Change Without Changing the Game
 - Thursday, Nov 4
 - Brownstein, Madva, Kelly, Individualism, Structuralism and Climate Change
 - Raymond, Kelly, Hennes, Norm-based Governance for a New Era: Collective Action in the Face of Hyper-Politicization
- Week 12: Applied Ethics: Sustainability and Environmentalism Continued
 - Tuesday, Nov 9
 - Stern, Toward a Coherent Theory of Environmentally Significant Behavior
 - Thogerson, Norms for Environmentally Responsible Behavior: An Extended Taxonomy
 - Thursday, Nov 11
 - Farrow, Social Norms and Pro-Environmental Behavior: A Review of the Evidence
 - Davis, Raymond, Hennes, Cultural Evolution of Normative Motivations for Sustainable Behavior

Prospectuses are due in on Thursday, Nov 18. Please submit by attaching a Word doc in an email sent to both instructors. We will get them back to you with feedback before class on Tuesday, Nov 23, so if you have any questions about our comments, you can ask us before we break for Thanksgiving and then begin in-class presentations.

- Week 13: Agency and Identity
 - Tuesday, Nov 16

- Smaldino, Social Identity and Cooperation in Cultural Evolution
 - Ross, The Evolution of Individualistic Norms
- Thursday, Nov 18
 - Davidson and Kelly, Mind the Gap: Bias, Soft Structures, and the Double Life of Social Norms
 - Kelly, Two Ways to Adopt a Norm: On the (Moral?) Psychology of Internalization and Avowal
 - Also see: Ismael, On Being Some-One
- Week 14: Agency and Identity Continued
 - Tuesday, Nov 23
 - Nguyen, Games and the Art of Agency
 - Carroll and Nguyen, Mindscape Podcast: Games, Art, Values, and Agency
<https://www.preposterousuniverse.com/podcast/2021/10/18/169-c-thi-nguyen-on-games-art-values-and-agency/>
 - Thursday, Nov 25
 - **No Class:** Thanksgiving Break

Unit 4: End of Semester Mini-Conference

- Weeks 15 – 16: See Sign-up Sheet for Details
 - Last day of Class: Thursday, Dec 9
 - Final Papers Due: Tuesday Dec, 14

COVID RELEVANT INFORMATION

Full and up to date information on Purdue's COVID response and policies can be found here: <https://protect.purdue.edu>

University General Attendance Guidelines:

“Students are expected to attend all classes in-person unless they are ill or otherwise unable to attend class. If they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus, students should stay home and contact the Protect Purdue Health Center (496-INFO).

In the current context of COVID-19, in-person attendance cannot be a factor in the final grades. However, timely completion of alternative assessments can certainly be part of the final grade. Students need to inform the instructor of any conflict that can be anticipated and will affect the timely submission of an assignment or the ability to take an exam.

Classroom engagement is extremely important and associated with your overall success in the course. The importance and value of course engagement and ways in which you

can engage with the course content even if you are in quarantine or isolation, will be discussed at the beginning of the semester. Student survey data from Fall 2020 emphasized students' views of in-person course opportunities as critical to their learning, engagement with faculty/TAs, and ability to interact with peers.

Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflicts, when advance notification to an instructor is not possible, the student should contact the instructor/instructional team as soon as possible by email, through Brightspace, or by phone. In cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via [email](#) or phone at 765-494-1747. Our course Brightspace includes a link to the Dean of Students under 'Campus Resources.'"

Academic Guidance in the Event a Student is Quarantined/Isolated:

"If you must quarantine or isolate at any point in time during the semester, please reach out to me via email so that we can communicate about how you can continue to learn remotely. Work with the Protect Purdue Health Center (PPHC) to get documentation and support, including access to an Academic Case Manager who can provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Your Academic Case Manager can be reached at acmq@purdue.edu. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation."

Protect Purdue Classroom Guidelines

"The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask [in classrooms and campus building](#), at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace before and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the

University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not properly wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).”



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/ehps/emergency_preparedness/warning-system.html*

EMERGENCY RESPONSE PROCEDURES:

- Review the **Emergency Procedures Guidelines**
https://www.purdue.edu/emergency_preparedness/flipchart/index.html

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EMERGENCY PREPAREDNESS AWARENESS VIDEOS

- **"Run. Hide. Fight."** is a 6-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See:
https://www.youtube.com/watch?v=5mzI_5aj4Vs (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