

The Big Questions: Introduction to Philosophy

Philosophy 110 – CRN 16009

Spring Term 2021 – Purdue University

Instructor: Daniel Kelly

Teaching Assistants: David Harmon and Ana Carolina Gómez Sierra

Syllabus

1. Course Description

There are two main goals of this course. The first is to introduce students to the Western philosophical tradition, its defining themes, and the way those have been developed by major historical and contemporary figures. Such themes include religion (does God exist? is belief in God rational?); perception and its relations to knowledge, reality, and the external world (could we tell if we were living in a computer simulation? what is reality made of?); the nature of personal identity and the self (what makes me, me, now and throughout the course of my life? is there an afterlife, and will I be there?); free will (do the laws of physics determine everything that happens, or do I choose my own pathway through life?); morality (are right and wrong objective, or relative, or what?); and the connection between minds and bodies (does the brain produce consciousness? could a computer become self-aware?)

The second goal is to provide students with the tools to refine their thinking, evaluate evidence, articulate their own views, and assess the arguments of others. In a world increasingly beset by fake news, algorithm-driven polarization, and general misinformation, these critical reasoning skills are more crucial than ever. This course will give you many opportunities to hone them on Big Picture topics, too, sharpening your wits on Great Ideas and thinking systematically about Meaning of Life type questions. Together all of this will help you do the most important thing: TurboCharge your own Bullshit Detector.

2. Class Meetings

Class lectures meet Tuesday and Thursday from 6:00pm – 6:50pm in STEW 130, which is Fowler Hall in the Stewart Center. Recitation sections will all take place in STEW 279 as follows:

Th	11:30 – 12:20	STEW 279	Ana Carolina Gómez Sierra
Th	12:30 – 1:20	STEW 279	Ana Carolina Gómez Sierra
Th	1:30 – 2:20	STEW 279	David Harmon
Th	2:30 – 3:20	STEW 279	Ana Carolina Gómez Sierra
Th	3:30 – 4:20	STEW 279	David Harmon
Th	4:30 – 5:20	STEW 279	David Harmon

3. Office Hours and Contact Information

Professor Kelly

Office: 7126 Beering Hall

Email: drkelly@purdue.edu

Office Hours: 10:00am – 12:00pm Wednesday and by appointment
Office Hours Zoom link: <https://purdue-edu.zoom.us/j/94859200615?pwd=ZXRUaUhXTytCcG5pcGJNcURhVVcrUT09>

David Harmon

Office: 7143 Beering Hall
Email: harmon71@purdue.edu
Office Hours: 12:20pm – 2:20am Monday and by appointment
Office Hours Zoom link: <https://purdue-edu.zoom.us/j/5283566891>.

Ana Carolina Gómez Sierra

Office: 7141 Beering Hall
Email: agomezsi@purdue.edu
Office Hours: Thursdays 4:30 – 5:30pm and by appointment
Office Hours WebEx link: <https://purdue-student.webex.com/meet/agomezsi>

4. Course Requirements and Grading

Final course grades will be assigned 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

Grades for individual assignments will be assigned on a 0-20 grading scale. For corresponding letter grades on those, multiply by 5 and see above scale.

Final course grades will be determined by the following assignments, all of which are weighted equally. You will do 1 of each (Outline Exercise, Reading Reflections, Question Sets) for each of the 5 units we will do. Due dates are listed on the schedule below.

- 5 Outline Exercises for Core Readings (20 points each)
- 5 Question Sets (20 points each)
- 5 Reading Reflections on Contemporary Readings (20 points each)

Outline Exercises

- For each chapter in the course, you will choose one of the assigned Core Readings that we **have not yet talked about in lecture**
- There are Two Steps to these exercises. The main one 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

- How to do it? **Two Steps:**
 - **Step 1:** Create a one page outline of the reading using the standard capital Roman numerals>capital letters>Arabic numerals>small letters>small Roman numerals system to mark different “levels” of indentation in your outline
 - 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>
 - You can also see the outlined lecture notes I will post online for (more detailed and elaborated examples of) what you’ll be aiming at
 - **Step 2:** Then on a **second page** in 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* (i.e. quoted verbatim from the text itself) that best states **the answer** the author gives to the main question you identified in the paper. 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
 - Comments:
 - The outline part of this, Step 1, should fill a **full page**
 - But also try to keep that outline part to **just a single page** (though you can spill over a little if need be) – keep in mind that being **concise** and getting better able to distinguish the forest through the trees, the signal through the noise, is a large part of the point of the exercise
- Why? (**Learning Outcome Alert!**) Here are the skills you are working on:
 - To **synthesize** a large amount of information, organize it, think systematically about what’s important and what’s peripheral
 - To develop the ability to identify and pull out the **thesis** of an article, and to distinguish the main claims and most important premises from the editorial asides or ancillary supporting details
 - To be able to **summarize an argument** as a whole, and thus to conceptualize, at a general level, the line of reasoning that an article is putting forth, and to understand it in its **entirety** as a single thing
 - Then, once you’ve understood the line of reasoning on its own terms, to 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, once you have come to grips with what *the author* thinks about it

- All of this helps you to not just organize, synthesize, and comprehend a body of information, but to also **evaluate** it, to **make a judgment** about it
- All of these elements make up one of those **Big Picture abilities** you can work on, hone, sharpen, and refine with practice, and it is one that will benefit you in any domain and for the rest of your life

Question Sets

- Choose any **two questions** from the list of Study Questions for the relevant chapter, and **answer** each one, including **all** of the sub-question prompts
- You may—nay, are **encouraged** to!—use the readings and lecture notes to help guide your answers, but your answers should be in your own words.
- You can address each sub-question prompt **separately** if you want.
- Each answer should be **as long as it needs to be** to answer all the parts of the question, but that will usually be a **couple hundred words**, and you should certainly **not** go over 750 words for a single question.
- The **Learning Outcomes** here are
 - To get students to **think more deeply** about and **engage more carefully** with some of the main arguments in the Core Readings covered in lectures
 - To give students an opportunity to demonstrate that they have **firmly grasped** the central concepts, **understand** the most important positions and theories, and are developing the **ability to conceive of** and **summarize** the main lines of argument for and against them

Reading Reflection on Contemporary Readings

- Choose any **one** of the Contemporary Readings for the relevant chapter, and read it. (You can—nay, are encouraged to!—read all of them. But you only have to turn in a Reading Reflection on one of them.)
- Write a short (500-750 word) reflective essay on the reading.
- You do **not** need to bring in any external sources. You may if you want, however. And if you do, be sure to cite them.
- You have some leeway on what you choose to write about here. That said:
 - 1) Some **Things You Should Definitely Do**: Your reflective essay should be on topic, which means it should be about the subject matter and arguments made in the Contemporary Reading you choose; it should be proofread, so that it contains grammatical sentences, correct punctuation and spelling, etc.; it should clearly express your own point of view about some of the main claims made in the reading, and (**this is important!**) it should give **reasons** supporting that point of view
 - 2) Some **Things You Should Avoid Doing**
 - **ProTip 1**: leave out whatever version of the “Since the dawn of time humans have wondered...” sentence that, judging from my past experiences grading papers, you may be feeling a very strong urge to start your reflection off with. It doesn’t add anything, and it puts professors and graders in a bad state of mind right when they begin reading, largely because it’s über-clichéd but also because it feels like padding.
 - **ProTip 2**: In general, avoid asking rhetorical questions; when tempted to ask one, do this instead: write out what you take to be the obviously correct answer in the form of a declarative statement,

and then explicitly state the reasons you think that statement is obviously correct. Rhetorical questions themselves don't make good or convincing arguments, and when you are in a philosophical debate, the answer you take to be obviously correct will often be rejected by those arguing the other side of the issue.

3) Some **Things You Can Do**

- Identify and state the main claim of the reading, and spell out the central argument the author makes in support of it
- Develop and explain a connection to the issues and key questions we talked about in lectures and in the Core Readings in the chapter
- Decide where you stand w/r/t to the position the author defends, or some points they make, and explain and defend why
 - If you disagree, raise and develop an objection to the main claim or one of the support claims/premises of the author's central argument. Consider what the author would say in response to your objection, and say why you would not find that response convincing
 - If you agree, articulate and consider the best skeptical objection you can think of, and say why you do not find that skeptical objection convincing
- The **Learning Outcomes** here are similar to those for the Outline Exercise, but with a couple of differences in emphasis:
 - These provide more of an opportunity for students to develop their **own analytic abilities**, and to express the results in prose and essay form. This, in turn, also gives students a little bit more **creative leeway** on how and what they can **philosophize** about.
 - These are also designed to introduce students to how the types of venerable philosophical concepts and questions we will read about in the Core Readings **manifest in contemporary settings** and **animate discussions about much more current debates**.

5. Course Policies

Readings: Do them; it will pay off. A recent book's introduction says it well: "Patience is a primary virtue in philosophy. Genuine understanding is a rare and valuable commodity, not to be obtained on the cheap. One cannot reap philosophy's rewards breathlessly, or by looking for the intellectual equivalents of sound bites. Very large claims are at issue here, claims that bear on understanding some of the matters most important to being human. Understanding requires investing time, close reading, and reflection."

Lectures: Come to them; it will pay off. I try to make them not boring. Also, I 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. Talking during lectures will not be tolerated. Repeat offenders will be asked to leave.

COVID Caveat: Lectures will be recorded via BoilerCast, but will not be made generally available. I will issue links to lecture recordings on a case by case basis, for students who miss them due to documented illness, forced quarantine, etc. Email me if/when you qualify to get a link to the lecture(s) you missed.

Screens: Bold proposal: dare to give yourself a break from the internet and [free will sapping technology of distraction](#) for 50 minutes! I would prefer that you exercise enough self-restraint to keep from texting or looking at your smartphone for the 50 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, however. There's a [very good case](#) for this. Although I am not inflexible: talk to me if you have special needs or circumstances.

Attendance: Attendance in lectures and sections is highly encouraged but as per university policy during the pandemic, is not required. No part of your grade will depend on your attendance, and it will not be formally monitored.

In section participation: I realize that not everyone is equally outgoing or talkative in class. However, participation in class discussion almost always helps in learning philosophy, and the quality of the discussion depends on everyone collectively. So while we highly encourage it, we will not penalize students simply for not speaking up. That said, a consistent record of engagement and 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.

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/>

For the full document of the STEW Building Emergency Plan

https://www.purdue.edu/chps/emergency_preparedness/bep/STEW-bep.html

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 or your TA.

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 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>

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.

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_eou_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.html>

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

6. BrightSpace

All information, readings, assignments, grades, and announcements for the course will be through the course BrightSpace page: <https://purdue.brightspace.com/d2l/home/218537>

7. Assignment Schedule

All assignments will be submitted electronically via BrightSpace. They will be due by the end of the day (11:59pm) every Wednesday. If a student misses that deadline, they have one week to turn in the assignment **late**, and it will only get half credit. After that week, the assignment will not be accepted, and the student will receive a 0.

Introduction and Philosophy of Religion

- 1) Wednesday 1/27 Outline Exercise #1
- 2) Wednesday 2/3 Reading Reflection #1
- 3) Wednesday 2/10 Question Set #1

Epistemology: Knowledge, Reality, and the External World

- 4) Wednesday 2/17 Outline Exercise #2
- 5) Wednesday 2/24 Reading Reflection #2
- 6) Wednesday 3/3 Question Set #2

Ethics

- 7) Wednesday 3/10 Outline Exercise #3
- 8) Wednesday 3/17 Reading Reflection #3
- 9) Wednesday 3/24 Question Set #3

Free Will, Moral Responsibility, and Determinism

- 10) Wednesday 3/31 Outline Exercise #4
- 11) Wednesday 4/7 Reading Reflection #4
- 12) Wednesday 4/14 Question Set #4

Personal Identity, Immortality, and the Self OR Philosophy of Mind

- 13) Wednesday 4/21 Outline Exercise #5
- 14) Wednesday 4/28 Reading Reflection #5
- 15) Wednesday 5/5 Question Set #5

8. Topics and Readings

Here is a tentative schedule of topics and readings. Depending how fast we are going, amendments and alterations will be announced in class as we go, and the readings for the next class will always be announced in lecture and listed on the lecture outlines published on the course BrightSpace page.

Make sure you check the course BrightSpace page on a fairly regular basis.

Unit 1: Introduction and Philosophy of Religion: Weeks 1 – 4 (Beginning 1/19):

Core Readings

- Russell, *The Value of Philosophy*
- Plato, *Apology*
- Aquinas, *The Summa Theologica*
- Anselm, *Proslogium, Or Discourse on the Existence of God*
- Paley, *Natural Theology*
- Hume 1st reading, *Dialogues Concerning Natural Religion*
- Dennett *Show Me the Science*
- Hume 2nd reading, *Dialogues Concerning Natural Religion*
- Mackie, *Free Will and the Problem of Evil*
- Pascal, *Notes on Natural Religion and Other Subjects*
- James, *The Will to Believe*
- Alvin Plantinga, *Interview on The Sensus Divinitatus*

Contemporary Readings

- Draper, *Panpsychobothism*
- Evans, *Perennial Philosophy*
- Schneider, *How Much Does It Matter Whether God Exists?*
- Wolfson, *Hearing the Voice of God*

Unit 2: Epistemology: Knowledge, Reality, and the External World: Weeks 5-7 (Beginning 2/16)

Core Readings

- Descartes 1st reading, *Meditations on First Philosophy*
- Locke, *An Essay Concerning Human Understanding*
- Berkeley, *Three Dialogues Between Hylas and Philonous*
- Hume, *An Inquiry Concerning Human Understanding*

Contemporary Readings

- Berkowitz, *A Game Designer's Analysis of QAnon: Playing with Reality*
- Chalmers, *The Matrix as Metaphysics*
- Nguyen, *Escape the Echo Chamber*
- Paul, *Transformative Experiences* (excerpts on how becoming a parent is like becoming a vampire)

Unit 3: Ethics: Weeks 8-10 (Beginning 3/2)

- Plato *Euthyphro*
- Rachels *Does Morality Depend on Religion?*
- Antony, *Good Minus God*
- Rachels, *Subjectivism in Ethics*
- Rachels, *The Challenge of Cultural Relativism*
- Mill, *Utilitarianism*
- Le Guin, *The Ones Who Walk Away From Omelas*

Contemporary Readings

- Coates, *The Case for Reparations*
- Kukla, *Sex Talks: The Language of Sexual Negotiation and the Ethics of Consent*
- Riggle, *High Five! The Ethics of Awesomeness*
- Rothman, *The Inequality Conundrum*

Unit 4: Free Will, Moral Responsibility, and Determinism: Weeks 11-12 (Beginning 3/23)

Core Readings

- Ismael, *Fate's Scales, Quivering*
- James, *The Dilemma of Determinism*

Contemporary Readings

- Chiang, *What's Expected of Us*
- Roberts, *The Radical Moral Implications of Luck in Human Life*
- Roskies, *Neuroscientific Challenges to Free Will and Responsibility*
- Ross, *The Elephant as a Person*

Unit 5: Personal Identity, Immortality, and the Self: Weeks 13-14: (Beginning 4/6)

Core Readings

- Perry, *A Dialogue on Personal Identity and Immortality*

Contemporary Readings

- Aviv, *How A Young Woman Lost Her Identity*
- Renner, *How Social Media Shapes Our Identity*
- Schechter, *What Can We Learn About Respect and Identity From 'Plurals'?*
- Witt, *Gender Essences*

Unit 6: Philosophy of Mind: Week 15 (time permitting)

Core Readings

- Nagel, *What is it Like to be a Bat?*

Contemporary Readings

- Dennett, *Where Am I?*
- Ravindran, *A Circus of the Senses*
- Schulz, *The Self in Self-Help*
- Vold, *Are 'You' Just Inside Your Skin or Is Your Smartphone Part of You?*

COVID RELEVANT INFORMATION

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

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

Eliza Fowler Hall
“Street to Seat”
COVID-19 Audience Circulation
 v. 1.0

