

# Moral Psychology and Climate Change

Philosophy 403 – CRN 26123

Fall Term 2022 – Purdue University

Instructor: Daniel Kelly

<https://purdue.brightspace.com/d2l/home/608173>

## Syllabus

### 1. Course Description

There's an old saying that if you want to change the world, you need to know which levers to pull. In this course, we'll consider some of those levers, especially those that lie within ourselves. We'll use research in the interdisciplinary field of moral psychology to explore the philosophic and ethical facets of climate change, and aim for a better understanding of what exactly it is about the climate crisis that makes it so difficult for us to grasp and effectively act on.

We'll first look at state of the art research on the character of human moral psychology, drawing on work by philosophers, psychologists, biologists, economists, and anthropologists. We'll pay particularly close attention to the psychology of cooperation, and the central roles that culture, social norms, and informal institutions play in shaping both individual and group behavior. We'll also look at how the threats produced by climate change engage our minds, and more alarmingly, fail to engage them. It appears that the climate crisis is a "perfect storm", almost custom designed to elude the grasp of our intuitive morality. We will examine in more detail how key features of the climate crisis lie behind some of our cognitive blind spots, fail to push our emotional buttons or get a grip on our motivational apparatus, and give rise to particularly difficult forms of collective action problems. Finally, we'll consider some ideas for how to get around these obstacles, especially ideas that attempt to harness emerging research on human moral psychology to more effectively nudge us and our institutions towards meaningful social change.

### 2. Class Meetings

Class lectures meet Tuesday and Thursday from 3:00 – 4:15pm, Room 1248 of Beering Hall.

### 3. Office Hours and Contact Information

Professor Kelly

Office: 7126 Beering Hall

Email: [drkelly@purdue.edu](mailto:drkelly@purdue.edu)

Office Hours: 10:00am – 12:00noon Tuesdays, or by (zoom or irl) appointment

Office Hours Zoom link: <https://purdue-edu.zoom.us/j/96333023760?pwd=Nm0rU3NpOVg3M0xXc3BKRFkxNS8vQT09>

### 4. Materials

There are no required texts for this course; all readings will be posted in electronic format on [Brightspace](#).

### 4. Course Requirements, Assignments 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

Final course grades will be determined by the following assignments:

1) Participation: In Class Discussion	15%
2) Participation: Packback (10 weekly contributions)	15%
3) Two Discussion Starters (1 first half, 1 second half)	20%
4) 6 Outline Exercises (3 first half, 3 second half)	20%
5) 6 Short Position Papers (3 first half, 3 second half)	20%
6) Book Review	10%

### Class Discussion Starters

- The basic idea:
  - For every class session starting Tuesday, Aug 30, a student will post on Brightspace a short **discussion starter document** focused on one of the readings for that class session. If there are multiple readings, we'll have multiple discussion starters.
- Try and fit this into a single page. Again, we're going for concision here. Extract the main stuff and say it cleanly. Take the opportunity to shape how we're going to discuss the material in class. Here is your structure:
  - 1) **Step Back:** Give a little context. Who is writing this article, why are they writing it, what are they responding to? How does it fit with what you already know and what we've talked about in the course?
  - 2) **Interpretive Resources:** Identify some of the main ideas. What new concepts or pieces of terminology are they offering us? What key ideas do they use or develop to help us understand the world or solve a problem?
  - 3) **Thesis/Argument:** Identify the main line of thought. What is the paper's thesis? How do the authors argue for their thesis, and what, in a nutshell, is their argument?
  - 4) **Take a Beat:** Briefly state your opinion or impression. What did you come away from the article feeling, evaluatively speaking? Plausible or unconvincing? Clearly written or turgid and convoluted? Contains some interesting ideas or a little meh?
  - 5) **Conversation Starter:** Use your curiosity to formulate a question the reading raised for you that you want to talk with the class about. What's the most interesting thing about the article, and what about that aspect of it do you want to think more about? What is the most contentious or dubious part of the article, that you might want to interrogate because you didn't find it plausible or convincing? What idea or claim or argument do you want to hear others' thoughts about in discussion?
- Logistics:
  - Everyone will do two discussion starters, one in the first half of the class (up to 10/20), one in the second (starting 10/25).

- Discussion starters should be submitted via Brightspace **by noon the day before** class meets (so, noon on Monday/Wednesday).
  - You will submit your discussion starter document via the Assignment Portal
  - I'll then post it to the Discussion Starters module on BrightSpace, which is the module below the Readings.
  - A sign-up sheet for specific readings and dates will be circulated in class, and eventually posted on the Brightspace page

### Outline Exercises

- These will be graded out of 20 points.
- For each chapter in the course, you will choose one of the assigned Core Readings that we **have not yet talked about in class**
- 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. Hence the name. But wait, there’s more.
  - 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>
    - **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 just identified and formulated. This will be usually also be the **thesis** of the paper, its main point, its Take Home Message
      - 3) Finally, 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; you’ll get docked points for an outline that is too short, but not for one that is a little too long. Why? Because 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 number of ideas, information, and often dense prose, then 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 mere opinions, 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. This is getting in the kind of repetitions that will help with the turbocharging of your bullshit detector stuff, right here.

### Position Papers

- These will be graded out of 20 points.
- Choose one of the papers on the syllabus, and read it (duh).
- Write a short essay about that. Here is the format it should take
  - 1) In the first paragraph:
    - 1) Begin by stating the thesis or main claim of the paper you choose; this can be a verbatim quotation from the reading, or you can express it in your own words.
    - 2) Then articulate the argument—the reasons—the author of the paper gives in support of their thesis or main claim.
  - 2) Next, state your position on the thesis in a single sentence. You can agree, disagree, kind of agree, but tell me where you stand on the issue right up front. Then, the rest of the essay is you defending your position, providing reasons for it, explaining where you think the author's argument goes wrong, imagining what a skeptic who isn't convinced by your position might say, and responding to them, trying to persuade them you're right, etc.
- Ideal length here is between about 800 –1000 words, roughly 2-3 pages. What you turn in shouldn't be much less, but feel free to go over if you've feeling particularly engaged by the reading.
- A **central aim** of these exercises is to help you engage with the readings more, and to give you a forum to work out what you think about some of the ideas therein. And so: feel free/encouraged to write in the first person.
- Do **not** just summarize the paper. Mere summaries will not receive full credit for the assignment.

- 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.
- These are a less structured than the outlines, so you have some leeway on what you choose to write about here. That said:
  - 1) Some **Things You Should Definitely Do**: Your Position Paper should be on topic, which means it should be about the subject matter and arguments made in the paper you choose. It should be proofread, so that it contains grammatical sentences, correct punctuation and spelling, etc. It should clearly express **you 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. Take a position! Defend it! Make an argument!
  - 2) Some **Things You Should Avoid Doing**
    - Summarizing the whole paper
    - Free associating some random things that the paper made you think of
    - “Ever since the dawn of time humans have wondered...”
      - Please no
      - Stuff like this doesn’t add anything, but it definitely puts professors and graders in a sour state of mind when they begin reading, largely because it’s über-clichéd but also because it feels like padding
    - 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. Moreover, 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**
    - Develop and explain a connection to the issues and key questions we talked about in class and in the Core Readings from any unit in the class. The positions.
    - Once you have decided where you stand w/r/t to the position the author defends, or w/r/t some key point or points they make, you can proceed by
      - If you disagree, raise and develop your own **skeptical objection** to the what you have decided to focus on. But also! 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
    - **Explicitly draw out and explore an implication** of the author’s position that they themselves did not spell out. Assess that implication: what do you think about it? Why?
- 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**.

### Packback

- Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.
- Packback Requirements:
  - Your participation on Packback will count toward 15% of your overall course grade.
  - There will be a Weekly Wednesday at 11:59PM EST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:
    - 1 open-ended Question every week with a minimum Curiosity Score of 60, worth 33.33% of each assignment grade
    - 2 Responses every week with a minimum Curiosity Score of 60, worth 66.67% of each assignment grade
      - Half credit will be provided for questions and responses that do not meet the minimum curiosity score.
- How to Register on Packback:
  - Click the Packback assignment link within Brightspace to access the community
  - Follow the instructions on your screen to finish your registration.
  - In order for your grade to be visible in Brightspace, make sure to register only through the Brightspace link
  - Packback may require a paid subscription. Refer to [www.packback.co/product/pricing](http://www.packback.co/product/pricing) for more information.
- How to Get Help from the Packback Team:
  - If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](http://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co).
- For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmkrD68>

### Book Review

- Write a 1000-1500 word review of the book manuscript we'll finish the semester with, tentatively titled *The Loveliness of the Ladybug: How People Change Systems That Change People*. In this review, you should use any and/or all of the skills you've been building up over the course of the semester in the other assignments: identifying thesis statements, summarizing arguments, making suggestions, formulating skeptical objections, drawing out implications, connecting to other issues and topics we've discussed over the semester, and articulating an overall judgment about the strengths and weaknesses of the book.

### 5. Course Policies

**Readings:** Do them; it will pay off, and is a necessary ingredient to good class discussions, arguments, conversations, debates. 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."

**Class sessions:** Please come on time. This will be a discussion centric-course, so your presence, attention, and contributions will be key to its success. I will also try to begin on time, and will usually go right up until the end of the class session. Do not pack up your materials until class has been dismissed. Talking out of turn during lectures is a bummer, and distracting; please don't. Repeat offenders will be asked to leave.

**Screens:** Bold proposal: dare to give yourself a break from the internet and [free will sapping technology of distraction](#) for 75 minutes! I 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, 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:** Starting the Thursday, August 25<sup>th</sup>, a sign in sheet will be passed around at the beginning of every class. You are allowed 4 unexcused absences without consequence, and then subsequent absences are penalized: 3 points on the 100 point grading scale will be deducted from your **Final Grade for each class over 4** that you have missed. For example, you will lose 3 points if you miss 5 classes, 6 points if you miss 6 classes, 9 points if you miss 7 classes, and so on.

**COVID Caveat:** If you've got it, or are in quarantine, those missed classes will not count towards your 3. Also, 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.

**In class 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. This course in particular is designed to be discussion based, so participation will be important. It is relatively small, and 400 level, so we should all be well-versed at engaging in the frank discussion of ideas. We will have many in class exercises which give people a chance to find their footing and voice in class as well. Bailey's reading for the first week is useful for guidance on different forms that class participation can take.

**Emergencies:** (See end of Syllabus for full Purdue attachment on Emergency Procedures and COVID guidelines; also available in the Brightspace page). 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/](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 WALC Building Emergency Plan

[https://www.purdue.edu/chps/emergency\\_preparedness/bep/WALC-bep.html](https://www.purdue.edu/chps/emergency_preparedness/bep/WALC-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](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.

[Purdue's Online Writing Lab](#) is an excellent resource in general, and has some useful guidelines for the issue of plagiarism in particular. 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.

**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](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](mailto: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 your 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 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 prestigious and prominent](#) of the straight up professional level philosophy sites is the Stanford Encyclopedia of Philosophy, but others are useful as well:

[Stanford Encyclopedia of Philosophy](#)  
[The Internet Encyclopedia of Philosophy](#)

## 6. 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.**

### Week 1 (8/22): Introduction

- Tuesday 8/23
  - No readings
- Thursday 8/25
  - Gardiner, *The Perfect Moral Storm: The Ethical Tragedy of Climate Change* (Preface)
  - Fehr-Duda and Fehr, *Sustainability: Game Human Nature*
  - Gregg, *How A Quirk Of The Brain Prevents Us From Caring About Climate Change*
  - Bailey, *But How Do I Participate?*

### Weeks 2 – 5 (8/29 – 9/29): A Crash Course in General Moral Psychology

- Tuesday 8/20:
  - Haidt, *The Righteous Mind*, Introduction and Chapter One
- Thursday 9/1:
  - Haidt, *The Righteous Mind*, Chapter Two
- Tuesday 9/6:
  - Heyes, *Cognitive Gadgets*
  - Kelly, *Two Images of Human Nature*
- Thursday 9/8
  - Stich, *Is Man a Rational Animal?*
  - Todd and Gigerenzer, *Environments That Make Us Smart: Ecological Rationality*
- Tuesday 9/13
  - Harman, *Moral Psychology Meets Social Psychology: Virtue Ethics and the Fundamental Attribution Error*

- Thursday 9/15
  - Kelly, *Selective Debunking Arguments, Folk Psychology, and Empirical Moral Psychology*

**No Class: Tuesday 9/20 or Thursday 9/22**

- Tuesday 9/27
  - Stanford Encyclopedia of Philosophy, *The Psychology of Normative Cognition*
- Thursday 9/29
  - Richerson and Henrich, *Tribal Social Instincts and the Cultural Evolution of Institutions to Solve Collective Action Problems*

Week 6 (10/4): Back to Climate Change—Mapping the Problem Space

- Tuesday 10/4
  - van de Poel et al, *The Problem of Many Hands: Climate Change as an Example*
  - Mildenerger, *The Tragedy of The Tragedy of the Commons*
    - Optional elaboration: Aklin and Mildenerger, *Prisoners of the Wrong Dilemma: Why Distributive Conflict, Not Collective Action, Characterizes the Politics of Climate Change*
  - Bernstein and Hoffman, *Climate Politics, Metaphors and The Fractal Carbon Trap*
- Thursday 10/6
  - Moellendorf, *Climate Change Justice*
  - Pearson, Tsai, and Clayton, *Ethics, Morality, and The Psychology of Climate Justice*

**No Class Tuesday 10/12: Fall Break**

Week 7 & 8 (10/11 – 10/20): How Can Moral Psychology Help with Climate Change?

- Tuesday 10/11
  - Fall Break No Class
- Thursday 10/13
  - Rottman, Keleman, and Young, *Hindering Harm and Preserving Purity: How Can Moral Psychology Save the Planet?*
  - Sachdeva, Jordan and Mazar, *Green Consumerism: Moral Motivations to a Sustainable Future*
- Tuesday 10/18
  - Raymond, Kelly, Hennes, *Norm-based Governance for a New Era: Lessons from Climate Change and COVID-19*
  - Constantino et al, *Scaling Up Change: A Critical Review and Practical Guide to Harnessing Social Norms for Climate Action*
- Thursday 10/20
  - Blöser, Huber, and Moellendorf *Hope in Political Philosophy*

Week 9 (10/25) Effective Altruism and Longtermism

- Tuesday 10/25
  - Lewis-Kraus, *The Reluctant Prophet of Effective Altruism*
  - Singer, *The Logic of Effective Altruism*
- Thursday 10/27
  - Setiya, *The New Moral Mathematics*

- Torres, *Against Longtermism*

#### Week 10 (11/1) Tensions Between Individuals and Institutions

- Tuesday 11/1
  - Kingston and Sinnott-Armstrong, *What's Wrong with Joyguzzling?*
  - Hourdequin, *Climate, Collective Action and Individual Ethical Obligations*
- Thursday 11/3
  - Nefsky, *Collective Harm and The Inefficacy Problem*
  - Grunwald, *What Covid Is Exposing About the Climate Movement*
    - Suggested related material, if you're interested
      - Brownstein, Kelly, Madva, *Individualism, Structuralism, and Climate Change* blog post

#### Week 11 & 12 (11/8 – 11/17) Epistemology and Identity

- Tuesday 11/8
  - Nguyen, *Escape the Echo Chamber*
  - Roberts, *The Rise of Tribal Epistemology*
  - Nguyen, *Polarization or Propaganda?*
    - Suggested good stuff, if you're interested
      - Smaldino, *Social Identity and Cooperation in Cultural Evolution*
- Thursday 11/10
  - Effron and Helgason, *The Moral Psychology of Misinformation: Why We Excuse Dishonesty in A Post-Truth World*
  - van der Linden et al, *Inoculating the Public against Misinformation about Climate Change*
- Tuesday 11/15
  - Tosi and Warmke, *Moral Grandstanding: There's a Lot of It About, All of It Bad*
  - Westra, *Virtue Signaling and Moral Progress*
    - Suggested good stuff, if you're interested
      - Levy, *Is Virtue Signalling a Perversion of Morality?*
      - Quillien, *Is Virtue Signaling a Vice?*
- Thursday 11/17
  - Bak-Coleman et al, *Stewardship of Global Behavior*
  - Nielsen et al, *The role of high-socioeconomic-status people in locking in or rapidly reducing energy-driven greenhouse gas emissions*
    - Suggested good stuff, if you're interested
      - Tsai and Pearson, *Building Diverse Climate Coalitions: The Pitfalls and Promise of Equity- and Identity-Based Messaging*

#### **No Class Thursday 11/25: Thanksgiving Break**

#### Weeks 13 – 16 (11/22 – 12/8): Brownstein Madva Kelly book manuscript

- Tuesday 11/29
  - Chapters 1&2: *The Loveliness of Ladybugs: How People Change Systems That Change People*
- Thursday 12/1
  - Chapters 3&4: *The Loveliness of Ladybugs: How People Change Systems That Change People*
- Tuesday 12/6
  - Chapters 7&8: *The Loveliness of Ladybugs: How People Change Systems That Change People*
- Thursday 12/8

- Chapters 9&10: *The Loveliness of Ladybugs: How People Change Systems That Change People*

**Last Day of Class: Thursday 12/8**

**New Due Date for Position Paper 4-6: Monday 12/12**

**Book Review Due: Friday 12/16**



### 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](mailto: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](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](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](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](http://www.purdue.edu/emergency_preparedness)