I. Past Year Activity

A. Progress in Meeting Annual Goals. List the goals that you set for your unit last year and briefly describe your unit’s progress in meeting each goal. Include any impediments encountered in achieving the stated goals and objectives. Present data concerning the level of activity.

<table>
<thead>
<tr>
<th>Annual Goal (from 2011-2012 Annual Report)</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Track Majors and Minors</td>
<td>Lists of all new majors and minors are maintained by Dept. secretary for purposes of convening students for advising and informing them of departmental activities.</td>
</tr>
<tr>
<td>2. Launch Social Justice Minor</td>
<td>Minor has now been launched and Phil. 344: Topics in Social Justice added to Departmental offerings</td>
</tr>
</tbody>
</table>
| 3. Continue participating in interdisciplinary programs | • Don Adams, David Blitz, Parker English, Audra King teaching in Honors Program  
  • Felton Best as Director of African-American Studies,  
  • Felton Best as Coordinator for Religious Studies,  
  • David Blitz as co-Coordinator of Peace Studies Program  
  • Audra King as coordinator for Social Justice Minor  
  • Eleanor Godway, Audra King members of Women’s Studies Program |
| 4. Launch Philosophy Circle                | Iannone organized two-day conference of Philosophy Circle during Fall 20912 on Exploring Development: Kinds, Conceptions, Challenges, and Prospects for Improvement |
| 5. Fill open line (McKeon: Asian Philosophy) | The department was successful in hiring Prof. Matthew A. Foust, to fill the Asian Philosophy position we voted to refill. Dr. Foust has considerable teaching experience, a major research program, and history of involvement in departmental responsibilities. |
| 6. Progress of upper division core major courses. | Phil. 290/310/400 sequence is now offered in the appropriate order. The assessment committee (Felton Best, chair) continues to monitor student progress. |
| 7. Faculty will contribute papers and presentations at conferences to further research in philosophy | See Appendix II for a list of activities |
B. Progress with Strategic Planning. If applicable, summarize progress with your unit’s strategic plan and any changes in the plan. Please attach a copy of the plan as an appendix.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Means of Assessment</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improve overall academic outcomes in learning for both majors and minors</td>
<td>Develop a database to calculate GPA per term for philosophy courses and compare to overall GPA; track changes from year to year to graduation</td>
<td>University Banner database is used to check student progress to completing program, along with cumulative GPA when students are advised.</td>
</tr>
<tr>
<td>2. Assess writing skills of students in Major and Minor</td>
<td>Use intermediary seminar (majors and minors) and senior seminars (majors) to assess writing ability of students</td>
<td>Offering of upper-division core courses now properly sequenced: Phil. 290 (Research Methods): Spring 2012 Phil. 310 (Intermediate Seminar): Fall 2012 Phil. 400 (Senior Seminar): Spring 2013</td>
</tr>
<tr>
<td>3. Increase number of Majors and decrease time to graduation of Majors</td>
<td>(a) Maintain a list of majors and check for continued enrollment in Philosophy classes (b) Meet with Majors to advise them in a timely fashion of requirements</td>
<td>(a) List of majors has been developed and will be checked against university list; (b) Department chair meets with majors</td>
</tr>
<tr>
<td>4. Increase number of minors taking philosophy</td>
<td>create a Social Justice to meet needs of students unable to take Criminal Justice minor or interested in more social dimension of the problem of justice</td>
<td>(a) Program has now been created; Phil. 244 (Global Justice) and Phil. 344 (Topics in Social Justice) added to departmental offerings (b) Audra King and other faculty involved met with Dept. Chair of Criminal Justice/Criminology to inform him of progress and coordinate recruitment of students</td>
</tr>
<tr>
<td>5. Maintain and develop research projects in department.</td>
<td>Present papers at conferences and publish articles, chapters and books.</td>
<td>See Appendix B: Creative Activity by Philosophy Department faculty.</td>
</tr>
<tr>
<td>Objective</td>
<td>Means of Assessment</td>
<td>Status</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 5. Assure adequate preparation of majors for graduate or professional school | (a) Modification of major program to include more material required by graduate schools  
(2b) Encourage students to undertake and complete honors thesis (Phil. 440) | (a) Core sequence of 7 courses has been fully offered.  
(b) One philosophy major undertook undergrad thesis as part of Honors Program |
| 6. Increase number of majors and minors who undertake study abroad (international education, component of university Elements of Distinction) | Advise majors and minors of study abroad opportunities, especially during junior year | One Philosophy major studied abroad in Spring 2013. |
| 7. Foster student involvement in interdisciplinary studies (interdisciplinary studies, component of university Elements of Distinction) | Focus on Peace Studies, African-American Studies, and Religious Studies as Minors for Philosophy Majors, as well as other ID progras | Documentation on philosophy related interdisciplinary minors has been made available to interested Majors. |
| 8. Improve quality of service courses to other departments                | (1) Moral Issues course required by Criminal Justice;  
(2) Computer Ethics - part of Computer Science major  
(3) Intro to Logic to count as second course in Math Skill area | (1) Phil. 144 has been offered in multiple sections each term.  
(2) Phil. 245 is now offered each term (Prof. Swarr – part time faulty member with extensive computer ethics experience in private and public sectors)  
(3) Phil. 221 Intro to Modern Philosophy now offered in that capacity (course number and name were modified to indicate this change) |
| 9. Improve quality of General Education courses                           | Evaluation of Phil. 112: Introduction to Philosophy                                                    | Phil. 112 and 144 to be assessed in Fall 2013. |
### Objective

<table>
<thead>
<tr>
<th>Objective</th>
<th>Means of Assessment</th>
<th>Status</th>
</tr>
</thead>
</table>
| 10. Improve student interaction and discussion of philosophical issues outside the classroom | More focus on student Philosophy Club, encourage diverse public activities including films and panels | (a) Faculty member assists at regular meetings of the Club; club attendance has more than doubled this year.  
(b) Initiative taken to begin philosophical film series with discussion following the film – three films shown in 2012-13, with 25 – 40 attendees at each film, with discussion following  
(c) Organized two panel discussions (“N” word, and drones) with student attendance of 40 – 60 at each activity. Each panel was moderated by a Philosophy major.  
(d) African-American Lecture Series held over 6 presentations by invited and outside faculty (Best, coordinator) |
| 11. Encourage student familiarity with information technology enhancements to learning | Use content management and blog/discussion group software | (a) Encourage use of Vista and/or Moodle for web-enhancement of on-ground courses – used for 2 courses to date  
(b) Philosophy department web site established at you.ccsu.edu/philosophy and maintained despite BOR interference |
| 12. Encourage student interaction with visiting specialists and speakers | Invite speakers and organize conferences or mini-conferences | Conference on philosophical issues of global development held in Fall 2013, with 8 invited scholars (organized by Iannone) |

### C. Administrative Changes

Summarize any significant changes in budgetary, staffing, and infrastructure conditions in your unit in the past year.

- Prof. Eleanor Godway, Department Chair, was on sick leave for half of the Spring 2013 term; Prof. Felton Best served as Acting Chair  
- Prof. Felton Best was unanimously elected Chair for a three year term beginning Fall 2014.  
- Prof. Parker English, after over 15 years service to the department and university, has retired and was awarded emeritus status.

### D. Special Initiatives

Describe changes in current initiatives, any new initiatives, or initiatives beyond the normal scope of your unit’s activities. Present evidence of their impact or effectiveness.
• The Philosophy Circle conference, organized and hosted by Prof. Pablo Iannone, was held on the topic of Philosophical aspects of Globalization. The meeting brought together 8 scholars from outside institutions. Prof. Iannone is editing the papers for future publication.
• The Philosophy Club, advised by Prof. Audra King, has held numerous well attended meeting (with 5 – 12 attendees per meeting), presented 2 films of philosophical interest to the general student population followed by discussion (20 – 40 attendees), and sponsored 2 panel discussions (40 – 60 attendees)
• The African-American Studies Program, housed in the Philosophy Department, presented 6 lectures during its series of lectures for African-American History Month (200 - 300 attendees)

E. Significant Accomplishments. Provide a bulleted list of the most significant accomplishments in your unit this past year (e.g., accreditations, honors, new programs approved, milestones, etc.).

• Prof. Don Adams was appointed assistant to the Dean of Arts and Sciences, with special responsibility for curriculum
• Prof. Don Adams was on sabbatical for Fall 2013 to research a project related to his specialization in Ancient Greek Philosophy
• Prof. Felton Best was elected Department Chair beginning Fall 2014. He continues as CSU Professor.
• Prof. Felton Best was awarded a sabbatical leave for the Spring Semester of 2014 for his book contract on “Not in Our Own Backyards: Black Ministers and the Civil Rights Movement in the North”.
• Prof. David Blitz was awarded a sabbatical leave for Fall 2013 for a project related to his research on the English philosopher Bertrand Russell: “Russell and his Collaborations”
• Prof. David Blitz completed a three year term as Editor of the Bertrand Russell Society Bulletin.
• Prof. Parker English retired after more than 15 years service to the department and was awarded emeritus status by unanimous vote of the department.
• Prof. Parker English Contributed $2,000 to the Bulloch-English Fund designed to provide scholarships for CCSU students to study in African universities.
• Prof. Eleanor Godway was on personal leave for Fall 2012 to continue her research on the English philosopher John McMurray
• Prof. Audra King had an AAUP/CSU research grant for 2012-13.
• Professor Audra King was a volunteer instructor, teaching on Philosophy and Social Justice, at the Sustainable Farm School in New Britain and also served with Community Central, in the After-school Gardening Program.
• Prof. Sarah Stebbins, emergency replacement, completed two years of service to the department.
II. Planning for 2013-2014

A. Goals. List your goals for the next academic year. Specify any appropriate numerical targets.

1. Fully revive specialization in Asian Philosophy with the assistance of our new hire (Matthew Foust)
2. Fill the line for retired faculty Parker English with an emergency appointment for 2013-2014 and conduct a search for a tenure track replacement.
4. Continue to recruit and graduate Majors and Minors in Philosophy in a timely manner through enforcement of the sequencing of required courses.
7. Continue to offer specialized courses of assistance to other departments: in particular Phil. 144: Moral Issues (Criminal Justice/Criminology), Phil. 221: Introduction to Modern Logic (Mathematics General Education), and Phil. 245: Computer EThics (Computer Science)

B. Collaboration. Identify any plans for collaboration with other units at CCSU, with other CSU institutions, and with individuals and organizations beyond CCSU.

• Other Units at CCSU:
  o Math Department: Phil. 221 (Intro to Modern Logic) as second course fulfilling math General Education requirement, offered in multiple sections each term.
  o Criminology/Criminal Justice: Phil. 144 (Moral Issues) as required course for Criminology major, offered in multiple sections each term.
  o Computer Science: Phil. 245 (Computer Ethics) as required by alternate Computer Sciences Major, offered each term.
  o Peace Studies: Faculty participation and cross-listing of courses, including Phil. 211 (Global Justice), and Phil. 345 (Philosophy of War and Peace); faculty leadership role (Blitz, Co-coordinator)
  o Honors Program: Faculty participation in courses offered
  o African-American Studies: Faculty participation in courses offered and leadership of program (Best, Director)
  o Religious Studies: Minor fully housed in the department; leadership of program by faculty member (Best, Coordinator)
  o Women, Gender and Sexuality Studies: Faculty participation in courses offered and faculty committee.
• Other Institutions:
  o McMaster University, Hamilton, Ontario: Bertrand Russell Audio-visual project; joint project between Department and Russell Archives and Research Center. (Blitz, Director)
  o
C. Needs. Provide a list of anticipated or emerging needs in staffing or budget.

• Replace Prof. Parker English, who has retired, position should be searched in Fall – Spring of 2013-14; one year replacement needed for Fall 2013.
• Maintain budget at least at current level and increase budget for conference attendance, especially to support a new faculty member, and for organization of on-campus conferences (Philosophy Circle).

APPENDIX I. Assessment Report, Spring 2012- Fall 2012
See next page

APPENDIX II. List of faculty creative activities
See following pages
Appendix I
Department of Philosophy
Assessment Report Spring 2012- Fall 2012

Submitted by Department of Philosophy Assessment Committee:

Dr. Felton O. Best, Chair
Dr. Eleanor Godway
Dr. Audra King

B.A. Program in Philosophy

I. Learning Objectives and Learning Outcomes:

Students who graduate after majoring in Philosophy at Central Connecticut State University should be able to:

1. Articulate an understanding of some of the major philosophers, their philosophies, and areas of past and present philosophical thought.
2. Demonstrate knowledge of the basic principles of logic and argumentation through deductive and inductive reasoning.
3. Critically read a philosophical text as well as extract and evaluate its argument or thesis.
4. Demonstrate mastery of the fundamental techniques of intellectual inquiry, effective writing, as well as critical and creative thinking.
5. Indicate detailed knowledge of the main texts and close familiarity with the major issues in two areas of specialization out of six which are offered by the Department of Philosophy.

Areas of Specialization:

- Practical and Theoretical Ethics
- History of Philosophy
- Continental Philosophy
- Philosophy of Religion
- Logic and Philosophy of Science
- African, African-American, and Asian Philosophy

II. Assessment Tools:

The Department of Philosophy Assessment Committee determined that it would evaluate student’s mastery of its objectives and learning outcomes through assessing performance in three of its courses which are critical for preparing students for graduate school. These courses are: (1). Philosophy 290: Philosophical Methods, (2). Philosophy 310: Intermediate Seminar, and (3). Philosophy 400: Seminar in Philosophy. The Philosophy Department assesses students learning through an evaluation of final student papers in each of the above listed courses. The courses are required of all students who earn a B.A. in Philosophy. It should be noted that Philosophy 400 is our capstone course taken by seniors where a “significant” research paper is
required that demonstrates mastery of all of the Department of Philosophy’s objectives and learning outcomes.

As an endeavor to stay within the professional standards within the field of philosophy as outlined by the APA (American Philosophical Association) the department used the following six major rubrics to measure student’s mastery of its objectives and learning outcomes, which are:

- Demonstration of the ability to recognize primary sources as philosophical documents.
- Demonstration of the ability to evaluate philosophical debates.
- Demonstration of the ability to create a research paper based upon secondary and primary sources.
- Demonstration of the ability to determine the thesis in secondary source philosophical scholarly literature as well as develop one’s own original argument in their papers.
- Demonstrate an advanced command of philosophical knowledge in their writing.
- Demonstrate an ability to correctly quote and cite sources in their writing.

The rubrics shall be measures on the following scale which are:

- A. Exceeds Expectation
- B. Meets Expectation
- C. Does Not Meet Expectation

III: Statistical Data

Course Philosophy 290: Philosophical Methods N= 18

<table>
<thead>
<tr>
<th>Item</th>
<th>Not Met</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Primary Sources</td>
<td>4 (23.25%)</td>
<td>14 (76.75%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Evaluation of Philosophical Debates</td>
<td>7 (38.75%)</td>
<td>11 (61.25%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Effective use of Sources</td>
<td>5 (27.75%)</td>
<td>13 (72.25%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Thesis Determination/ Argument</td>
<td>3 (16.75%)</td>
<td>15 (83.25%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Evidence of Knowledge</td>
<td>3 (16.75%)</td>
<td>15 (83.25%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Use of Quotations &amp; Citations</td>
<td>2 (11.25%)</td>
<td>16 (88.75%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
Course Philosophy 310: Intermediate Seminar N= 22

<table>
<thead>
<tr>
<th>Item</th>
<th>Not Met</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Primary Sources</td>
<td>3(13.50%)</td>
<td>16(73.00%)</td>
<td>3(6.25%)</td>
</tr>
<tr>
<td>Evaluation of Philosophical Debates</td>
<td>4(18.25%)</td>
<td>16(72.75%)</td>
<td>2(9.00%)</td>
</tr>
<tr>
<td>Effective Use of Sources</td>
<td>3(13.50%)</td>
<td>15(68.25%)</td>
<td>4(18.25%)</td>
</tr>
<tr>
<td>Thesis Determination/Argument</td>
<td>1(4.50%)</td>
<td>20(91.00%)</td>
<td>1(4.50%)</td>
</tr>
<tr>
<td>Evidence of Knowledge</td>
<td>1(4.50%)</td>
<td>21(95.50%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>Use of Quotations &amp; Citations</td>
<td>2(9.00%)</td>
<td>20(91.00%)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>

Course Philosophy 400: Seminar In Philosophy N= 12

<table>
<thead>
<tr>
<th>Item</th>
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<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of Primary Sources</td>
<td>0(0%)</td>
<td>7(58.33%)</td>
<td>5(41.67%)</td>
</tr>
<tr>
<td>Evaluations of Philosophical Debates</td>
<td>0(0%)</td>
<td>4(33.33%)</td>
<td>8(66.67%)</td>
</tr>
<tr>
<td>Effective Use of Sources</td>
<td>0(0%)</td>
<td>8(66.67%)</td>
<td>4(33.33%)</td>
</tr>
<tr>
<td>Thesis Determination/Argument</td>
<td>0(0%)</td>
<td>9(75.00%)</td>
<td>3(25.0%)</td>
</tr>
<tr>
<td>Evidence of Knowledge</td>
<td>0(0%)</td>
<td>10(83.33%)</td>
<td>2(16.67%)</td>
</tr>
<tr>
<td>Use of Quotations &amp; Citations</td>
<td>0(0%)</td>
<td>9(75.00%)</td>
<td>3(25.0)</td>
</tr>
</tbody>
</table>

IV: Findings/ Analysis Of Statistical Data:

The data continues to reveal that as students progress in the sequence of our Department of Philosophy’s intensive writing courses 290: Philosophical Methods (Sophomore Year), 310: Intermediate Seminar (Junior year), and 400: Seminar in Philosophy (Senior Year) the quality as well as the sophistication of their writing significantly improves.

A. Does Not Meet Expectations Analysis:

<table>
<thead>
<tr>
<th>Philosophy 290</th>
<th>Philosophy 310</th>
<th>Philosophy 400</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.42%</td>
<td>11.25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

B. Meets Expectations Analysis:

<table>
<thead>
<tr>
<th>Philosophy 290</th>
<th>Philosophy 310</th>
<th>Philosophy 400</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.58%</td>
<td>82.0%</td>
<td>65.27%</td>
</tr>
</tbody>
</table>

C. Exceeds Expectations Analysis:

<table>
<thead>
<tr>
<th>Philosophy 290</th>
<th>Philosophy 310</th>
<th>Philosophy 400</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>6.75%</td>
<td>4.73%</td>
</tr>
</tbody>
</table>
During the Fall to Spring academic year of 2012 the statistical data reveals that students who (met or exceeded expectations) in Philosophy 290 = 77.58%, Philosophy 310 = 88.75% and Philosophy 400 = 100.0%. As students progressed in the sequence of their sophomore to senior intensive writing classes they learned to become better scholarly writers. Again, a primary focus of our department is to prepare our graduates to enter graduate school and/or to have critical thinking skills with excellent prose which will aid in their success within their chosen professions. By the time that our Seniors completed Philosophy 400 an amazing 34.73% of them (exceeded expectations) and 100% (met or exceeded expectations) which is a strong indication of their preparation for graduate school. In fact, strong evidence of the development of their writing can be seen by the end of the Junior course Philosophy 310 whereas 82.0% of them (met expectations), and 88.75% (met or exceeded expectations.) Students also had a positive variance of 11.25% between their initial Sophomore level intensive writing course Philosophy 290 regarding those who (met and exceeded expectations) and the Senior Philosophy 400 class. A stronger correlation of the improvement in student’s writing skills between Philosophy 290 (sophomore level) and Philosophy 400 (senior level) can be seen in the categorical analysis of (exceeds expectations). In Philosophy 290 zero (0%) exceeded expectations in scholarly writing, whereas, Philosophy 400 reveals that 34.73% exceeded such expectations.

In the forthcoming academic year of Fall and Spring Semester of 2013 the Department of Philosophy Assessment Committee plans to continue our inquiry in terms of how a greater percentage of our students can meet and exceed expectations in academic writing. We also plan to investigate how the percentage of students who do not meet expectations in writing standards can be reduced. One of our concerns is that while our students have improved in the sophistication of their creative thinking and writing skills over the years, we have noticed that on an average percentile basis in Philosophy 290, 2.63% of the students in this year’s class (19.79% vs. 22.42%) performed higher in the “do not meet expectations” section that in the previous review.

Although the Department of Philosophy Assessment Committee recognizes that the number of students in Philosophy 290 increased from 16 to presently 18 from the previous assessment report, thus possibly reflecting on the slight increase in this percentile statistic of students who” did not meet expectations”, we also feel the need to have a stronger emphasis on the writing and critical thinking criteria in Philosophy 112 “Introduction to Philosophy” and Philosophy 144 “Moral Issues.” (Freshman and Sophomore level courses) The revision of these two aforementioned classes will reflect student’s expectations to analyze primary sources as well as greater analysis of their critical thinking skills in these aforementioned Freshman and Sophomore level Department of Philosophy courses.
## APPENDIX II.
### List of faculty creative activities

<table>
<thead>
<tr>
<th>Individual</th>
<th>Items</th>
</tr>
</thead>
</table>
| **Adams, Don** | 1. Submitted a paper titled “Aristophanes vs Socrates” to at the Easter Division meeting of the American Philosophical Association for its meeting in December of 2013.  
2. Submitted a paper titled “Aristophanes’ Hiccups and Erotic Impotence” to the philosophical journal *Epoche*.  
3. Submitted a paper titled “Sophia, Eutuchia and Eudaimonia in the *Euthydemus*” to the philosophical journal *Apeiron*. |
3. The Image of Jesus in the African-American Mind (In Preparation)  
| **Blitz, David** | 1. “Teaching Russell” – paper presented to the annual meeting of the Bertrand Russell Society, May, 2013, part of a panel with Tim Madigan (St. John Fisher’s University)  
3. Continued work on the Bertrand Russell Audio-Visual Project, a joint collaboration with McMaster Univ. Russell Archives & Research Center |
| **English, Parker** | 1. "'Negro Expression' and Performative Utterances" is in press for publication in *Philosophia Africana* 15:1.  
2. *His Truth Goes Marching On: Changes in the Religious Support for Political Authoritarianism*, a 90,000-word book, has been under review by Oxford University Press and by the Naval Institute Press since January 2013. This interdisciplinary book is a collaboration with an art historian and concerns Ghana as well as the United States. |
<table>
<thead>
<tr>
<th>Individual</th>
<th>Items</th>
</tr>
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</table>
4. I had a proposal/paper accepted for presentation at a conference on Geo-aesthetics and World Peace (my paper had the same title) at Towson University on March 8-10th, but was unable to participate due to illness.  
5. An expanded version of “The Meaning of the River Cube” was also accepted for presentation at the International Conference on Global and Environmental Studies to be held in Antalya, Turkey, April 24th-28th. This paper has been accepted for publication in Procedia Advances in Applied Science (A.W.E.R.) |
| Iannone, Pablo  | 1. Research on “Conflicting Conceptions of International Development in the Americas: Challenges and Prospects for a Resolution,” paper presented at the 9-25 through 27 event entitled “Exploring Development: Kinds, Conceptions, Challenges, and Prospects for Improvement,” held at CCSU by the Philosophy and Society Circle with the support of the Carol C. Ammon School of Arts and Sciences and the Department of Philosophy and the participation of ten academicians and practitioners from CCSU, the surrounding region, and the country  
<table>
<thead>
<tr>
<th>Individual</th>
<th>Items</th>
</tr>
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</table>