SYLLABUS FOR II SEMESTER

MC PL 2808 EPISTEMOLOGY

Objectives:

1) To help the students to acquaint themselves with the epistemological problems faced by philosophers.
2) To understand that the human mind is capable of arriving at the truth.
3) To become familiar with the philosophical issues of truth, error, and certainty.

I. The meaning of Epistemology
   a. Clarifying basic terms in Epistemology
   b. Value and Varieties of knowledge
   c. The Cognitional Structure of Bernard Lonergan

II. The Problem of Knowledge

III. Sources of Knowledge: Their importance and limitations
   a. Perception: Direct and representative theories
   b. Authority, tradition, beliefs
   c. Reason: Introduction and deduction
   d. Intuition

IV. The problem of Truth, Evidence and Certitude
   a. The root causes of skepticism
   b. Methodological and dogmatic skepticism
   c. Relativism and its consequences

V. Indian Epistemology
   a. Sources of knowledge in the Indian tradition (six pramanas)
   b. Validity of knowledge, causes of error
   c. Vedanta paribhasa
Books for Study
3. Plato, Republic, Phaedo, Theatetus, Meno (relevant portions only).

Books for Reference
Indian Classics (MC PL 2809)

Objectives:

1. To acquaint the students with the original texts of religion.

2. To impart a critical comprehension and sympathetic understanding of religion from contemporary religious scene.

3. To study the important concepts and themes put forward on religions by modern thinkers. This course consists of a textual study of five texts on religion.

   I. The Bhagavadgita

   II. Radhakrishnan, An Idealistic View of Life

   III. Ambedkar, Buddha and His Dhamma

   IV. Mohammad Iqbal, The Reconstruction of Religious Thought in Islam

   V. Harbans Singh, The Heritage of the Sikhs

Suggested Readings

Margarett Chatterjee, Contemporary Indian Philosophy

Schlipp, P.A., The Philosophy of Radhakrishnan
Objectives
1. It is aimed at the conscientization of the students by making them aware of contemporary problems and challenges that we face in India and the world at large.
2. To make them capable of philosophizing taking into consideration the concrete reality of oppression and the possibility of liberation. It
3. To familiarize the students with the thought of philosophers of liberation, such as Marx, Dussell, Fanon, Gandhi, Ambedkar, Periyar and others.

I. What is Philosophy of Liberation?
   b. Social Analysis: Historical and structural, class and cultural—philosophical understanding of liberation, oppression, exploitation, violence, unjust structures, neo-colonialism, social justice.

II. Study of Enrique Dussel's Philosophy of Liberation and its application to the Indian context.

III. Marxism as Praxis of Liberation
   a. The main aspects of Marxism
   b. Contemporary trends
   c. Western Marxism and Indian Marxism

IV. Other Philosophers and Philosophies of Liberation
   a. Franz Fanon
   b. Mahatma Gandhi
   c. B.R. Ambedkar
   d. E.V.R. Periyar
   e. Sri Narayana Guru
   f. Martin Luther King
   g. Feminism

V. Textual Study: Selection from More than One Text
   1. Karl Marx and F. Engels, Manifesto of the Communist Party
   2. Paulo Freire, Pedagogy of the Oppressed
   3. B.R. Ambedkar, Annihilation of Caste
   4. Franz Fanon, Wretched of the Earth
Books for Reference


MC PL 2811 HERMENEUTICS AND DECONSTRUCTION

Objectives:

1. To expose the students to Hermeneutic turn in contemporary philosophy
2. To help them to become familiar with a few foundational texts in Hermeneutics
3. To enable the students to relate Hermeneutics to contemporary life

SYLLABUS

I. WHAT IS HERMENEUTICS?

a) Etymology and definition, myth of Hermes; b) basic concepts in Hermeneutics with special reference to meaning, interpretation, understanding, Hermeneutics circle; c) types of Hermeneutics;

b) Characteristics of modern and Indian Hermeneutics.

II ROMANTIC AND ‘TEXT-CENTERED’ TRADITIONS IN HERMENEUTICS

a) Schleiermacher-General Hermeneutics
b) William Dilthey-Hermeneutics and Human Sciences

c) ‘Text-centered traditions’ – Meaning of Text; Speech-Acts; Distanciation

III MAJOR HERMENEUTICIANS

a) Martin Heidegger: Dasein as the interpretative understanding

b) Hans-Georg Gadamer: Hermeneutics of tradition

c) Paul Ricoeur: Hermeneutics of suspicion

IV HERMENEUTICS AND DECONSTRUCTION

a) Hermeneutics and postmodernism: modernism and postmodernism; rejection of the enlightenment appeal to reason;

b) Reader-response theory literary theory, literary Hermeneutics, the death of the author

c) Hermeneutics and Deconstruction: Derrida-writing and difference

V. SUBALTERN HERMENEUTICS

a) Meaning of the term subaltern-critical consciousness – subaltern agency


BOOKS FOR STUDY


BOOKS FOR REFERENCE


Objectives

a. Introducing the students to Chinese History of Philosophy, (ii) Acquainting the students with the major Chinese thinkers and philosophical trends,
b. Introducing the students to the art of inter-cultural and philosophical dialogue with one of the Asian Cultures.


II. A brief survey of other four major Schools

a. Mohism
b. Yin-Yang School
c. Logicians School
d. Legalist Philosophy

III. Daoism: Lao Zi and Zhuang Zi. Dao as origin, as Principle, as function, as Virtue, and as technique. Images of Dao and the language of Dao.

IV. Buddhism in Chinese Philosophy: Indian transplants to Chinese Buddhism. The Chinese Buddhist Schools – Tiantai, Huayan, Chan (Zen) and Jing-tu (Pure Land).


Books for Study
Books for Reference


Philosophy of Education (SE PL 2966)

Objectives

- b. To become critically aware of the Goals, objectives and prevalent theories of education.
- c. To enable the students to evaluate the thoughts of some prominent thinkers both Western and Indian traditions.

I. Basic concepts: education, formation, vocational training, socialization in education. Aims goals and objectives of education.


III. History of pedagogy: 1st Epoch: radical change from the Middle Ages to the Modern times (17th Cent.), Comenius. 2nd Epoch: The Enlightenment: John Locke, Immanuel Kant, Rousseau, Pestalozzi; 3rd Epoch: The German classic -
Johann Herbart, Foebel; 4th Epoch: the Protest – the pedagogy of Reform (1900-1933); 5th Epoch: John Dewey (1859-1952).

IV. **Ethical aspects of teaching and learning:** as ethically normative action. Ethical behavior, learning to judge, conscience formation; moral development theories of Piaget and Kohlberg. Religion in Pedagogy.

V. **Indian models:** two ancient models: Guru-sisya model – apprentice model (qualification of the guru and sisya); Two modern models: Tagore and Krishnamoorthy; References to Ignatian Pedagogical Paradigm (IPP) and Current Educational Policies.

**Texts**

**Suggested Readings**
SE PL2967 THE PHILOSOPHY OF POPULAR RELIGIOSITY

Objectives:

1. To understand and to be aware of the phenomenon of Popular Religiosity in the Indian/Asian context.

2. To learn to interpret its significance for a multi cultural and pluri-religious Indian/Asian context.

3. To develop critical tools for reflecting philosophically on the contemporary religious practices by exposing the students to 'popular religious contexts'.

1. **Defining the meaning of 'popular religiosity':** Various approaches in studying this phenomenon - Its relation to the folk, common and historical roots of the particular contexts.

2. **Popular Religiosity in India/Asia:** Illustrating popular religious practices as seen in popular devotions, feasts, pilgrimages, shrines and other religious and ritual practices in various parts of India/Asia.

3. **Articulating the philosophical quest and underpinnings of popular religiosity:** A philosophical analysis of popular religious phenomenon - questions raised and answers sought on God-World-Human, problem of evil and benevolence of the divine etc., as seen in actual popular religious practices in India/Asia.

4. **Dialogue between popular religion and culture:** Expression of popular religiosity through myths and symbols - hence an inter-cultural study and understanding of popular religiosity by dialoguing with culture/cultures.

5. **A Field trip to any of the shrines or a popular religious event or a pilgrim centre:** Participatory Observation -selective use of field trip methodological tools - learning to philosophize critically in a popular religious context.
Books for Study


Books for Reference


