

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

- a. Nature and origin of knowledge.
- b. A historical review of some theories of knowledge: Plato, Aristotle, Augustine, Descartes, Locke, Hume, Kant.

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

1. Capaldi, Nicholas, *Human Knowledge: A Philosophical Analysis of Its Meaning and Scope*, New York: Paegus, 1969.
2. Lemos, Noah, *An Introduction to the Theory of Knowledge*, Cambridge, London: 2007.
3. Plato, *Republic, Phaedo, Theatetus, Meno* (relevant portions only).
4. Williams, Michael, *Problems of Knowledge*, Cambridge, Baltimore: 2000.

Books for Reference

1. Ayer, A.J., *Language, Truth and Logic*, New Yourk: Dover Publications, 1952
2. Brown, Harold I : *Observation and Objectivity*, Oxford: OUP, 1987.
3. Hume, David, *An Inquiry Concerning Human Understanding*, New York: Bob Merrill, 1955.
4. Kant, Immanuel, *Critique of Pure Reason*, (selections), New Yourk: Colonial Press, 1900.
5. Locke, John, *An Essay Concerning Human Understanding*, London: William Tegg & Co., no publication date.
6. Lonergan, Bernard: *Insight* (selections), New Yoor: Philosophical Library, 1965.
7. Motilala, Bimal K., *Perception: An Essay on Classical Indian Theories of Knowledge*, Oxford: Clarendon Press, 1986.
8. Pollock, John L., *Contemporary Theories of Knowledge*, London: Hutchinson, 1986.
9. Rand, Ayn, *Introduction to Objectivist Epistemology*, London: New American Library, 1979.
10. Satapathy, Dayanidhi, *Towards a Theory of Knowledge*, New Delhi: Discovery Publishing House, 1991.
11. Scheffler, Israel, *Conditions of Knowledge: An Introduction to Epistemology and Education*, Chicago: University of Chicago Press, 1978.
12. Vesey, Godfrey, *Perception*, London: Macmillan, 1971.

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

Margaret Chatterjee, *Contemporary Indian Philosophy*

Schlipp, P.A., *The Philosophy of Radhakrishnan*

MC PL 2810 PHILOSOPHY OF LIBERATION

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?

- a. Ignatian Pedagogical approach. Meaning of the concept of liberation and its historical development.
- 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

1. Barber, Michael, *Ethical Hermeneutics: Rationality in Enrique Dussel's Philosophy of Liberation*, New York: Frodham University Press, 1998.
2. Dussell, Enrique, *Philosophy of Liberation*, New York: Orbis Books, 1985.
3. *Underside of Modernity*, New Jersey: Humanities Press, 1996.
4. Freire Paulo, *Pedagogy of Hope*, London: Continuum, 2005.
5. Freire Paulo with Ira Shor, *A Pedagogy for Liberation: Dialogues on Transforming Education*, London: Continuum, 2004.
6. Kapadia, Karin, *The Violence of Development*, New Delhi: Zubaan, 2003.
7. Kolakowski, Leszek, *Main Currents of Marxism*, Oxford: Clarendon Press, 1978.
8. Richards, Glyn, *The Philosophy of Gandhi*, Calcutta: Rupa & Co., 1991.
9. Sen, Amartya, *Development as Freedom*, New Delhi: OUP, 1999.
10. Wielenga, Bastian, *Introduction to Marxism*, Bangalore: Centre for Social Action, 1984.

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
- b) Subaltern Issues: 1. Dalit Hermeneutics; 2. Adivasi Hermeneutics 3. Feminist Hermeneutics

BOOKS FOR STUDY

1. Bleicher, Joseph, *Contemporary Hermeneutics*, Routledge & Keagan Paul, 1980.
2. Dorairaj, Joseph, *Philosophical Hermeneutics*, Chennai: Satya Nilayam Publications, 2011.
3. E.P. Mathew, (ed.), *Hermeneutics: Multicultural Perspectives*, Chennai: Satya Nilayam Publications, 2009.
4. Mullter-Vollmer, Kurt, ed. *The Hermeneutics Reader: Texts of the German Tradition from the Enlightenment to the Present*, New York: Continuum, 1988.

5. Palmer, Richard, *Hermeneutics: Interpretation Theory in Schleiermacher, Dilthey, Heidegger and Gadamer*, Evanston: Northwestern University Press, 1969.

BOOKS FOR REFERENCE

1. Gadamer, Hans-Georg, *Truth and Method*, 2nd ed. London: Sheed & Ward, 1975.
2. -----, *Philosophical Hermeneutics*, Berkeley: University of California Press, 1977.
3. Heidegger, Martin, *Being and Time*, New York: Harper & Row, 1962.
4. Kearney, Richard: *Continental Philosophy Reader*, London Routledge, 1996.
5. Panikkar, Raimond, *Myth, Faith and Hermeneutics*, Bangalore: ATC, 1983.
6. Pushpa, Joseph, *Feminist Hermeneutics*, Chennai:University of Madras, 2011.
7. Raja, K. Kunjunni, *Indian Theories of Meaning*, Madras: The Adayar Library and Research Center, 1977.
8. Ricoeur, Paul, *Interpretation Theory: Discourse and the Surplus of Meaning*, Texas: The Texas Christian University Press, 1976.
9. -----, *Hermeneutics and the Human Sciences*, Cambridge: Cambridge University Press, 1992.
10. Thiselton, Antony, *New Horizons in Hermeneutic*, Michigan: Zondervan Publishing House, 1992.
11. *The Interpretation of the Bible in the Church* (A Document of the Pontifical Biblical Commission), Bangalore: NBCLC, 1994.

Chinese Philosophy (SE PL 2965)

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.

I. **A brief overview of Chinese Political History.** Chinese thought before Confucius.

The warring States Period. The Hundred Schools. Confucianism: Confucius, Mencius and Xun Zi.

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).

V. **Mao Zedong and Chinese Marxism:** Making Marxism Chinese. Guerrilla Socialism/ Vernacular Marxism. Contemporary trends in Chinese Philosophy.

Books for Study

1. Chan, Wing-Tsit, ed., *A Source Book of Chinese Philosophy*. Princeton: Princeton University Press, 1973.
2. Waley, Arthur, ed., *The Analects of Confucius*. London: Unwinhyman Ltd., 1988.
3. Carr, Brian, *Companion Encyclopedia of Asian philosophy*, Part IV, Chinese Philosophy, London: Routledge, 1977.
4. Craig, Edward, ed., *Routledge Encyclopedia of Philosophy*, Vol.2, "Chinese Buddhism", London: Routledge, 1988.

Books for Reference

Lan, Fung-Yu. *A Short History of Chinese Philosophy*, New York: The Macmillan Company, 1958.

Bishop, Donal H., ed., *Chinese Thought; An Introduction*, New Delhi: Motilal Banarsidas, 1985.

Cheng, Ching Ying and Nicholas Bunnin, *Contemporary Chinese Philosophy*, London: Blackwell Publishing, 2002.

Moses, Edwin E. *Modern China*, New York: Longman Inc., 1986.

Hansen, Chad, *A Daoist Theory of Chinese Thought*, New York: Oxford University Press, Inc., 2000.

Waley, Arthur, *Three ways of Thought in Ancient China*. London: George Allen & Unwin Ltd., 1963.

Fangtong, Liu, ed. *Philosophy and Modernization in China*, Washington: The Council for Research in Values and Philosophy, 1997.

Philosophy of Education (SE PL 2966)

Objectives

- a. A philosophical reflection on the notion of education and its aims.
 - 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.
 - II.
 - a. **The structure of learning theories:** Associationist theory, constructivism, Problem-solving theory and Connectionism. Operational theory of learning (Pavlov, Skinner), learning by model (Bandura), Cognitive learning. The role of Anthropology in education.
 - b. **Methods of education:** I) Hermeneutical Method; ii) Empirical Methods: experiment, observation, Surveying, test, etc., limits of empirical methods.
 - 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

Krishnamurti, J. Ied. Brij B. Khare), *Things of the Mind*, 1988.

Sharma, R. *Textbook of Educational Philosophy*, 2000.

Tagore, R., *Towards Universal Man*, 1961.

Suggested Readings

Borrow, R., *An Introduction to Philosophy of Education*,

Banerjee, A.C., *Sociological and Philosophical Issues in Education*, 1999.

Chakrabarti, M., *Pioneers in Philosophy of Education*, 1955.

Chamblis, J.J. ed., *Philosophy of Education: An Encyclopedia*, 1996.

Kaushik, V.K., ed., *Philosophers of Education*, 1998.

Krishnamurti, J., (ed. D. Rajagopal), *Think on These Things*, 1989.

Monroe, P., *Encyclopedia of Philosophy of Education*, 2001.

Moon, B., ed., *Routledge International Companion to Education*, 2000.

Patil, V.T., *Problems in Indian Education*, 2000.

Winch, C., *Key Concepts in Philosophy of Education*, 1999.

Dhawan M.L. – *Philosophy of Education*, 2005.

Curren, Randall (ed) *Philosophy of Education*, 2007.

Carr, Wilfred (ed) *The Routledge Falmer Reader in Education*, 2005.

Jogi, Premchand. *Philosophy of Education* 2009.

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

1. Fuller, C. J. *The Camphor Flame-Popular Hinduism and Society in India*. UK: Princeton University Press, 1992.
2. Sia, Santiago, *Philosophy in Context*, Bangalore, Dharmaram Publications. 2006.
3. Turner, Victor. *Image and Pilgrimage in Christian Culture*. Oxford: Basil Blackwell Publications, 1978.
4. Fiske, John. *Understanding Popular Culture*. London: Unwin, Hymen, 1989.
5. Candelaria, Michael R. *Popular Religion and Liberation-The Dilemma of Liberation Theology*. Albany: State University of New York Press, 1990.
6. Bamat, Thomas and Jean-Paul Wiest, eds. *Popular Catholicism in a World Church: Seven Case Studies in Inculturation*. Maryknoll, New York: Orbis Books, 1999.
7. Parker, Christian. *Popular Religion and Modernization in Latin America: A Different Logic*. Translated by Robert R. Barr. Maryknoll, New York: Orbis Books, 1996.
8. 6. Van Der, Leeuw. *Religion in Essence and Manifestations*. New York: Harper and Row Publishers, 1933.

Books for Reference

1. Ayoorkuzhiel, Abraham. *The Sacred in Popular Hinduism*. Madras: Christian Literature Society, 1983.
2. Alan, Morinis. *Pilgrimage in the Hindu Tradition*. Delhi: Oxford University Press, 1984.
3. Banerjee, Sumanta. *Logic in a Popular Form: Essays on Popular Religion in Bengal*. Calcutta: Seagull books, 2002.
4. Bobb, Lawrence A. *The Divine Hierarchy: Popular Hinduism in Central India*, (New York, Columbia University Press, 1975)
5. Coakley, Sarah. *Religion and the Body*. Cambridge: Cambridge University Press, 1997.
6. Crooke, William. *The Popular Religion and Folklore of Northern India*. London: A Constable Co, 1896.

7. Davies, J.G. *Pilgrimage-Yesterday and Today- Why? Where? When? How?* London: SCM Press Limited, 1988.
8. Eck, Diana L. *Darsan: Seeing the Divine Image in India*, 2d ed. Pennsylvania: Anima Books, 1985.
9. Geertz, Clifford. *The Interpretation of Culture: Selected Essays*. New York: Basic Books, Inc., Publishers, 1973.
10. Geertz, *The Local Knowledge*. New York: Basic Books, 1983.
11. Lippy, Charles; *Being Religious, American Style: A History of Popular Religiosity in the United States* Praeger Publishers, Westport, CT, USA. 1994.
12. Luna, Anita De. *Faith Formation and Popular Religion, Lessons from the Tejano Experience*, Rowman & Littlefield Publishers, Oxford, United Kingdom.
13. O'Malley, L.S.S. *Popular Hinduism: The Religion of the Masses*. Cambridge: Cambridge University Press, 1935.
14. Parthasarathy, A. *The Symbolism of Hindu Gods and Rituals*. Vedanta Life Institute Publications, Mumbai, 1985.
15. Patmury, Joseph, *Sacred Link: Modes of Communicating with the Divine*, Asian Trading Corporation, Bangalore, 1996.
16. Puthenangady, Paul, ed. *Popular Devotions in India*. Bangalore: National Biblical, Catechetical and Liturgical Centre, 1986.
17. Santos, S.R. *The Shrine of Our Lady of Vailankanni*. Tanjore: Don Bosco Press, 1948.
18. Segundo, Galilea. *The Challenge of Popular Religiosity*. Quezon City, Philippines: Claretian Publications, 1998.
19. Shiac, Morag. *Discourse on Popular Culture: Clan, Gender and History in Cultural Analysis, 1730 to the Present*, Polity Press, 1989.