1.	Record Nr.	UNINA9910779650603321
	Autore	Liberman Kenneth <1948->
	Titolo	Dialectical practice in Tibetan philosophical culture [[electronic resource]] : an ethnomethodological inquiry into formal reasoning / / Kenneth Liberman
	Pubbl/distr/stampa	Lanham, MD, : Rowman & Littlefield Publishers, 2007, c2004
	ISBN	1-299-45333-3 0-7425-7686-8
	Edizione	[1st paperback ed.]
	Descrizione fisica	1 online resource (338 p.)
	Disciplina	184/.1
	Soggetti	Buddhism - Social aspects Buddhist philosophy Debates and debating - Religious aspects - Buddhism Philosophy, Tibetan
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	Cover; Title Page; Copyright Page; Table of Contents; Acknowledgments; Foreword; Part I: A Postcolonial Inquiry into Tibetan Dialectics; 1. Orientalism and Tibetological Praxis; 2. Ethnomethodology and the Retrieval of Ordinary Society; 3. The Organization of Reasoning in Tibetan Philosophical Debates; Part II: Philosophical Praxis in the Tibetan Academy; 4. Organizing the Objectivity of the Discourse: Dialectics and Communication; 5. Reason as a Public Activity; 6. Rhymes and Reason: Reason as the In Vivo, Concerted Work of Tibetan Philosophers; 7. Strategies in Tibetan Philosophical Debates Part III: A Sociology of Reasoning8. Using Reasons: Capabilities of Formal Analysis; 9. Some Betrayals of Formal Analysis; Bibliography; Index
	Sommario/riassunto	Tibetan Buddhist scholar-monks have long engaged in face-to-face public philosophical debates. This original study challenges Orientalist text-based scholarship, which has missed these lived practices of Tibetan dialectics. Kenneth Liberman brings these dynamic disputations to life for the modern reader through a richly detailed, turn-by-turn

analysis of the monks' formal philosophical reasoning. He argues that Tibetan Buddhists deliberately organize their debates into formal structures that both empower and constrain thinking, skillfully using logic as an interactional tool to organize their