

Outline of Lectures

In a recent recounting of the spaces of disciplinarity and post-disciplinarity (*Recontextualizing Disciplines: Three Lectures on Method*, 2014), I have ventured among other things to formulate the point whether a purely disciplinary capacity (that is to say, a grounding in one's own discipline) could envisage alternative perspectives which by definition a disciplinary capacity cannot occupy. We must confront the inner coherence (or otherwise) of this possibility; examine more intently what this would yield about both the genealogy of disciplines and their epistemology, and, not the least, the question of the contextualization that could be productive of inquiry.

Even as I explore aspects of this possibility, the specific programmatic that I wish to deliver into in the context of my lectures here will have to do with (what I am calling) the *form* of inquiries. Certainly, I do not mean anything esoteric about this axis of intervention, although I must admit that an inspiration in part is the philosopher Ludwig Wittgenstein who had shrewdly remarked, somewhere in his notebooks, the following: not empiricism, and yet realism in reflection, that is the hardest thing. Without getting into any serious exegesis of this remark, I propose to singularly ask what this could yield about the *form* of inquiries, orienting the question towards issues of design as formulated in cross-disciplinary terms and which anticipates the problematic status of our 'objects' of inquiry.

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