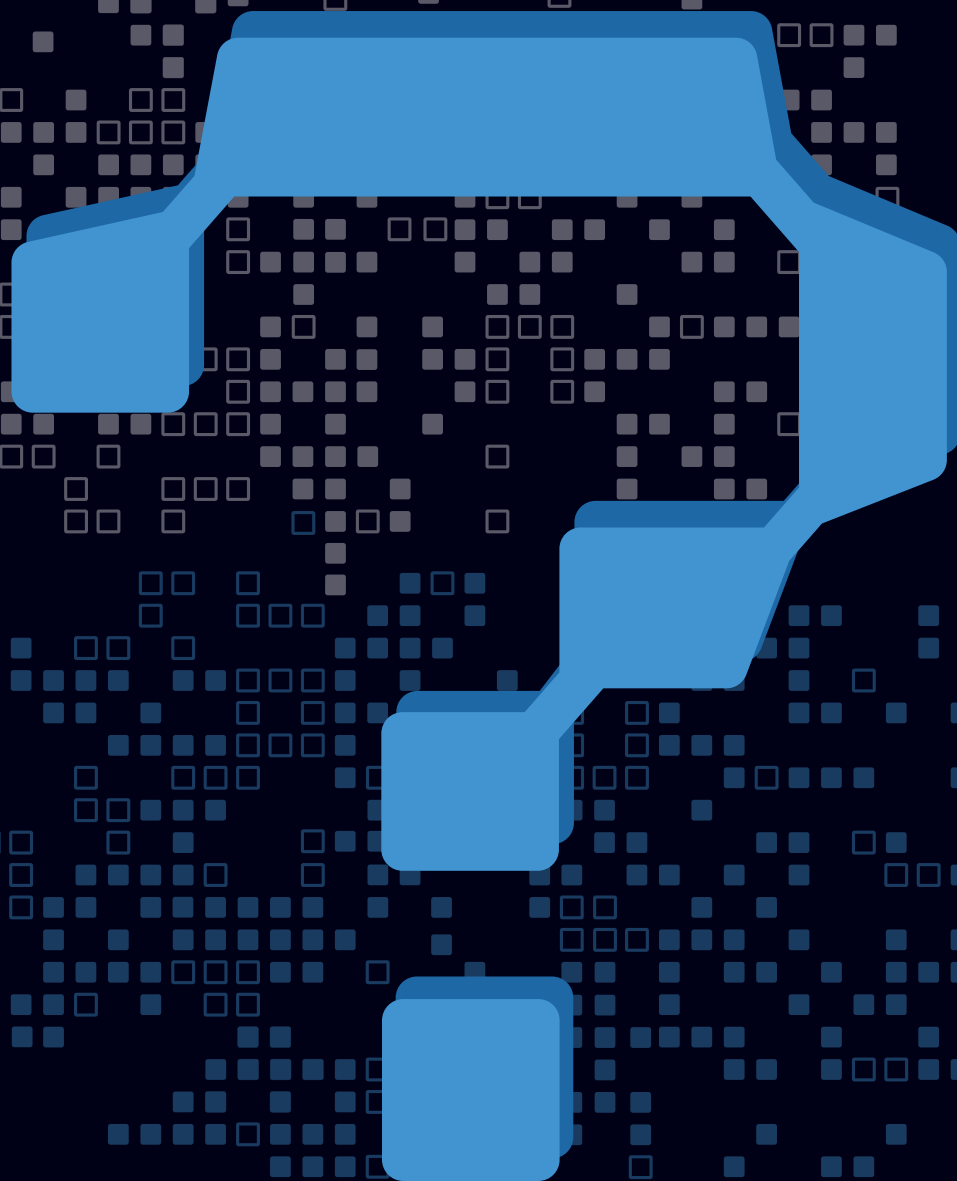


TREĆA MEĐUNARODNA KONFERENCIJA
Č E M U J O Š O B R A Z O V A N J E
THIRD INTERNATIONAL CONFERENCE
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BEOGRAD 5-7 OKTOBAR 2022
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humanizam, posthumanizam,
anti-humanizam: obrazovne perspektive

humanism, posthumanism, anti-humanism:
educational perspectives

Treća međunarodna konferencija /
Third International Conference

**ČEMU JOŠ OBRAZOVANJE? /
WHY STILL EDUCATION?**

*Humanizam, posthumanizam, anti-humanizam: obrazovne perspektive /
Humanism, Posthumanism, Anti-Humanism: Educational Perspectives*

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**REZIMEI IZLAGANJA /
PAPER ABSTRACTS**

Marija Velinov, Predrag Krstić

ZAŠTO ANDROIDI NE IDU U ŠKOLU?

Rad tematizuje predstave androida, pre svega u delima popularne kulture koja se svrstavaju u naučnofantastični žanr, ali se osvrće i na njihovu sve učestaliju prisutnost u svakodnevnom životu, kao i u naučnim studijama. Androidi jesu, ili je bar zamislivo da uskoro postanu, deo naše stvarnosti. Oslonjen na primere razumevanja njihovog kulturnog, moralnog i pravnog statusa – ili njihovog manjka – rad iskušava polje zahvata i domete obrazovanja. Da li je zamislivo – i šta bi uopšte značilo – da se androidi školuju? Da li bi to za posledicu imalo ne samo transformaciju našeg shvatanja androida, nego i obrazovanja? Da li tradicionalni emancipatorski ciljevi obrazovanja – izgradnja samosvesne ili autonomne ili skladne ili totalne ličnosti, pa i odgovarajućeg društva – silaze sa scene ukoliko se i androidi obrazuju ili upravo ukazuju na snagu obrazovanja da se proširi ili univerzalizuje i na nove forme života i podari im rang ličnosti? Da li androidi signaliziraju stečaj ili makar nepotrebnost obrazovanja – naročito ako se ono shvati kao proces izgradnje, s obzirom na ovu ili onu funkciju, funkcionalnih članova zajednice – ili mu dodaju još jednu novu dimenziju na tragu beskrajnog usavršavanja čoveka i/u onog boljeg od čoveka? Usredsređujući se na neuobičajen spoj androida i škole, autori prihvataju izazov i dovode u pitanje samorazumljivost poimanja čoveka, obrazovanja i, naročito, njihovog odnosa. Ukazuje se, u tom pogledu, na moguću zastarelost razumevanja obrazovanja kao privilegije „čoveka“ i stoga jedne od tačaka razgraničenja njege i „mašine“, i ispituje mogućnost artikulacije obrazovnog procesa koji bi apstinirao od sagledavanja čoveka kao njegovog univerzalnog uslova i ekskluzivnog nosioca. Samo naizgled paradoksalno, autori veruju da tek na taj način, upravo ispitujući granice (važnja) obrazovanja, odgovorno nastupaju u njegovo ime i afirmišu ga.

Ključne reči: humanizam, posthumanizam, popularna kultura, naučna fantastika, obrazovanje

DO ANDROIDS ATTEND SCHOOL?

The text thematizes representations of androids, above all in works of popular culture of the sci-fi genre also looking at the androids' increasing presence in quotidian life and scientific studies. Androids are, or at least it is imaginable that they will soon be, part of our reality. Drawing on considerations of their cultural, moral, and legal status – or lack thereof – the text examines the scope and limits of education. Is it imaginable – and what would this mean at all – for androids to go to school? Is the traditional emancipatory aim of education – the development of a self-aware or autonomous or well-rounded or complete person, and then a society corresponding to it – obsolete if androids have to attend it; or would it precisely reveal the power of education to expand and become universalized across new forms of life, bestowing upon them the rank of personhood? Do androids signal education's bankruptcy or perhaps its obsolescence – in particular if it is considered a process of development of some function or other to become useful members of the community – or do they add to education a whole new dimension along the track of infinite advancement of man and/into better-than-man? Focusing on the unusual connection of the android and school, the authors rise to the challenge by calling into question the self-evidence of the concept of man, education, and in particular, the relation between the two. The text, thus, indicates a possible outdatedness of the understanding of education as a 'human' privilege and line of distinction from 'machines'. It further examines the possibility of articulating an educational process that would abstain from taking man as its universal condition and exclusive bearer. Only seemingly paradoxically, the authors believe that such probing of limits of (validity of) education is the only responsible path to truly affirm it.

Keywords: humanism, posthumanism, popular culture, science fiction, education

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