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Orginal Article

Academic Human and Academic Slavery

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Introduction

According to deconstructive genealogical hypotheses, the transformation of concepts is not only the result of development of science in the fields of knowledge such as psychology and social science, but also indicates that such a development is the result of historical and common events occurring in the course of transformation. On the basis of this presupposition, the main aim of this study is to explain events, developments and processes that form the concept of elite student and deconstruct the concept in order to explain the marginalized possibilities in students' life in educational system in the contemporary period in Iran.

Method

The method in this research is genealogy. In genealogy, the objective is to discern how a problem or a fact came about in history.

Results

It is concluded that the background factors and power relations play a role in the evolution of the concepts in both Shahab and Sampad plans. and the most important discursive formations in this period of time are Shahab and Sampad plans in the contemporary Iran.

Discussion

The first impression that the analysis of genealogy of an elite student gives us is the macro layers that fill the gaps between two formations. The most important factor is the deconstruction of "intelligence" and addition of the sociological concepts to elite students' training. To this effect a diversity can be noted in social arenas and different dimensions of giftedness in its

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current formation i.e. Shahab plan. Although more important matter in accordance to genealogy is the analysis of genealogy-based matters on non-discursive factors, which indicates that the revolution is not only not the result of development of science in fields of knowledge such as psychology and social science, but it also indicates that such an improvement is the result of historical and common events which have occurred in the middle of the path of improvement. Some significant and obvious events which can be mentioned here are brain drain, economic crisis in Iran, change of economic concepts, the inappropriate population density of special instructions for elite students and the reduction of the population of students.

Keywords: Academic Slavery, Mass society, Social alienation ,Liberation pedagogy

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