Acknowledgements xi About the Author xii

Introduction: Lyotard's Thought as Pedagogy 1

- 1 Why Lyotard? 2
- 2 The Inhuman System 5
- 3 Inhuman Infancy 9
- 4 Pedagogical Forces 11

1 Reading 14

- 1 The Text and the Line 16
- 2 Developmental Reading and Childish Reading 18
- 3 Secret Reading and Public Reading 20
- 4 Racist Reading and Quiet Reading 21
- 5 Re-Reading: An Invitation 24

2 Writing 25

- 1 Writing and the System 28
- 2 The Idiocy of Writing 30
- 3 Re-Writing: As If! 31
- 4 The List... 33

Intermezzo: From the Beautiful to the Sublime 37

- 1 Sublime Thinking 40
- 2 A Sublime Re-Writing 43

3 Voicing 44

- 1 Sonorous Voices 45
- 2 Voicing Words 48
- 3 Voicing Matter 51
- 4 Voicing the Mute 53

4 Listening 55

- 1 Musicking Matter 56
- 2 Listening to Listening 58
- 3 Elliptical Listening 61
- 4 Elliptical Listening and Timbre 63

5 Sectarian Initiation 66

Afterword: Towards a Post-Human Approach to (In)humanity: Reflections on Derek Ford's Inhuman Educations 69

Joris Vlieghe

- 1 A Phenomenological, Practice-Oriented and Educational Take on Lyotard 70
- 2 Infantia and (In)humanism 71
- 3 Humanistic Education as Profoundly (In)human: Perfectibility and Taking Childhood Literally 73
- 4 (In)humanist Education as Non-Humanist: Writing as Initiation 75
- 5 Making (In)humanism Post-Human: Technologies of Trans-Individual Attention 78

References 83 Index 86