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ARTICLES–STUDIES

LUCYNA KOPCIEWICZ, MARCIN WELENC

Atypical Sexuality in Queer Theory 7

The aim of presented text is to reveal discussion of the basic assumptions of queer theory. The emergence of different approach to normative and non-normative sexualities challenging the “identity politics” provoked, in Polish gender studies, concern as well as the attempts to include queer theory to their emancipatory purposes. Queer is also a methodological perspective which includes the analysis of sexualities in the world life and the textual de-constructive studies revealing the ways in which simplified binary oppositions system limit our understanding, especially related to sexualities, and lead to normative violence.

ANNA IZABELA BRZEZIŃSKA, TOMASZ CZUB,
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Conditions of Identity Development during the Transition Period from Adolescence to Adulthood 23

James Marcia’s two-stage model of identity formation has ceased to be sufficient to describe and account for identity formation paths. The dynamic dual-cycle model of identity formation developed by Koen Luyckx and collaborators proves to be much more accurate. Identity is formed in the whole course of human life, although the period of childhood and, in particular, adolescence seem to be pivotal from the point of view of what trajectory of development the individual is on at the moment of entering adulthood. From this point of view the factors which we regard as crucial for identity formation are, on the one hand, proneness to shame and the shame regulation strategies and, on the other, the system of personal beliefs about one’s life and related key social experiences which define the quality of social participation of adolescents.

KATARZYNA CANTARERO

Motivation behind Lying and Psychological Dimensions of Culture as the Basis of Intercultural Differences of Lying Acceptability 51

The aim of this paper is to show that cross-cultural differences in the acceptance of lying depend mostly on the motivation that lies beneath lying. Cultural dimensions may explain which cultures will demonstrate higher acceptance of lying basing on specific motivation to lie. The article concentrates firstly on the definition of deception, stating which aspects of the definition of deception will be more culturally sensitive. Differences in motivation to lie

are being discussed focusing on the collectivistic – individualistic dimension. In collectivist cultures people are prone to lie for the group benefit, while in individualistic cultures they may be motivated to lie to protect one's privacy. Other crucial issues discussed in the paper are the stereotypes concerning liars and cues to deception. They may influence perceived veracity of the interlocutor. The article discusses also future research perspectives on the cross-cultural differences in the acceptance of lying.

TOMASZ KOZŁOWSKI

Psychological and Evolutionary Framework of Pop Culture. The Evolution of Mind versus the Entertainment Content 72

The aim of present work is to present a thesis, according to which the form of entertainment (and broader – pop-culture) is considerably conditioned by evolution of human mind. Using conceptual apparatus of contemporary evolutionary sciences, one may try to determine specific subject area, within which there is content of entertainment, and at the same time predict which types of entertainment, including those offered by pop-culture, enjoy the biggest popularity. In this article the author poses a thesis that human brain is oriented at reception of particular stimuli and interprets it in order to increase the chances of survival of an individual. Pop-culture entertainment plays a role of an artificial stimulus, elevated to hyper-level, aimed at catching attention of the viewers, very often via confronting contrary strategies.

COMMUNICATIONS–ACCOUNTS

MARCELA KOŚCIAŃCZUK

Between Scandalization and Provocation. Co-dependence of Art and Media 100

The article is based on semiotic interpretation of such a features as scandal and mechanisms which replace scandals. Two divided areas (the first strictly connected with scandal and the second one connected rather with mechanisms which replaces scandal) constitute important parts of two semiospheres (Juri Lotman's term): critical art and media system. Due to cultural studies point of view these two areas may be also conjugated with two different aims. On the one hand critical art leads to dialogue which is based on interpersonal communication, on the other hand media's main goal is to set stable however just fatic communication. Conclusions show that artistic scandals which were transformed by media may be understand as medial features (coronation, conquest, competition). What is more, the text shows that media mechanisms are very successful in changing the mode of the communication model (from interpersonal to fatic).

ANNA POKORSKA, ANDRZEJ KALETA

E-learning in the Polish Countryside 119

This paper presents some of the results of e-ruralnet project funded by the European Union Lifelong Learning Programme and assesses the possibilities which give e-learning to meet the educational needs of adult rural inhabitants. Article portrays opinions about e-learning among individuals who have participated in e-learning recently (e-learners) and individuals who have had no experience of e-learning up to the time of survey (control group).

Additionally authors present educational needs of both groups, kinds of e-learning courses completed by the e-learners and their satisfaction resulting from e-learning. The result of the surveys identifies the prospects of e-learning in Polish rural areas.

ALICJA ZAWISTOWSKA

Egalitarization and Elitization of High Schools 140

Referring recently developed approach in the research on educational inequalities – the horizontal perspective, I examined how the increasing enrollment rates influence the processes of social selection within secondary schools. Using data from a survey conducted among students of general secondary, specialized secondary and technical schools in Białystok I examine how two important ascribed factors (social background and gender) affects selection between types of schools and fields of study. The analyses show that educational expansion leads to two processes which tend to balance each other out, resulting in persistent inequalities: equalization in access to general secondary schools weakens the stratification and differentiation of educational institutions magnifies it.

PIOTR STAŃCZYK

Students with Difficulties, Difficulties with Students and an Ideal Lesson. Teachers' Narratives on the Meaning of Their Work 157

The article presents results of phenomenography research on teacher's work experiences. Meanings imparted to labour show vocational ideology of that group. "Students with problems" phenomenon appeared from interviews and – as interviewed teachers describe it – refers to students' lack of subordination, obedience and discipline. That allows to spot a crucial problem of *jouissance* stealing committed by "students with problem" but this problem is much more profound. "Students with problem" conceptualization covers real problem of teachers: "problems with student". Those who are troublemaker for teachers are considered as those who are form lower social classes and are lost not only for educational system but also for social system at all. Interviewed teachers find work with "students with problems" pointless and claims that students and their families are only one to blame. However essence of this conceptualization are teachers' problems with students which expose "horror of the Real" of capitalist educational system. *Jouissance* of teaching is stolen by "students with problems, what makes teachers' work nothing more than disappointment.

ŁUKASZ BAKA

Beliefs about People and the World and Anxiety in Socially Adjusted and Socially Maladjusted Groups of Young Adults 180

The study was aimed at investigation of differences in just world and human nature beliefs, between socially adjusted and maladjusted young people. In the study was also analyzed correlation between these beliefs and anxiety as trait and state in these two groups. The results show that pupils of secondary school are characterized by higher beliefs in human nature and lower anxiety as trait and state than juvenile delinquents. In relation to just world belief, there were not any differences between these two groups. As predicted, high just world and human nature beliefs correlated with low trait anxiety and state anxiety in group of pupils. But, in group of juvenile delinquents, high state and trait anxiety correlated only with low human nature belief, not with just world belief. In the final part of the paper, the author takes discussion of research results.

SPECIAL COMMUNICATIONS

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