Pobrane z czasopisma Annales N - Educatio Nova **http://educatio.annales.umcs.pl**
Data: 26/11/2026 20:40:58

WYDAWNICTWO UMCS

ANNALES
UNIVERSITATIS MARIAE CURIE-SKŁODOWSKA
LUBLIN – POLONIA

VOL. X SECTIO N 2025

ISSN: 2451-0491 • e-ISSN: 2543-9340 • CC-BY 4.0 • DOI: 10.17951/en.2025.10.9-14

Introduction

Wprowadzenie

We are pleased to invite you to read the tenth volume of "Annales UMCS. Sectio N – Educatio Nova". The volume carries texts which, to a greater or lesser degree, are related to the general topic of "Stereotypes, prejudices and discrimination".

What first attracted scholars to the notion of stereotype was Walter Lippmann's seminal publication *Public Opinion* (1922). He used the term to refer to the images in the minds of people, who used them to categorise and assess others. It was generally assumed that the construct of stereotype was associated with an attitude of prejudice, exclusion, and discrimination, based on negative perception of particular groups (e.g., social, ethnic, or racial stereotypes) ingrained in society.

It is this understanding of stereotype, along with attitudes and actions motivated by stereotypical thinking, that is the object of a vast majority of descriptions and analyses presented in this volume.

The volume opens with Dounia Boutirny's article on stereotypical representations of the Middle East in selected short stories by Isabelle Eberhardt, the Swiss traveller and writer living towards the end of the 19th century. The author demonstrates how stereotypes reveal ideologically motivated cognitive biases, especially in the context of colonialism, and shows that the Europeans' prejudiced perception of the East has emerged from stereotypical images, constructed in the period of colonial domination. She also considers the intersections between oriental discourse and race, gender, as well as sexuality.

The subsequent two contributions from the volume address the problem of hate speech. Aouda Mazot invites the reader to consider the examination of linguistic markers of hate speech, used against minorities on social media, particularly

Pobrane z czasopisma Annales N - Educatio Nova **http://educatio.annales.umcs.pl**
Data: 26/11/2026 20:40:58

on the X platform (formerly Twitter), following the tragic events in Nanterre in June 2023. Adopting a pragmatic-linguistic perspective, the author analyses sequences that convey hatred, both explicitly and implicitly, by means of irony and humour. Ewa Kalinowska also addresses the issue of hate speech by investigating the continuing relevance of the social relations depicted in Mathieu Kassovitz's 1995 film *La Haine* (*Hate*). The scenes and lines from the film are full of hostility and hateful remarks, reflecting the aggression and violence of ubiquitous in present-day society. The film offers a view of the world dominated by mistrust, misunderstanding and hatred, manifested in multiple ways.

Alioune Willane takes up the problem of stigmatization and discrimination on the grounds of race and illness, offering a comparative reading of two novels: Williams Sassine's *Saint Monsieur Baly* and Aminata Aidara's *Je suis quelqu'un*. Although the novels are set in different geographical locations, the mechanisms of marginalization remain similar as they are grounded in clichés, prejudices, and stereotypes prevalent in the depicted areas.

Mohamed Ballouki investigates forms of social and political exclusion in postcolonial Morocco in a comparative analysis of two works from different genres: Mohammed Khair-Eddine's film *Le déterreur* and Hicham Lasri's novel *The Sea Is Behind*. The scholar shows how films and literature deal with repression and the marginalization of the excluded in a seditious manner. Both works address the issue of social exclusion and minority struggles within Morocco's socio-cultural context and forcefully condemn the cruelty of marginalisation.

The issue of domestic violence – with a particular focus on its cyclical nature, forms, consequences, as well as the stereotypes that sustain it – is addressed by Eliza Mazur, Monika Szpringer, Edyta Laurman-Jarząbek, and Krzysztof Beyger. Their research draws on statistical data from the Provincial Police Headquarters (2017–2022) and the Świętokrzyskie Province Program for Counteracting Domestic Violence (2023–2028).

Christine Martinez also examines the issue of violence, focusing on bullying in schools in France. She investigates the prevalence of bullying, its consequences for students, and intervention strategies, introduced to eradicate the plight of a growing number of young people, which adversely affects their psychological, physical, and social well-being.

Andrianasy Angelo Djistera offers a uniquely revealing perspective on bullying in schools. His approach underscores the economics of educational action. The scholar frames discrimination as a form of systemic inefficiency insofar as it hinders the accumulation of human potential.

Leszek Tymiakin discusses ageism in 20th-century Polish song lyrics, addressing stereotypes and unequal treatment of the elderly. He identifies multiple

Pobrane z czasopisma Annales N - Educatio Nova **http://educatio.annales.umcs.pl**
Data: 26/11/2026 20:40:58

forms of discrimination, including devaluation, dismissive emotional attitudes, condemnation, and exclusion, particularly of older women.

Hind Sabour El Alaoui and Rajaa Nadifi pose the question of whether educational practices in Moroccan high schools foster or hinder gender equality policies. On the basis of a case study of a private school, they address the issue of whether the teaching practices are genuinely inclusive and conducive to coeducation, one of the hallmarks of Morocco's educational system.

Two studies explore specific social milieus. Ewa Boksa and Łukasz Orliński examine the subculture of chavs (Pol. *dresiarz*) from an axiological perspective as they analyse the value system of Polish hip-hop and rap lyrics. Dariusz Piechota focuses on individuals with Adult Children of Alcoholics syndrome, depicted in the recent realist fiction in the three novels: Mira Marcinów's *Bezmatek*, Aleksandra Zbroja's *Mireczek. Patoopowieść o moim ojcu*, and Marta Dzido's *Matrioszka*. The authors use different literary conventions to show the disruptive influence of growing up in alcoholic households. They all share the conviction that writing has a therapeutic power, while at the same time it is a method of constructing a positive image of one's self and the world.

The articles that follow the foregoing highlight the pedagogical use of literature, or, more generally, art in educational activities and initiatives against stereotypical thinking and its negative consequences.

Nadège Langbour advocates reading contemporary young adult fiction for preventive purposes, because it explains to young readers the mechanisms of bullying. The stories highlight the role of stereotypes in shaping discrimination and violence related to bullying in schools. It usually begins with the use of degrading nicknames – invoking socio-cultural stereotypes about appearance or behaviour to create a nickname and attack the victim.

Similarly, Elżbieta Kruszyńska emphasizes how literature can foster empathy for the Other, the Stranger and encourage young readers' – younger students' pro-social attitudes, supported by multicultural education and empathetic reading as an effective method of coping with fear, shaping attitudes of tolerance and acceptance toward "otherness."

Magdalena Marzec-Jóźwicka demonstrates the advantages of discussing in Polish classes at primary-school level *Stan splątania* by Roksana Jędrzejewska-Wróbel. The novel offers models and examples of how to build intergenerational relationships. Małgorzata Gajak-Toczek also underlines the importance of positive role models by invoking the protagonists and the events from R.J. Palacio's novels. Dorota Karkut recommends the following books: Anna Sobolewska's *Cela. Odpowiedź na zespół Downa*, Katarzyna Ryrych's *Wyspa mojej siostry*, Dorota Terakowska's *Poczwarka*, Magda Papuzińska's *Wszystko jest możliwe*, Olga Ptak's

Pobrane z czasopisma Annales N - Educatio Nova **http://educatio.annales.umcs.pl**
Data: 26/11/2026 20:40:58

Kto ukradł jutro?, and Jacek Hołub's collection of reportages *Żeby umarło przede mną. Opowieści matek niepełnosprawnych dzieci*, as resources for raising awareness of the potential as well as limitations of individuals with disabilities, while also providing a basis for contesting stereotypes that perpetuate a view of disability as a misfortune or a constraint preventing participation in social life. Hołub's *Żeby umarło przede mną. Opowieści matek niepełnosprawnych dzieci* and *Niegrzeczne. Historie dzieci z ADHD, autyzmem i zespołem Aspergera* are also mentioned by Beata Strzępek-Leśniak, who draws attention to the examples of combating social stereotypes of disability, which circulate in society.

Magdalena Stoch examines the strategy of social camouflage, usually employed by individuals with autism spectrum disorder (ASD), portrayed in Richard Powers' novels *The Overstory* and *Bewilderment*, in which the strategy is used as a means of criticising contemporary cultural norms and systemic failures to address the needs of people with ASD. The author emphasises that the novels exemplify the power of literature to encourage empathy and foster reflection on social crises.

A special form of exclusion is discrimination, and reference to this phenomenon can be found in literary works, as Roxane Petit-Rasselle shows in her paper. The author says that, in constructing his protagonist, Alexander Dumas participates in the debate over national stereotypes. She also highlights the ambiguous strategy used by Dumas, who, rather than openly addressing racist attacks targeted at him, transfers the issue of race onto the fictional plane of a literary text. In the insights from his travels, *Impressions de voyage. Midi de la France*, Dumas compares the residents of southern France to the Spanish, the Saracens, and the Indians, presenting the inhabitants of the South as figures who seem exotic to the reader from the north of France. Likewise, in *The Three Musketeers*, when describing D'Artagnan's appearance, language, and cultural habits, the writer drew on the then widespread stereotypical image of the Gascon.

Referring to Jean-Pascal Zadi's comedy series *En Place* and its way of depicting the reality of typical French suburbs, Julius Aderogba Odewabi uses the example of Bobigny in the Paris metropolitan area to present in the comedy series a polemic against the stereotypical image of the suburbs (*banlieues*) by challenging the commonly accepted view of deprivation, frustration, oppression, and exclusion of "the French people of colour," the inhabitants of the suburbs. The author of the paper argues that the way of constructing the storyline of the series allows to reformulate the political discourse on the suburbs and the inhabitants as well.

In the last paper of the section, Przemysław M. Waszak, Magdalena Pierucka, Dorota Dydjow-Bendek, Radosław Czernych, Katarzyna Trzeciak-Bilska, Anna Rój, and Paweł Zagożdżon review the Polish educational system, focusing on strategies and tools implemented to counter disinformation and foster critical

Pobrane z czasopisma Annales N - Educatio Nova **http://educatio.annales.umcs.pl**
Data: 26/11/2026 20:40:58

thinking in students. They also analyse the methods used in the Polish educational system to combat disinformation and support critical data analysis. The authors call for putting the emphasis on media education in Poland, for instance, by means of introducing courses teaching media literacy in primary and secondary schools, as well as developing specialist training in verification and critical data analysis at the university level.

The final section of the volume addresses education in a broad sense. It begins with Aneta Grodecka's critical discussion of Annie Murphy Paul's *The Extended Mind: The Power of Thinking Outside the Brain*, which develops David Chalmers's concept of "extended cognition," a model of thinking based on sensory perception, interaction with the environment and other people. The author suggests applying this concept to Polish language teaching. The most important points include structuring group work (e.g., "expert tables," Edward de Bono's Six Thinking Hats, project-based methods) and evaluating these activities.

Justyna Bajda and Dorota Michułka propose incorporating creative writing into poetry analysis. Their students' essays on Kazimierz Przerwa-Tetmajer's *W Zatoce Neapolitańskiej*, which employ the fantastic as a literary convention, allow to use imagination and emotion, which result in a deeper, subjective reinterpretation of the poem.

In a review paper, Agnieszka Wierzbicka discusses *Technopaideia. Zaawansowane technologie w edukacji humanistycznej* (2024), edited by Sebastian Borowicz and Joanna Hobot-Marcinek. She emphasises the benefits of using new teaching tools, which contributes to the development of digital skills, as well as allows to cultivate humanistic values, such as reflection, creativity, and ethical responsibility. At the same time, she argues that advanced technologies are not neutral tools in that they shape human relations and are themselves shaped by the socio-cultural context.

Anita Jagun reports on the studies of the skills of Italian students of Polish with respect to their familiarity with Anglicisms in the so-called youth speak of today's young Poles. The results of the study lead to the conclusion that, based on knowledge of the English language, it is possible to identify general concepts corresponding to specific words and expressions, but at the same time it is difficult to recognise semantic nuances that result from the embedding of such anglicisms in the new context of Polish culture.

Marta Chyb-Winnicka presents pilot research on gender differences in listening comprehension. The scholar gave a listening test in Polish to 101 girls and 111 boys, who were pupils in the fourth grade. She found no significant differences between girls and boys in that, regardless of gender, both groups achieved moderate results.

Pobrane z czasopisma Annales N - Educatio Nova **http://educatio.annales.umcs.pl**
Data: 26/11/2026 20:40:58

Zofia Pomirska explores the mechanisms of ideologisation of Polish education in the period of the first postwar decade. She uses material from Polish and history classes and records from the selected rural school. The aim was to shape the "new man." Also, the mechanisms were designed to mould a new, socialist worldview.

Andrianasy Angelo Djistera and Sabrina Rostaing-Paris seek to show that fiscal discipline measures imposed by the Stability and Growth Pact on the countries of the Economic and Monetary Union in Europe prevents member states from achieving the goals stipulated by the Lisbon Strategy. The simultaneous implementation of the goals of the Lisbon Agenda and the aims of the Pact would require limiting investments based on budgetary balance. To comply with the rules of fiscal discipline, EU states must implement budget consolidation, which reduces public spending and, in turn, may undermine progress towards the development of knowledge-based economy.

Jacek Warchala's essay, which concludes the volume, may seem to be only loosely connected to the topic of the main theme. The author examines the expansion of marketing discourse, which dominates in the culture of consumption, into other discourses (e.g., feminist discourse, religious discourse). He also analyses the linguistic mechanisms of the expansion (e.g., "implanting" metaphors typical of marketing discourse, using the persuasive potential of product and brand, constructed in the process of marketing narration). It should be recognised that, as a manifestation of persuasive attitude, marketing discourse must necessarily operate using stereotypical thinking – collective, generally accepted system of evaluation and categorisation. This understanding of stereotype differs to a certain extent from the interpretation adopted in the other essays.

We invite you to read the volume, hoping that it will give you intellectual satisfaction and that the texts will provide you inspiration for further research. On behalf of the Editorial Board, we wish you a pleasant reading.

Anna Krzyżanowska
(Maria Curie-Skłodowska University, Lublin)

Piotr Krzyżanowski
(Maria Curie-Skłodowska University, Lublin)

Lidia Miladi
(Université Grenoble Alpes, Grenoble)