

# The French Review

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*Devoted to the Interests of Teachers of French*

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## ARTICLES

### SOCIETY AND CULTURE

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**Dan Golembeski**  
**"Mayotte: France's New Overseas Department in the Indian Ocean"**

Mayotte (*Maore*), the easternmost island in the Comoros archipelago, took a tremendous political leap in 2009 by voting to become, in 2011, France's 101<sup>st</sup> *département*. Many teachers of French are unfamiliar with Mayotte and its integration into *la République française*. The present article introduces readers to the island's geography and history, Mahorais society, and its indigenous languages. The article concludes with suggested resources for including Mayotte in the classroom.

### FILM

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**Yaw Oteng**  
**"Joseph Gai Ramaka's *Karmen Gei* and Female Subjectivity in the African Urban Landscape"**

Filed in Senegal in 2001, *Karmen Gei* reinvents from the city's margins an unyielding female presence, pits it against a more subdued masculinity, and shakes up the cultural foundations of a society steeped in patriarchal validations. *Karmen's* unprecedented individuality is analyzed alongside the differing attitudes of other women to bring out the dynamics of female subjectivity in the African urban space. Taking the Senegalese cultural framework as emblematic of the larger African sociopolitical space, this essay examines the urban female as the embodiment of the evolving realities of a continent caught between individual freedom(s) and its stifling traditions.

# C O N T E N T S

LITERATURE

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**Lisa L. Walters**  
"Teaching the Nation: The Pedagogical Strategies of Malika Mokeddem's *La transe des insoumis*"  
Homi Bhabha and Henry Giroux believe that the notion of pedagogy is relevant to postcolonial literature and to the question of national (and personal) identity. They concur that pedagogy is actually a political practice through which "knowledge, ideologies, and values are deployed within unequal relations of power" (Giroux). In *La transe des insoumis*, Malika Mokeddem develops a pedagogy of resistance, followed by one of forgiveness, as she considers the diverse factions that have subjugated her. Though her writing is proof of her being, such an existence is problematized by her inability to affirm her sense of self.
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**Sage Goellner**  
"Algeria in France: Colette's 'Le manteau de spahi'"  
Colette's oblique representations of France's colonial project in Algeria are examined through her short story, "Le manteau de spahi." Tucked away in the family's closet, the spahi's cape is a reminder of the use of Algerian troops in France's wars. The destruction of the soldier's cape represents the instability of France's colonial power during the early twentieth century. "Le manteau de spahi" shows the complex and recurring interpenetration of North Africa in France at the dawn of the twentieth century.
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**Warren Motte**  
"The Greening of Marie NDiaye"  
Among Marie NDiaye's writings, *Autoportrait en vert* (2005) constitutes an anomalous case by virtue of the problematic status of its subject. The person who says "I" in this text does not pretend to possess her story; to the contrary, it escapes from her continually. What is the dimension of autoportraiture in this text? Who is the "femme en vert" who haunts the story? Autodiegesis is a powerful principle of narrative organization, yet this text puts that principle dramatically on trial in order to propose a different kind of textuality, one that is largely reconfigured with regard to literary convention.

FOCUS ON THE CLASSROOM

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**Nicole C.  
Rudolph**

**“Architecture as  
a Portal to the  
Teaching of  
French  
Language and  
Literature”**

The author proposes the use of architecture as another means—in addition to cultural products like songs and poems—of organically integrating the teaching of culture into the study of language and literature. The author suggests that using the tool of the virtual tour, available on many Web sites, helps instructors to bring France closer to students by providing more visual referents in three dimensions. With three sample lesson plans, the article demonstrates the integration of architecture into beginning and intermediate language courses, as well as into an upper-level literature course.

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**Valérie Saugera**

**“(Tu choisis)  
comment (est-ce  
que) (tu)  
choisis(-tu)?:  
Acquisition  
des variantes  
interrogatives”**

L’objectif est de sensibiliser les étudiants aux quatre variantes interrogatives les plus fréquentes du français tout court et de les aider à les situer sur le continuum stylistique. Cette séquence pédagogique est née de l’observation d’une inadéquation: alors que des études récentes en sociolinguistique variationniste ont permis d’établir l’inventaire et la fréquence d’utilisation des formes interrogatives, le traitement de l’interrogation dans la plupart des grammaires de français langue seconde n’inclut que deux structures. Les outils et matériels proposés intègrent pleinement les résultats de la recherche et démontrent les potentialités des études linguistiques et des films comme outils d’apprentissage.

INTERVIEW

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**Leslie Kealhofer**

**“Raconter leur  
histoire, c’est  
faire entendre  
leurs voix: un  
entretien avec  
Fatiha  
Benatsou”**

Fatiha Benatsou est la première préfète issue de l’immigration maghrébine en France. Dans *Le rêve de Djamila* (2009), elle rend hommage à sa mère, à sa grand-mère et aux autres femmes de la “première génération” qui ont vécu dans un bidonville de Seine-Saint-Denis dans les années 1950. Au cours de cet entretien, elle souligne l’importance qu’elle attribue à l’idée de “donner une voix” à des femmes qui étaient peu vues et connues par la population majoritaire, l’éducation qu’elles ont léguée à leurs enfants et les problèmes qui subsistent pour les enfants et les petits-enfants d’immigrés maghrébins.

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