

# The French Review

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637 *From the Editor's Desk*

## ARTICLES

### PROFESSIONAL ISSUES

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**M. Martin  
Guiney**

**"The Literature  
Problem in the  
Lycée: French  
Education  
Debates Today"**

The discipline of French in North America has been suffering from declining enrollments and resources. The situation in France is surprisingly similar, with French literature under attack both as a cornerstone of general education at the secondary level, and as an academic discipline at the university level. The most recent crisis has taken the form of strong negative reaction to changes in the *Baccalauréat* exam that were instituted in 1999. The future direction of the conflict will affect not only the content and methodology of the discipline, but also France's self-image as a nation founded on a common literary culture.

### SOCIETY AND CULTURE

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**Arthur F. Saint-  
Aubin**

**"Editing  
Toussaint  
Louverture's  
Memoir:  
Representing  
Racial  
Difference"**

This essay examines how the historian Joseph Saint-Rémy in 1853 edits and explicates Toussaint Louverture's memoir with a portrait of Toussaint, footnotes, endnotes, and an appendix. The essay demonstrates how the editor, ostensibly by reproducing Toussaint's original 1802 memoir but also by calling attention to the very color difference (black/white) that Toussaint himself sets out to obscure, succeeds simultaneously in underwriting and undermining the "meaning" that Toussaint intends to imbed into the first-person narrative.

# C O N T E N T S

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**Michael Meere**  
**“Social Drama,  
 Cultural  
 Pragmatics, and  
 Louis XIII’s  
 Performativity:  
 La Victoire du  
 Phébus (1617)”**

In 1617, Concino Concini, the regent Marie de Medici’s powerful *favori*, was assassinated on his way into the Louvre courtyard upon order of the sixteen-year-old king Louis XIII. Immediately afterward, the anonymous *La Victoire du Phébus* appeared in Rouen, along with a multitude of other texts and images. This study employs theatrical semiotics and cultural pragmatics to read this little-known yet relevant performance-text. It argues that this mimetic representation of regal violence enters and contributes to the propagandistic network of power by legitimizing, endorsing, and celebrating the use of the early modern coup d’État as Louis’s symbolic rite of passage.

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**Mary Cobb  
 Wittrock**  
**“Le rire de la  
 méduse: le  
 dessin dans  
 N’zid de Malika  
 Mokeddem”**

L’iconographie est un instrument essentiel de l’identité féminine de Nora, la protagoniste du roman de Malika Mokeddem, *N’zid*. Au lieu de recourir à l’écriture pour recouvrer ses origines, son passé et son histoire, Nora dessine et retrouve ainsi un lien privilégié entre l’art de la calligraphie, la culture maghrébine et l’expérience des femmes en Algérie. Les références à la méduse constituent une autre piste pour explorer une voie identitaire: Malika Mokeddem offre ainsi à Nora et aux Algériennes en général, souvent traitées de folles et de “sorcières d’hommes”, l’image réconfortante et optimiste de la m/Méduse, belle, nomade et libre.

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**Levilson C. Reis**  
**“Sartre’s and  
 Oyono’s Black  
 Orpheus:  
 Returning (to  
 the Question of)  
 the Gaze in *Une  
 vie de boy*”**

Evoking the spirit of ascent and deliverance with which Sartre’s Black Orpheus inspired the anticolonial movement, this article proposes that, as a literary manifestation of the movement, Oyono’s *Une vie de boy* stages instead the narrative of descent. Focusing on the theme of Hell in the novel, it interrogates the role that Catholic catechesis and concepts of Hell had on predisposing the boy to the sadomasochistic colonial relationship that takes him to hell and back. The article concludes that, besides this transformative descent, the reversal of the gaze remains the most distinctive feature that Sartre’s and Oyono’s incarnations of Black Orpheus share.

## FOCUS ON THE CLASSROOM

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**Frédérique  
Grim**

**“Les standards  
et le français:  
une intégration  
logique en sept  
étapes”**

Un des défis des enseignants est d'intégrer les standards nationaux des langues étrangères aux États-Unis (ACTFL) dans les leçons de tous les jours. Cet article propose une unité en 7 étapes afin de démontrer qu'une leçon de culture peut facilement inclure les 5 C (culture, communauté, comparaisons, connexions et communication) des standards, ainsi qu'une intégration d'un point de grammaire. En s'appuyant sur la méthode *instruction à contenu enrichi*, les enseignants sont encouragés à sortir du livre scolaire pour explorer des sujets culturels en détails.

717

**Carolyn  
Gascoigne**

**“Classroom  
Climate and  
Student-to-  
Student  
Interaction in  
the Post-  
Secondary  
French  
Classroom”**

This article examines the role of classroom climate as it is generated by student-to-student interaction, rather than instructor-to-student interaction in the post-secondary French classroom. Using an instrument originally developed to measure classroom climate in native language public speaking courses, classroom climate in a beginning post-secondary French class and in an advanced French conversation class is measured and compared. Classroom climate scores are also compared to performance as measured by final course grades. Based on results of the literature review and the present study, this article also applies findings from research in small group dynamics to the language learning classroom.

## INTERVIEW

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**Adela Lechintan**

**“Entretien avec  
Yamina  
Benguigui”**

Réalisatrice, productrice et écrivaine engagée, Yamina Benguigui est l'auteure de films consacrés à l'exploration de l'héritage immigrant en France, à la célébration de la diversité culturelle et à la défense des droits de l'homme. Elle est l'une des premières réalisatrices en France à raconter l'exil et le déracinement des Maghrébins et à donner voix à leur histoire individuelle et collective. Dans cet entretien qu'elle nous a accordé en août 2010, la réalisatrice parle de ses films *Mémoires d'immigrés* et *Inch'Allah dimanche* et de ses motivations dans la création cinématographique.

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