

# The French Review

## From the Editor's Desk

As I mentioned in the October 2021 issue (Vol. 95.1), this is my twelfth and final volume as Editor in Chief of the *French Review*. Twelve years ago, my predecessor Chris Pinet described his editorial work with our journal as “a labor of love.” Over the years, I have come to see what he meant. Serving in an editorial capacity at a scholarly journal is one of the most valuable and rewarding professional activities for a teacher-scholar. In the next issue, I will say goodbye and especially give thanks to the many colleagues with whom I have worked. In this issue, I offer a few parting thoughts about the day-to-day work at the *French Review*. I have also included an addendum at the end of the “Articles” section of this issue, in the hope that it will be helpful to younger colleagues who plan to submit an article to our journal.

Editing a scholarly journal is a strange occupation. It means waking up in the middle of the night wondering if a word was misspelled or a comma was misplaced. It means regularly double-checking the successive proofs of each issue, looking for a faulty *coupure de mots*, a previously neglected *faux ami*, or a missing closing quotation mark. It has occasionally meant accepting some articles I personally perceived as flawed and rejecting others I thought of as having potential. Most of the time, it leads to the satisfaction of publishing articles that have been expanded and improved during the editorial process.

The *French Review* has certainly evolved over the past decade. Colleagues who are in my age bracket will remember that submitted articles had to be printed in triplicate and sent to the Editor in Chief by mail, along with twenty stamps (or a check for the equivalent amount). Assistant Editors who evaluated the submitted articles would regularly receive printed copies. When an article was approved for publication, it was edited by hand, using traditional proofreaders' marks. After the contents of an issue had been finalized, thick stacks of proofs shuttled by mail between the Editor in Chief, the Managing Editor, and the Typesetter. During my first year (2010–11), I decided to transition to an online process of submission, evaluation, and editing of articles, which has had a beneficial impact in environmental terms.

Other changes followed, some of which were due to budgetary pressures. Since Vol. 87 (2013–14), the *French Review* has been published in four annual issues (instead of six). This was done without reducing the number of articles and

reviews we publish. Subsequent innovations included an annual article on Film, the introduction of the online *Dossiers pédagogiques* rubric, and the creation of a Book Series. Most recently, we switched to a mainly online form of distribution for each issue of our journal.

The past twelve years have included recurring moments of frustration. One of the duties of an Editor in Chief is to “recruit” colleagues to serve as Managing Editor, Assistant Editor, or Review Editor. I have often found this to be a difficult task, because the time spent on editorial activities is frequently not taken into account when it comes to tenure and promotion. Many universities or colleges refuse to recognize the value of editorial work—even as they demand more publications from their faculty. Pressure to publish peer-reviewed articles on the one hand; no support for scholarly journals on the other. Faculty members are increasingly urged to devote more time to sitting in ever-increasing committee meetings of dubious usefulness. Meanwhile, service to the profession in the form of editorial activities tends to have little or no beneficial effect on academic careers. Universities and colleges should clearly be doing more to recognize and support—instead of discouraging—their faculty members who are interested in joining the editorial team of a scholarly journal.

In closing, and perhaps as an unintended illustration of my preceding point, I had expected to introduce my successor in this issue. Unfortunately, at the time of this writing (my editorial has to be finalized roughly five weeks before publication), few colleagues have applied, and a new Editor in Chief has not yet been designated by the AATF, which publishes the *French Review*. I hope this situation will soon change, and that I will be able to work with my successor on the transition before the start of Vol. 96.

Edward Ousselin, Editor in Chief

## Announcements

### The *French Review* welcomes articles for a Special Issue on: *Enseigner la diversité de la France*

This Special Issue, to be published in May 2023 (Vol. 96.4), will be devoted to teaching the increasing level of sociocultural diversity within French society. While almost all of us have made great progress in terms of representing more than France to our students, of teaching the realities of the vast French-speaking world, we still have progress to make when it comes to teaching France as an increasingly multicultural country. Recent studies such as Jérôme Fourquet's *L'archipel français: naissance d'une nation multiple et divisée* (Seuil, 2019) have confirmed that France is now, much like the United States, divided into *communautés*: by ethnolinguistic group, by skin color, by religion, by sexual orientation, etc. The new level of sociocultural fragmentation has not erased the traditional economic divisions between what were once called *les classes sociales*, but it has become clearly visible and should be taken into greater account in our classes. In short, how do we, as teachers, go beyond the traditional representation of France as *un vieux pays* that is predominantly white, Catholic (or *laïque*), and linguistically homogeneous?

Successful submissions will address some aspect(s) of diversity in contemporary French society and suggest pedagogical strategies and resources that we can use to provide a more accurate representation of France in our classes. Instructors at all levels are encouraged to submit articles.

Authors should consult our Guide for Authors for the formatting requirements:  
<[www.frenchreview.frenchteachers.org/GuideForAuthors.html](http://www.frenchreview.frenchteachers.org/GuideForAuthors.html)>.

Submitted articles should be sent to the Editor in Chief:  
([editorfrenchreview@frenchteachers.org](mailto:editorfrenchreview@frenchteachers.org)).

Deadline for submission: **July 15, 2022.**

## The *French Review* Book Series

This Book Series publishes scholarly works in the field of French and Francophone Studies, in the form of authored or edited volumes written in French and/or English. The scope of the Book Series covers most of the rubrics of the *French Review*: Literature, Film, Society and Culture, Linguistics, Focus on the Classroom, Professional Issues. However, this Book Series is not designed for textbooks or other pedagogical materials. Nor is it designed for creative works (novels, collections of poetry or short stories, etc.).

The objective of the *French Review* Book Series is not to generate a revenue stream, but to provide the means for scholars to publish worthy projects, which are mainly distributed to university libraries. The print runs are small, and authors do not receive royalties. Authors or editors of published books will receive free copies.

To be considered for publication, authors or editors should submit a detailed project proposal: a table of contents; an introduction and/or sample chapter; a succinct bibliography; a statement indicating how the book would contribute to current scholarship and what the potential readership would be.

As is the case for the *French Review*, AATF membership is a requirement, for all authors and editors, for publication in the Book Series. The technical specifications of the books (softcover, size, font, etc.) are similar to those of our journal.

For general formatting requirements, consult our online Guide for Authors: <[www.frenchreview.frenchteachers.org/GuideForAuthors.html](http://www.frenchreview.frenchteachers.org/GuideForAuthors.html)>. Detailed project proposals should be sent to the Editor in Chief ([editorfrenchreview@frenchteachers.org](mailto:editorfrenchreview@frenchteachers.org)).

The first three books of the *French Review* Book Series,  
published by the AATF, are available.  
<<https://frenchteachers.org/store/publications>>

**Heurs et malheurs du système éducatif en France**  
Sous la direction de Marie-Christine Weidmann Koop

**La France contemporaine: unité et diversités, polarisations et solidarités**  
Sous la direction de Michel Gueldry et Armelle Crouzières-Ingenthron

**How to Do Things with Style: Essays in Honor of Joan DeJean**  
Edited by Amy S. Wyngaard and Roland Racevskis