

The French Review

From the Editor's Desk

I am pleased to announce that the AATF has officially designated Carine Bourget (University of Arizona) as the next Editor in Chief of the *French Review*. Her term will begin on July 1, with Vol. 96. Until then, since the editorial activities related to each issue of our journal begin at least nine months before publication, there is a transitional period, during which we work together. Congratulations and welcome, Carine.

As for me, after five years as Review Editor and twelve years as Editor in Chief, it is time to say goodbye. The *French Review* has long been an important part of my professional life, ever since I started submitting articles and reviews when I was working on my dissertation. It should be noted that this journal (along with the AATF) will celebrate its centennial in 2027. A long list of distinguished colleagues have served in various editorial capacities since the *French Review* was first published (among them was my predecessor and mentor, Chris Pinet, *bien trop tôt disparu*). It has been an honor to be a part of this journal's editorial team.

There are many people to whom I would like to give thanks. First, those with whom I have worked the most closely on a regular basis. Michèle Bissière, Nathalie Degroult, and Michel Gueldry have each served as Managing Editor. I am deeply grateful for their dedication and professionalism. More than once, each of them, to my relief and embarrassment, has caught mistakes that I had allowed to slip by. The same can be said for our Typesetter, Ronnie Moore <<http://www.westypebookdesigns.com>>, who consistently produces excellent work, often on tight schedules. Like Michèle, Nathalie, and Michel, Ronnie has been extraordinarily calm and patient when I let a typographical error go by or when I was unduly worried about meeting a deadline. I will miss working with each of you.

The Review Editors (who edit and put together the reviews that we publish in our six rubrics) and Assistant Editors (who evaluate and rank the submitted articles) are too numerous to name here. It is their work that allows our journal to function. My heartfelt thanks to all those who have served in one of those capacities over the years. It has been a privilege to work with you. Many thanks also to Jayne Abrate, AATF Executive Director, who supported and facilitated new *French Review* initiatives, such the Book Series or the *Dossiers pédagogiques*.

Kudos as well to our former Advertising Manager, Ann Sunderland, who until 2021 helped grease the financial wheels of our journal.

In the March issue (Vol. 95.3), I offered a few parting thoughts about the day-to-day work at the *French Review*. I also included an addendum at the end of the “Articles” section of that issue, in the hope that it will be helpful to colleagues (particularly those at the beginning stages of their career) who plan to submit an article to our journal. In this issue, I would like to reiterate what I said about the need for universities and colleges to do more to recognize and support—instead of discouraging—their faculty members who are interested in joining the editorial team of a scholarly journal. Over the years, I have found that many colleagues were reluctant to serve in an editorial capacity at the *French Review* because the time involved is generally not taken into account in terms of tenure and promotion. It is counterproductive for universities and colleges to insist that faculty members produce a steady stream of published articles while doing little or nothing to support those who serve at the journals in which articles are published.

In other news, after nearly two years of declining submissions, this past academic year has seen a slight increase in the number of articles that are submitted to our journal, especially since early December (as usual, the final numbers will be provided in the October issue). Of course, it remains to be seen if that trend will last. The decline in submissions was probably one of the consequences of the Covid-19 pandemic, the worst of which now seems to be behind us. At this point, it is encouraging to observe that more colleagues are being productive again in terms of research and publication.

Lastly, and as a reminder, potential contributors should note that our next **Special Issue** is scheduled for Vol. 96.4 (May 2023). It will be devoted to the increasing level of sociocultural **diversity in French society** and how it should be reflected in our **teaching**. Please see the call for articles in the Announcements section of this issue (p. 15). The deadline for submissions: **August 15, 2022**.

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>.

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

Deadline for submission: **August 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>. Detailed project proposals should be sent to the Editor in Chief (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