The French Review

From the Editor’s Desk

Articles submitted 1 June 2020–31 May 2021 (Vol. 94)

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<tr>
<th>Rubric</th>
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As I mentioned in my October 2020 editorial (Vol. 94.1), the number of submitted articles dropped drastically during the last three months of Vol. 93. It was only in June 2020, which marked the beginning of Vol. 94, that there was a slight increase in the number of submissions. However, overall, Vol. 94 has turned out to be a disappointingly lean year, with a total of only 128 submitted articles, as opposed to 137 in Vol. 93 (which was in turn lower than the total of 161 in Vol. 92). The closure of university libraries, the cancellation of scholarly conferences, and the switch to online teaching have now had a negative impact on research and writing for nearly a year and a half. The increase in the number of early retirements is also a reflection of the current state of our profession. At the time of this writing, the prospects for Vol. 95 appear to be more favorable, with a return to face-to-face instruction, thanks to higher vaccination rates in most of the country.

In terms of the distribution of submitted articles in the above table, readers will notice the unusually high numbers in the Focus on the Classroom rubric, which are in large part due to the two dozen short articles that we included in the special section, “L’enseignement aux temps de la pandémie” (Dec. 2020 and
March 2021). Clearly, colleagues were eager to share their experiences during the long period of enforced online instruction.

In other news, I am happy to announce the forthcoming publication of the third book in the *French Review* **Book Series**:

**How to Do Things with Style: Essays in Honor of Joan DeJean**

*Edited by Amy S. Wyngaard and Roland Racevskis*

Congratulations to the editors and authors who participated in this collaborative effort. Scholars working in several areas of literary and historical studies will be interested in this book. For the table of contents, please see the Announcements section (pp. 15–18). A more detailed message, along with an order form, will soon be sent by email to all AATF members.

As a reminder, our next special issue is planned for Vol. 96.4 (May 2023). This special issue will be devoted to the increasing level of diversity in French society and how it should be reflected in our teaching at all levels of our profession. Please see the call for articles in the Announcements section (pp. 15–18). The deadline for submissions: **15 July 2022**.

I would like to thank Kerry Lappin-Fortin (St. Jerome’s, University of Waterloo) and Derek Schilling (Johns Hopkins University), former Assistant Editors, for their many years of service to our journal and our profession.

On a personal note, this issue marks the beginning of my twelfth and final volume as Editor in Chief of the *French Review*. I will have some parting thoughts in later issues. I also look forward to working with my successor during the transition period early next year. The call for candidates is in the Announcements section (pp. 15–18).

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: 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. During the early stages of the Book Series, the print runs will be small, and authors will 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).
Seeking Applications for Editor in Chief

The French Review seeks a new Editor in Chief to succeed Edward Ousselin, effective 1 July 2022 for a three-year term (renewable).

Required qualifications:
1. Ph.D. and tenured faculty position at a university in the United States.
2. Editorial experience including copyediting using MLA style.
3. Strong interpersonal skills.
4. Strong record of publication.
5. Membership and previous activity in the American Association of Teachers of French.
6. Promise of material support from the candidate’s institution.
7. Native or near-native fluency in French and English.
8. Considerable organizational abilities and ability to direct a staff of 40 people, including: Managing Editor, Review Editors, and Assistant Editors.

Preferred qualifications:
1. Scholarly involvement on the editorial board of the French Review.
2. Publication(s) in the French Review.

Candidates should send a statement of purpose describing why they are interested in the position and how they are uniquely qualified, along with a CV and the names, addresses, and phone numbers of three references to: Jayne Abrate, Executive Director, AATF, 302 N. Granite St., Marion IL 62959. The deadline for receipt of applications is 15 Nov. 2021. A decision will be made by 1 Jan. 2022 and all candidates will be informed.
Announcing the publication of the third book in the *French Review* Book Series

(A more detailed email message will be sent to all AATF members.)

**How to Do Things with Style:**
**Essays in Honor of Joan DeJean**

*Edited by Amy S. Wyngaard and Roland Racevskis*

**Contents**

- Introduction (Nicholas D. Paige and Amy S. Wyngaard)
- 1. The Comforts of *Tartuffe* (Nicholas D. Paige)
- 2. Time in *La Rochefoucauld* (Roland Racevskis)
- 3. In the French Style: Fashion, Flair, and Diplomacy in the Embassy Letters of Marie Gigault de Bellefonds, marquise de Villars (Ellen R. Welch)
- 4. “Oh! Oh! Qu’est-ce que c’est que cette race-là?”: Blackness and Blackface in Marivaux’s *L’île des esclaves* (Charlotte Daniels)
- 5. Reconsidering the French Enlightenment Heroine, Again: Prévost’s *Histoire d’une Grecque moderne* (Amy S. Wyngaard)
- 6. Chardin’s Teachable Moment (Lynn Festa)
- 8. From Sensitive Shrubs to Pollinating Assemblages: Plant-Thinking in the Work of Patrick Chamoiseau (Giulia Pacini)

Joan DeJean Selected Bibliography

Contributors