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ARTICLES

SOCIETY AND CULTURE

- 492 **Sharon P. Johnson and Kathryn English**
"Images, Myths, and Realities across Cultures"
 Computer-mediated communication (CMC) can spark students' interest and develop their cross-cultural communication skills. This article describes an on-going CMC cross-cultural project, "Images, Myths, and Realities across Cultures" (IMRAC), between French and American university students. The possibilities and limits of CMC are explored using the research of Claire Kramsch and Paul Ricœur, who provide a practical and theoretical framework in which to analyze student-authored writing. A three-fold articulation of self emerges as students participate in IMRAC. Through a process of mediation, the discussions on the chats offer students a praxis, a way of being that can contribute to making them more culturally literate citizens.
- 507 **Gene A. Plunka**
"Jean Genet's Anti-Semitism: Fact or Fiction?"
 Once Genet's historical record was made public after his death in 1986, critics and scholars began to associate him with fascist supporters and their anti-Semitic views. As the argument goes, Genet was indoctrinated by the conservative sentiments of the Catholic Church, grew up in a rural region of France that was over-represented by the anti-Dreyfusards, was under right-wing tutelage at the Mettray reformatory, developed close ties with fascist supporters of Hitler, and later spent considerable time defending the Palestinians in their crusade against Israel. In this essay, I argue that Genet's alleged anti-Semitism is based upon anecdotal information and the fallacy of guilt by association.

LITERATURE

- 522 **John R. Iverson**
"Putting Voltaire's *Henriade* in the Hands of the Young"
 Voltaire's *Henriade* was included on prescribed reading lists for French schools during the first third of the nineteenth century, leading to the creation of special *éditions classiques*, editions for use in school classes. This study analyzes the conflicting attitudes that inform these "classic" editions and examines the ways in which they modify Voltaire's original text. More broadly, this study also considers the institutional framework in which these editions were produced and emphasizes the process of "classicization" by which literary works were integrated by the French educational establishment in the nineteenth century.
- 534 **Alain-Philippe Durand**
 Les questions de rétrécissement de l'espace et d'homogénéisation reviennent régulièrement dans la

"La Mondovision"

production littéraire des vingt dernières années. Cet essai présente le caractère électronique de la globalisation. La première partie donne un aperçu du débat théorique qui n'a cessé de se développer depuis le "village planétaire" de Marshall McLuhan dans les années soixante. La deuxième partie analyse le fonctionnement et l'impact de la globalisation spatiale et électronique dans *La Télévision*, cinquième roman de Jean-Philippe Toussaint.

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Ann Elizabeth Willey

"Ritual and Roles for Women in Werewere Liking's *L'Amour-cent-vies*"

Scholars celebrate Werewere Liking's first two novels, *Orphée Dafric* (1986) and *Elle sera de jaspe et corail* (1988), as advocating a "ritual healing" of postcolonial Africa by reinventing traditional ritual practices and claiming a role for women within them. Through the trope of reincarnation, Liking's third novel, *L'Amour-cent-vies* (1989), fundamentally reformulates these two pillars of Liking's project. This essay argues that *L'Amour-cent-vies*'s open-ended representation of ritual and specific historical roles for women creates a deeply embedded, indigenously based vision of feminist practices not found in the first two novels.

PEDAGOGY

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Susan Carpenter Binkley and Jennifer E. Hall

"Sound Pedagogical Practice on the Web"

When foreign language instructors design Web sites, they must keep in mind traditional rules of sound pedagogical practice. There are, however, additional considerations that are particular to the interactive environment of the World Wide Web. We will present a working model for the steps one must take to ensure that a Web-enhanced foreign language course is truly enriched by the Web. We will first discuss this process and then examine how it applies to various Web pages created for elementary and intermediate French courses.

IN YOUR CORNER: FOCUS ON THE CLASSROOM

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Katherine Deimling

"Ideas for Using an Electronic Classroom in Intermediate French"

This article describes lessons designed around two types of French web sites: matchmaking sites with personal ads and the official site of the Cannes Film Festival. The goals are to motivate students with authentic material in French and to improve their ability to describe people according to various factors: personality, nationality, profession, and appearance. Structures used in such descriptions become the focus of error correction. In addition to interacting with the sites in class, students respond to them through writing assignments that are shared on the electronic bulletin board.

NOTE

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