

# The French Review

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*Devoted to the Interests of Teachers of French*

687 *From the Editor's Desk*

## ARTICLES

## PEDAGOGY

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Mary B. Vogl

**"Using the Arts  
to Teach Assia  
Djebar's  
*Femmes d'Alger dans leur  
appartement*"**

Assia Djebar, one of Algeria's leading intellectuals, wrote the collection of stories *Femmes d'Alger dans leur appartement* with insights and vocabulary borrowed from filmmaking. This essay offers suggestions on how to use film, as well as paintings, photographs, and music, to teach *Femmes d'Alger* in the richest possible context. It examines how each of the arts can be used as lenses for revealing the layers of meaning in the stories, and encourages students to examine literary texts from an interdisciplinary perspective, to draw connections between different art forms.

721

Kristin Hoyt-  
Oukada

**"Considering  
Students' Needs  
and Interests in  
Curriculum  
Construction"**

An attitude survey was conducted to assess students' perceived needs and interests in studying French at the secondary level for the purpose of proposing that curriculum planning integrate, among traditionally accepted goals, additional objectives that realistically and sensibly address students' concerns, desires, and predispositions. Four hundred thirty-two students enrolled in first- through fifth-year French classes attending ten different public high schools in Indiana voluntarily completed questionnaires as the sole source of data collection for the study. As one important factor affecting enrollment, the findings suggest that a responsive curriculum attend to students' appeals for motivating, purposeful, and practical content and instruction.

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**Karen  
Humphreys**

**“The Poetics of  
Transgression  
in Valentine  
Penrose’s *La  
Comtesse  
sanglante*”**

This article explores the manifestations of transgression in the novel *La Comtesse sanglante* by French poet Valentine Penrose. First, it investigates the novel as an implicit, polemical response from a feminist perspective to ongoing cultural debate about transgression; second it illustrates the similarities between Penrose’s text and the theoretical underpinnings of Georges Bataille’s study in *L’Erotisme*. Both works correspond to Foucault’s philosophical inquiry about the experience of transgression as it is manifested in textual silences and spaces. Penrose’s narrative recreates aspects of early Hungarian culture at the time of murderess Erzsébet Báthory (*la comtesse sanglante*) and displaces a series of new threats and anxieties about being a marginal woman writer in modern European intellectual culture.

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**Jean-Louis  
Pautrot**

**“Pascal  
Quignard et la  
pensée  
mythique”**

Les mythes informent l’œuvre de Quignard, entreprise de mise à nu des faux-semblants conceptuels, qui fouille la mémoire des civilisations, et qui examine l’articulation entre nature et culture. On peut distinguer deux modalités à la pensée mythique quignardienne: d’abord, nombre de récits peuvent se lire soit comme réécriture, soit comme méditation sur des mythes provenant de diverses traditions culturelles; le mythe d’Orphée occupe une place privilégiée dans cet ensemble; ensuite, Quignard entretient de nombreuses parentés avec Lévi-Strauss. La conclusion examine l’esthétique quignardienne de la régénérescence, suggérant une préoccupation pour ce que Mircea Eliade appelait “l’ontologie archaïque”.

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**Lisette Luton**

**“If the Computer Did My Homework, How Come I Didn’t Get an ‘A’?”**

Computer-savvy high school and college students are increasingly discovering programs on the Internet that will translate texts from English into other languages such as French, Spanish, or German. This article provides information on how to spot the kind of errors that occur in student compositions as the result of word-for-word translations from on-line translations programs such as “Babelfish”. This article provides a brief history of such programs, explains how they function, and finally offers solutions to this problem currently facing foreign language teachers.

SOCIETY AND CULTURE

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**Todd W. Reeser**

**“Teaching French Cultural Analysis: A Dialogic Approach”**

Although the ACTFL culture standard focuses on the study of the relation between “perspectives” and “products/practices” of the culture studied, in practice culture is not often examined in this way. I discuss how this “dialogic” approach might relate to the French curriculum in theoretical terms, and then I propose a blueprint for a contemporary French culture course that places various approaches to cultural “dialogue” at the fore. Several key permutations of this way of analyzing culture are examined, and specific examples of how to integrate these approaches into the classroom are provided.

INTERVIEW

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**Yvette A. Young**

**“Entretien avec Pierre-Jakez Hélias”**

Pierre-Jakez Hélias est un des rares auteurs à mériter le terme en vogue d’“incontournable”. Depuis l’obscur collectage dans la campagne bretonne (la quête), jusqu’au feu d’artifice du best-seller *Le Cheval d’orgueil* en 1975 (l’adoubement), et puis encore avec le théâtre, la poésie, les romans, les contes, la radio et la télévision (la gloire), ce touche-à-tout d’exception nous révèle sa passion pour la civilisation bretonnante dont il est issu. Hélias raconte inlassablement la *geste* d’un peuple minoritaire dépouillé par l’éradication officielle. Il écrit, en breton et en français. Dans cet entretien, nous découvrons un homme simple et orgueilleux dont la passion a été la reconquête de la parole et du paysage culturel breton. Avec sincérité et truculence, il nous parle de sa “rébellion tranquille”, afin que sa civilisation d’origine réintègre le panthéon exclusif de l’Histoire.

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"La Vie des mots" (Colette Dio)

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