

The French Review

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Devoted to the Interests of Teachers of French

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PROFESSIONAL ISSUES

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**Ruth J.
Simmons**

**"America's
Relationship
with the World:
How Can
Languages
Help?"**

The in-depth study of a foreign language and its literatures affords students a multilayered understanding of the richness of a particular culture that is difficult to achieve with a more superficial experience. Moreover, foreign language study endows its students with a broader perspective on the differences and commonalities found in the ways societies identify and express themselves. So valuable is this understanding that a strong national mandate on the importance of foreign language instruction could temper recent tendencies toward unilateral and isolationist behavior. These insights are urgently needed to navigate capably a world in which nations clash on a global scale and cultures clash on neighborhood blocks.

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**Vincent
Grégoire**

**"L'Impact de la
repentance
vichysoise
dans *Les
Mouches* de
Sartre et *La
Peste* de
Camus"**

Le thème de la repentance, si caractéristique des discours du maréchal Pétain lors des deux premières années du régime de Vichy, a particulièrement influencé la rédaction des *Mouches* et celle de l'épisode-clé des prêches du père jésuite Paneloux dans *La Peste*. Nous analysons, dans l'étude suivante, la nature de cette repentance qui a marqué Sartre et Camus, et cherchons à évaluer dans quelle mesure l'actualité politique a servi de trame à ces deux chefs-d'œuvre.

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Pascal Ifri

**“Les Deux
Etendards de
Lucien Rebatet
ou ‘Proust refait
sur nature’”**

Parmi les romans qui ont subi l’influence de Proust figure *Les Deux Etendards* de Lucien Rebatet. Bien que considéré par nombre de critiques comme un chef-d’œuvre, l’ouvrage est tabou, son auteur ayant collaboré avec les Nazis. Racontant une double aventure amoureuse, il ne traite pourtant pas de politique, mais d’amour, de religion et d’art. Rebatet ayant affirmé qu’il voulait “Refaire Proust sur nature”, nous montrons les points communs entre son ouvrage et la *Recherche* et les éléments qui l’ont convaincu qu’il a surpassé son maître, notamment son traitement de la question religieuse ignorée par Proust.

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Patrick Moser

**“Literary
Identity in
Montaigne’s
‘Apologie de
Raimond
Sebond’”**

Montaigne states in the “Apologie de Raimond Sebond” that his writing is “born with him” and “without a model” (*sans patron*). Setting the *Essais* within the larger contexts of intertextual dynamics with the ancients, Renaissance rhetorical and poetic traditions, and the broader movement of humanism itself, the article shows how Montaigne ties these threads together at the beginning of the “Apologie” (in his description of Pierre Bunel’s visit to his father’s château) as a way of rejecting his literary—and literal—fathers (or *patrons*) and establishing his own authorial identity.

SOCIETY AND CULTURE

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Nigel E. Smith

**“And the Beat
Goes On: An
Introduction to
French Techno
Culture”**

While what is broadly referred to as “techno” has afforded a new generation of French musicians worldwide critical and popular acclaim, the culture associated with the music is fraught with irony and contradiction. On the one hand, we can read it as a reaction to consumer culture and globalization; on the other hand, we can read its increasing popularity and commercialism as perpetuating that same consumer culture. It purports to bear no politicizing message and yet it has become one of the most politically charged aspects of popular culture in decades. This essay provides an introduction to French techno music, to the culture that has grown up around it, and to the philosophical and political questions it has provoked.

PEDAGOGY

- 744 **Carolyn Gascoigne**
“In Support of Interaction: Corrections and Miscorrections in Nonnative Conversation”
- The importance of interaction in language acquisition theory has increased rapidly over the past decade. Indeed, the positive influence that a learner tends to have on his or her partner is well documented both linguistically and sociolinguistically. What must not be marginalized, however, is the potential transfer of error from one nonnative speaker to another. The goal of this investigation is to catalogue all traces of linguistic change (corrections and miscorrections) taking place within nonnative conversations in French.

IN YOUR CORNER: FOCUS ON THE CLASSROOM

- 756 **Edwina Spodark**
“Weaving the World Wide Web into Teaching the Culture of Québec”
- The majority of current pedagogical literature on using the Web for teaching Francophone culture focuses on the elementary and intermediate levels of instruction. In advanced French language courses, the use of the Web tends toward the semester-long, student-selected, student-directed research project followed by an oral presentation. This approach alone, however, falls short of attaining the broader cross-cultural goals of understanding another worldview and developing a constructive empathy for the people of another culture. This article describes the Web-enhanced elements of a course on Québec, including a series of in-class, Web-enhanced lessons that follow a five-stage paradigm designed for advanced level French students.

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"La Vie des mots" (Colette Dio)

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