

Salvador Vidal-Ortiz, Ph.D.
Office: Battelle-Tompkins Hall T-11
Phone: (202) 885-2443
Email: vidalort@american.edu
Office Hours: M 2:00-5:30 PM, W 9:30-noon
(office hours are subject to change!)

Fall 2010

SOCY 669 –

Gender, Sexuality, and Migration

[M, 5:30-8:00 PM, Battelle-Tompkins T-30]



Course Description: Migration, gender and sexuality are three sociological areas of study that often do not intersect. Yet these substantive areas offer multiple possibilities to explore the relationship of gender and sexuality to the State, the notion of the family, the socialization of individuals and institutions, and the permeability (or movement) between some of these categories. This course will attend to the formation of “gender” and “sexuality” as categories of study, moving through some of the historical developments within the field, while also paying attention to race, class, and other issues, as it centers on different migrations of sorts. This class will thus complement the sociology department’s emphasis on Race, Gender and Social Justice. Because any kind of social studies framework requires as baseline the recognition of social inequalities (and the possibilities for social change), many readings focus on aspects of race and ethnicity, immigration, and racialization throughout the semester.

The course will be centering on the uses of gender and sexuality in studying migration patterns, immigration policies, and the personal meanings given to these by individuals in various social settings. The course is divided in two main areas of analysis. The first part of the course will unpack the often un-problematized relationship between gender and sexuality, but will do so by looking at various migrations—or movements—between the categories themselves. We will look at theoretical cases that help us locate the history of these categories as well as how they become ontologically distinctive in US society. This theoretical grounding is necessary in order to grasp the phenomenon of common knowledge around what “sexual orientation,” “gender identity” or “gender roles” mean when used broadly. The second part of the course will then offer specific cases of the relationship to citizenship and the state to that of (im)migration and racialization. As such, gender and sexuality inform policies and regulations as to what is permissible (as we have seen in the figure of the terrorist as “woman-like” or a “fag”), yet migration influences the relationship of these categories to each other. Implications on the study of gender, sexuality, and migration in a post “9/11” era will be discussed throughout the semester, as well as on a comparative basis with other world regions.

This course will:¹ (1) Familiarize you with these three areas of sociological study; (2) Interrogate the relationship between gender and sexuality (as theoretical constructs and empirical variables, but also, to reflect on their impact in our lives as scholars/researchers); (3) Engage various migration literatures (including but not limited to immigration); (4) Write an original research paper on a topic of your choice to address a particular issue related to class material, and; (5) Make a comprehensive, though informal presentation, to your peers, about an area of your interest relevant to the class.

¹ *As graduate students, you are encouraged to bring forth your thesis or dissertation project as you prepare your final paper, so that the class serves as a building block in thinking it through. (Ideally, courses should ‘move you’ toward completion of ideas/aspects/components of your thesis as a way to help you define/refine your topic ideas.)*

Course Outline and Requirements:²

Whether MA or PhD students (and not-so-distant colleagues), you must be able to manage a number of academic requirements such as conference presentations, book reviews, publications, academic networking, and learning a variety of teaching skills. The underlying premise of these academic requirements is the capacity to engage with a significant amount of material, and to synthesize, analyze, and critique the scholarly work of others (as well as sometimes merely being familiar with a vast terrain of a specific field of study). You will do this in order to find a place for yourself as an academic, but most certainly also to base your thinking and theorizing on previously published work. You will *initially* be exposed to all of these skills as a student in this class. I have included seemingly minute tasks (such as presenting in class or actively engaging with class material) in order to maximize participation and derive a grade. Here is the breakdown:

- Active Participation. Discussing course material is essential for any professor to verify that students are reading and comprehending the material. Fifteen (15 %) percent of your grade is based on how you engage with the rest of your classmates, the assigned reading, and any additional material. *Attendance to most (if not all) sessions is expected, and excused absences are to be discussed and approved by me.*
- A *comprehensive* class presentation on one or a few of the materials assigned in class. This individual presentation is worth 15% for all. You will prepare **individual or paired** presentations. These will be inserted throughout the semester **and are currently not listed on the syllabus**. These presentations are based on articles/introductions on transnational literatures, intersectionality, Human Rights and LGBT issues, and other important gender, sexuality, or migration theoretical frameworks, so that these presentations serve as research-framing ones in your training as academics. (See rest of the syllabus for more details; as well as articles/books shared the first day of classes.)
- Book Review. Before the semester started, I contacted journal editors (for their book reviews section) and asked them to send me books for potential book reviews. These academic journals will not publish reviews conducted by undergraduate students (many resist publishing reviews by MA students unless it is of top quality and students are moving on to a Ph.D. program), thus the task is well suited for this class. You will have until early November to read the book and complete a book review draft, and hand it to me electronically. This will count for 20 % of your final grade. *I cannot guarantee publication of the book reviews, but I am committed to offering feedback in order to make your chances higher.* You can also write a review with a book in mind—those reviews do not qualify for publication, but serve as completion of the class requirement. (See guidelines attached.)

² University Statement on Emergency Preparedness: In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

- A proposal describing your ideas for the final paper will be required past the tenth week of the semester (by October 25). This should be a 3 pp. (excluding references) clear description of your ideas for the final paper. This proposal's value for your final grade is 10% and it **must** be turned in the day scheduled; proposals turned in a day after will suffer an automatic half deduction, and after the first day, will not be graded and the proposal will be given a zero. *You will also be asked to talk about your proposal idea (in preparation of your proposal writing) three weeks before the proposal is due, which will count toward the ten percent of the proposal grade.*
- A final paper (13-15 pp. excluding references—may consider longer if you are preparing a paper for a blind review journal—I must agree ahead of time and we must meet to discuss it) addressing a topic of your interest, linked to a theme from the course. This research-focused paper should incorporate an empirical discussion, or a focused close reading to a set of articles and texts (to be negotiated with me throughout the semester), *some of which could include classroom reading material.* This final paper will account for 40% of your final grade. The final paper **must** be turned in the day assigned (I encourage turning them in at an earlier date); final papers turned in a day after will suffer an automatic half deduction, and after the first day, will not be graded and the paper will be given a zero.

This is the course requirement breakdown:

1. Active Participation/Attendance	15 %
2. Individual presentations [first 8-10 weeks of the semester]	15 %
3. Proposal, final research paper [Nov 1]	10 %
4. Book Review [Nov 8]	20 %
5. Final research paper [no later than Dec 6]	40 %

Note: Please note the grade system: an A is given to exceptional performance in a classroom (<http://www.american.edu/american/registrar/AcademicReg/New/reg2510.html#7>).

As technology advances, our classes need to accommodate to communications and the use of the web to distribute and make accessible certain information. Informing class discussions with pertinent blogs, websites, and NGO/advocacy groups' statements will infuse the class with graduate level discussions. Check out blogs such as <http://www.lauraagustin.com/> (and suggest additional ones) that compliment or enhance the class discussions.

At the same time, I expect that you will take notes on hand, and pay attention to the discussions. **No computer use is allowed in the classroom**, as this is a seminar that depends on your full participation. Likewise, make sure your phones are not within texting range.

Readings:

There are no required textbooks to purchase for this class. All class material has been posted on Blackboard, or will be uploaded once classes start. **Note that I expect to add or change readings throughout the semester.** The class can somewhat adjust to your interests, which I hope to achieve, even if partially.

The following is a week-by-week breakdown of readings and assignments (found on blackboard):

Part 1: Gender and Sexuality: Necessary theoretical grounds for the study of Migration

In preparation for our first meeting, please read:

Cantú Jr., Lionel - with Nancy Naples & Salvador Vidal-Ortiz (Eds.). 2009. Chapters 6, 7 in *Border Crossings: Mexican Immigrant Men and the Sexuality of Migration*. NYU Press.

Recommended reading:

Suárez-Orozco, Marcelo. 2005. "Everything you ever wanted to know about Immigration but were afraid to ask," Pp. 51-67 in *Passing Lines: Sexuality and Immigration*, ed. by Brad Epps and Bill Johnson-González. Harvard University Press.

Pedraza, Silvia. 1996. "Origins and Destinies: Immigration, Race and Ethnicity in American History." Pp. 1-20 in *Origins/Destinies: Immigration, Race and Ethnicity in America*, Silvia Pedraza and Ruben G. Rumbaut, eds. Wadsworth Publishing.

Aug 23: Intro to the course: sex, gender, sexuality and the various migrations/movements

Outline of the class requirements, timeframe

Initial lecture on the topic:

- Sex/gender analyses, before we go into gender and sexuality
- Migration/Immigration patterns in the U.S. as a starting point

Aug 30: Some theoretical background to (and historical examples of) the migration or movements between gender and sexuality

Rubin, Gayle. 1984 [1993]. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." *Pleasure and Danger: Exploring Female Sexuality*, edited by Carole Vance. Reprinted and expanded in *The Gay and Lesbian Studies Reader*. NY: Routledge.

Butler, Judith. 1994. Introduction: "Against Proper Objects." Pp. 1-26 in *differences: a journal of feminist cultural studies*. Special double issue titled: *More Gender trouble: Feminism Meets Queer Theory* (Summer-Fall).

Halberstam, Judith. 2005. [Introduction] "Queer Temporality and Postmodern Geographies," Pp. 1-21 in *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*. NYU.

☹ {Between Sept 1-12}

With Argentina and Mexico, there are now 11 countries that have legalized same sex marriage (Holland, Belgium, Spain, Canada, South Africa, Norway, Sweden, Portugal and Iceland.) Civil unions have been legalized in Hungary, Israel, Luxembourg, New Zealand, United Kingdom, Czech Republic, Swiss, France, Uruguay and Colombia. US cities have also legalized either form of union. I'd like for each of you to **email** the rest of us on the pros and cons of same sex marriage, after having read either one of these countries' acts/laws, whereas it is the ones pro same sex unions/marriages, or the ones against it. [I am posting the English version of prop 8 in California, as well as the decision to grant same sex marriage in Argentina, which is in Spanish. You are welcome to find others but you must find a PDF document when discussing a different source, to share with all of us.]

Sept 13: What is the relationship between Gender and Sexuality?

Background: Scott, Joan W. 1986. "Gender: A useful category of historical analysis," *American Historical Review*, 5: 1053-75.

READINGS:

Richardson, Diane. 2007. "Patterned Fluidities: (Re)Imagining the relationship between Gender and Sexuality," *Sociology*, 41, 3: 457-474.

Gamson, Joshua. 1997. "Messages of Exclusion: Gender, Movements, and Symbolic Boundaries." *Gender & Society*, 11, 2:178-99.

Adam, Barry. 1998. "Theorizing Homophobias." *Sexualities* 1, 4: 387-404.

Sedgwick, Eve K. 1995. "Gosh, Boy George, You Must be Awfully Secure in your Masculinity!" pp. 11-20 in *Constructing Masculinity*, M. Berger, B. Wallis, S. Watson, eds. Routledge.

Daryl B. Hill and Edgardo Menvielle. 2008. "'You have to give them a place where they feel protected and safe and loved:' the views of parents who have gender variant children and adolescents." *Journal of LGBT Youth*, 6: 243-271.

INVITED SPEAKER: Edgar Menvielle, Children's National Medical Center/George Washington Univ.

OPTIONAL: Bryant, Karl, and Salvador Vidal-Ortiz. 2008. "Introduction to Rethorizing Homophobias." *Sexualities* 11, 4: 387-396.

Sept 20: Where are Bisexuality and Transgenderism/Transsexuality? In the Middle?

Background: Vidal-Ortiz, Salvador. 2008. "Transgender and Transsexual Studies: Sociology's Influence and Future Steps." *Sociology Compass* 2, 2: 433-450.

READINGS:

Hemmings, Clare. 2002. Chapter 3: "Representing the Middle Ground." Pp. 99-144 in *Bisexual Spaces: A Geography of Sexuality and Gender*. Routledge.

Vidal-Ortiz, Salvador. 2002. "Queering Sexuality and Doing Gender: Transgender Men's Identification with Gender and Sexuality." Pp. 181-233 in *Gendered Sexualities* (Advances in Gender Research, Volume 6), Patricia Gagne and Richard Tewksbury, eds. New York: Elsevier Science Press.

Gan, Jessi. 2007. "'Still at the back of the bus:' Sylvia Rivera's Struggle." *Centro: Journal of the Center for Puerto Rican Studies*, 19, 1: 124-139.

Sloop, John. M. 2004. Chapter 5: "In Death, a Secret 'Finally Fully Exposed:' Barry Winchell, Calpernia Addams, and the Crystallization of Gender and Desire." Pp. 123-41 in *Disciplining Gender: Rhetorics of Sex Identity in Contemporary U.S. Culture*. U. Mass. Press.

At this point, we leave the strictly analytical discussion of gender and sexuality and move into more specific, substantive areas of the interrelation between the three.

Part 2: “Race”-ing Migration Studies, and Gender and Sexuality

Sept 27: Destabilizing/fixating: from queer heterosexualities to the racialized *Down Low*

Ward, Jane. 2008. “Dude-Sex: White masculinities and ‘authentic’ heterosexuality among dudes who have sex with dudes.” *Sexualities*, 11, 4: 415-435.

Decena, Carlos U. 2008. “Profiles, Compulsory Disclosure and Ethical Sexual Citizenship in the Contemporary USA.” *Sexualities*, 11, 4: 397-413.

Thomas, Calvin. 2000. “Straight with a Twist: Queer Theory and the Subject of Heterosexuality.” Pp. 11-44 in *Straight with a Twist*, edited by Calvin Thomas. Illinois.

Oct 4: Women/Queers of Color, and the racial component of migration studies

Background: Alarcón, Norma. 1990. “The theoretical subject(s) of *This bridge called my back* and Anglo-American feminism.” In G. Anzaldúa (Ed.), *Making face, making soul—haciendo caras: Creative and critical perspectives by feminists of color* (pp. 356-369). San Francisco: Aunt Lute Foundation Books.

Guzmán, Manolo. 2006. *Gay Hegemony/Latino Homosexualities*. NY: Routledge. [Whole book.]

OPTIONAL/ADDITIONAL READINGS:

Reddy, Chandan. 1998. “Home, Houses, Non-Identities: Paris is Burning.” Pp. 355-379 in *Burning Down the House: Recycling Domesticity*, ed. Rosemary George. Boulder: Westview Press.

Decena, Carlos U. 2008. “Tacit Subjects.” *GLQ*, 14: 2-3, 339-359.

Oct 11: Intersectionality: Race, Class, Gender, Sexuality (and final paper/project idea)

Ward, Jane. 2008. “Chapter 2: The Mainstreaming of Intersectionality: Doing Identity Politics in a Diversity Culture.” Pp. 27-49, plus endnotes (pp.154-159) in *Respectably Queer: Diversity Culture in LGBT Activist Organizations*. Vanderbilt University Press.

☛ Human Rights Campaign. 2009. *At the intersection: Race, Sexuality, Gender*. [Report]

We will have a very informal (about 3 minute) presentation about your ideas for the final paper. You will offer and receive feedback in preparation for proposal deadline.

Part 3: Containing “the Citizen:” Migration, Immigration, and the “passings” in between...

Oct 18: Turning Migration Inside/Out: Transnationalism and Gender/Sexuality:

Background: Epps, Brad. 2001. “Passing Lines: Immigration and the Performance of American identities.” Pp. 92-134 in *Passing: Identity and Interpretation in Sexuality, Race, and Religion*, ed. M. C. Sánchez, L. Schlossberg. NYU Press.

READINGS:

Dreby, Joanna. 2006. "Honor and Virtue: Mexican Parenting in the Transnational Context," *Gender & Society* 20, 1: 32-59.

Parreñas, Rhacel Salazar. 2001. Chapter 7: "The Dislocation of Nonbelonging: Domestic Workers in the Filipino Migrant Communities of Rome and Los Angeles." Pp. 197- 242 in *Servants of Globalization: Women, Migration, and Domestic Work*. Stanford Univ. Press.

OPTIONAL:

Ahmadi, Nader. 2003. "Migration Challenges View on sexuality," *Ethnic and Racial Studies* 26, 4: 684-706.

Oct 25: Asylum/Refugee experiences through Ethnography/Related Qualitative Research

Oxford, Connie G. 2005. "Protectors and Victims in the Gender Regime of Asylum," *NWSA Journal* 17, 3: 18-38

Granhag, Pär Anders, Leif A. Strömwall, Maria Hartwig. 2005. "Granting Asylum or Not? Migration Board Personnel's Beliefs About Deception." *Journal of Ethnic and Migration Studies* 31, 1: 29-50.

☛ Center for the Study of Forced Migration, International Refugee Rights Initiative, and the Social Science Research Council. 2008. "Going Home or Staying Home? Ending Displacement for Burundian Refugees in Tanzania." (Citizenship and Forced Migration in the Great Lakes Region.) [Report]

Nov 1: Globalization: a top-down sexual and gender process? What about resistance?

Altman, Dennis. 2004. "Sexuality and Globalization." *Sexuality Research and Social Policy*, 1, 1: 63-68.

Wright, Timothy. 2005. "Gay Organizations, NGOs, and the Globalization of Sexual Identity: The Case of Bolivia." Pp. 279-294 in *Same-sex Cultures and Sexualities: an Anthropological Reader*, edited by Jennifer Robertson. Blackwell Publishing.

Gratton, Brian. 2007. "Ecuadorians in the United States and Spain: History, Gender and Niche Formation." *Journal of Ethnic and Migration Studies* 33, 4: 581-599.

OPTIONAL/ADDITIONAL READINGS:

Ross-Sheriff, Fariyal. 2007. "Editorial: Globalization as a Women's Issue Revisited." *Affilia: Journal of Women and Social Work*, 22, 2: 133-137.

Sharma, Nandita. 2005. "Anti-Trafficking Rhetoric and the Making of a Global Apartheid." *NWSA Journal* 17, 3:88-111.

Your proposal is due today.

Part 4: Beyond Immigration: Globalization, Transnationalism, and Gender and Sexuality

Nov 8: Gender and Sexuality through local/global lens

Montes, Gabriel G. 2010. "Trajectories of Male Coupling in Mexico City: An Exploration Based on Sexual Biographies." *Sexualidades* (International Network, Center for Lesbian and Gay Studies, City University of New York).

Today we will discuss my feedback to your proposal, as well as others' comments, and next steps.

→ Book Reviews are due

Nov 15: Prostitution, Sex Work, and Migration

Agustín, Laura María. 2005. *New Research Directions*. "The Cultural Study of Commercial Sex." *Sexualities* 8, 5: 618-31.

Gaffney, Justin, Kate Beverley. 2001. "Contextualizing the Construction and Social Organization of the Commercial Male Sex Industry in London at the beginning of the Twenty-first Century." *Feminist Review* 67, Spring, 133-41.

Biradavolu, Monica Rao; Scott Burris; Annie George; Asima Jena, Kim M. Blankenship. 2009. "Can Sex Workers Regulate Police? Learning from an HIV Prevention Project for Sex Workers in Southern India." *Social Science & Medicine*, 68: 1541-7.

INVITED SPEAKER: Monica R. Biradavolu, Center for Health, Risk & Society/Sociology

OPTIONAL/ADDITIONAL READINGS:

Soderlund, Gretchen. 2005. "Running from the Rescuers: New U.S. Crusades Against Sex Trafficking and the Rhetoric of Abolition." *NSWA Journal*, 17, 3: 64-87.

Chapkis, Wendy. 2003. "Trafficking, Migration, and the Law: Protecting Innocents, Punishing Immigrants." *Gender & Society* 17, 6: 923-937.

Nov 22: International Law & Politics, Gender, and Sexuality

☛ The Yogyakarta Principles. 2007. "Principles on the application of international human rights law in relation to sexual orientation and gender identity."

INVITED SPEAKER: Macarena Sáez, Washington College of Law

Note: This class will most probably need to be offered at a different time and location, due to a number of factors, including Macarena Sáez's availability. I ask in advance for your patience and collaboration in making this session happen.

Nov 29: Terrorism and migrating gender/sexuality images

Ayotte, Kevin J., and Mary E. Husain. 2005. "Securing Afghan Women: Neocolonialism, Epistemic Violence, and the Rhetoric of the Veil." *NWSA Journal*, 17, 3: 112-133.

Puar, Jasbir K., Amit S. Rai. 2002. "Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots." *Social Text* 72, 20, 3: 117-48.

Dec 6: Final papers due (expect full class)

- General presentation of your research and general findings
- Discussion of interesting readings you want to introduce to the class

➤ Final Paper is due **at 5:30 PM**

PRESENTATION GUIDELINES

Presentations – Students (individually or, in MA student cases, possibly groups of 2) will work on putting together a presentation for the whole class. Tasks to be incorporated include:

- (a) premise of the reading as well as its main points,
- (b) a discussion of the theoretical framework elements in the reading,
- (c) a mapping of the literatures as discussed in the reading, bringing out the main topics and themes in the reading, and
- (d) conclusions to the reading, as well as a general critique/praise of the arguments.

This presentation should last about 20 minutes. Be prepared to receive questions (in an additional 5-10 minutes) from the rest of us. is your responsibility to make a more complete argument of aspects of the field linked to such reading, and in a broadest sense, map out that field. Topics can include ‘seminal’ writings such as ‘doing gender,’ queer theory/sociology, intersectionality, queer migrations, the queer of color critique, etc. These are important frameworks that can potentially, if chosen, influence your research project.

We will quickly assign, and insert, these presentations, throughout the first half of the semester.

FINAL PAPER PROPOSAL GUIDELINES

The **proposal** is a statement of your research question and a discussion of your research methods. In thinking about your research and the methods to achieve that research question, ask yourself: What kinds of research do you want to engage in? What is the potential of your research? Why is it important (beyond you, to you)? Likewise, you can make inferences as to the possible impact of your findings in the proposal (which is sometimes a motive in selecting a particular method). Writing the proposal will demand that you do select a topic and an appropriate framework. Note that the proposal should provide a general sense of how much of the class readings is expected to be incorporated into the final paper. My suggestion is that you make good use of the significant amount of class readings, but that you also establish a clear set of outside resources for the paper.

FINAL PAPER GUIDELINES

This should be a paper based on original research, although we can discuss the type of methodology you think fits your research best. Your paper must show the ability to make connections between readings and literatures; it should have appropriate ASA citations (or those from your field), a clear organization, and clear definition of concepts from the start.

I expect an **introduction** (with a clear research question or statement of your research), a **literature review** (where you can certainly include, but should not be limited to, the sources read in class), a **theoretical framework** (again, could be linked to some of the readings in class), a **methods** section, and **findings** (a data presentation), **analysis**, and **conclusion** as final sections of the paper.

If you have any questions about the proposal or the paper, please contact me as soon as possible.

BOOK REVIEW GUIDELINES

You will produce an *evaluation* of the book assigned; thus, highlighting the merits and weaknesses of the work will reflect both on the author and her/his work, more specifically, but also on you as a critic. Your writing style, the clarity in your writing, your recognition of what the book's purpose/audience is, and as important, grammar and spelling, are all factors in completing this assignment. Your writing style has to be academic, even if casual. However, a book review makes points that are supported by some sort of evidence (either in the book you read or in related fields of study), and notions of "agree/disagree" are not acceptable. You will:

- (a) succinctly state the book's goal, noting some of its main points,
- (b) identify the discipline (or fields of study) it draws from,
- (c) offer a brief summary of the structure (do not provide a breakdown based on chapters),
- (d) analytically evaluate *to what degree* the author's goal is successfully accomplished (notice the emphasis in *levels*, not just a mere dismissal or uncritical approval), and
- (e) from your perspective, but in an informed way, note whether the points came across and discuss the value of the research and analysis (remember, it may not be of significant personal value *to you*, but that does not mean it is not an important social issue).

The word count of your review will depend on the specifications of the journal. For now, do know that I will expect an essay of about 1,500 words (between 5-6 pages), but as we "lock" your assignment with a journal and a book in particular, we will have more details. You may select a quote from the book that you feel substantiates your point (or the purpose of the book); however, direct quotes are discouraged as you have several tasks at hand. Some tips for the preparation of the book reviews (whether for consideration under a previously arranged journal/book selection, or for you to complete the assignment):

1. *Read other book reviews.* Attached you will find a copy of two book reviews. (Depending on the journal expectations, some book reviews can only be about 800 words, while others can be 8-10 pages double spaced, or about 2,200 words. Longer reviews may constitute a review essay, which often engages in comparison with at least another book—and that is beyond the scope of this assignment!). You can identify some of the journals of your interest and consult their book reviews for other samples too.
2. *Read the book carefully—if you can, read it again, after writing some notes.* The author or editor of the book you review most likely put a lot of effort into the manuscript, and you want to highlight the pluses of the published work and carefully substantiate the not so great aspects of the book in question.
3. *Locate the fields of study and relevant literatures of this book.* Ideally, you are familiar not just with the book at hand, but with the scholarship of which that book is a part of. Make sure that you read the book through the framework the author(s) provide; it is OK if you critique the material for missing some important scholarship, but do not simply erase the groundwork in which the book is based on.
4. *Prepare a rough draft and put it aside.* Book reviews have to be revised, and ideas do not often simply flow as we read/react to reading material. Because you are authoring a book review, it is important that you make a sound assessment of the book. It is OK to state that you liked or disliked the book, but as important, you will need to state your position clearly for the reader. Suggested audiences that can benefit from this book is also an aspect book review editors appreciate, so think of that as you write your drafts.