

A
E
Q

ADULT EDUCATION QUARTERLY

A JOURNAL OF RESEARCH & THEORY

EDITORS:

Jeff Zacharakis, *Kansas State University*

Leona M. English, *St. Francis Xavier University*

Catherine A. Hansman, *Cleveland State University*

Qi Sun, *University of Wyoming*

BOOK REVIEW EDITOR: John D. Holst, *University of St. Thomas, Minnesota*

BOOK REVIEW POLICIES AND GUIDELINES

Please note: Reviews for AEQ are now 700-800 words in length.

POLICY AND PROCEDURES

A book review in a professional journal is a service to the readers. It brings to the readers' attention new publications in the field that readers might want to add to their own library or use in their work settings. Thus, one purpose of the review is to help readers decide whether the new book is worth acquiring. But a reviewer is also part of a dialogue shaping the field itself, and is alert to the politics determining how books and authors can reinforce dominant understandings or suggest new directions. Therefore, another purpose of the review may be to push the boundaries of the field; to question stagnant positions and promote promising ones; to help locate a book within current perspectives and issues; and to challenge conventional criteria for judgment where necessary.

Adult education's utmost strength is its interdisciplinary potential where ideas and concepts can be communicated and utilized between disciplines and fields, from one geographic location to another, from one culture to another, and between intellectual schools of thought. In a globalized society, the role of the *AEQ* is to promote adult education's relevancy and engage researchers and writers globally. Therefore, the *AEQ* will not limit reviews to only English language books, and therefore, books in any language that are relevant to the purposes of the *AEQ* will be considered for review. All reviews, however, must be written in English.

Finally, all reviewers should detect and report any implicit bias or exclusion related to gender, race, class, age, sexual orientation, gender identity, or religion. The review, therefore, must simultaneously convey the content and contribution of the book to the field, critically assess its quality and usefulness for various audiences, and address its potential positionality in adult education discourse.

Adult Education Quarterly (AEQ) is a scholarly forum of research and theory in adult education. The field of adult education is broad-based and interdisciplinary. Books suitable for review may include not only publications directly addressing adult education research and practice, but also books indirectly related to adult education touching cultural studies, work and the economy, philosophy related to knowledge, language and power, feminism, distance learning, international development, and other areas. The book review editor will decide whether a particular book is appropriate for review in the journal. If necessary, this decision will be made in consultation with the editors of the journal.

More specifically books and monographs will be reviewed that:

- Represent areas of scholarship that are minimal or absent in the field of adult education.

Editorial Office: AEQ, Kansas State University, Bluemont 363, College of Education, Manhattan, KS 66506. Phone: 785.532.5535;

Email: AEQJournal@ksu.edu

Sponsored by: American Association for Adult & Continuing Education

Published by: Sage Publications

- Are theoretical, scholarly and move the field of adult education forward in novel and unique ways.
- Demonstrate innovative, proactive and timely contributions to the field of adult education.

Book reviews for AEQ are now shorter than in the past: approximately 700-800 words. A good review is pithy, thoughtful, and bold. Lively writing is always welcome, but clarity is essential. An effort will be made to publish reviews that critically evaluate the book as well as capsule its content. On occasion, decisions to vary standard procedures may be made by the book review editor in consultation with the editors.

Book reviews for *Adult Education Quarterly* will be solicited by the journal's book review editor according to the following procedures:

- The book review editor will invite individuals to review books of interest to the field of adult education.
- Alternatively, individuals interested in reviewing a book may approach the book review editor and arrange to review the book in question. In this case, the book review editor will supply a copy of the "Book Review Policies and Guidelines" for development of the review.
- After the review is submitted to the book review editor, the editor will determine whether it is in accordance with the guidelines. If it is, it will be edited as necessary and forwarded to the journal editors for consideration for publication. If the review does not meet the guidelines and/or requires other than minor editing, it will be returned to the author for revisions. The book review editor may determine that the book review is inappropriate at any point in the process.
- The book review editor will decide when the review is due; the editor has the option of not considering reviews received after the agreed-upon date.
- Unsolicited reviews will be considered by the book review editor in accordance with the above procedures. If an unsolicited and a solicited review of the same book are received by the book review editor, the solicited book review will receive preference.
- When a book review is published, the book review author shall receive no payment for completing a book review. However, the author will be mailed one copy of the journal in which the review appears plus five copies of the review.

BOOK REVIEW SUBMISSION PROCESS

Submit first drafts as attachment via email in MS Word (for Mac or PC). Revision changes may be required by the author and must conform to the schedule of deadlines as set by the Book Review Editor. Final revisions should be submitted as attachment via email in MS Word.

GUIDELINES

A critical book review should contain three types of information: (1) an overview of the content, (2) an evaluation, and (3) a recommendation.

1. Overview of the Content. The content overview should briefly describe the book's purpose, the author's viewpoint and the general content. This information should be kept to a minimum.
2. Evaluation of the Book. Evaluation of the book is the heart of the book review and should be given much thought. In evaluating the book, the reviewer might consider the following:
 - What is the author's perspective, and where is this located in the current theory and issues of the field?
 - Does the author indicate self-reflexive awareness of his or her perspective and its positionality?
 - Is the subject matter approached in an unusual or unique fashion?
 - How does the book address gender, race, class and other dimensions of difference? (If these are omitted, is such omission appropriate given in the book's topic?)
 - What are the book's strengths and weaknesses – and with what criteria do you make these judgments?
 - If appropriate: Is the scholarship rigorous, well-supported, and well-developed?
 - Is the organization of the book congruent with its style, argument and purpose?
 - How successfully did the author accomplish his or her objectives?
 - How worthwhile are these objectives – and with what criteria do you make this judgment?
3. Recommendation. This material should focus on the following questions:
 - To whom (if at all) would you recommend this book and why?
 - In what way(s) would you suggest the book be used?
 - What potential contribution does the book make to the field of adult education in terms of theory or practice?

Aspects of content, evaluation, and recommendation might be treated separately or interwoven throughout the narrative review. Do not use the critical book review as a forum for personal biases or research interests. Finally, avoid dwelling upon extraneous or peripheral concerns, minor points in the text, or technical printing errors.

MECHANICS

1. The review should be approximately 700-800 words in length, double-spaced, and typed.

Please justify only the left margin of the text.

2. If quoting directly from the book, place a page number in parentheses after the quote.

3. If quoting from a source other than the book itself, use the appropriate format from the Publication Manual of the American Psychological Association (APA), 6th edition.

4. At the top of the review include author, title, publisher, place and date of publication, number of pages and price. Here is a sample of the format to use:

Garrison, D. R., & Archer, W. (2000). *A Transactional Perspective on Teaching and Learning: A Framework for Higher Education*. New York, NY: Elsevier Science. 222 pp. \$89.00 (hardcover).

5. At the end of the review list your name and institutional affiliation as you want it to appear when the review is printed, in the following sample format:

Gypsy M. Denzine, *Northern Arizona University, Flagstaff, AZ, USA*

SUBMISSION OF BOOK REVIEWS

All book reviews should be submitted to the Book Review Editor who originally contacted you:

John D. Holst
1000 LaSalle Ave.
MOH217
University of St. Thomas
Minneapolis, MN 55403

651-962-4433
jdholst@stthomas.edu

Prior to publication, the author must sign a Transfer of Copyright form (required by Sage).