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性别与职业生涯: 大学英语女教师职业生涯发展研究 [*Gender and career: A study on the career development of college English teachers*]. 蒋玉梅 [Jiang, Yumei]. 南京, 中国: 南京大学出版社 [Nanjing, China: Nanjing University Press], 2012. 377pp., (paperback), ¥39.8, ISBN: 978-7-305-10516-6.

This book is a study of the multiple identities of female college English teachers. These multiple identities construct the particular shape of their career, especially the challenges that come with the “feminization” of their professional status. The research examines the position of female college English teachers in the context of Chinese societal and cultural changes, analyzing the impact of traditional gender culture and the lack of gender-sensitive policies and systems on the female college English teacher’s career.

The author has not only carefully combed the literature for theories relevant to the career development of teachers, but has also paid attention to the disadvantages faced by women in higher education around the world. The book also reviews the history of the development of college English education and teaching, providing the context to the development of the profession of female teacher. Given China’s social and cultural environment and the particular conditions of the country’s higher education system, the author provides new definitions for organizational factors relevant to female college teachers, offering a three-dimensional framework of analysis focusing on social and cultural environment, academic organization and university environment.

In terms of research method, the author combines anthropological methods with survey research in an innovative way. Based on the survey results from 462 English teachers in 84 universities in four provinces, the author presents an overall picture of an “unsatisfactory” career development path for women in the profession. Beyond this, in-depth interviews and observations of six teachers vividly recreate for the reader the experience of college English teaching. Research results show that female college English teachers face many institutional barriers, especially in a male-dominated academic environment that potentially excludes women from developing their careers. With competition between higher education institutions increasing, the marginalization of female college English teachers who had once had a more dominant role will bring new challenges and pressures to those in the profession.

The author does not just stop at the research level, but on the basis of the research, proposes a strategy to improve the career development path of female college English teachers. Women have lost their voice in the current decision-making in the higher education sector, with male-dominated decision-making discourse clearly not reflecting the interests and aspirations of women. The author calls for gender to become part of mainstream decision-making in public administration generally, and for the development of “affirmative action” in academia. The author also suggests establishing a broad academic-oriented teacher evaluation system and building a support system equipped to deal with issues such as the role of women teachers. All these suggestions are specifically targeted at enhancing the status of women in higher education.

The author might have achieved a better balance between narratives and analysis for the individual case studies. The author adopts narrative methodology in the chapter on career beginning but adds too much theoretical interpretation in the chapter on career progress. This has to a certain extent affected the integrity of the cases described and the insider perspective of the overall presentation.

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Minority education in China: Balancing unity and diversity in an era of critical pluralism. James Leibold and Yangbin Chen (Eds.). Hong Kong, China: Hong Kong University Press, 2014. 428pp., (paperback), \$35, ISBN: 978-9-8882-0813-5.

This is a very timely and informative book, as escalating ethnic tensions in recent years have given China added challenges regarding the provision of education to members of its ethnic minorities. By drawing lessons from recent inter-ethnic