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Globalization: Culture and Education in the New Millenium.

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write about the politics of social work research, Beth Humphries argues that social work is a moral and political activity and that social work research should "take sides", Nick Gould offers a helpful article about the role of qualitative research in social work, Walter Lorenz considers the contribution of research to social work's search for identity, and Steve Trevillion writes about social work research and partnerships with social agencies. Several other chapters address epistemological concerns. Karen Lyons and Imogen Taylor contribute a chapter about gender and knowledge in social work, Jeremy Kearny examines the relevance of Wittgenstein's work to theory development and Robin Lovelock and Jackie Powell provide an analysis of the contributions of Habermas and Foucault to critical practice.

While many of these chapters are interesting, theoretically sophisticated and significant for knowledge development in social work, it is difficult to see how they foster the book's goal of contributing to social work's search for meaning and identity. Since most of the articles address research issues, or otherwise deal with theoretical challenges, it might have been better if the book had been designed specifically around the theme of knowledge development. But while the book gives the impression of being disjointed, the contribution of the individual chapters should not be underestimated. There is much here that will be of interest to social work scholars and researchers, and the book deserves to be widely read.

Marcelo M. Suarez-Orozco and Desiree Baolian Qin-Hilliard (Eds.), *Globalization: Culture and Education in the New Millennium*. Berkeley, CA: University of California Press, 2004. \$50.00 hardcover, \$19.95 papercover.

Although the concept of globalization has long been dominated by economic considerations, the non-economic dimensions of current international processes are increasingly being recognized. Today, a substantial literature has been published on the way global interdependence in the fields of politics, culture, communications, social welfare and demography is reshaping the modern world. This literature has dealt, for example, with the growth of civil society institutions, political cooperation,

transnational social policy and population movements, and it has enriched social science knowledge of contemporary global dynamics.

However, as the editors of this book point out, the burgeoning literature on globalization has paid very little attention to education even though children and young people are now experiencing the realities of globalization on a daily basis. It is imperative, they contend, that teachers, schools, administrators and policy-makers incorporate a global perspective into the educational process so that the younger generation will be better prepared to deal with the realities of an increasingly integrated world. To promote this ideal, the editors have assembled an interesting collection of papers that address educational and related issues in a global context. The papers were originally presented at a seminar hosted by Harvard University and the Ross Institute. The book covers a range of interesting topics. It begins with a useful overview of the issues by the editors and notes the vital importance of educating children and young people to function in a globalizing world. It suggests some of the key steps that need to be taken to promote this goal. The subsequent chapters deal with topics as varied as the economics of global education, the inculcation of digital skills, the role of communication technologies, identity formation in the context of globalization and the responsiveness of education to global new realities.

Many of the chapters touch on issues of culture since it is clear that educational policies and programs cannot be divorced from cultural contexts. Two chapters focus particularly on cultural exchange and integration, and this is followed by an account of the way globalization is affecting people's self-identities. These are among the most readable and interesting chapters in the book. In a chapter on the cultural impact of globalization in Asia, James Watson provides a fascinating account of the dynamic flow of cultural exchange between the Asian and American youth. Although it is often assumed in the literature that globalization involves the export of American values and a noticeable tendency towards cultural homogenization, Watson reveals the extent to which cultural themes reverberate and create dynamic interactive systems that undermine unilateral tendencies. Similarly, Suarez-Orozco shows

that processes of identity formation are both flexible and resilient and that simplistic interpretations about the loss of identity in the face of globalization are unfounded.

Although this book deals primarily with issues of education, it touches on many other aspect is of globalization of interest to social scientists. Social policy scholars and social workers will be particularly interested in the many issues it raises. By addressing questions of education and culture in a global context, the authors make an important contribution. There is much in this fascinating and important book that is informative and challenging.

Maria Berg-Weger and Julie Birkenmeyer, *The Practicum Companion for Social Work: Integrating Class and Field Work*. Boston: Allyn and Bacon 2004. \$48.00 papercover.

In the 1920s and 1930s, influenced by psychoanalysis, field instruction in social work education often adopted the intimidating model of the "training analysis." In the 1950s and 60s, under the leadership of Charlotte Towle and others, a developmental perspective emerged that viewed students as adult learners rather than "patients," and validated student emotional responses to fieldwork as natural, given the challenge of taking on a new professional role. The structure of field instruction became more transparent and systematic, and it was recognized that preparing students for fieldwork and providing ongoing support were key functions of social work education.

In recent years a number of textbooks have been written for integrative field seminars in an attempt to address these tasks and better link field and classroom aspects of education. This new text is a thorough, thoughtful and strongly student-centered example with many virtues. The book follows the student field experience from entry to termination, yet its chapters are designed as modules that can used flexibly. Exercises, case scenarios and a set of student exemplars are employed to tie the content closely to student experience.

The authors avoid repeating theory taught in practice methods classes. Instead they present detailed and practical consideration of how the three levels social work practice (micro, mezzo and macro) are applied in agencies. Topics such as caseload management, sexual harassment, ethical conflicts, paperwork demands,