



primitive as gathering food for survival." The contributors assess the growing significance of different impulses, forms, and manifestations of collecting as a cultural practice through a series of 13 provocative essays. Cavell's foundational treatment examines different collection guises from Homer to Walter Benjamin. In the section "Collecting in a Virtual World," the subject is things that occur in memory, ephemera, and cyberspace, such as 1960s provincial children's television. Banash's essay explores changing relationships to possessions in a post-material world, the reclamation of Pez dispensers (a candy-toy combination), and William King's meditation on a collection of nothing (cast-off secondhand items). The collecting and identity section visits baseball memorabilia that moves from a private collection to a stadium, Nazi cigarette cards (popular tales of Hitler avidly sought by German youth), and the Victorian women's collections that helped create a national narrative. A final section on collecting and hierarchy suggests a cultural anthropology accomplished through record collecting, Alex Jordan Jr.'s unintentionally comedic House on the Rock collections, and the evolution of curiosity cabinets into modern museums. **Summing Up:** Recommended. ★★ All readership levels.—*S. Lenig, Columbia State Community College*

51-1553 HQ1075 2012-32507 CIP
DiPrete, Thomas A. **The rise of women: the growing gender gap in education and what it means for American schools**, by Thomas A. DiPrete and Claudia Buchmann. Russell Sage Foundation, 2013. 277p bibl index afp ISBN 9780871540515, \$37.50

In this thoroughly researched manuscript, sociologists DiPrete (Columbia) and Buchmann (Ohio State Univ.) identify a variety of sociocultural factors that help account for the growing gender gap in higher education in the US over the past 40 years. Through the use of macro-level data from the US Census and a variety of reputable longitudinal panel data sets, the authors trace the evolution of this disturbing trend. They note how both global and local environments have contributed to "gender-specific constraints, opportunities, and incentives" in the education of young men and women, paying specific attention to such factors as increased accessibility to higher education; changing labor market demands; the impact of parents, peers, and preadolescent/adolescent subcultures; school and classroom environments; differences in social and behavioral skills (e.g., attentiveness, persistence, self-control); and even conceptualizations of masculinity and its effect on the creation of young male oppositional attitude toward education. The authors note how, taken as a whole, these changes have had profound consequences for young men, and pinpoint areas policy makers need to address in creative, proactive ways to stem the tide of this trend and the subsequent dire future facing young men in the US. **Summing Up:** Recommended. ★★ Graduate students, faculty.—*J. R. Mitrano, Central Connecticut State University*

51-1554 HV1568 2012-42290 CIP
Disability and passing: blurring the lines of identity, ed. by Jeffrey A. Brune and Daniel J. Wilson. Temple, 2013. 206p index afp ISBN 9781439909799, \$84.50; ISBN 9781439909805 pbk, \$29.95; ISBN 9781439909812 e-book, \$29.95

Collapsing normalization into passing may be the most important concept in this anthology, and the editors' selection of passing issues is on the mark, except for the problematic inclusion of menstruation in a book about disability. Although in sexist societies menstruation has been stereotypically tied to a presumed disability, the fact is that menstruation is not a disability. This well-written chapter would be useful in a feminist

disability studies course. The other eight chapters include FDR's famous passing as someone who walks; John Howard Griffin, the author of *Black like Me*, who denied his years of blindness (who knew?); performing disability by slaves in the antebellum South; passing as sane or performing sanity; disabled and famous athletes; the eugenics panic over people with intellectual disabilities passing; and pretending to be hearing and not deaf. The anthology wonderfully complicates and adds depth to the whole notion of people with disabilities passing. Previously, scholars have been stuck with awkward metaphors of disability passing as similar to passing as white or passing as straight. The complications of race, sexuality, or gender are not neglected here, and make for a rich palette of ideas to be unpacked and explored. **Summing Up:** Highly recommended. ★★★ All academic levels/libraries.—*P. A. Murphy, University of Toledo*

51-1555 JV6091 MARC
Faist, Thomas. **Transnational migration**, by Thomas Faist, Margit Fauser, and Eveline Reisenauer. Polity, 2013. 209p bibl index ISBN 9780745649771, \$64.95; ISBN 9780745649788 pbk, \$22.95

New technologies and cheaper transportation have spurred interactions between immigrants and their countries of origin, leading to a relatively new (since the 1990s) and important area of migration research—transnational migration. While most immigration studies have concentrated on immigrants in their areas of destination, sociologists Faist, Fauser, and Reisenauer (Bielefeld Univ., Germany) emphasize both the contexts of origin and destination and the continued connections between the two. In a sense, this book is a "state of the art" of transnational migration studies. Eight chapters summarize much of what is known about this new area of migration research, including definitions of terms and of the process, its characteristics in different countries, a statement of theoretical perspectives conceptualizing the relationship between transnationalization and development, arguments about how transnationalization affects immigrant integration, methodological challenges in conducting transnational studies, and how transnationalization affects civil society. Unfortunately, the book is laden with academic jargon, which limits its readership. The authors assume readers are familiar with such terminology as "constructionism," "essentialist perspectives," "concatenation processes," and "civil society." Nevertheless, this is an important book for all scholars conducting research on the characteristics and effects of transnational migration on both origins and destinations. **Summing Up:** Highly recommended. ★★★ Graduate students and researchers/faculty. Not for undergraduates or the general public.—*T. D. Boswell, University of Miami*

51-1556 HQ27 2012-42226 CIP
Freitas, Donna. **The end of sex: how hookup culture is leaving a generation unhappy, sexually unfulfilled, and confused about intimacy**. Basic Books, 2013. 221p afp ISBN 0465002153, \$25.99 ISBN 9780465002153, \$25.99

In 2006, Freitas, a writer, lecturer, and former academic, collected data from 2,500 students enrolled at seven colleges/universities, Catholic, private secular, and public, about their sex lives. The first publication resulting from the data, *Sex and the Soul* (CH, Oct'08, 46-0823), examined students' experiences with sex and relationships. This new, brief volume focuses narrowly and specifically on the campus hookup culture. Freitas integrates anecdotal data from her research with information from scholarly publications and secondary sources to support her central argument that the hookup culture that dominates college campuses has rendered college obsolete as an environment for