



Book Reviews

Each of the three books reviewed here is quite distinctive with no apparent common theme. Daniel M. Meier and Stephanie Sisk-Hilton, editors of *Nature Education with Young Children: Integrating Inquiry and Practice*, have gathered a collection of chapters by educators who have been inspired by the child-centred ideas of Piaget and Vygotsky, the classic observational work of Thoreau, and the nature preschool and forest kindergarten movements. Catherine A. Sanderson's *The Bystander Effect: The Psychology of Courage and Inaction*, re-visits the impact of the social group on behaviour, with a focus on bystander apathy in the face of violence and "bad behaviour" enhanced within the anonymity of the group. Lisa Lazard, author of *Sexual Harassment, Psychology and Feminism*, documents change in attitudes towards sexual harassment through collective action involved in such campaigns as #MeToo and related international movements.

However, if you look more carefully, there is a common theme. Each book addresses a significant contemporary issue – threat to the natural environment, re-positioning the role of women in society, or challenging violence and anti-social behaviour through collective upstanding. Each author demonstrates the power of a social movement to effect change and to foster sensitivity to important issues, whether by opening pre-schoolers' eyes to the wonders of the natural world or challenging the stance of passive bystanders or questioning the sexual entitlement of powerful individuals, whether males or females.

Helen Cowie
Reviews Editor

1. *Nature and Education with Young Children: Integrating Inquiry and Practice (2nd Edition)*

Author:	Daniel R. Meier & Stephanie Sisk-Hilton (Eds.)
Publisher:	Routledge
Publication Country:	New York, USA; Oxon, UK
Year of Publication:	2020
ISBN:	978-0-367-13853-0 (hbk), 978-0-367-13854-7 (pbk), 978-0-429-02888-5 (ebk)

In this updated second edition, the editors, Daniel R. Meier and Stephanie Sisk-Hilton, present a wonderful resource for those who teach nursery school children as well as for parents. The authors have integrated theory and research to underpin the value of nature education and forest schools for preschoolers who demonstrate throughout the book their fascination with plants, woods, insects, trees. This spirit of inquiry is fostered from the earliest years as shown in the chapter “Babies and Nature”. The book is written for all those who are interested in integrating nature education with aspects of inquiry-based learning and teaching across the curriculum. As the editors argue (p. 5), “...integrating nature study and inquiry is necessarily interdisciplinary, taking in the full range of children’s language and literacy learning, artistic development, sociocultural and emotional learning, and cognitive and intellectual powers.”

The book falls into four parts:

Part I takes as its theme the importance of science, nature and inquiry-based learning in early childhood. This section of the book has very useful ideas on how to collect, document, analyse and represent data, as well as how to reflect on the data gathered. One example is sand castle building as an inquiry into the movement of water on slopes.

Part II concerns the theme of “place as teacher”. The chapters here cover such topics as nature education in an urban area, stories about how to care for nature, and nature-based projects that address such issues as racism.

Part III considers the theme of nature as a support for documentation and representation. This section includes story-telling methods as well as the power of map-making.

Part IV focuses on child agency in nature education with many demonstrations of the ways in which an inquiry-based process helps children to integrate literacy and nature education.

I liked the cycle of teacher inquiry which is designed to help teachers to pose a question, design an inquiry plan, collect the data, analyse those data and finally reflect on possible changes in the instruction process. Keeping an observational journal is also a creative way of documenting your observations and the responses of the children. Furthermore, co-inquiry is part of the process in which teachers can share their ideas,

their discoveries and any problems that have arisen. The book is full of ideas for documenting such observations, through audiotapes, photographs, drawings and paintings and the collection of artifacts from nature. Poetry and storytelling play a powerful part in the process.

What is also inspiring about this book is the fact that the children's voices are expressed as they develop the language, the emotions and the physical responses to what they see in nature. The authors demonstrate that you do not need to head out into the wilderness to engage in nature education. It is there all around you if you only care to look.

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2. *The Bystander Effect: The Psychology of Courage and Inaction*

Author:	Catherine A. Sanderson
Publisher:	William Collins
Publication Country:	London: UK
Year of Publication:	2020
ISBN:	978-0-00-836162-4 (hbk)

Catherine Sanderson addresses the classic issue of bystander inaction in the face of violence or other distressing occurrences, as identified in the 1960s by Bibb Latané and John Darley. The book is illustrated throughout with examples drawn from real-life events in public spaces, in the workplace, in college, in schools and in the Church. Her explanations of this phenomenon are drawn from recent research findings in the fields of neuroscience and psychology. A key aim in writing this book, she explains, is to educate her readers about the situational and psychological forces that lead them to engage in bad behaviour or, more commonly, to stay silent in the face of bad behaviour. As she argues, "Courage is not a virtue we're born with. A bystander can learn to be brave."

The book is written in an engaging style and the case studies of bad behaviour in group settings are vivid and disturbing as the following examples show (pp5-6):

- In February 2010, Dylan Gifford Yount stood on the fourth-floor ledge of a commercial building in San Francisco as a large crowd gathered below. Many people taunted him, yelling "Jump!" and "Just do it already!" After forty-five minutes, he jumped to his death.
- During the 2015-2016 New Year's Eve celebrations in Cologne, Germany, large crowds of men

sexually assaulted an estimated twelve hundred women.

- In February 2018, fans celebrating the Philadelphia Eagles' Superbowl win flipped over cars, removed street poles from the ground, set fires, and broke store windows, causing \$273,000 in damages.

Catherine Sanderson gives possible explanations. Individuals may think that they will not be held responsible for their actions because they are anonymous in the large group. Evidence from research studies shows that when people are in disguise - wearing masks, hoods or materials that cover their faces - they engage in more violence and commit more acts of vandalism. Similarly, individuals engage in cyberbullying online where they can send offensive messages and spread harmful rumours by posting anonymously. Recent evidence from neuroscience indicates that when individuals play a game as part of a team, they think less about themselves and are less reflective in comparison to when they are alone. Similarly, data from neuroscience indicates that people following orders do not experience their actions as intensely as when they act of their own free will. Many studies have shown that people are more willing to inflict harm on others when they are told to do so by an authority figure, as Stanley Milgram found in his classic behavioural studies of obedience. This explanation continues to be used as a defence in legal cases when the perpetrator justifies their violent actions by saying, "I was only following orders". Interestingly, though, analysis of the data from the Milgram experiments shows that those who obeyed the order to inflict electric shocks on an innocent participant mostly did so reluctantly and protested in various ways. Sanderson suggests that people would do the right and moral thing if they had the right skills and strategies to stand up to the orders that, deep-down as individuals, they would not typically do.

The chapter on school bullying confirms the value of bystander training programmes in empowering children and young people to protect the target and, at least in the case of verbal bullying and rumour-spreading, to stand up to the bullies; the training is less effective, unfortunately but understandably, in enabling the bystanders to confront a violent bully. However, social norms can be used in other positive ways. Research indicates that schools can foster a supportive ethos and, furthermore, train "social influencers" or "peer supporters" whose mission is to stand by peers in distress and to create a friendly atmosphere throughout the school. One example of this is the KiVa programme in Finland which develops students' capacity for empathy, self-efficacy and anti-bullying attitudes. The emphasis here is on building strong relationships among the students and their teachers and creating an ethos of care and concern for others.

I would have liked Catherine Sanderson to include more studies of moral disengagement in youth as these are very exciting areas that deepen our understanding of why people engage in anti-social, violent or bullying behaviour in schools and colleges. But as a well-informed introduction to the field of bystander action or inaction, this book is much to be recommended. Ultimately her message is directed at the individual as well as the group. She recommends the following:

- Find a friend
- Widen the in-group

- Look for ethical leaders
- Shift social norms
- Change the culture.

These strategies are not always easy to do but over time and with practice they can make significant changes.

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3. *Sexual Harassment, Psychology and Feminism.*

Author:	Lisa Lazard
Publisher:	Springer Nature Switzerland/Palgrave MacMillan
Publication Country:	Switzerland
Year of Publication:	2020
ISBN:	978-3-030-55254-1 (hbk)

The book consists of 6 chapters and an index. Each chapter begins with the abstract and keywords for that chapter and ends with a conclusion and references.

The first chapter *Introduction-#MeToo and Feminisms* begins by analyzing the use of the term sexual harassment, which was “discovered” 50 years ago. In the initial use of the term, sexual harassment was mostly understood as violence in heterosexual relationships, ignoring the fact that all people are not heterosexual. Lazard examines “how neoliberal, feminist and postfeminist discourses have variously shaped understandings of sexual harassment and social responses to it” (p 11). Vignettes are included (in all chapters) in support of her argument. Since the first chapter is the introductory one, at the end of the chapter is the outline of the following chapters.

In the second chapter *Workplace Harassment, Hollywood's Casting Couch and Neoliberalism*, Lisa Lazard discusses the difference between public and private cases of sexual harassment and why women are sometimes reluctant to talk about their experiences of sexual harassment. The chapter is oriented to workplace sexual harassment where she indicates how the position of the working woman has changed over time. She critiques, among other factors, the term “victim responsibility” through such victim-blaming terms as “looking sexy” or being “sexually provocative”, since these terms are predominantly used by powerful men harassing less privileged women, for example, those of lower social status, immigrants, members of minority groups.

There is an example of the New York hotel maid who accused Strauss-Khan because he harassed her. There was a huge difference in their social status. Lazard argues that neoliberal feminism is oriented to women's professional development, pointing out the possibility of work-life balance and women's ability to succeed professionally.

In the third chapter, *Women, Sexual Harassment and Victim Politics*, she describes different approaches to inequality – while feminism emphasises social roots, neoliberal feminism focuses on self-work and individualism. “The disavowal of both feminism and victimhood was an overarching theme in predominant postfeminist discourses in the 1990s.” (p 46). From this perspective, there was a decline in the reporting of sexual harassment in the 2000s, but interest revived again when #MeToo started since this movement differs from feminist approach in the sense that women are seen as *agents*, not *victims*. At the same time, the voices still predominantly belong to white, privileged women.

In the fourth chapter, *The Sexual Harassment of Hollywood Men*, the reader is directed to the *male* victims of sexual harassment. These men are not so frequently discussed as female victims for several reasons. For one thing, the harassment of men does not fit the model of passive (female) victim and active, dominant (male) perpetrator, which was initially emphasized in feminist research. Then, the role of the perpetrator is not clear – is it a man or a woman? Does the male victim have some feminine characteristics? These issues are discussed through three case studies of male actors who were victims. These cases were reported in the media, mostly because the perpetrators were well known and powerful and the victims differed (from the perpetrators) in either age, gender or race. One of the described cases is Spacey's harassment of Anthony Rapp, who was, by that time a teenager. Since each of the harassment situations were different, Lazard uses them to clarify some of the above-mentioned dilemmas, as well as how inclusive masculinity affects our understanding of male victimization.

Chapter five *Sexual Harassment and Sexual Predators in Neoliberal Times* is about the treatment of sexual predators in the criminal justice system. #MeToo moved the focus from minority groups, which often have problems with poverty, violence and incarceration, to celebrity men. Their harassing behaviour has predominantly been explained in terms of the “dysfunctional” psychology of the individual. #MeToo changed the view of sexual harassment and broadened the public view on what is and what is not sexually deviant behavior. Secondary victimization within the criminal justice system has also been discussed.

In the concluding chapter, *Conclusion-Sexual Harassment and Speaking Rights*, we read that “what #MeToo has demonstrated is that the contemporary emphases on women's agency and newfound sexual and professional freedoms have not paralleled a decline in sexual harassment and violence.” (p 120). Here, Lisa Lazard emphasises that, because of recent big changes in the whole world through such extreme occurrences as the Covid 19 pandemic and the resultant changes in international economy, #MeToo could lose its strength, although it will always be important to continue to resist sexual harassment.

Nowadays when the attention of the wider public has been drawn to sexual harassment because of the #MeToo and similar movements throughout the world, it is interesting to see how and when everything started

and how the concept of sexual harassment has changed over the last 50 years. This book would be of greatest interest to those who want to learn more about *feminism*, *postfeminism* and *neoliberal feminism* and the approach of each to victimization. To others, who are not that much involved or interested to the topic, the repetitions and/or multiple explanations of the above-mentioned terms could be a minus.

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