

student's home cultures is valuable, when done in a piecemeal fashion the resulting picture may be more of a stereotype than true understanding. Kam Louie, author of the chapter "Gathering cultural knowledge: useful or use with care," suggests that instructors engage in a cultural critique of themselves at the same time that they ask international students to do so. The ideal approach here, according to the author, is to help students develop a meta-cultural sensitivity, allowing them to see various cultures as systems with both affordances and constraints that can be used to navigate social life in their host country. This is a wonderful suggestion; however, subsequent chapters occasionally fall into the very traps described by Louie, reducing cultural complexity to a list of stereotypical behaviors and attitudes.

Another criticism of the book perhaps stems from my context as an American educator who has taught at a series of predominately white institutions (PWIs) with a relatively small percentage of international students. As I read this book, I couldn't help picturing the classes that each of the authors were describing. In my mind's eye, each class has a significant number of international students. Some of the learning tasks they describe might work extremely well in such scenarios, but in a classroom with only one or two international students, the same activities would either be unfeasible or be subject to criticism that the teacher is singling out the international students and forcing them to represent an entire cultural group.

In conclusion, this book represents a genuine attempt at integrating an often-marginalized student

population into the center of our classroom efforts. The authors make a sound case for how such practices can benefit all students, whether or not internationalizing the curriculum is an explicit goal of the institution. While the volume's utility probably increases in direct proportion to the number of international students in one's classroom, it is nonetheless an excellent read for any instructors seeking to improve their practice.

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Academic Writing: A Handbook for International Students (3rd Ed.)

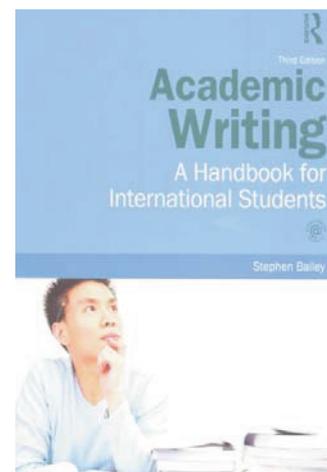
Stephen Bailey (2011). London and New York: Routledge. 292 pages. ISBN 978-0-415-59581-0, \$36.26

Reviewed by
Krishna Bista and Pamela Shultz
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For many international students, academic writing is a significant challenge because of the rules used in Standard English. Writing in academia consists of producing college essays, reflections, reports, and research papers which all require a working knowledge of the English language. Nevertheless, English Composition instructors, English as a Second Language

(ESL) program staff, and freshmen international students will find Bailey's book *Academic Writing* text a helpful resource manual both in and out of class.

Academic Writing is organized into four sections: the first introduces the stages of the writing process; part two is related to writing skills; part three discusses accuracy; and part four provides sample writings and writing templates. The selected readings and references come from authentic texts and journals. Additional learning materials such as extra readings, practice



exercises and answer keys, plagiarism quizzes, and a writing glossary are offered through the book's website.

A large number of students from various parts of the world travel to study in the U.S., the U.K., and other destinations every year. In the ESL and Making Connections classes, teachers find the writing proficiency of international students very low (Firkins, Forey & Sengupta, 2007; Kuo, 2011; Sawir, 2005). Sometimes students assume wrongly that teachers are sympathetic to their writing styles because English is not their native language. Despite the cultural and linguistic differences, all students are required to write college essays, reports, and reflections as clearly and accurately as possible through the use of Standard English.

Using Bailey's *Academic Writing*, college freshmen and ESL international students can articulate college writing skills that include learning critical approaches to writing that avoid plagiarism, use appropriate citations and references, and techniques for re-writing and proof-reading manuscripts. The book also offers practical examples of writing a curriculum vitae, formal letters, emails, reports, case studies, and extended essays.

The author has taught for several years in the U.K., the Czech Republic, Japan, Malaysia, and Spain. As a result, readers might experience British instead of American writing styles. For instance, samples of résumés and curricula vitae,

references and citations may vary between the two writing patterns.

From a student perspective, *Academic Writing*, however, is precisely written with plenty of examples and illustrations. Both international students and their teachers can find this book helpful at all levels of teaching and writing.

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About the Reviewers:

Krishna Bista and Pamela Shultz are editorial board members of *Journal of International Students* at the Center for Excellence at Arkansas State University.

Strategic Finance for Criminal Justice Organizations.

Daniel Adrian Doss, with William Sumrall, III and Don Jones (2011). CRC Press, 272 pages \$99.95 ISBN: 9781439892237

Reviewed by Ernest C. Fields, PhD

Law enforcement professionals are trained to systematically approach criminal justice. Few, however, are ever trained in the world of finance and strategic decision-making, and they are therefore uncomfortable navigating through the complex world of organizational budgeting and planning. Doss, Sumrall, and Jones have tackled this gap in traditional criminal justice education with *Strategic Finance for Criminal Justice Organizations*.

The authors bring a strategic management approach to criminal justice organizations. In particular, this book provides a quantitative analysis of the strategic attributes of financial decisions. Written for the law enforcement student and professional, the text demonstrates the use of budgeting techniques and redefines capital budgeting as a determining factor in the effectiveness of law enforcement agencies as they fulfill their missions.

The authors call upon their diverse backgrounds as they attempt to open up the often Byzantine world of financial decision-making to the criminal justice professional. Intended to be more than a financial budgeting workbook, the text delves into quantitative methods usually reserved for the corporate boardroom. The criminal justice professional is provided a solid foundation in capital decision-making and in the concepts that make for successful strategic financial management.

Like every other sector of the economy, those in public administration face the basic economic problem of nearly unlimited demands that must be met with extremely limited resources.

The concepts of scarcity and accountability reign throughout the world of criminal justice and public administration, and this book follows the same course. Those tasked with making strategic decisions must not only juggle the demands of various stakeholders, they must also fulfill their agency's mission. Too often, the leaders of these agencies find themselves ill-equipped to delve into the world of corporate finance.

The book provides real-world examples of the financial principles under discussion. Each chapter introduces theory but quickly moves into relatable examples of the principles at work. With this approach, solutions to problems are demonstrated in a straightforward fashion. The examples assume that readers have little existing knowledge of corporate or non-profit finance and should be helpful to the non-finance student.

The authors begin with a discussion of finance and how money works. Emphasis is placed upon finance as part of the strategic planning process of an organization, and special attention is given to understanding the important place of finance in fulfilling the organization's mission. Space is also allotted to considerations of the decision-making process within companies and organizations, again with special emphasis on strategic financial planning.

The book satisfies the academic need to introduce theory while providing relevant real-world application. It provides a logical progression through the world of organizational financial decision-making, and is geared to the non-finance major. It also provides insight into strategic best practices and is adaptable to audiences at the local, regional, and international levels.

About the Reviewer:

Dr. Fields, Jr., is an Adjunct Associate Professor at the University of Memphis and he teaches Education courses at Belhaven University.