



## RELIGIOUS EDUCATION

### Book Review Policies & Guidelines

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Greetings! Thank you for your interest in submitting a book review and providing a service to our readers. Please review the guidelines and formatting instructions carefully to ensure a seamless review process.

A book review in a professional journal brings to the reader’s attention new and significant publications in the field. But a reviewer is also part of a dialogue shaping the field itself and is alert to the politics determining how books and authors can reinforce dominant understandings or suggest new directions. The review must simultaneously convey the content and contribution of the book to the field, critically assess its quality and usefulness for various audiences, and address its potential positionality in religious education discourse. Review space is precious. We would like to review books that set a direction for the field, are useful, or open up important issues for us to consider.

### GUIDELINES

A solid review is pithy, thoughtful, and bold. Lively writing is always welcome, but clarity is essential. An effort will be made to publish reviews that critically evaluate the book as well as capsulize its content.

**A critical book review should contain three types of information: (1) an overview of the content, (2) an evaluation, and (3) a recommendation.**

1. **Overview of the Content.** The content overview should briefly describe the book’s purpose, the author’s viewpoint, and the general content. This information should be kept to a minimum.
2. **Evaluation of the Book.** Evaluation of the book is the heart of the book review and should be given much thought. Please see appendix for some questions a reviewer might consider.
3. **Recommendation.** Your recommendation should consider the following questions:
  - To whom (if at all) would you recommend this book and why?
  - In what way(s) would you suggest the book be used?
  - What potential contribution(s) does the book make to the field of religious education in terms of theory or practice?

**Note:** Aspects of content, evaluation, and recommendation might be treated separately or interwoven throughout the narrative review. Do not use the critical book review as a forum for personal biases or research interests. Finally, avoid dwelling upon extraneous or peripheral concerns, minor points in the text, or technical printing errors.

## FORMATTING

- The review should be approximately 500-700 words in length, double-spaced, and in electronic format.
- Please justify only the left margin of the text.
- If quoting directly from the book, place a page number in parentheses after the quote.
- If quoting from a source other than the book itself, use the Chicago 16<sup>th</sup> edition (author-date) style.
- At the top of the review include author, title, publisher, place and date of publication, number of pages and price. Here is a sample of the format to use:

*A Transactional Perspective on Teaching and Learning: A Framework for Higher Education.* By D. Randy Garrison and Walker Archer. New York: Elsevier Science, 2000. 222 pp., \$89.00 (hardcover).

- At the end of the review list your name and institutional affiliation as you want it to appear when the review is printed, in the following format:

TAYLOR B. REVIEWER  
Northern Arizona University

## SUBMISSION

Religious Education receives all manuscript submissions electronically via its Editorial Manager site located [here](#).

## CONTACT

If you have any other questions about book reviews, please contact César “CJ” Baldelomar, Book Review Editor, [cjb30@stmarys-ca.edu](mailto:cjb30@stmarys-ca.edu)

For general inquiries about the journal, contact Joyce Ann Mercer, Editor, [rejournal@yale.edu](mailto:rejournal@yale.edu)

**APPENDIX:**  
**Suggested Question to Consider for Evaluation**

- What is the author's perspective, and where is this located in the current theory and issues of the field?
- Does the author indicate self-reflexive awareness of their perspective and its positionality?
- Is the subject matter approached in an unusual or unique fashion?
- How does the book address gender, race, class, religion, and other dimensions of difference? (If these are omitted, is such omission appropriate given the book's topic?)
- What are the book's strengths and weaknesses – and with what criteria do you make these judgments?
- If appropriate: Is the scholarship rigorous, well-supported, and well-developed?
- Is the organization of the book congruent with its style, argument, and purpose?
- How successfully did the author accomplish stated objectives?
- How worthwhile are these objectives – and with what criteria do you make this judgment?