The editors have drawn on a variety of work in the field to compile the chapters in this book. Their authors specialise in subjects such as class, gender and sexuality, social identities and subjectivities in school settings, embodiment, bio-politics, human geography, visual research methods and ethnography, to name a few. Although these authors have varied research interests, their work also contains distinct similarities. The editors use this book to celebrate the theoretical and methodological diversity in the social sciences, while at the same time calling for border crossings between disciplines and perspectives of the social and biophysical sciences. To do this they focus on the similarities within the study of body pedagogies with particular emphasis on embodiment, emplacement, enactment and subjectivity. The aim is to generate better understanding about the ways in which social and cultural reproduction occur within and beyond schools.

This book contains ten chapters which cover a wide range of topics. One of the first chapters concentrates on the skin industry and the different pressure on females across the world to have ‘perfect’ skin and bodies. Another chapter discusses how inequality is lived in the body; the author focuses her analysis on two films – Juno and Precious – to demonstrate how young women from different cultures and backgrounds negotiate their teenage pregnancy. I particularly enjoyed this chapter; having seen both films I could easily relate to the arguments and points the author was making around social class and race inequality. The use of films to analyse inequality was found to be an interesting and engaging method. The other chapter I particularly enjoyed was one focused on urban walking and pedagogies of the street. In this chapter the author discusses the history and ways in which we walk for different reasons. We might march in protest, or we can walk for religious purposes. The author asserts the educational value of going for a walk because walking can provide insight into our local communities and environment, a better understanding of individual’s lives and the use of urban space. The author argues that walking is the perfect exercise as it provides gentle exercise, stress relief and reconnects us with our localities.

Other chapters made me think more critically about physical activity and inactivity, particularly the time and opportunities for children and the moral panics surrounding increasingly sedentary lives and child obesity. One reports on a particular research project into children’s use of TV. They suggest that children use TV to resist their increasingly busy and chaotic daily lives. It is noted that the chaos and pressure comes from new technologies which produce faster lifestyles with longer time commitments, leaving little time for proper relaxation. The author discusses the way in which children and their parents use TV as an aid for much needed time-out and relaxation.

Other topics within this book include anti-obesity campaigns and the production of healthy bodies and

New Directions in Social Theory, Education and Embodiment.
John Evans and Brian Davies (Eds.)
Routledge (2013)
Review by Kate D’Arcy

All of the chapters in this book were originally published in the Sport, Education and Society Journal, which gives some insight into the theme and context of the book.
look at how schools perceive children’s bodies and the demands and time restrictions they place on their bodily functions.

The book brings together an interesting array of new perspectives on a range of topics located with the social sciences, with emphasis on the human body and its relationships with various different environments, experiences and influences. This book will be of interest to those in the social sciences, and readers interested in the body and physical activity. It will be useful for those teaching or working in schools or education. As a range of different perspectives and research approaches are provided, it is also likely to be of interest to those studying child development and childhoods today, or those undertaking their own research.