Book Review

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**Manuscript Title, Write in Cambria 12 Point Size, with the First Letter of Each Word Capitalized**

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***Book Information***

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The article should be written in Cambria font and 11 point font. The sample text beginning is as follows;

‘Gender and Social Hierarchies’ is a collection of peer reviewed research articles examining the impact of gender-based social hierarchies within education, the workplace and beyond. It is written in three parts. Part I explores the consequences of gender stereotypes, Part II discusses women’s struggles in the workplace and Part III uncovers gender-related prejudice. I liked the no-nonsense introduction to this book which states that women in the workplace are equal in ambition, ability and commitment but that inequalities in career advancement and remuneration remain. These, to me, are the key issues in a nutshell. It goes on to recognise that there are more women in the workforce now, albeit in lower salaried, more feminised occupations, and that gender stereotyping throughout early life and the steady build-up of discrimination over time reinforces different treatment in the workplace. I applaud this matter of fact start. I think the gender differences in the workplace between men and women have been much documented over time and rather than spend too much time deliberating about the whys and wherefores of how we got into this position, this introduction suggests a more proactive review to follow of where we are today and what we need to do about it. Part I of this book demonstrates the consequences of gender differences throughout various stages of our education and within specific careers. The first chapter looks at the gendering of young people’s aspirations, through research aimed at pupils aged 13–15 (boys and girls) and their parents. For girls, it seems that holding traditional sexist beliefs themselves, and having this reinforced by parents, is connected to aspiring to gender-typical career aspirations. This was not the same result for boys. This reminds any parents of the impact of their views, ambitions and actions on their children. The second chapter addresses the ‘leaky pipeline’ (p. 26) of women into senior positions within academia, with the suggestion that this is linked to the devaluation of the achievements of girls within school (girls being seen as compliant and boys as intelligent) leading to women being stereotyped as less competent later on.

**References**