

mais elle aurait le mérite de produire le type de raffinement dont nous avons besoin pour comprendre le traitement que les médias réservent aux «figures inquiétantes» de la séropositivité.

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Inside Corporate U: Women in the Academy Speak Out. Marilee Reimer, ed. Toronto: Sumach Press, 2004; 312 pages; ISBN 1-894549-31-7; \$28.95 (paper).

Inside Corporate U is a timely collection that explores the impact of the corporatization of higher education for women. Certainly other critical work takes up the corporate university and globalization, but this volume "draw[s] on the unique experiences of women who, as a group, are seriously underrepresented in the upper echelons of power and privilege in the university setting" (12). The various authors in the collection analyze their positions in the corporate university and contemplate possible modes of resisting the corporate agenda.

The chapters cover a range of concerns within the corporate university and the editor achieves a nice symmetry between the four sections (fourteen chapters). The first section tackles working conditions in the modern university with individual chapters exploring women's professional autonomy, academic freedom, and the state of carrying out research with corporate sponsors. The next section takes up women's careers by examining the representation of women in universities, arguing that the gains women have made in universities are in danger of being undermined as "the professor rank is still elusive" (116) and women are disproportionately located in "low-attachment positions" (116). Further, the place of women's studies in the new corporate regime is explored. Reimer asks whether women's studies will survive since it does not garner the same research dollars that other programmes generate for the university. Two more chapters in this section take up intellectual property rights and women's

position in university administration. Section three explores employment and educational equity in the corporate university focusing on the attempted regulation of feminist curriculum and pedagogy, university equity practitioners, and untenured women faculty. Paul's chapter nicely outlines how the concerns of untenured and contract faculty can be understood as gendered. The final section explores consequences for students in the new corporate regime. Here we see the shift of education into a commodity and students turned into consumers. The consequence is that under the new regime, university curriculum is meant to train students for the labour market with measurable skills.

The final chapter explores the role of computer-mediated technologies and the assumption that these technologies are value-neutral. Alexander argues that the "opportunity exists to challenge the market-driven technological imperative and to destabilize inequitable gender relations on university campuses by designing and applying computer-mediated feminist pedagogical resources" (304).

Overall, Inside Corporate U is a well-edited and well-organized collection. Editor Marilee Reimer's hope is that the collection "will encourage women in the academy to continue speaking out against what we perceive to be a real danger to all that we have struggled to achieve" (25). As such, the collection is a must for all women working and studying in higher education.

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