

but it is hard not to think that the author could have taken the material from the essays of which Part 2 is comprised, and reformulated them into a sustained analysis, with different sections. Instead, these thematically connected pieces sit side by side with no acknowledgement of their neighbours, and the opportunity to build on or interact with analysis from previous chapters is lost. For example, in 'CE-Learning, time, and unconscious thinking' Mathew draws on the work of Klein, Bion, Freud and Lacan in discussing the anxieties bound up in learners' perceptions of time and memory—but also makes psychoanalytic observations about the student/tutor dynamic in online learning. The subsequent piece, 'The role of the online learning personal tutor' could clearly have picked up this thread and developed it; that this does not happen feels like an opportunity missed.

Ultimately this book stands or falls on the value of the psychoanalytic approach. To my reading, the approach is unevenly applied. While some chapters include sustained efforts to understand the research material through this lens, in other places it feels reductive and cursory. Where it was followed, I was often left feeling unsure that the psychoanalytic explanations had 1) been particularly convincing, 2) increased my understanding of the dynamic or anxieties under discussion, or 3) had served much in the way of useful purpose. For example, in 'E-Learning, time, and unconscious thinking' I expected the mapping of e-learning experiences onto a psychoanalytic model to conclude by extending the theory to imagine how the delivery of e-learning might be tailored to anticipate and alleviate anxieties predicted by the model. This didn't happen, reducing the purpose of the analysis to little more than an intellectual exercise. Mathew himself

comments: 'Psychoanalysis tells us much about the human condition, albeit largely at the level of metaphor. It is the charge of the educator to employ this knowledge, in order to improve the student experience.' (p. 175). More discussion of how this might look would have been welcome.

David Adams is a resident of HMP Grendon.

Book Review

Transgender. Behind Prison Walls

By Sarah Jane Baker

Publisher: Waterside Press (2017)

ISBN: 978-1-909976-45-0

(paperback)

Price: £14.95 (paperback)

Sarah Jane Baker, as the book explains (p. vii), is a transgender woman serving a life sentence in a men's prison. She was formerly known as Alan Baker before her transition in 2011 and has spent over 25 years in prison having received a discretionary life sentence for the attempted murder of another prisoner. With a rise of interest in and acknowledgement of transgender prisoners seen through the introduction of Prison Service Instruction 17/2016, this is the first book to detail the experience of being a transgender female in a male prison.

The book is arguably divided into three sections. The first looks at the practical realities of being a transgender prisoner. This includes sections on cell sharing, make-up, clothing for transwomen, change of name and who to inform and applying for a gender recognition certificate. Also covered is advice on toilet use, how to cope with media attention, wigs and hairpieces, gender identity appointments and the use of hormones. In many respects these

short 'chapters' offer a bible for those prisoners undertaking a similar path to Sarah Jane.

The second section then looks at the real life experiences of Deanne (HMP Oakwood), Nicola (HMP Dovergate), Laura (HMP Downview) and the authors own story. These share the many traumatic experiences which these women have had to endure during their transition process. Many have experienced verbal abuse and some physical abuse. Nicola speaks about being 'laughed at, ridiculed and called many colourful names' (p. 79); while Sarah Jane reports a catalogue of physical assaults received from both prison staff and fellow prisoners. The postscript ends with a confession from the author of having performed her own bilateral orchiectomy.

The third section is made up of seven appendices which contain Prison Service Instruction 17/2016; gender identity clinics in England; suppliers to transgender prisoners (for clothes and other items); relevant magazines and books; transgender support groups; specialists in the field of gender dysphoria; and, other key addresses. In short it is a catalogue of useful information to help transgender prisoners circumnavigate themselves through a process where often there is very little external support. For this reason the book is useful for those prisoners facing this journey but I think is also useful for prison staff to try and help them understand the complexities of this process. The author argues that in many cases it is for the Prison Governor to decide on matters such as having female clothing and make up and having an awareness of this book and its contents may help Governors in this position to make better informed decisions.

Dr Karen Harrison is a Senior Lecturer in Law at the University of Hull.