



## Faculty Review of Open eTextbooks

The [California Open Educational Resources Council](http://www.cool4ed.org) has designed and implemented a faculty review process of the free and open eTextbooks showcased within the California Open Online Library for Education ([www.cool4ed.org](http://www.cool4ed.org)). Faculty from the California Community Colleges, the California State University, and the University of California were invited to review the selected free and open eTextbooks using a rubric. Faculty received a stipend for their efforts and funding was provided by the State of California, the William and Flora Hewlett Foundation, and the Bill and Melinda Gates Foundation.

Textbook Name:

### Introduction to Sociology



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Find it: [eTextbook Website](#)

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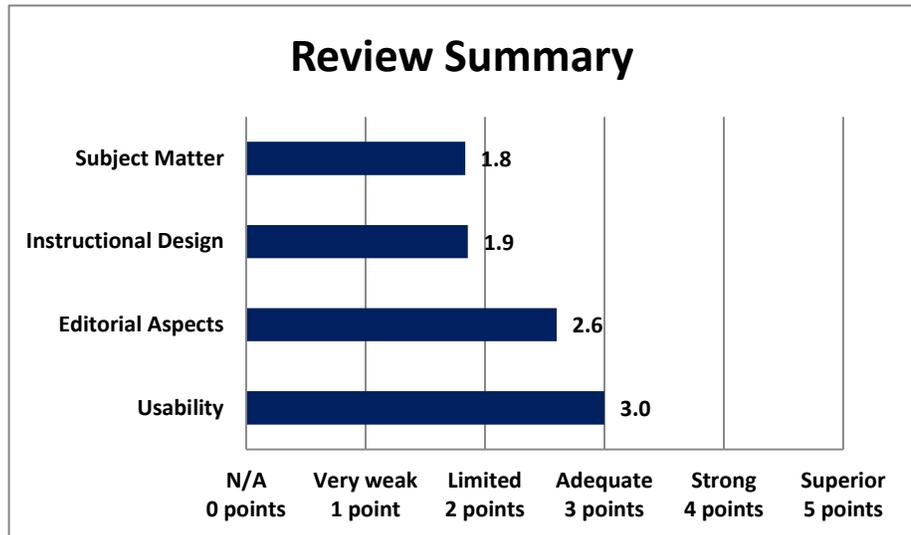
Format Reviewed:

[Online](#) and [ePub](#)

A fee may be associated with various formats.

Date Reviewed:

October, 2014



## California OER Council eTextbook Evaluation

CA Course ID: [SOCI 110](#)

| Subject Matter (30 possible points)   | N/A (0 pts) | Very Weak (1pt) | Limited (2 pts) | Adequate (3pts) | Strong (4 pts) | Superior (5 pts) |
|---|-------------|-----------------|-----------------|-----------------|----------------|------------------|
| Is the content accurate, error-free, and unbiased?  |             |                 | X               |                 |                |                  |
| Does the text adequately cover the designated course with a sufficient degree of depth and scope? |             |                 | X               |                 |                |                  |
| Does the textbook use sufficient and relevant examples to present its subject matter?             |             | X               |                 |                 |                |                  |
| Does the textbook use a clear, consistent terminology to present its subject matter?              |             |                 | X               |                 |                |                  |
| Does the textbook reflect current knowledge of the subject matter?                                |             |                 | X               |                 |                |                  |
| Does the textbook present its subject matter in a   |             |                 | X               |                 |                |                  |

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|--|--|--|--|--|--|--|
| culturally sensitive manner? (e.g. Is the textbook free of offensive and insensitive examples? Does it include examples that are inclusive of a variety of races, ethnicities, and backgrounds?) |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

Total Points: 11 out of 30

Please provide comments on any aspect of the subject matter of this textbook:

- Positivist not positive (chapters 1 & 2).
- Too much emphasis on psychology throughout (i.e. experiments are rarely completed in sociology; mention of conscience as effect of socialization; social identity theory).
- Missed discussion of field research.
- No discussion of post modernism theory or concept throughout the book; neither is there any mention of critical race theory.
- No media chapter and very limited discussion only of effect of video games on behavior.
- No sexuality focus or queer theory or sexual orientation (particularly in gender chapter or needs its own chapter).
- Missed critical analysis of culture with regards to conflict theory, cultural imperialism. No discussion of values or norms in Culture Chapter.
- No discussion of "self" in chapter on socialization; nor is "front" or "impression management" discussed in relation to symbolic interactionism/Goffman.
- No consistent theory analysis section in each chapter (i.e. from the major theoretical perspectives).
- Should replace lower class with working class. No class ladder provided; no discussion of the 1% (or Occupy Movement) or the old money vs. new money comprising the 1%.
- Stratification chapter missed Davis Moore Thesis as connected to functionalist theory.
- Needed to define/give link to life chances. No mention of social or cultural capital.
- Hispanics are not an ethnic group; this group was not well discussed in relation to the Census. Census categories appeared inaccurate historically and not up to date (i.e. 2010 categories).
- Gender is not similar to sex; it is not ascribed. No discussion of career choice as a factor explaining pay gap; occupation segregation and sexism were not clearly discussed as factors affecting the pay gap.
- Gender socialization and patriarchy are concepts not theories.
- Stereotypes not discussed.
- Weak chapters on economics and politics. Missed contemporary and historical data as well as breadth of how these are understood as social institutions.
- No discussion of gendered institutions.
- The text does not present a test bank, but it does have summary headings of expected parts of the chapter, further readings, and some exercise questions at the end of each chapter.
- Test bank not found.
- Glossary not found.

| Instructional Design (35 possible points)   | N/A (0 pts) | Very Weak (1pt) | Limited (2 pts) | Adequate (3pts) | Strong (4 pts) | Superior (5 pts) |
|---|-------------|-----------------|-----------------|-----------------|----------------|------------------|
| Does the textbook present its subject materials at appropriate reading levels for undergrad use?  |             |                 |                 |                 | X              |                  |
| Does the textbook reflect a consideration of different learning styles? (e.g. visual, textual?)   |             |                 | X               |                 |                |                  |
| Does the textbook present explicit learning outcomes aligned with the course and curriculum?  |             | X               |                 |                 |                |                  |
| Is a coherent organization of the textbook evident to the reader/student?   |             |                 | X               |                 |                |                  |
| Does the textbook reflect best practices in the instruction of the designated course?   |             | X               |                 |                 |                |                  |
| Does the textbook contain sufficient effective ancillary materials? (e.g. test banks, individual and/or group activities or exercises, pedagogical apparatus, etc.) |             | X               |                 |                 |                |                  |
| Is the textbook searchable?   |             |                 | X               |                 |                |                  |

Total Points: 13 out of 35

Please provide comments on any aspect of the instructional design of this textbook:

- Should be specific section in each chapter that consistently covers major theories (i.e. functionalism, conflict theory, interactionism, feminist theory, post-modern theory). Need more up to date charts,

graphs, and data. Should be links to videos. Pictures are limited; pictures provided show limited diversity of the population.

| Editorial Aspects (25 possible points)  | N/A (0 pts) | Very Weak (1pt) | Limited (2 pts) | Adequate (3pts) | Strong (4 pts) | Superior (5 pts) |
|---|-------------|-----------------|-----------------|-----------------|----------------|------------------|
| Is the language of the textbook free of grammatical, spelling, usage, and typographical errors?   |             |                 |                 |                 | X              |                  |
| Is the textbook written in a clear, engaging style?   |             |                 |                 | X               |                |                  |
| Does the textbook adhere to effective principles of design? (e.g. are pages laid out and organized to be clear and visually engaging and effective? Are colors, font, and typography consistent and unified?) |             |                 |                 | X               |                |                  |
| Does the textbook include conventional editorial features? (e.g. a table of contents, glossary, citations and further references)   |             |                 | X               |                 |                |                  |
| How effective are multimedia elements of the textbook? (e.g. graphics, animations, audio)   |             | X               |                 |                 |                |                  |

Total Points: 13 out of 25

Please provide comments on any editorial aspect of this textbook.

- Glossary would be important. Searching within the book would be better; the search seems to transcend the Introduction to Sociology book.

| Usability (25 possible points)  | N/A (0 pts) | Very Weak (1pt) | Limited (2 pts) | Adequate (3pts) | Strong (4 pts) | Superior (5 pts) |
|---|-------------|-----------------|-----------------|-----------------|----------------|------------------|
| Is the textbook compatible with standard and commonly available hardware/software in college/university campus student computer labs? |             |                 |                 |                 | X              |                  |
| Is the textbook accessible in a variety of different electronic formats? (e.g .txt, .pdf, .epub, etc.)                                |             |                 |                 | X               |                |                  |
| Can the textbook be printed easily?   |             |                 |                 | X               |                |                  |
| Does the user interface implicitly inform the reader how to interact with and navigate the textbook?                                  |             |                 |                 | X               |                |                  |
| How easily can the textbook be annotated by students and instructors?   |             |                 | X               |                 |                |                  |

Total Points: 15 out of 25

Please provide comments on any aspect of access concerning this textbook.

- Anyone can edit this book, which is a concern.

| Overall Ratings                                  | Not at all (0 pts) | Very Weak (1 pt)           | Limited (2 pts)             | Adequate (3 pts) | Strong (4 pts)           | Superior (5 pts)                 |
|--|--------------------|----------------------------|-----------------------------|------------------|--------------------------|----------------------------------|
| What is your overall impression of the textbook? |                    |                            | X                           |                  |                          |                                  |
| How willing would you be to adopt this book?     | Not at all (0 pts) | Strong reservations (1 pt) | Limited willingness (2 pts) | Willing (3 pts)  | Strongly willing (4 pts) | Enthusiastically willing (5 pts) |
|  |                    | X                          |                             |                  |                          |                                  |

Total Points: 3 out of 10

## Overall Comments

If you were to recommend this textbook to colleagues, what merits of the textbook would you highlight?

- It is free and accessible. There are many links to delve further into a topic.

What areas of this textbook require improvement in order for it to be used in your courses?

- There are so many missing pieces of sociology in this text, ranging from concepts to theories to statistics and charts. It appears to be written from the perspective of a non-sociologist; a sociologist(s) would need to go through this text and edit a lot out and add a lot in.

We invite you to add your feedback on the textbook or the review

(Please [register](#) in MERLOT to post your feedback.)



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