

as citizens and social actors. If transformative, significant learning is to take place, students' engagement with content will shape their values, empathy, and interaction with the broader society. Fink doesn't shy from the bold reality that if students learn well, they are transformed in how they exist in the world throughout the rest of their lives.

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Introduction to Sociology. London and New York: Routledge, Taylor & Francis Group, 2020. 512 pp. \$44.95. ISBN-10: 0815353855; ISBN-13: 978-0815353850
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DOI: 10.1177/0092055X231160019

Among those who are engaged with sociology, whether as a student or a teacher, it comes as no surprise that traditional textbooks are largely outdated. This is especially true for the Introduction to Sociology course. Instructors have gradually begun moving away from textbooks and replacing them with collections of journal articles and book chapters (Better 2021). In addition, Henry (2020) found that some Introduction to Sociology textbooks included homophobic or transphobic language.

Before I started reviewing *Introduction to Sociology* by Frank van Tubergen, I expected yet another enumeration of theories developed by classical sociologists decades ago as I had been taught during my undergraduate years. Luckily, this book is nothing of the sort. It is largely written as a useful guide for students to think of sociological questions, develop new theories, and critically reflect on contemporary social problems. In the words of the author, the book is written to guide students to think like a sociologist. I believe the main strength of the textbook is that it includes contemporary social problems and theories. For example, I was intrigued when reading about the issue of binge drinking. The text addresses how common binge drinking is in college, why it continues despite most students being against it, and how sociologists can contribute to understanding the phenomenon. These types of interesting contemporary questions are analyzed from a sociological perspective throughout the entire book. Although the book purports to be meant for undergraduate students who have not yet taken the Introduction to Sociology course, some chapters (e.g., the chapter on immigration) include a summary on state-of-the-art research about specific topics that are interesting to read even for experienced sociologists. The book is reader friendly and useful for teaching. Each chapter starts with an overview and learning goals and ends with key concepts, theories, propositions, a summary of the chapter, and references. Throughout each chapter, the reader is

encouraged to reflect on the text by answering questions and consulting theory schemas that present sociological theories in a simplified manner. Key empirical findings from the sociological literature are highlighted as stylized facts. This textbook is therefore especially suited for active learning in an Introduction to Sociology course in which “the goal is not only to cover important theoretical concepts but to give students ‘takeaway’ tools that can be used outside of the classroom” (Adkins 2021:331).

The book is divided into five parts. The first part, “Thinking Like a Sociologist,” includes four chapters. The first chapter, “Questions,” introduces the sociological perspective as a supplement to the individual perspective and explains how sociologists study social problems by asking descriptive, theoretical, and application questions scientifically. Although it is clearly explained what sociologists study, I believe the reader would benefit from a more detailed explanation of the difference between sociology and other social science disciplines, such as economics, psychology, and political science, and how these social science disciplines overlap—see, for instance, Wagner, Wittrock, and Whitley (1991). Taking the example of binge drinking, it would be useful to emphasize how a sociologist, an economist, a psychologist, and a political scientist would approach this question differently and where similarities would occur. The second chapter, “Theories,” equips the reader with a skill set of how to interpret theories, but also how to construct theories themselves. Moreover, the author intelligibly explains the distinction between association and causality. I believe this chapter is instrumental for undergraduate students in sociology and can be used in virtually all courses that include theories. The third chapter, “Methods,” discusses the concepts of measurement validity and reliability and presents various data sources, such as surveys and administrative data. Moreover, the author makes the reader aware of the distinction between quantitative and qualitative approaches to sociology and explicitly argues for the usefulness of combining insights from both approaches. Chapter four, “Perspectives,” ends the first part with a compelling story about the origins of the sociological perspective and a brief overview of different broad themes that are mainly studied in sociology: culture, social relations, and inequality. The next three parts of the book deal with each of these three themes.

The second part of the book, “Culture,” includes two chapters. I specifically enjoyed that both chapters started off with a very interesting question.

Chapter five, “Opinions,” poses the question of why *Harry Potter* is such a popular book. Then the chapter proceeds with an exploration of people’s beliefs, values, and attitudes and various cognitive biases. Finally, an answer to why *Harry Potter* is popular is provided based on the contemporary sociological literature. Similarly, chapter six, “Norms,” asks why binge drinking is common in college even though most students are against it. Then the author covers informal, moral, and formal norms and formulates an answer to the question. This engaging way of writing compels the reader to follow the story in anticipation of finding out the answer to the question.

The third part of the book, “Social Relations,” also includes two chapters. Chapter seven, “Networks,” provides a very intuitive introduction of social network analysis through appealing examples, such as the friendship paradox and the small world phenomenon. The reader is presented with key ingredients of how social networks are represented and studied. As someone who is not that familiar with social network research, I particularly enjoyed this chapter, and I believe it provides a very useful introduction to the field. Chapter eight, “Groups,” discusses various theories of group formation, such as homophily theory, social identity theory, and group threat theory. I was especially intrigued by the final few pages of the chapter in which the author presented the most recent research on people’s misperceptions. Specifically, most people over- or underestimate the share of the out-group population and the characteristics associated with the out-group population. One question that remained after reading these two chapters was how social networks and groups may interact. Specifically, social networks may differ by subgroups. For instance, Fischer (2021) found that people in same-sex relationships have larger networks than people in different-sex relationships to counteract social exclusion from families of origin.

Part four of the book, “Inequality,” consists of a chapter on social stratification and mobility and a chapter on resources that give rise to inequality. Chapter nine, “Stratification and Mobility,” introduces the key concepts of social class and status, absolute and relative intergenerational mobility, and the Great Gatsby Curve that links within-country income stratification with intergenerational mobility in that country. Chapter 10, “Resources,” starts with a very clear discussion of different human and social capital. Then, the author engages in a discussion of discrimination in the labor market. Particularly interesting is that both the theories

and some of the contemporary methods are discussed. For instance, the author discusses taste-based versus statistical discrimination from a theoretical perspective and correspondence versus audit studies from an intuitive standpoint. Currently, however, the two main theories of discrimination are tackled separately. A thorough overview is provided about both the taste-based and the statistical discrimination, but two questions are left for the reader to wonder: Which of the two mechanisms dominates? How do taste-based and statistical discrimination interact? For instance, Tilcsik (2021) found that making managers aware of the statistical discrimination theory strengthened people's belief in the accuracy of stereotypes and increased the extent to which they engaged in gender discrimination.

The last part of the book, "Topics," brings together the knowledge learned in the previous parts and discusses three sociological topics: immigration, modernization, and religion. I believe this part of the book is also useful for experienced sociologists, not only students, because the author provides an overview of the most recent literature about these topics. Chapter 11, "Immigration and Integration," poses two questions: (1) Are ethnic minority groups more likely to become more integrated over time, and (2) does integration process depend on social contexts? The latter question is innovatively approached with a case study of the "culture of honor": The immigrants from Ulster and Scottish Highlands in the 18th century had deeply ingrained culture of honor values when they arrived in the United States, but as third-party law enforcement became stronger, the honor values were gradually disappearing. Chapter 12 discusses the process of modernization: the trend of socioeconomic progress and rationalization. The author discusses various dimensions of modernization, such as technological progress, lower fertility levels, and the optimism gap: people think the world is getting worse, but their lives are getting better. The last chapter deals with religion. Specifically, the author discusses secularization in Western Europe and provides recent sociological research about the existential insecurity theory, stating that modernization resulted in a reduction of existential securities and therefore decreased people's demand for religion.

After reading the entire book, I would also like to offer a general suggestion that I believe would increase the reach of the textbook in the next edition. Currently, the textbook's coverage of the field of sociology of sexualities is limited. This is

unfortunate given that this field tends to attract a great deal of attention to sociology. For instance, the top three most downloaded articles from American Sociological Association publications in 2021 (Kao, Balistreri, and Joyner, 2018; Mazrekaj, De Witte, and Cabus 2020; South and Lei 2021) were all studies of sexualities. Many of the book's chapters could include examples of sexualities research (e.g., see Fischer 2021), and *Teaching Sociology* has recently published a Special Issue on Teaching Sexualities (Volume 49 Issue 3) from which inspiration can be drawn. I believe that incorporating sexualities would promote the dissemination of the textbook to an even wider audience.

The book also contains a companion website with resources for both students and teachers. For the students, the author included a range of multiple-choice questions that test the key materials of each chapter, a glossary with key concepts and their definitions, and a list of further reading. For the teachers, multiple-choice questions and discussion questions are provided that can be used for the exams and customizable PowerPoint slides for each chapter. In the book's preface, the author states that he hopes that this textbook will help students learn to think like a sociologist and that he invites students and colleagues to let him know whether he has succeeded in his goal. I very much believe he has.

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Criminal (In)Justice: What the Push for Decarceration and Depolicing Gets Wrong and Who It Hurts the Most. New York, NY: Hachette Book Group, 2022. 256 pp. \$29.00. ISBN-10: 1546001514; ISBN-13: 978-1-5460-0151-5

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DOI: 10.1177/0092055X231160020

A major feature of current social debate revolves around reform of the U.S. criminal justice system. There have been growing social movements for defunding the police, restructuring the police, closing prisons, and otherwise restricting the prison system. These movements have been, at least in part, motivated by documented cases of abuse of power by police, excessive use of force by police, problems with mass incarceration, and a general pushback by people unhappy with the current system. People who believe major reform is necessary often argue that our system is broken, hurts our most vulnerable communities, and destroys lives. Reform supporters have suggested that many parts of our criminal justice system should be removed, reduced in scope, or significantly changed in various other ways.

On the other side of the reform debate are people who believe that the system usually works. There may be minor changes and upgrades that need to happen, such as improved training in some areas, but the system as a whole is both necessary and effective. Although there have been real examples of the system failing, these are rare incidents. Although those events are certainly tragic, they do not mean the current system is broken. Most police officers, corrections officers, and others working in the criminal justice system are good people trying to help their communities. Supporters of our current system suggest that it does what it should and consequently should not be defunded, destroyed, or otherwise significantly altered. Instead, we should make targeted adjustments following evidence-based practices to continuously update and improve what is already in place.

This is the debate captured in *Criminal (In)Justice*, by Rafael A. Mangual, one of several books recently released on this topic. This book is intended to examine criminal justice reform with a focus on depolicing and mass decarceration. Mangual uses a combination of surveys, data, explanations of data limitations, anecdotal evidence/stories, assumptions, incomplete ideas, and factual errors surrounding this reform debate to demonstrate where problems in reform reasoning exist. He also considers how this reform might impact policy if put into effect without considering the full range of the consequences. One of the major consequences to be aware of, he argues, is that these new policies will not impact everyone equally. Many who already experience the greatest amounts of our nation's violent crime will pay a much greater cost. Although this book does acknowledge there are certainly problems with our criminal justice system in the United States, it challenges that decarceration and depolicing are not the answer, tending to fall in line with a pro-criminal justice system approach to the debate.

This book is divided into an introduction, seven chapters, and a conclusion section. Each chapter reviews a major argument within the debate, intending to orient the reader to the positions of reform and where subsequent problems may arise with them. Sociological theory, data, stories, and discussion are used throughout the book to support these challenges to reform made by the author.

The book begins with the introduction. Although Mangual does begin to introduce some of the reform debate here, the real point of this section is to introduce himself, his background, some of his experiences, and his admitted biases. Advanced sociological readers and qualitative methodologists from outside of the discipline would recognize the importance and value of this opening disclosure from a research standpoint, although it may have to be explicitly pointed out to introductory-level students. Chapter one is intended to provide further context about the criminal justice reform debate. There is a brief history and discussion explaining the transition from "tough on crime" viewpoints dominating society in the past to "reform criminal justice" views currently becoming more popular. This chapter also addresses concepts and themes that will continue throughout the book. For example, the tendency of major violent crime to concentrate in limited geographical areas was discussed, to be referenced again later in the text.

Chapters two and three address decarceration. Chapter two focuses on postconviction incarceration, which is the time that individuals will serve