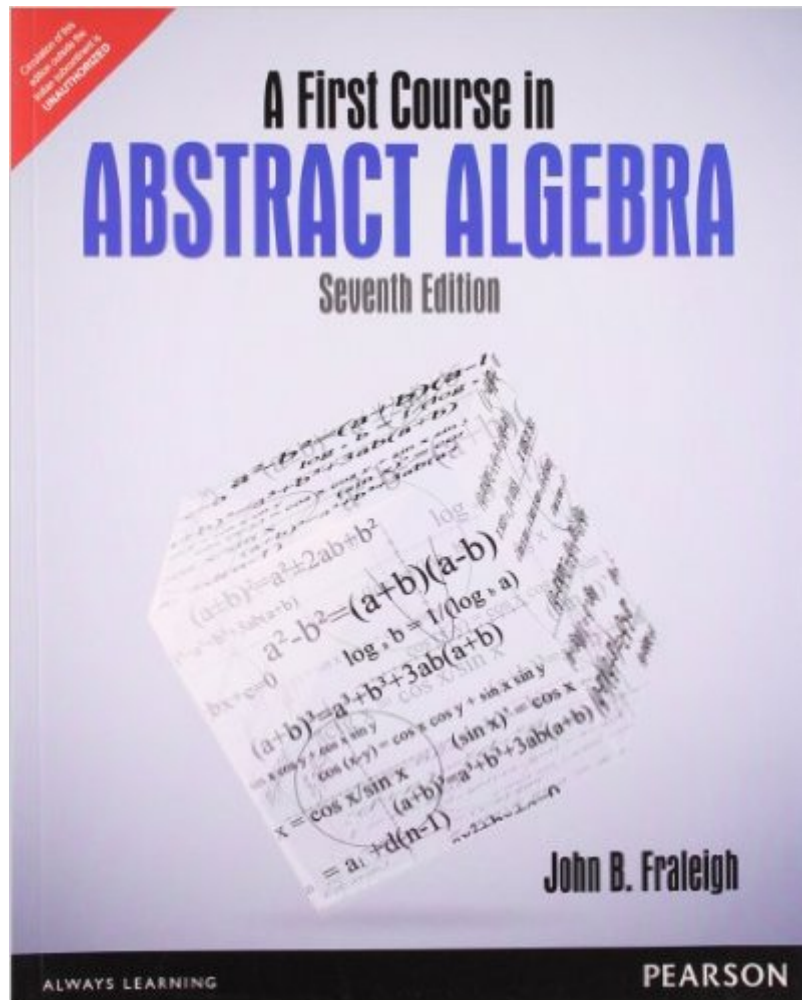


The book was found

First Course In Abstract Algebra



Synopsis

Same Content as US Edition in Different Softcover Design

Book Information

Paperback: 590 pages

Publisher: Pearson; 7th edition (2003)

Language: English

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Average Customer Review: 3.4 out of 5 stars [See all reviews](#) (39 customer reviews)

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Customer Reviews

I am a mathematics professor at a small liberal arts university in Canada, and I use Fraleigh's book to teach a 300-level full-year introductory course in abstract algebra. I find it excellent. It is clear to me that Fraleigh has been teaching a course very similar to mine, to students very similar to mine, for probably three decades. He has figured out almost exactly the right way to introduce a difficult subject. He makes my job easy. The book is broken into many small chapters, each of which can be easily translated into one or two hours of high-quality lecture. Thus, I can structure my lectures to closely follow the book, which has two advantages: (1) less preparation time for me (important when you have a heavy teaching load but still want to do a good job) and (2) The students have effectively a preprinted copy of the classroom lecture notes (so they can spend less time writing notes and more time paying attention and learning). Fraleigh avoids the countless pitfalls which bedevil the naive algebra instructor (and many other textbook writers). He keeps things simple without making them stupid. Math students at my university have a wide range of background and skills. Some are highly talented and motivated, and I want to adequately prepare these students for graduate school. Others students are 'future highschool teachers' (may God help our children) who apparently chose to study math because they thought it would resemble the polynomial arithmetic which they enjoyed in highschool, and who are often quite upset to discover otherwise. For these people, math is 'supposed' to be computation, and any kind of logic or abstraction is anathema. There are some abstract algebra texts (such as Bloch) which are designed to appeal to the

`computational' crowd.

[...]Although, I did not use Fraleigh's textbook directly in the class I attended, I did use it as a frequent source of explanation and/or practice with its problem sets. Let's be realistic here, I've seen too many reviews of different Algebra texts from D&F, Artin, Lang, Gallian etc., saying something along the lines of "Textbook is not rigorous enough," or "textbook is weak on theory," "textbook is not appropriate for undergraduate course," and so on and so forth. Although I do not deny that certain texts may be written poorly, the vast majority of complaints seem to be generated by certain perceived "deficiencies" in texts that do not attempt to be laconic (i.e. D&F). Obviously, there exist sufficient differences amongst the students who will take Abst. Algebra such that different types of textbooks are created to meet the varying needs of these students. It is in this context that Fraleigh's textbook should be reviewed. After looking at all the major texts out there for basic undergraduate Algebra (Artin, D&F, Rotman, Herstein, Gallian), I'd say Fraleigh belongs somewhere between Gallian and Herstein. It is true that it does not cover as much material as D&F, but clearly it was not written with the same purpose in mind as D&F. If we compare Fraleigh with Herstein we admit that they both cover most of the same subjects in more or less similar depth. Herstein beats out Fraleigh 10-1 in all things Linear Algebra. However, I'd say the first 250 pages of "Topics in Algebra" is roughly equivalent to the 493 pages of Fraleigh. So the question that is asked is why is Fraleigh almost double the size of Herstein?

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