

## Excerpt 1

Excerpt from: Medley-Rath, S. (2022). How Do Sociologists Know What They Know? An Examination of Sociology Textbooks for Evidence of Sociological and Scientific Thinking. *Socius*, 8. <https://doi.org/10.1177/23780231221138728>

Textbooks should help students learn how to think sociologically. Nevertheless, books from across the undergraduate sociological curriculum did not consistently model sociological nor a broad version of scientific thinking. Other scholars have found sociology textbooks lack a scientific framework and promote asociological thinking (Keith and Ender 2004; Lynch and Bogen 1997). The sampled texts did not integrate the most basic research skill from the SLF: applying scientific principles. Instead, readers received false equivalence practices, reinforcement of commonsense explanations, an emphasis on shortcuts to scientific credibility, and sources of claims from unreliable sources. Textbooks were better at describing how to conceptualize variables and providing multiple encounters with basic descriptive statistical data.

[...]

Sociology textbooks should demonstrate how sociologists know what they know because public understanding of the contours of how experts know what they know is critical and our responsibility as scholars and teachers. Shedding light on the research process benefits students and instructors because textbooks are a means of cognitive socialization into the discipline (see Fleck 1981; Zerubavel 1997) and uphold disciplines (Lynch and Bogen 1997; see also Dunham et al. 2004; Fitzgerald 2012; Perrucci 1980; Tischler 1988). Textbooks should consistently use scientific principles as the basis of claims and reflect how sociologists do sociology. Moreover, textbooks should explain how quantitative and qualitative data are analyzed, reduce the use of shortcuts in establishing scientific credibility, and consistently use credible sources and fair arguments that reflect contemporary sociological knowledge.

Scholars have analyzed texts' section headers, indices, reference lists, or all three. My analysis demonstrates that qualitative approaches to the texts' body are necessary. For example, quantitative analyses of reference lists would miss the positioning of anecdotes from in-class activities as credible sources. Moreover, studies looking at reference quality miss how textbooks use these sources in the body of the text. For example, reference lists with more peer-reviewed sources over other types of sources make a text appear more scholarly than may be warranted.

[...]

My sampling procedure, however, has three limitations. First, it was a convenience sample. Although I compiled a complete list of possible textbooks, I could not access all books identified for inclusion. Second, by focusing on standard texts (see Appendix B), many textbooks were excluded. It is unknown if nonstandard books better model sociological and scientific thinking. Third, I did not code the reference sections of these textbooks. I based conclusions about references on the in-text citations. Problem

citations remain hidden in textbooks that used endnotes or used the standard citation practice of using the author's last name (instead of a Web site).

[...]

Most people who learn sociology do so in introduction to sociology, social problems, or intermediate elective courses. Most students will not major in sociology or take another sociology course. Any sociology course should support the development of research consumption skills, which are critical for careers and everyday life. Textbooks have the potential to reinforce these skills. Therefore, these courses and their textbooks are critical to helping the public understand what we do and how we know what we know.

## Excerpt 2

Excerpt from: Borsa, A., Calleo, M., Faires, J., Kaplan, G., Sharif, S., Zhang, D., & Meadow, T. (2023). Love in the Time of COVID-19: The Social Dimensions of Intimate Life under Lockdown. *Socius*, 9. <https://doi.org/10.1177/23780231231161046>

Two primary formulations dominate the literature on sex under lockdown. The first paints a depressing portrait of the erosion of erotic life, via decreases in sexual frequency, desire, functioning, and relationship quality. The second acknowledges an overall decline in sex but suggests that for those still having it, COVID might generate an increase in the diversity of sexual behaviors. This focus on the “how” and “how much” of sex complements medicalized frameworks that assess sexual practices quantitatively as a means to combat illness. Indeed, the few studies that analyze the motivations for sexual action foreground bodily risk, even directly analogizing COVID-era sexuality to the early days of the HIV pandemic. Our research suggests that there is much to be learned by shifting our analytic gaze to the “whys” of sex: the ways romantic, erotic, and sexual action are both produced by social forces and guided by a complex emotion-risk assemblage that merges individual level intrapsychic experience with relations to significant others and social institutions. Our findings, which reflect only a narrow slice of early COVID-era life in America, are an invitation to consider four potential impacts of large-scale quarantine on intimate life.

First, we suggest that this massive viral event and the subsequent contraction of the public sphere occasioned an intensification of domestic life that changed the temporality of relationships, and in some cases, their ultimate trajectories. Lockdown forced individuals to explicitly choose both cohabitants and primary intimates, to confront the repercussions of those decisions with others, and to then share the contracted social world with those they selected. This accelerated commitment in some cases, dissolution in others, and introspection in many. Whatever their relationship status, most respondents reported thinking more deeply than before about their personal, relational, and sexual choices. Many reported trying out new sexual ideas, identities, and practices, or thinking carefully about their sexual projects in general.

[...]

Although some experiences of sexuality remain unique to lockdown, respondents underwent changes that are likely to persist into the future. The pandemic acted as a crucial turning point wherein old relationships were broken, and new relationships were forged. Digital technologies and telepresent intimacies grew in popularity, and the self-discoveries many people unearthed through sexual introspection cannot be undone.

Thinking less about sex as a discrete and measurable event and thinking instead of “COVID intimacies” as part of larger life projects produces unique, generative opportunities to examine the reasons underlying some of the phenomena reported in other studies. Perhaps our intellectual perspective was itself animated by our individual

experiences of early-pandemic isolation. Our brief, six-week Zoom class prompted a months-long engagement, dozens of digital conversations, new remote collaborations, and much introspection. It was clear to us from the start that lockdown heightened the import of intimate life in new ways. Moving forward into “the long pandemic,” we encourage researchers to attend to a broader range of populations than our sample targets, and to also consider the centrality of sexuality in making lives worth living in the face of risk, uncertainty, and disease.

### Excerpt 3

Excerpt from: Bazo Vienrich, A., & Torres Stone, R. A. (2022). The Educational Trajectories of Latinx Undocumented Students: Illegality and Threats to Emotional Well-Being. *Socius*, 8. <https://doi.org/10.1177/23780231221135966>

The aim of this study was to examine the impact of legal status on the emotional well-being of 37 undocumented Latinx college students living in two states where in-state tuition and financial aid are not afforded to undocumented college students. Our work showed that for undocumented students academic perseverance did not always translate into emotional resilience. This underscores how legal violence and ineligibility for personhood increase the risk for poor mental health in undocumented students during what Arnett (2007) called the age of possibilities. Legal violence, which for these students was largely embedded in state jurisdiction over tuition and financial resources for higher education, amplified feelings of chronic hopelessness, despair, exclusion, and otherness. Making undocumented students ineligible for personhood through laws and regulations that have historically been used to justify violence against marginalized groups ensures that full citizenship will continue to be out of reach for this group. Yet despite the emotional toll, the students in this study attempted to regain personhood through continued hard work and academic perseverance.

[...]

Within the current political landscape, in which the broken immigration system and incongruous policies, programs, and practices negatively affect undocumented students' lives, where they live and attend school continues to matter. The social, economic, and psychological harms inflicted by ineligibility for personhood (Cacho 2012) and legal violence (Menjívar and Abrego 2012) intersect with geographic spaces to constrain undocumented students' access to and ability to succeed in higher education. The students in this study experienced legal violence and ineligibility for personhood in Massachusetts and North Carolina. Although these states have distinct migration histories and immigration policies, their responses to undocumented higher education exhibited some similarities. Most significantly, neither state offered in-state tuition for undocumented students at the time of this study. And although Massachusetts did offer DACA-benefited college students in-state tuition, they were not eligible for state financial aid. The fact that neither state had tuition equity policies to facilitate undocumented students' access to college intensified their hopelessness and despair. Cebulko and Silver (2016) found that for immigrants, the meaning of inclusion and exclusion is not shaped just by state-level policies but also by how state and national policies interact to foster or diminish feelings of belonging. This may explain why, although these students lived in different cultural, political, and geographic contexts, hopelessness and despair were defining experiences in both.

Recent studies reveal that the pseudo-legality that DACA beneficiaries gained had positive effects on their mental health (Burciaga and Malone 2021; Morales Hernandez and Enriquez 2021). Some of the reported benefits are a sense of independence, sense

of security, lowered anxiety, a sense of purpose (Burciaga and Malone 2021), as well as college preparation and pursuits (Morales Hernandez and Enriquez 2021). In a study of University of California and California State University undocumented college students, the researchers found that despite heterogeneity in their experiences structural and interpersonal inclusion translated into a strong sense of campus belonging. For DACA students in particular, DACA provided benefits including less financial strain and lower deportation concerns (Enriquez et al. 2021b). Unfortunately, the 2017 repeal of DACA following the election of Donald Trump was a stark reminder of the precariousness of DACA and the legal uncertainty it granted beneficiaries. For instance, for DACA recipients in Colorado, rescission of DACA in 2017 intensified feelings of impermanence and liminality that were already present since the inception of DACA while demonstrating resilience in the face of increasingly harmful immigration policies (Burciaga and Malone 2021). For DACA beneficiaries in California, where access to tuition and financial aid for undocumented and DACA students surpasses any other state in the country, the prospect of DACA ending has led to persistent feelings of exclusion and anxiety (Delgado 2022; Mallet-García and García-Bedolla 2021) which for some students jeopardized their ability to successfully prepare for their desired careers (Morales Hernandez and Enriquez 2021). Insofar as state-specific legislation plays a key role in undocumented students' access to higher education (Castrellón 2022; Cebulko 2014; Cebulko and Silver 2016; Suarez-Orozco et al. 2015), it would not be surprising if—in states like North Carolina and Massachusetts, where the financial barriers to higher education were already formidable—the specter of revocation threatened beneficiaries' emotional well-being even more significantly.

[...]

To protect undocumented students from the legal violence they experience in schools it is essential to conceptualize how violence manifests differently for immigrant students. The work of Peguero and Bondy (2020) illuminates understandings of this by pointing to areas that should be explored in the creation of school safety efforts for the children of immigrants. Many of the factors that affect school safety for this group are also relevant to the experiences of undocumented students, such as language barriers, legal status, and anti-immigrant rhetoric in the United States. Additionally, the fact that schools serve as central agents of socialization for immigrant students suggests that school violence may have more dire consequences on undocumented students who may already be experiencing additional burdens because of their intersectional identities, including their racialization as undocumented students of color. Institutional and social supports are key for academic achievement and development of civic engagement for undocumented college students (Borjian 2018), yet educational professionals often lack the appropriate information to address the social and emotional needs of undocumented students.

Overlooking these considerations will make it difficult to ensure undocumented students' protection from school violence, setting the stage for their depression, hopelessness and despair. In so far as the legal violence and ineligibility for personhood these undocumented students experience remains invisible to most Americans their mental health will continue to be at risk. Another way to alleviate the harmful effects of illegality

is to foster safe spaces, such as civic engagement, that promote community and challenge stigma (Vaquera et al. 2017). Our findings suggest that in pursuing college, undocumented students actively produce counternarratives (Delgado and Stefanic 2001) that challenge societal views of Latinx undocumented immigrants as criminals who are unworthy of belonging in educational spaces. Fostering social awareness about immigration, variations in immigration status, and the economic and political forces that lead people to immigrate to the United States could help reduce anti-immigrant sentiment and the stigma around undocumented and/or liminal legal status. Vaquera et al. (2017) found that civically engaged young adults' in immigrant advocacy organizations helped recast their negative emotions into positive ones and in turn restored ontological security and feelings of belonging through social bonding.

Promising efforts are under way in some universities, even in states such as North Carolina that has been deemed hostile to immigrants (Cebulko and Silver 2016). For example, the Immigrant Ally Training Series as part of the Immigrant Mountaineer Movement at Appalachian State University in Boone, North Carolina, educates students, faculty members, and staff members about anti-immigrant sentiment and offers participants—undocumented students and allies—opportunities to become leaders for social change (Arriaga et al. 2022). Similar anti-bias programming could be implemented for all staff and faculty members. Offering participants a certificate or badge, as is widely practiced in safe zone trainings for LGBTQ+ inclusion, may further destigmatize illegality. If immigrants, particularly those who are undocumented, continue to be associated with criminality in the public eye, little progress will be made to reduce the stigma and discriminatory treatment that undocumented students experience at the hands of their peers, teachers, counselors, and other institutional agents. Coordinated effort on multiple fronts—from schools to communities to the policy level—can create the culture change necessary to promote a sense of belonging and emotional well-being for undocumented students.

Although prevention efforts tailored to support undocumented students' mental health can be made at various levels, structural changes such as policy reforms that foster affordable access to higher education would have the greatest impact. These policy reforms include legalization not only for undocumented youth and young adults but also for their family members whose legal vulnerability heightens emotional distress for undocumented students. Comprehensive immigration reform (CIR) would offer undocumented students, many of whom have benefited from DACA, and their families a path to citizenship, as well as access to in-state tuition and financial aid. In turn, these federal policies would facilitate more effective conversations with education professionals—including high school counselors, teachers, college admissions staff members, and college advisers—who could offer resources to promote undocumented students' college access and academic success. In lieu of CIR, state-level practices would help ameliorate the plight of undocumented students. Massachusetts and North Carolina could follow the example of California by offering in-state tuition and financial aid to undocumented students. This would reduce the financial barriers associated with ineligibility for scholarships and financial aid and, for many undocumented students, their parents' inability to provide economic support. Lessening undocumented students'

financial barriers could go far in fostering undocumented students' emotional well-being and mental health. In light of the precariousness of DACA, the lack of bipartisan support for CIR, and the incongruent tuition policy landscape, the mental health well-being of undocumented students should be at the forefront of future scholarship, practices, and policies.