

**Letter From The Editors of the
*Silicon Valley Sociological Review, Volume 20***

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The Sociology Department at Santa Clara University is proud to present, in this volume of the *Silicon Valley Sociological Review*, seven research papers written by students majoring in sociology. This 20th volume continues a tradition to provide students with a meaningful opportunity in professional socialization while honing their research and writing skills.

As in past years, the substantive, theoretical, methodological, and applied content of the Sociology curriculum at SCU are reflected in these papers. The articles highlight students' ability to engage in meaningful professional work informing sociological understanding of important topics. The authors studied important social topics about individuals, interactions, and institutions. Furthermore, the authors incorporated their theoretical, substantive, and methodological training in their analyses of real-world social problems.

Molly Flood's "The Dangerous 'Wasn't Super Consensual': Sexual Culture of Santa Clara University" seeks to understand the nature, prevalence, and dynamics of sexual assaults occurring within the university community. Through a qualitative content analysis of the Instagram account @metoo.scu, Flood documents the experiences of survivors of sexual assaults and how they make sense of their trauma. Findings from this research provide practical implications. Her recommendations focus on programs and protocols that engage in creating a safe and healthy sexual culture that centers the experience of survivors so they may more adequately heal.

Judith Li, Megan Imai, Brooke Rose and Mika Abe's "Finding a Place: Involvement in College Social Justice Organizations and its Impacts" aims to answer the question: How does being involved in social justice organizations at SCU impact students' experience in higher education? In order to further understand involvement in student groups of college students, the researchers conducted eight interviews and eight observations. Research findings suggest that being involved in social justice organizations has a positive impact on students' experience in higher education by developing their senses of identity and community. The authors tie their results to the sociological theories of Robert Merton's manifest and latent functions, Emile Durkheim's social solidarity, and Pierre Bourdieu's social capital. This study is not only important to understand the direct benefits that students attain from involvement in social justice organizations, but also its further influence on colleges and communities.

Brooke Rose's "Sustainability at Jesuit Institutions: How are we teaching the next generation to care for our common home?" addresses environmental degradation and institutions taking notice. The Association for the Advancement of Sustainability in Higher Education (AASHE) offers a way for higher education institutions to promote

sustainability through participating in the Sustainability Tracking and Rating System (STARS). This report evaluates participation in the STARS by eight Association of Jesuit Colleges and Universities. Rose gives several examples of colleges and universities putting into place specific steps to take action on sustainability.

Joshua Huizar's "Improving Student Services: A Study of Disabilities Resource Offices at Jesuit Institutions" addresses how colleges and universities are seeing an increasing number of students with requests for accessible education assistance. The purpose of this project was to compare the disabilities resource office websites of seven comparable Jesuit universities and colleges to provide recommendations for areas of improvement. The findings from this research can be used to make recommendations for disability resource offices, along with including a campus accessibility map.

Megan Imai's "Challenging the Conflict Paradigm, A Ted Talk Reflection" is a reflection that brings various sources into dialogue to demonstrate the variety of ways religion and science may be interpreted to interact. She primarily utilizes a Ted Talk by Bryan Enderle on the compatibility of science and religion to discuss the inadequacy of the conflict paradigm for explaining the interaction of science and religion. This reflection makes a contribution to the emerging field of sociology of science and religion.

Ava Martinez's "Mental Health Stigma in the Military Context" addresses predominant military ideology, which perpetuates hegemonic masculinity by demanding emotional and physical discipline. She demonstrates how this fosters a culture that resists mental health diagnoses, resulting in increased stigma and barriers to care. Martinez compiles and analyzes prevention tactics, institutional changes, military ethos, statistical data on yearly suicide rates by service members, and perceived barriers to care. A review of this scholarship found that particular demographics increase the risk that service members and veterans sustain mental health disorders. Additionally, a service member's intersecting identities play a role in the compounding levels of mental taxation they face, discussed in this paper specifically for women and people of color. Relying on a theoretical framework of intersectionality, this article provides critical insights to sociology of mental health.

Madison Hoffman's "Immigration Status as a Social Determinant of Health: An Analysis of an East San José-Based Community Farm" focuses on ways to help a public health nonprofit and community farm located in East San José better understand its clients and how to best serve and meet their needs. The research identifies the health-related consequences of immigration status and assesses the success of current social policies, programs, and local organizations in being able to adequately meeting the needs of impoverished immigrant communities. This project used geodata to examine various factors important for achieving good health, including looking at locations of community health clinics.

As a collection, the student research presented in this volume exemplifies the evidence-based social science curriculum offered by the Department of Sociology at Santa Clara University. The collection also reveals sociology students' deep care for

social equity and justice. The social issues explored have important policy and programmatic implications. These applications resonate with the University's mission to prepare students of competence, conscience, and compassion, who will help fashion a more just, humane, and sustainable world.

Our cover art for this volume comes from talented major **Cathy Moya**. The piece is titled "Cozy Afternoon."

Bringing this issue to life would not be possible without the support and input from all members in the Department of Sociology at Santa Clara University. We are grateful to our volunteer Editorial Board members for this volume for their time and effort in reviewing authors' submissions and providing detailed reviews: Erick Berrelleza SJ, Cara Chiaraluce, Patrick Lopez-Aguado, Laura Nichols, Laura Robinson, and Molly King. We also are indebted to the hard work of our Student Editorial Assistant, Naomi Yang, who kept us organized and kept communications running smoothly.