Reviewer’s report

Title: From social adversity to sympathy for violent radicalization: The role of depression, religiosity and social support

Version: 0 Date: 25 May 2019

Reviewer: Theonie Tacticos

Reviewer's report:

An interesting article on a topic of interest, conducted in eight different colleges in eight different areas of Quebec that provides some useful insights into support for radicalization, which in turn can be used to develop strategies to support those at risk.

Some comments for clarity and some areas that it would be good to provide further information are listed below:

With regards to the ages of the students. I would have thought that the majority of undergraduate students would be within the age group of 19-24. The article does not comment if the students were in under-graduate or post graduate courses. Was this not known? Was there a difference in results.

Given that one of the measures that was found to have an impact was experience of discrimination, and this was experienced in their educational setting - I would have thought that this would be a major finding and recommendation in the paper - that is that discrimination is widely experienced in educational settings, and that action needs to be taken to address racism and discrimination. There is a passing mention in the conclusion - but this is not sufficient. It needs to be drawn out in the analysis in much more detail, and i would suggest be a major finding of the paper..

The analysis notes the link with depression and SVR and on page 17 notes that mental health services and need to be provided in close proximity such as being on the premises on schools and colleges.

I would have thought that addressing the causes of the social adversity, where possible is of equal priority, as well as supporting the individual victims in how they cope and respond to social adversity.

Whilst it is beyond the control of the colleges to address the childhood trauma, and trauma experienced in the country of origin - it is squarely the responsibility and within the power of the educational institution, to work towards eliminating the trauma experienced within the educational institution, such as racism and discrimination, as well as supporting the students in trying to better deal with the trauma associated with instances of racism they are experiencing at their educational institutions.

There is no mention of sorts of trauma being experienced at the educational institutions. Was this captured in the survey, as it would be good to know further information. Was the trauma related to discrimination by other students? Or discrimination by teachers and other more organisational factors?

Some questions, or areas for further investigation include- how do these figures compare with non-migrants, for example with regards to age and depression. Are there similar rates, or information to use as a comparison? Or is this for further study?
Expression and editing comments
page 16, line 19 - there seems to be a word missing in the line

page 13 Results section. Some spacing and formatting needed regarding the location of the table. Are tables 1 and table 2 going to be inserted here? If yes, then it needs to be spelled out clearly. If not then reference needs to be made to refer to the tables at the end of the articles.

- page 13 Mediation and moderation analysis - discussion could be made clearer. A mention made that religiosity not significant, but no further information in this section

Level of interest
Please indicate how interesting you found the manuscript:

An article of importance in its field

Quality of written English
Please indicate the quality of language in the manuscript:

Acceptable

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