GRADUATE STUDENT COUNCIL
STUDENT SYMPOSIUM
MAY 9TH, 2019
10AM – 1PM
ALBRECHT AUDITORIUM
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INTRODUCTION – FOREWORD FROM GSC PRESIDENT, WHITNEY F. MARTINEZ

It is with immense pride and excitement to welcome you to the 2018-2019 Graduate Student Council’s “Student Symposium: The Collegiate Link”, held on Thursday, May 9th, 2019, in Albrecht Auditorium at Claremont Graduate University. The Graduate Student Council honors the commitment, dedication and diligence of our students and we seek to highlight stellar research contributions for contemporary world issues, by CGU’s collegiate scholars.

“Promoting Inclusion, Connectivity & Collaboration” and “Enhancing Student Resource Utilization” are two of the Council’s priorities this year. As such, the goal of the symposium is to foster cross disciplinary communication and encourage participatory convening of students, faculty and staff. The Student Symposium serves as a forum for students to build their professional network and receive constructive feedback ahead of conference presentations and dissertation defenses.

We hope that this symposium will further stimulate research collaboration, promote professional development and contribute to cultivating a campus culture of connectivity. We feel honored and privileged to serve the Claremont Graduate University student body through the creation of this exciting program.

Multa Lumina, Una Lux!

Whitney F. Martinez

President, Graduate Student Council 2018-2019
SCHEDULE

Welcome - 10am-10:10am

Presentations – 10:15am – 1:00pm

10:15-10:30am – Christine Snyder
10:30-10:45am – Irene Ludji
10:45-11:00am – Keisha Chin Goosby
11:00-11:15am – Ricard Mendoza Lepe
11:15-11:30am – David Grant
11:45am-12:00pm – Adrineh Gregorian
12:00-12:15pm – Dylan Cohen
12:15-12:30pm – Jessica Delgado
12:30-12:45pm – Whitney Martinez & Amir Rashed

Close and Thank You – 12:45pm-1pm
Abstract Title: What’s the Use of Research? How Teachers Use Research When Planning Instruction in Linguistically Diverse Classrooms

Author: Christine Snyder, PhD Candidate

School/Program: School of Educational Studies

Although over 20% of California’s students are English Learners (ELs) (Sugarman & Geary, 2018), inequitable academic outcomes threaten their success in K-12 and beyond (Dabach & Callahan, 2011). High-quality instruction may be critical to improving outcomes (Callahan, 2005; Harris, 2012) and much research on ELs exists from which teachers can draw (Faltis & Valdés, 2016). Yet teachers are not confident users of this knowledge (Gándara et al., 2005), connecting to a larger education “research/practice gap” (Penuel et al, 2018): i.e. research is seldom used in education decision-making (Nelson et al., 2017). Although previous scholarship on this “gap” examines district/school leaders’ use (Penuel et al., 2017) and teachers’ interpretation of research (Zeuli, 1994), teachers’ implementation of research in practice is underexplored (Farley-Ripple et al., 2018). This ongoing qualitative case study examines this process, asking, How do teachers use research to plan in linguistically diverse classrooms?

Drawing from sociocultural (Rogoff, 2003; Vygotsky, 1978), activity (Engeström, 1999), and collective sensemaking (Coburn, 2001) theories; and from the teacher planning literature (Remillard et al, 2009), this study conceptualizes planning as a multistep, social process.

Recruitment and data collection are ongoing. To date, 17 teachers have been purposively sampled (Krathwohl, 2009) across six Southern California schools. Data sources include interviews, video screen capturing as teachers plan, planning materials, and observations of teacher collaboration. Data analysis involves emergent codes (Saldaña, 2016) and directed content analysis (Hsieh & Shannon, 2005), a deductive approach in which a priori codes are derived from literature and theory. Preliminary findings are reported.
Title: On Being a Neighbor: The Humanitarian Work in the U.S.-Mexico Border and the Virtue of Solidarity

Author: Irene Ludji | Ph.D. Candidate

School/Program: School of Arts and Humanities - Philosophy of Religion and Theology Program

This article discusses the humanitarian work in the U.S.-Mexico border, understood through Thomas D. Williams’ analysis on the virtue of solidarity. There are three parts of this article. In the first part, I briefly discuss the humanitarian work at the U.S.-Mexico border. Migrants are living in a liminal and violent space at the border, and the humanitarian volunteers choose to enter this space in order to meet the vulnerable others. In the second part, I examine Williams’s idea of the virtue of solidarity. The virtue of solidarity acknowledged as a part of charity in the traditional virtue, leads one to establish universal good based on respect towards human dignity and awareness towards their nature as a human being. In the third part, I present a critical reflection on the connection between the humanitarian work at the U.S.-Mexico border and Williams’ idea of the responsible love of a neighbor.

Keywords: Humanitarian Work, Neighbor, The Virtue of Solidarity, U.S.-Mexico Border
Title: Developing Community Cultural Wealth (CCW) proficiency to provide effective mentoring for undocumented students

Author: Keisha Chin Goosby, MA | Ph.D. Candidate

School/Program: School of Educational Studies – Teaching, Learning & Culture

The presentation is based on my current dissertation study that seeks to: 1. Identify the mentors and types of mentoring relationships that undocumented students use for support on their pathway to and through college and 2. Examine the mindsets of those mentors and the strategies they use to support those students. The Community Cultural Wealth (CCW) framework provides the starting point for examining the ways that mentors support undocumented students in high school and college (Yosso, 2006). CCW identifies the assets that exist in Chicano communities. Those assets, when activated, may be converted to the following forms of capital: aspirational, familial, social, linguistic, resistant, and navigational capital.

The data comes from two samples: undocumented immigrant students who graduated from a four-year university and the mentors who supported them in high school and college. Data collected so far reveal specific examples of each type of capital that undocumented students possess. The presentation explains the CCW examples and makes the argument that mentors of undocumented students demonstrate varying levels of CCW proficiency, which is based on:

1. Mentors’ ability to recognize various forms of capital that undocumented students possess
2. Mentors demonstrating that they know how to use that capital to guide and support undocumented students to and through college

Feedback will help me to develop a scale for determining levels of CCW proficiency, which can be used to help train educators to provide effective mentoring to undocumented students.
Interventions to address intergroup discrimination mainly derive from the contact hypothesis (Allport, 1954), but various contact studies utilize stories as interventions. Thus, stories and indirect contact strategies might overlap. Stories provide consumers the opportunity to rehearse intergroup interactions (Oatley, 1999), induce empathy that allows for understanding and feeling the experiences of others (Van Laer et al., 2014), and provide mental experiences felt as if truly occurring (i.e., transportation; Green & Brock, 2000). Also, stories encompass many existing methods of reducing intergroup discrimination (Johnson, 2013). Thus, in the present work, we test stories as a method of reducing discrimination toward undocumented Latinx immigrants and increase empathy and prosocial behaviors to them. Three randomized stories will be presented to Caucasians over the age of 18 in states with a Hispanic population fewer than five percent. Participants will be asked to listen to a story about an undocumented (non-DREAMER) Latina immigrant moving to a vague location (i.e., North) from an ambiguous place to help her economically struggling family. One version contains very descriptive emotions of the experience (i.e., somatosensory cues) to produce a mimicking effect (Iacoboni, 2009). The other version is the same story without somatosensory cues, and we compare these two to a non-narrative (i.e., positive statistics about immigrant contributions). The prediction is the story with somatosensory cues will result in higher ratings of warmth and competence and more prosocial behaviors to the character, and to undocumented Latinx immigrants as a group, via absorption, imagery, and feelings generated from the story.
Title: Transcending compromise- leading high-performance, high morale teachers

Author: David Grant, MS Administration, MA Teaching | PhD Candidate

School/Program: School of Educational Studies – Teaching, Learning, and Culture

Substantial evidence exists for principal practices that improve student achievement. Principal impact is indirect (Hallinger and Heck 1996, 1998), mediated by direct influence on school conditions and teachers. Three bodies of literature with limited overlap (i.e. principal effects, teacher effectiveness, teacher morale) illustrate conflicts in research recommendations and stakeholder expectations for principals. Five meta analyses were conducted from 2003-2012 summarizing principal effects from studies conducted from 1978-2008 reporting effect sizes for impact on student performance and teacher morale factors. Unfortunately, no research synthesis of these findings could be located. This study is synthesized the findings of five meta analyses for principal effects on student performance and teacher morale. Findings may inform principal practices, policy for principal professional development, district leadership policies for principals, and future research on leadership to influence teacher performance and teacher morale as two equally important outcomes.

David Grant
Title: Cross Border Peace Building and Gender Inclusivity: The Case of Nagorno-Karabakh

Author: Adrineh Gregorian | PhD Student

School/Program: School of Arts and Humanities - Media Studies

Research has shown that women in conflict carry an unequal burden of war. However, in the peace building process, where pivotal decisions are made regarding post-conflict recovery and governance, women are underrepresented, and in some cases, completely shut out. This lack of women in peace building processes has led to the marginalization of the needs of women in conflict management and post-conflict reconstruction (Galtung, 1996; Plumper, 2006).

Throughout history, fighting in Nagorno-Karabakh has been fueled by ethnic-based political, nationalistic, and territorial issues. There are complex sets of interconnected problems stalling gender inclusivity in the peace process between Armenia and Azerbaijan. For example, limited funding for civil society groups, preconceived gender norms of traditional patriarchal societies, and a lack of representation in formal decision making roles. In light of these obstacles, Armenian and Azerbaijani women’s groups have incorporated a transnational feminist approach by creating peace networks. Under the auspices of international organizations, these women’s peace networks utilize new media platforms that transcend borders and formal political spaces in order to highlight women’s voices and successfully address their needs.

Although the work of these women’s groups and organizations are under resourced, the achievements of Armenian and Azerbaijani women are the only examples of successful peace building throughout the ongoing conflict. By examining the case of the Nagorno-Karabakh, through interviews with NGO partners, this presentation seeks to demonstrate how women’s role in peace building is pivotal and should not be sidelined.
ABSTRACTS

Title: Herbarium Genomics: Testing for phylogenetic signal and assessing rarity in Chilean Loasaceae

Author: Dylan Cohen | PhD Student

School/Program: Department of Botany

Chile is a hotspot of biodiversity and this is exemplified by a large number of endemic plant taxa that are at risk due to habitat destruction, climate change, and invasive species. However, taxonomic research and conservation action are hindered by a lack of recent herbarium specimens and outdated taxonomic treatments. Loasaceae are exceptionally diverse in Chile, and were historically well collected. The only monograph was produced in 1900 and relied on herbarium material. Since then, molecular studies have used Sanger Sequencing to address generic relationships, but are limited by too few recent collections. Restriction site Associated DNA Sequencing (Rad-Seq) is a low cost method that generates thousands of nuclear markers for phylogenetic reconstruction. For under collected or rare taxa, this method provides an opportunity to elucidate evolutionary relationships using herbarium samples. For this study I applied Rad-Seq to 42 herbarium and 29 field collections to infer phylogenetic relationships. I then focused on the genus Grausa and its historical distribution in order to address rarity, and vulnerability based on habitat conversion. Grausa is mostly restricted to Valdivian Rainforests, which are impacted by habitat conversion and fragmentation. The resulting Rad-Seq phylogeny is fully supported, but Grausa is not monophyletic; instead species are placed in two separate clades, a result supported by constraint testing. Rad-Seq is a proven method capable of working with herbarium samples, although field work is still essential to assess rarity for endemic taxa of Chile and for high quality material for study of morphological traits.
Title: Decolonization in Museums: Latinx, Chicanx, and Indigenous Spectatorship in Southern California

Author: Jessica Delgado | MA Student

School/Program: School of Arts and Humanities - Dual Degree English and Cultural Studies; Concentration in Museum Studies

The purpose of my work is to engage with Latinx, Chicanx and Indigenous communities where, historically, socially, and economically, we do not belong. Those spaces meant for the elite are now shifting to fit the greater demographic of Southern California. While the curators, artists, and communities continue to make these shifts within museums, a radicalization of decolonization is still necessary to provide the proper narratives that these audiences are more than eager to relate to. As we move towards the political paradigm of decolonization, so must we also move towards inclusion that involves queer, two-spirited, indigenous, and female centered narratives.

After being involved with a class that focused on the Mundos Alternos exhibit in Riverside, California, my passion on the impacts of museum exhibits that focused on Latinx and Chicanx artists blossomed. Under the direction of co-curator Dr. Robb Hernandez, I began my journey in discovering how the responses to these types of exhibits influenced the curators, communities, and other spectators. In the infamous phrasing of, “We didn’t cross the border, the border crossed us”, the same theory can be applied to the relationship between Chicanx and Latinx people to museums. I eventually found myself including the indigenous communities in my research after years of working with native organizations and at the Sherman Indian Museum. For all three communities, voices are often missing thus, my work looks into those voices that are consistently lacking by including community values, oral histories, and intersectionality.
Title: Clash of Civilizations or Power Politics? Contextualizing The Sykes-Picot Agreement for Policy Design; Israel/Palestine Case Study

Author: Amir M. Rashed | MA Student

School/Program: School of Social Science, Policy & Evaluation – International Studies

This abstract will discuss how the Sykes-Picot agreement divided up the Middle East for the benefit of the West which ultimately led to the creation of the state of Israel and subsequently the Israel-Palestinian conflict. The Sykes-Picot Agreement was a 1915 agreement between Britain and France, signed by British lieutenant-colonel Mark Sykes and French diplomat Francois Georges-Picot. The secret pact delineated how the British and French would divide and carve out spheres of influence in the Middle East after the Ottoman Empire fell following the end of the First World War. Following the distinction between certain protectorates and direct control areas is essential in unveiling the politically discriminatory practices, subjected to specific groups. In "A Peace to End, All Peace" Fromkin discusses the unethical and cynical courses of action taken by Ottomans, Arabs, and Westerners in the creation of the Middle East.

The Balfour Declaration, which arrived shortly after, in 1917, is the result of an agreement between Chaim Weizmann and British banker Lord Rothschild, which held that the British favored a homeland for the Jewish people. This declaration commenced before the Second World War; thus, there was a preconceived notion that the state of Israel would be created for the Jewish homeland, with the outcome of WWII serving as a defining factor. Great Britain controlled Palestine at the time, therefore, making it easier to place the Jewish people in that area. The Sykes-Picot agreement is the leading force behind British control of Palestine and the reason behind Great Britain’s decision to grant the Jewish people the land, which would become the State of Israel.
ABSTRACTS

Title: The Clash of Civilizations: Policy Design & Business Practice: Historical Analysis of Policy Impacts on Business Owners in Israel/Palestine

Authors: Whitney F. Martinez, MA, MBA ‘18 | PhD Student

School/Program: School of Social Science, Policy & Evaluation - Public Policy & International Studies

This abstract will offer policy proposals in response to the role of the Balfour Declaration and the Sykes-Picot agreement in dividing up the Middle East for the benefit of the West, ultimately leading to the creation of the state of Israel and subsequently the Israel-Palestinian conflict. It is clear that while the Sykes-Picot borders faded, its orders survived, especially when considering the ongoing, humanitarian crisis, political stalemate and socioeconomic catastrophe that is the Palestinian/Israeli conflict. Literature from scholars such as Edward Said, Samuel Huntington, Henry Kissinger and Seyla Benabib, provide meaningful insights into what the rhetoric, sentiments and actions of the Skyes-Picot Agreement and Balfour Declaration generated and what is at the core of the current conflict, the Culture Clash - a probable conclusion considering Frompkiln’s points about the cultures and ethnicities of the groups in which decisions were being made for, and the negligence of the power players who carved up the Middle East, in considering them. The struggle to reclaim occupied territory, maintain Zionist nationalism, admittance of refugees, protection from rebellious attacks and the ongoing fight for the restoration of peace, justice and strengthened institutions, are the reality of present day Israelis and Palestinians. The consideration of the creation of historical documents, occurrences of Wars and attacks, reviews of lackluster peace solutions and the general sentiments of anguish shared among the groups, can assist in designing and implementing policies, with attention to culture and leadership management, as reflected in United Nations Sustainable Development Goal #16: Peace, Justice & Strong Institutions.
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Christine Kelly, Director, Career Development

Shamini Dias, Director, Preparing Future Faculty

Quamina Carter, Dean of Students

The 2018-2019 GSC Executive Board thanks you for a wonderful year and hopes that this Student Symposium initiative will grow and flourish in the coming years!

Whitney F. Martinez, GSC President

Jovana Morales Martinez, GSC Vice President

Bharathan Mayavaram Sridharan, GSC Treasurer

VyVy Nguyen, GSC Secretary

Amir M. Rashed, GSC Chief of Staff

Seth Yelorda, GSC Chief Strategist