

Tadashi Dozono
Curriculum Vitae

PERSONAL INFORMATION

Assistant Professor of History/Social Science Education
School of Education
California State University Channel Islands
Madera Hall Suite 2725
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EDUCATOR CREDENTIALS

New York State Permanent Public School Teacher Certificate (2009)
California Preliminary Single Subject Teaching Credential (2010-2015)

EDUCATIONAL HISTORY

University of California Berkeley	Ph.D. Education (Social and Cultural Studies)
Teachers College Columbia University	MA. Education (Social Studies Education)
Wesleyan University	BA. American Studies

PROFESSIONAL HISTORY

California State University Channel Islands	Assistant Professor School of Education	2019-present
Hunter College	Adjunct Assistant Professor	2018-2019
University of Missouri	Adjunct Instructor	2018
Long Island University	Adjunct Instructor	2015
University of California Berkeley	Student-Teacher Supervisor	2010-2012
Lyons Community School NYC DOE Brooklyn, NY	Social studies teacher and department chair	2014-2019
New Design High School NYC DOE New York, NY	Social studies teacher and department chair	2003-2010

PROFESSIONAL AWARDS AND ACADEMIC HONORS (Selected)

2023 President's Faculty Teaching and Innovation Award, CSUCI
2021 Best Article of the Year Award, *Theory into Practice* journal.
2014 Foreign Language and Area Studies Fellowship in Arabic Language Qasid Arabic School, Amman, Jordan
2013 Critical Language Scholarship in Arabic Language, University of Nizwa, Oman

SCHOLARSHIP PUBLICATIONS (Selected)

Dozono, T. (2023). Eugenic ideology and the World history curriculum: How eugenic beliefs structure narratives of development and modernity. *Theory & Research in Social Education*.

- Dozono, T. (2023). Queer of Color literacies as subversive reading practice: How queer Students of Color subvert power in the classroom. *Equity & Excellence in Education*, 56(1-2), 28-41.
- Dozono, T. (2022). Being in difference, together: Making the classroom an academic home through critical race theory. In A. Vickery & N. Rodriguez (Eds.), *Critical Race Theory and Social Studies Futures: From the Nightmare of Racial Realism to Dreaming Out Loud*. Teachers College Press.
- Dozono, T. (2022). The refusal to learn: Inquiry through marronage in the history classroom. In L.G. King (Ed.), *Racial Literacies and Social Studies: Curriculum, Instruction, & Learning*. Teachers College Press.
- Santiago, M., & Dozono, T. (2022). History is critical: Addressing the false dichotomy between historical inquiry and criticality. *Theory & Research in Social Education* 50(2), 173-195.
- Dozono, T. (2022). Race and the evidence of experience: Accounting for race in historical thinking pedagogy. *Critical Studies in Education*, 63(4), 468-484.
- Dozono, T. (2022). A curriculum and pedagogy of prison abolition: Transforming the civics classroom through an abolitionist framework. *The Urban Review*, 54(3), 411-427.
- Dozono, T. (2021). Civic reasoning through paranoid and reparative reading: Addressing conspiracy theories within racialized and queer publics. *Theory into Practice* 60(4), 392-401.
- Dozono, T. (2021). "Negation of being and reason in the world history classroom: "they used to think of me as a lesser being." *Race Ethnicity and Education* 24(4), 542-559.
- Dozono, T. (2020). "The passive voice of White supremacy: Tracing epistemic and discursive violence in world history curriculum." *Review of Education, Pedagogy, and Cultural Studies*.

PRESENTATIONS (Selected)

- Dozono, T. (2023). Seminar presentation: "Confronting Racial Representations and Narratives in World History Curriculum." Kevorkian Center Summer Institute: (Un)Covering the Curriculum: Transforming Classroom Teaching of the Modern Middle East. Hagop Kevorkian Center for Near Eastern Studies at NYU, New York, NY.
- Dozono, T. (2023). "Beyond negated identity: Mediating the world history classroom through Adorno's *Negative Dialectics*," AERA Annual Conference, Chicago, IL.
- Dozono, T. (2023). Seminar presentation: "When the Subaltern cannot speak: Teaching about and through Historical Silence." The Role of Dialogue in History Education, Universidad Autónoma de Madrid, Spain.
- Dozono, T. (2022). Keynote presentation: "Centering the assets of marginalized students and communities through research." Research Day, UC Berkeley Graduate School of Education, Berkeley, CA.
- Dozono, T. (2021). "Queer Worlding as Historical Inquiry for Insurgent Freedom-Dreaming," CUFA, National Council for the Social Studies Annual Conference--Virtual.
- Santiago, M & Dozono, T. (2021). "History Is Critical: Addressing the False Dichotomy Between Historical Inquiry and Criticality," CUFA, National Council for the Social Studies Annual Conference--Virtual.

UNIVERSITY TEACHING (Selected)

- EDSS534 Teaching Social Studies in Middle School
- EDSS544 Teaching Social Studies in High School
- EDMS527 History, Social Studies, and Integrated Arts k-5
- EDUC412 Equity, Diversity, and Foundations of Schooling
- EDUC615 Principles of Educational Research
- EDUC616 Master's Thesis