

**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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**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-
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)**

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
2012	Mentored Research Award, University of California, Berkeley
2011	Small Grants Award, Center for Race and Gender, Project Title: "Converging Epistemologies: The Racialized and Gendered Knowledge Spaces of Test Preparation"

## **SCHOLARSHIP**

### **PUBLICATIONS (Selected)**

Dozono, T. (2019). "Negation of being and reason in the world history classroom: 'They used to think of me as a lesser being.'" *Race Ethnicity and Education*.

Dozono, T. (2018). "The fascist seduction of narrative: Walter Benjamin's historical materialism beyond counter-narrative." *Studies in Philosophy and Education*, 37(5), 513-527.

Dozono, T. (2017). "Teaching alternative and indigenous gender systems in world history: A queer approach." *The History Teacher*, 50(3), 425-447.

Dozono, T. (2016). "Historical experience and the Haitian Revolution in the history classroom." *The Social Studies*, 107(1), 38-46.

### **PRESENTATIONS (Selected)**

Dozono, T. (2019). "The Evidence of Racialized Experience: racialized encounters with history in the classroom." Annual Conference of the American Educational Research Association (AERA), Toronto, Canada.

Dozono, T. and R. Taylor. (2018). "Power, Knowledge, and the Open Mind: A Critical Approach to Implementing a Pedagogy of Open-Mindedness." Educational Theory Institute, Champaign, IL.

Dozono, T. (2017). "Queering world history education through indigenous and alternative gender systems." The College and University Faculty Association (CUFA) at the National Council for the Social Studies (NCSS) Annual Conference, San Francisco, CA.

Dozono, T. (2017). "Reading the World Otherwise: Paranoid Reading, Conspiracy Theory, and Critical Thinking." Annual Conference of the American Educational Research Association (AERA), San Antonio, TX.

Dozono, T. (2016). "Were the Ancient Egyptians Black? Racial Identities and Historical Thinking." Annual Conference of the American Educational Research Association (AERA), Washington DC.

Dozono, T. (2015). "Dreams of Feminist Education" (Keynote Presentation). The Feminist and Scholar XL conference, Barnard College, New York, NY.

Dozono, T. (2014). "Troublemakers and the logics of exclusion in the world history classroom," Critical Race Studies in Education Association Annual Conference, Vanderbilt University, Nashville, TN.

### **UNIVERSITY TEACHING (Selected)**

History, Social Studies, and Integrated Arts

Adolescent Social Studies Methods I and II

Advanced Curriculum and Pedagogy in Elementary Social Studies

Teaching Literacy 5-12

Leadership in Literacy