

# CALEB E. DAWSON

HE/HIM/HIS | CALEB\_DAWSON@BERKELEY.EDU | (206) 403-3987

## EDUCATION

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**PhD in Education**, University of California, Berkeley May 2022 (expected)

*Program:* Critical Studies of Race, Class, and Gender  
*Designated Emphasis:* Women, Gender, and Sexuality  
*Co-Chairs:* Prudence Carter and Tianna Paschel

**M.A. in Education**, University of California, Berkeley December 2019

*Advisors:* Michael Dumas and Prudence Carter

**B.A. in Sociology and Economics**, Gonzaga University August 2017

*Minor:* Women and Gender Studies  
*Certificate:* Comprehensive Leadership Program  
*Certificate:* Latin American Studies (Universidad Adolfo Ibáñez, Viña del Mar, Chile)

## RESEARCH INTERESTS

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*Brief:* The cultural politics of institutional change and the political economy of inclusion in higher education

*Disciplinary:* Sociology of race, class, and gender in (higher) education and organizations

*Qualifying Areas:* Sociology of Race and Higher Education, Social and Cultural Studies in Education, Black Feminist Studies

*Keywords:* antiblackness, whiteness, neoliberal multiculturalism, racial capitalism, social reproduction, diversity (work), inclusion, belonging, student debt, social movements, social and institutional change

## RESEARCH EXPERIENCES

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**Graduate Student Investigator** – Graduate School of Education January 2019 – Present

University of California Berkeley; Berkeley, CA

- Conducting an institutional ethnography involving interviews, participant observations, and archival research to examine efforts by Black people to effect social change at a historically white university. The research questions explore how Black campus members initiate, engage in, and make sense of their university's response to anti-Blackness.
- Supervisor: Dr. Prudence Carter.

**Graduate Research Assistant** – Graduate School of Education January 2019 – May 2020

University of California Berkeley; Berkeley, CA

- Wrote an article manuscript for an original case study based on interviews, focus groups, and school observations about the impact of male teachers of color in preparing their students for life after high school.
- Supervisor: Dr. Travis Bristol.

**Student Co-Investigator** – Department of Sociology and Criminology May 2016 – May 2017

Gonzaga University; Spokane, WA

- Designed, conducted, and analyzed a sociological focus group project with co-investigator Marilyn Melgoza about underrepresented minority students' experiences and perceptions of equity, inclusion, and affirmation of cultural differences in classrooms.
- Supervisor: Dr. Vikas Gumbhir

**Research Assistant** - Institute for Learning and Brain Sciences May 2014 – July 2015

University of Washington; Seattle, WA

- Conducted data verification, transcript preparation, coding, and analysis for two post-doctoral summer research projects of psychologist Dr. Leoandra Rogers regarding the racial and gender identity development of black

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children, implications for school performance, and the role of teachers in forming students for personal and social transformational.

- Children's self-perceptions and social interactions in school. Funding support: National Science Foundation (NSF) and Spencer Foundation.
- Teachers' Beliefs About Black Male Students. Funding support: Spencer Foundation.
- Supervisor: Dr. Onnie Rogers

## GRADUATE TRAINING IN STATISTICS AND QUALITATIVE METHODS

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EDUC 293A | Data Analysis in Education Research (i.e., Statistics and STATA Lab)

EDUC 280C | Introduction to Research Inquiry: Power, Epistemology, and Method

AFRICAM 201B | Qualitative Research Methods for African American Studies

SOCIOL 273F | Advanced Seminars in Research Methods: Interview Methods

EDUC 299 | Group Study on Ethnographic Methods

SOCIOL 273F | Advanced Seminars in Research Methods: Participant Observation

## SELECTED PUBLICATIONS AND PRESENTATIONS

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### Published

Dawson, C. (2021). What Does it Take? *American Journal of Education Forum*. <https://www.ajeforum.com/what-does-it-take-by-caleb-e-dawson/>

### Under Review and in Progress

Mustaffa, J. B., & Dawson, C. (revise and resubmit). Racial Capitalism and the Black Student Debt Crisis. *Teacher's College Record*.

Dawson, C. Predation of the Precarious: The Political Economy of For-Profit Colleges' Embrace of Black Women.

Dawson, C. Breaking the Broken Record: Preparing Students of Color for Life after High School.

### Academic Presentations

Dawson, C. (2021, August) Predation of the Precarious: For-Profit Colleges' Embrace of Black Women. Accepted panel paper presentation at the SSSP Annual Meeting (virtual).

Dawson, C. (2020, April) *The Political Economy of Risky Credentials: Proprietary Education and the Predation of Black Women* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vq45d8n> (Conference Canceled)

Dawson, C. & Bristol, T. J. (2020, April) *Breaking the Broken Record: How Teachers of Color Matter for Students' Life After High School* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/twm7e3b> (Conference Canceled)

Dawson, C. (2019, November). The Preconditions of For-Profit Predation. Panel paper presentation at the *National Women's Studies Association* 2019 annual meeting in San Francisco, CA.

Mustaffa, J. B., Dawson, C. (2019, November). Racial Capitalism and Student Loan Debt. Panel paper presentation at the *American Studies Association* 2019 annual meeting in Honolulu, HI.

Dawson, C., Díaz, S., Benjamin, M. (2018, August) This Ain't for All Students: In and Against Historically White Colleges and Universities. Panel presentation at the quadrennial *Race and Pedagogy Conference* at the University of Puget Sound in Tacoma, WA.

Dawson, C. (2018, August) Prisoners of an Anti-Black War: Suffering and Struggling in Higher Education. Roundtable paper presentation at the *American Sociological Association* 2018 annual meeting in Philadelphia, Pennsylvania.

Dawson, C. (2018, March) Making Sense of Being Out of Place: Belonging at Historically White Colleges and Universities? Accepted paper at the University of California Berkeley Graduate School of Education's *Education Research Day* 2018 conference in Berkeley, CA.

Dawson, C., Melgoza, M. (2017, April) Whose Seat? Belonging and Affirmation in the Classroom. Roundtable presentation at the *Spokane Intercollegiate Research Conference* 2017 annual meeting in Spokane, Washington.

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**Dawson, C.**, Melgoza, M. (2017, April) Inclusion, Affirmation, and Equity in the Classroom. Roundtable presentation at the *Pacific Sociological Association* 2017 annual meeting in Portland, Oregon.

**Dawson, C.** (2016, October). Pathways for International Students: Introducing Multicultural Narratives in University Core Courses. Guest lecture for international students at the English Language Center at Gonzaga University. Spokane, WA.

**Dawson, C.** (2016, October). Belonging, Becoming, and Being for Others. Guest lecture about inclusion and solidarity in the School of Education at Gonzaga University. Spokane, WA.

Rogers, L. O., & **Dawson, C.** (2015, April). Making sense of social identities: Black children constructing meaning of gender and race. Paper presented at annual meeting for *American Educational Research Association*. Chicago, IL.

## Civic Presentations

United States Senatorial Debate at Gonzaga University, Panelist	October 2016
Act Six Convention, Emcee	August 2016
YMCA Youth and Community Leader Forum, Emcee	May 2016
Gonzaga University Magis Awards Ceremony, Emcee	May 2016
Gonzaga University English Learning Center Graduation Ceremony, Speaker	May 2016
We Day Seattle, Speaker	March 2013, 2014

## TEACHING EXPERIENCES

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<b>Graduate Student Instructor</b> – Graduate School of Education University of California Berkeley; Berkeley, CA	August 2020 – Present
<ul style="list-style-type: none"><li>Co-leading the re-design and instruction for an online course cross-listed with the Department of African American and African Diaspora Studies. The course is entitled, “What is the role of race in urban schools?”</li><li>Supporting and evaluating the learning of 5 dozen undergraduate students through a weekly virtual discussion section and office hours.</li></ul>	
<b>Graduate Student Instructor</b> – Graduate School of Education University of California Berkeley; Berkeley, CA	August 2020 – Present
<ul style="list-style-type: none"><li>Co-leading the re-design and instruction for a course in the Education Minor and American Cultures program entitled, “From Macro to Micro: Experiencing Education (In)equality in and beyond Schools.”</li><li>Supporting and evaluating the learning of 3 dozen undergraduate students through a weekly virtual discussion section and office hours.</li></ul>	
<b>Graduate Student Instructor</b> – Department of Economics University of California, Berkeley; Berkeley, CA	June 2018 – August 2018
<ul style="list-style-type: none"><li>Enhanced the learning of four dozen undergraduate students in microeconomic analysis (ECON 100A) by facilitating two discussion sections and by providing individual and group tutoring.</li></ul>	

## NON-ACADEMIC EMPLOYMENT

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<b>Graduate Student Coordinator</b> – African American Student Development Office University of California, Berkeley; Berkeley, CA	May 2019 – Present
<ul style="list-style-type: none"><li>Initiating and developing programs and advocacy campaigns that address the distinctive needs and advance the educational experiences of Black graduate and professional students.</li><li>Successfully procured a \$36,000 multi-year for Black Graduate Retreats through a competitive grant process.</li></ul>	
<b>Statewide Advocacy Lead</b> – Graduate Assembly University of California, Berkeley; Berkeley, CA	August 2018 – May 2019
<ul style="list-style-type: none"><li>Collaborated with campus-wide and system-wide stakeholders to advance the wellbeing, public funding, training and mentorship, working and learning environments, and professional advancement of UC’s graduate and professional students.</li></ul>	

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## FELLOWSHIPS, AWARDS, AND AFFILIATIONS

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<b>Diversity and Community Fellow</b> <i>Office of Graduate Diversity, University of California, Berkeley; Berkeley, CA</i>	September 2020 – Present
<b>Graduate Fellow</b> <i>Institute for the Study of Social Issues, University of California, Berkeley; Berkeley, CA</i>	August 2020 – Present
<b>Graduate Remote Instruction Innovation Fellows</b> <i>Graduate School of Education, University of California, Berkeley; Berkeley, CA</i>	May 2020 – August 2020
<b>Graduate Student in Residence</b> <i>Institute for the Study of Social Issues, University of California, Berkeley; Berkeley, CA</i>	June 2019 – Present
<b>Graduate Student in Residence</b> <i>Center for Ethnographic Research, University of California, Berkeley; Berkeley, CA</i>	June 2019 – Present
<b>Graduate Student Research Awardee (\$6,000)</b> <i>Institute for Research on Labor and Employment, University of California, Berkeley; Berkeley, CA</i>	April 2019 – Present
<b>Gardner Fellow</b> <i>Center for Studies in Higher Education, University of California, Berkeley; Berkeley, CA</i>	September 2019 – May 2020
<b>Public Policy and International Affairs Fellow</b> <i>Gerald R. Ford School of Public Policy, University of Michigan; Ann Arbor, MI</i>	June 2016 – July 2016
<b>Undergraduate Student Education Research Training Workshop Fellowship</b> <i>American Educational Research Association</i>	April 2016
<b>Paul Harris Fellowship</b> <i>Rotary International</i>	April 2014

## SERVICE

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<i>Berkeley Review of Education, Editorial Board   University of California Berkeley</i>	January 2021 – Present
<i>Committee on Diversity, Equity, and Campus Climate   University of California Berkeley</i>	August 2019 – Present
<i>Committee on Affirmative Action, Diversity, and Equity   University of California</i>	August 2019 – May 2020
<i>Black Graduate Student Association, President   University of California Berkeley</i>	August 2018 – Present
<i>African American Initiative   University of California Berkeley</i>	June 2018 – May 2019
<i>Graduate Professional Development Committee   University of California Berkeley</i>	September 2018 – May 2019
<i>Graduate and Professional Council   University of California Berkeley</i>	August 2018 – May 2019

## PROFESSIONAL MEMBERSHIPS

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American Educational Research Association (since 2015)  
Society for the Study of Social Problems (since 2018)  
American Sociological Association (since 2018)  
American Studies Association (since 2019)  
National Women's Studies Association (since 2019)  
Black Women's Studies Association (since 2021)

## SKILLS

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**Technical:** qualitative data analysis software (MAXQDA); quantitative analysis software (SPSS, STATA); Microsoft Office; and Google Suite

**Language:** Familiar with reading, writing, listening, and speaking in Spanish

## REFERENCES

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**Dr. Prudence Carter** | Dean and Professor | Graduate School of Education | University of California Berkeley

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[plcarter@berkeley.edu](mailto:plcarter@berkeley.edu) | 510-643-6644

**Dr. Tianna Paschel** | Associate Professor | Sociology; African American Studies | University of California Berkeley  
[tpaschel@berkeley.edu](mailto:tpaschel@berkeley.edu) |

**Dr. Travis Bristol** | Assistant Professor | Graduate School of Education | University of California Berkeley  
[tjbristol@berkeley.edu](mailto:tjbristol@berkeley.edu)

**Mia Settles Tidwell** | Assistant Vice Chancellor | Division of Equity and Inclusion | University of California Berkeley  
[mia.tidwell@berkeley.edu](mailto:mia.tidwell@berkeley.edu)

**Takiyah Jackson** | Director | African American Student Development | University of California Berkeley  
[takiyah.jackson@berkeley.edu](mailto:takiyah.jackson@berkeley.edu)

**Dr. Ed Taylor** | Vice Provost and Dean | Undergraduate Academic Affairs | University of Washington  
[edtaylor@uw.edu](mailto:edtaylor@uw.edu) | 206-806-9876

**Dr. Thayne McCulloh** | President | Gonzaga University  
[thayne@gonzaga.edu](mailto:thayne@gonzaga.edu)

**Dr. Judi Biggs Garbuio** | Vice President for Student Affairs | Catholic University of America  
[judibg@cua.edu](mailto:judibg@cua.edu) | 509-435-1470