

Dmitri Seals

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EDUCATION

Doctoral Candidate, Sociology, projected completion Summer 2018

University of California, Berkeley

Dissertation: “Identity/Politics: Intersectional Cultural Struggle in Digital Public Spheres”

Qualifying fields: Urban Sociology; Social Theory; Cultural Sociology

Masters of Arts, Sociology, 2010

University of California, Berkeley

Thesis: “Resonance in Public Action: Race, Class, and the Microstructure of Political Opportunity”

Bachelors of Arts with Honors, Politics of Media and Education (indep. concentration), 2002

Brown University

Thesis: “Cultural Education and Symbolic Literacy: Popular Culture as a Bridge in Urban Schools”

RESEARCH & TEACHING AREAS

Race & ethnicity; intersectional stratification; cultural studies; computational sociology/big data analysis; political sociology; education; urban sociology; social psychology & cognition; sociological theory (classical & contemporary); community engagement and service learning; methods (qualitative & quantitative)

TEACHING EXPERIENCE

Lecturer, California State Los Angeles Sociology Department, January 2017 – Present

Courses: Race, Class, and Gender; Social Class and Inequality; Cultural Emotions

Led courses with 4.75 average student review score in first semester. Developing and researching models for publication along with students and colleagues: 1) increasing content retention through community-engaged scholarship; 2) building intersectional competency. Co-founded interdisciplinary Civic and Social Entrepreneurship group; co-led and designed series of workshops reaching 120 students to date.

Teacher Training & Curriculum Leader, Urban Debate Leagues, August 2008 – September 2016

Leader for high school curriculum development and teacher support using student voice and evidence-based argument to reach diverse students. Organized teams of teachers to develop curriculum reaching 24 schools; led workshops attended by over 250 teachers; trained 12 others to lead their own workshops.

Instructor, University of the Pacific, June 2013 – August 2013

Course: Debate Pedagogy: Helping Youth Bridge Voice and Text

Conceived, developed, and executed graduate-level pedagogy and curriculum course for 12 teachers.

Graduate Student Instructor, UC Berkeley Sociology Department, August 2008 – May 2010

Course: Sociology of Race and Ethnicity in the US.

Presiding Instructor: Andrew Barlow

Led sections, digital forms, and guided research papers for upper-level issues course helping a diverse group complicate, sharpen, and test perspectives on race.

Courses: Introduction to Sociology; Contemporary Social Theory; Classical Social Theory

Presiding Instructors: Stephen Vaisey; Dylan Riley

Engaged a wide range of students, helping freshmen to design and execute their first college research projects and guiding seniors to enrich thesis projects with contemporary theory; assisted with pilot of computer-assisted interactive lecture format.

Instructor, UC Berkeley Education Department, January 2009 – May 2012

Courses: Organized, designed, and facilitated service learning courses and group independent studies in Education Department and DeCal program. Collaborating Instructor: Ingrid Seyer-Ochi

LSAT/GRE Course Instructor, Kaplan, Inc., May 2006 – August 2006

Taught course for prospective law students; trained and certified as teacher of GRE courses.

Teacher, Maya Angelou Public Charter School, June 2002 – June 2006

Designed and taught courses including statistics, algebra, debate, computer and media literacy, SAT prep for school serving court-involved youth; organized and coached debate team; co-founded School Improvement Team; co-led math department.

Course Leader, King Faisal Program, Brown University, June 2002 – August 2002

Course: Media Literacy and Symbolic Struggle. Assisting Professor: Chris Amirault

Designed and taught course for 20 students from Saudi Arabia, investigating media and representation in the Middle East and the United States following 9/11/2001.

RESEARCH EXPERIENCE

Program & Needs Assessment, Silicon Valley Urban Debate League. August 2014 – December 2016

Collaborating Researcher: Sebastian Castrechini, John W. Gardner Center at Stanford University / San Francisco Unified School District

Designed and led longitudinal evaluation of equity and impact for low-income students of color, blending qualitative and quantitative metrics; trained and managed team of Research Assistants to leverage perspectives of principals, teachers, and students to guide program development.

Reconstructing field theory through discourse analysis. March 2014 – September 2014

Assisting Professors: Neil Fligstein and Kim Voss, UC Berkeley Dept. of Sociology

Developed and applied big-data analytical methods for discourse analysis to large datasets of newspaper articles on education policy; tailored methodological approach to test and refine a macro-level field theory using micro-level observations to make verifiable predictions of political action.

Program evaluation of Bay Area Urban Debate League. October 2007 – May 2014

Assisting Professor: Ingrid Seyer-Ochi, UC Berkeley Graduate School of Education

Partnered with senior researchers at Oakland Unified School District to design and implement study using a pseudo-experimental model to trace effects of debate program on educational and social outcomes.

Intersectional difference and frame resonance in city councils. March 2009 – March 2010

Assisting Professors: Stephen Vaisey, Neil Fligstein, Margaret Weir, UC Berkeley Dept. of Sociology

Leveraged quantitative and qualitative data from observation, interviews, and document analysis to understand the political operation of city councils, chiefly to determine how frames interact with race, class, and gender characteristics to drive selective recognition in city council meetings.

Book research on globalization and race in the United States. January – November 2009

Supervising Professor: Andrew Barlow, UC Berkeley Dept. of Sociology

Served as primary assistant for author, researching policy and legal precedent, gathering statistics, preparing graphics, and drafting sections for book investigating how global political and economic forces interact with domestic dynamics of race and class.

Comparative education policy analysis. June 2005 – June 2009

Assisting Professional: Kaye Forgione, Ph.D., Achieve, Inc.

Collected, coded, and analyzed education standards documents of states and nations; interpreted data on state and national education policy frameworks; prepared graphics and assisted in writing reports.

ACADEMIC & CIVIC HONORS

Bay Area Proud Honoree, NBC-11 San Francisco, 2016

Among 50 leaders featured in 2016 for making a difference in Bay Area communities

Playmaker Award, San Francisco Super Bowl Host Committee, 2015

One of 50 in the Bay Area chosen for pioneering innovative models to address social problems

Making Democracy Work Award, Oakland League of Women Voters, 2014

Awarded to 2 people per year who made significant contributions in political inclusion in Oakland

Chancellor's Award for Public Service, UC Berkeley, 2010

Given to one graduate student per year; received more nominations than any candidate in five years

Undergraduate Mentoring Award, UC Berkeley Sociology Department, 2009

One of 2 recognized for distinguished service to undergraduates

Regents Intern Fellowship, William V. Power Graduate Award, UC Berkeley, 2006-2009

Awarded by Sociology Department

PUBLICATIONS AND PRESENTATIONS

“Intellectual self-determination and academic accountability: Debating the terms of achievement.”

Forthcoming chapter in David Kritt, ed., 2018. *Constructivist Education in an Age of Accountability*. Palgrave Macmillan.

"Research to Action: Intersectional Cultural Competency for Diverse College Students." Forthcoming in *eJournal of Public Affairs*, 2018.

“Academic mastery and intellectual identity.” Presented at National Conference of the Jean Piaget Society, May 29-31, 2014, San Francisco, CA.

“Resonance in Public Action: Mapping the Microstructure of Political Opportunity.” Presented at Annual Meeting of the American Sociological Association, August 22, 2011, Las Vegas, NV.

“Deliberation on Whose Terms? Culture and Political Contestation in Competitive Debate.” Presented at Annual Meeting of the American Sociological Association, Aug 14, 2010, Atlanta, GA.

“Tinkering with Field Theory: Exploring Social Worlds through Theoretical Modeling.” Presented at Berkeley Graduate School of Education, March 15, 2008, Berkeley, CA.

“Cultural and Social Constructions of HIV/AIDS.” Moderator for session at 102nd Annual Meeting of the American Sociological Association, August 13, 2007, New York, NY.

“Urban Debate and the Dynamics of Desegregation.” Session Chair at National Conference of the American Educational Studies Association, Nov 3-7, 2004, Kansas City, MO.

“Student Engagement in Education Reform.” Paper presented at National Conference of the American Educational Studies Association, Nov. 2-6, 2000, Vancouver, Canada.

David Lindblom, Sonya Bayona, Dmitri Seals, and Brenda F. Seals, "Creating Social Activism against Police Brutality: Adopt-a-Spot." *Social Marketing Quarterly*, vol.VI, no. 3, September 2000. p.104-107

ADDITIONAL LEADERSHIP IN EDUCATION & COMMUNITY DEVELOPMENT

Founder & Executive Director, Silicon Valley Urban Debate League: June 2014 – December 2016

Crafted innovative program model tailored to school needs; hired and supported 5 staff; implemented system for data-driven evaluation and refinement. Raised \$1.5 million from sustainable mix of foundations, corporations, individuals, and public sources; secured major media coverage. Initiated and planned new school partnerships; designed rigorous, engaging curriculum and trained 65 teachers to use it; hired and trained program staff of 3; led growth to serve over 500 students at 7 schools

Founder, Board Member, Executive Director, Bay Area Urban Debate League: June 2008 – June 2014

Founded the program and served as a Board Member for first 2 years; as Executive Director starting in 2011 stabilized organization and set on a path of growth; grew to strong staff of 5 serving over 350 students at 14 schools. Created and coordinated balanced suite of fundraising campaigns, quadrupling budget to \$605,000. Led formation of institutional partnerships with founding schools and district; guided a wide range of policy and strategy decisions; designed and ran professional development for league teachers.

LANGUAGE AND COMPUTING SKILLS

Spanish: Fluent reading and writing; proficient speaking

Qualitative and quantitative data analysis: Python; R; Stata; SPSS

Coding: HTML/CSS; NetLogo; SQL; Java/script

Graphic design: Adobe Creative Suite (all); various web and social media platforms