

Meredith L. McCoy

History and American Studies
Carleton College
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Education

Ph.D. in American Studies, University of North Carolina at Chapel Hill, 2019
Subfields: Race and Inequality in American Education, American Indian Studies

M.Ed. in Teaching, Learning, and Leading, Lipscomb University, 2011

B.A. in Anthropology, B.A. in Music, Minor in Native American Studies, University of North Carolina at Chapel Hill, 2010

Professional Experience

2019-present Assistant Professor and Andersen Fellow, American Studies and History, Carleton College, Northfield, Minnesota
2019 Instructor, Freedom University, Atlanta, Georgia
2018 Instructor, Turtle Mountain Community College, Belcourt, North Dakota
2015 Policy Assistant, White House Initiative on American Indian and Alaska Native Education, U.S. Department of Education, Washington, D.C.
2014-2017 American Indian Studies Specialist and Program Instructor, Duke University, John Hope Franklin Young Scholars Program, Durham, North Carolina
2013-2014 Teacher, World History I, KIPP Vision Academy, Atlanta, Georgia
2010-2013 Teacher, U.S. History, Ancient Civilizations, English / Language Arts, Spanish I, Spanish II, KIPP Academy Nashville, Nashville, Tennessee

Fellowships and Honors

2018 Frances C. Allen Fellowship at the Newberry Library
2017 Ford Foundation Dissertation Fellowship
2017 Frank Porter Graham Honor Society Inductee
2016 Maynard Adams Fellow for the Public Humanities
2016 NEH Digital Native American and Indigenous Studies Project Participant
2016 Future Faculty Fellow at the Center for Faculty Excellence
2015 North Carolina Native Leadership Institute Participant
2014 Royster Doctoral Fellowship

Book Manuscript

On Our Own Terms: A History of Educational Violence and Indigenous Survivance (under review)

Peer-reviewed Articles

- McCoy, Meredith L., Leilani Sabzalian, and Tommy Ender. "Alternative Strategies for Family History Projects: Rethinking Practice in Light of Indigenous Perspectives." *The History Teacher*, forthcoming.
- McCoy, Meredith L. & Turtle Island Social Studies Collective. "Beyond Pocahontas: Learning from Indigenous Women Changemakers." *Social Studies and the Young Learner* 31, no. 3 (2019): 7–13.
- McCoy, Meredith L. "Preparing Preservice Educators to Teach American Indian Boarding School Histories." In *(Re)Imagining Elementary Social Studies: A Controversial Issues Reader*, edited by Sarah B. Shear, Christina M. Tschida, Elizabeth Bellows, Lisa Brown Buchanan, and Elizabeth E. Saylor, 255–79. Charlotte, North Carolina: Information Age Publishing, 2018.
- McCoy, Meredith L. "'This Is Us': Powwow and Higher Education in North Carolina." *Southern Cultures* 24, no. 4 (2018).

Invited Chapters

- RedCorn, Alex, **Meredith L. McCoy**, and Hollie J. Mackey. "Indian Country: An Introduction to Financial and Bureaucratic Considerations." In *Funding P-12 Schools in the 50 States and Indian Country*, edited by David C. Thompson, R. C. Wood, S. Neuenswander, J. M. Heim, and R. D. Watson. Gainesville, Florida: National Education Finance Academy, 2019.

Curricular, Non-Profit, and Government Publications

- Shelton, Brett Lee, Michael Johnson, Danielle R. Gartner, **Meredith L. McCoy**, and Rachel E. Wilbur. "Trigger Points: Current State of Research on History, Impacts, and Healing Related to the United States' Indian Industrial/Boarding School Policy." Boulder: Native American Rights Fund, 2019.
- Jay, Bethany, Cynthia Lynn Lyerly, **Meredith L. McCoy**, Margaret Newell, Christina Snyder, Sarah B. Shear, and Ebony E. Thomas. *Teaching Hard History: A Framework for Teaching American Slavery -- Grades K-5*. Washington, D.C.: Teaching Tolerance, 2019.
- Jay, Bethany, Cynthia Lynn Lyerly, Hasan Jeffries, Renee Gokey, **Meredith L. McCoy**, Christina Snyder, and Sarah B. Shear. *Teaching Hard History: A Framework for Teaching American Slavery -- Grades 6-12*. Washington, D.C.: Teaching Tolerance, 2019.
- McCoy, Meredith L. "Tribal-State Compacts and the Future of Indian Education," unpublished paper submitted for internal reference to the National Indian Education Association, 2017.
- U.S. Department of Education. "School Environment Listening Sessions Final Report." Washington, D.C.: White House Initiative on American Indian and Alaska Native Education, 2015. (served as an author and final lead editor while a Policy Assistant)
- McCoy, Meredith L. "Red, Black, or White? The Early 20th Century Indian Families of the Sandhills and Pre-Fort Bragg Landscape." Fort Bragg, North Carolina: U.S. Army, Fort Bragg Cultural Resources Management Program, 2008.

Digital Publications and Public-Facing Projects

- Jeffries, Hasan K., and **Meredith L. McCoy**. "Teaching Hard History Podcast, Season 2." Teaching Hard History: American Slavery, 2019.

- McCoy, Meredith L.**, and Sarah B. Shear. "This Isn't the First Time the United States Has Split up Families." *Houston Chronicle*. July 8, 2018, Online edition.
- Locklear, Leslie, and **Meredith L. McCoy**. "Building Safe Spaces: Celebrating Teachers Who Support Native Youth." *Bit & Grain*, October 4, 2017; republished by *EducationNC*, October 12, 2017
- McCoy, Meredith L. *The 90%: Stories of Diaspora from Indian Country*, Founder and Site Curator, 2016-2019

Invited Talks

- 2019 "Settler Colonial Realism: Historical Considerations for Contemporary Educational Sovereignty," Kansas State University
- 2019 "Contemporary Developments in Federal Indian Education Policy," Colgate University
- 2019 "Controversy and Community in Schools: American Indian Education Policies in Historical Perspective," Ursinus College

Conference Presentations

- 2020 "Education on Indigenous Terms: Building an Alternative Chronology of Indian Education History," Native American and Indigenous Studies Association
*Conference cancelled due to COVID-19
- 2020 "Collaborations and Curricular Commitments: Expanding Understanding of Indigenous Enslavement for K-12 Social Studies," American Educational Research Association
*Conference cancelled due to COVID-19
- 2019 "Learning from Indigenous Women Changemakers in Elementary Civics," National Council for the Social Studies
- 2019 "Centering Indigeneity in Social Studies Teacher Education Programs," National Council for the Social Studies - College and University Faculty Assembly
- 2019 "Learning from Indigenous Women Changemakers," Northwest Conference on Teaching for Social Justice
- 2019 "'I wrote for my children': Histories of Curriculum Writing for Indigenous Resurgence," Native American and Indigenous Studies Association
- 2018 "'You have to know who your kids are': Genealogy project considerations for Social Studies teachers," National Council for the Social Studies - College and University Faculty Assembly
- 2018 "What are the long-term impacts of the boarding schools? A review of existing biomedical, social sciences, and humanities research" with Danielle R. Gartner and Rachel Wilbur, National Native American Boarding School Healing Coalition
- 2018 "Working from the Inside-Out: Alternative Indigenous Genealogies of Resistance to Settler Colonial 'Temporary' Emergencies," American Studies Association
- 2018 "Creating Convergences: Counterstories of Indigenous Educational Resistance," Native American and Indigenous Studies Association
- 2018 "Confronting Historical Inequities in Federal Funding for American Indian Education Programs," American Educational Research Association
- 2017 "Sharing Our Stories: Supporting social studies with digital storytelling tools by, about, and for Native youth," National Council for the Social Studies - College and University Faculty Assembly

- 2017 “Centering Indigeneity and radical self-love to counter settler colonialism,” American Studies Association
- 2017 “*The 90%: Stories of Diaspora from Indian Country* and digital possibilities for mending colonial disruptions through online communities,” Native American and Indigenous Studies Association
- 2017 “Teaching Historical Trauma, Assimilation Policy, and Indigenous Resilience in Middle School Social Studies Classrooms,” American Educational Research Association
- 2016 “Labor and Learning in an Indian Boarding School: Teaching Historical Trauma and Structural Oppression through Film,” American Educational Studies Association
- 2016 “The 90%: Building Digital Story-Sharing Spaces for Urban and Suburban Native Youth,” National Indian Education Association
- 2016 “‘Forward, together, with knowledge and healing’: Literary and experiential approaches to teaching historical trauma and structural oppression,” Critical Race Studies in Education Association
- 2016 “‘Those people’s hearts must have broke over and over’: Intergenerational trauma and healing in children’s literature and museums,” Native American and Indigenous Studies Association
- 2015 “‘It woke like a sleeping giant’: The politics of desegregation and powwows in eastern North Carolina,” American Society for Ethnohistory
- 2015 “Lumbee Powwow: An outward and visible sign of an inward and recognized identity,” Native American and Indigenous Studies Association

Teaching Record

Carleton College

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| 2020 | Spring | American Indian Education, 1600s-present (HIST 203) |
| 2020 | Winter | Theory and Practice of American Studies (AMST 345)
Approaches to Indigenous Studies (AMST 244) |
| 2019 | Fall | Contemporary Indigenous Activism (AMST 231) |

Freedom University

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| 2019 | Summer | First Generation College Preparation |
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Turtle Mountain Community College

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| 2018 | Summer | Contemporary Indian Issues (SOCI 271) |
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University of North Carolina at Chapel Hill

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| 2016 | Fall | Colonialism, Power, and Resistance (IDST 089) |
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Grants and Awards

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| 2020 | Carleton Curricular Innovation Grant |
| 2020 | Public Works: Arts & Humanities Connecting Communities Mellon Grant |
| 2020 | Finalist, Critical Educators for Social Justice Distinguished Dissertation Award |
| 2019 | Public Works: Arts & Humanities Connecting Communities Mellon Grant |
| 2019 | Dean’s Distinguished Dissertation Award (Humanities and Fine Arts) |
| 2018 | American Educational Research Association Division L Travel Grant |
| 2018 | UNC Graduate School Travel Award |

2017 American Studies Association Annette K. Baxter Travel Grant
2017 CUFA Graduate Forum Travel Award
2017 North Carolina Native American Incentive Award
2017 UNC Graduate School Travel Award
2017 AERA Travel Stipend for Division G
2016 Chancellor's Doctoral Candidacy Award
2016 North Carolina Native American Incentive Award
2016 UNC Graduate School Transportation Grant
2016 UNC Graduate School Travel Award
2015 Graduate and Professional Student Federation Travel Award
2015 Center for Global Initiatives Pre-Dissertation Travel Award

Professional Service

2020 – present Reviewer, Spencer Foundation Small Grant Program Review Panel
2019 – present Associate Member, Tribal Nations Research Group
2018 – present Advisory Board Member, Teaching Hard History (Teaching Tolerance, SPLC)
2016 – present Reviewer, *The Urban Review*
2018 – 2019 Reviewer, National Council for the Social Studies - CUFA Conference
2017 Reviewer, American Educational Research Association Conference Division G
2015 – 2017 Steering committee member, Native American and Indigenous Studies Association
Graduate Student Working Group
2016 Reviewer, American Educational Studies Association Conference

Campus Service

2015 – 2019 UNC-Chapel Hill American Indian Center Advisory Board Member
2015 – 2019 First Nations Graduate Circle Co-President

Recent Community Service

2017 – 2019 Founder and Co-Director, Atlanta Indigenous Peoples Association
2017 – 2018 Secretary, Barack and Michelle Obama Academy PTA; Vice-President, Peoplestown
Neighborhood Association
2015 – 2017 Volunteer Tutor: AVID, Grey E. Culbreth Middle School; AP and Honors Seminar,
Carrboro High School; Reading, KIPP Vision Academy

Professional Associations

American Studies Association, Native American and Indigenous Studies Association, National
Council for the Social Studies, American Educational Research Association, National Indian
Education Association

Languages

Fluent in spoken and written Spanish, proficient in spoken and written French

Professional Teaching Licenses

Middle Grades (4-8) - All Subjects and Spanish P-12 (Tennessee, 2011-2016)
Middle Grades (4-8) - Social Science and Spanish P-12 (Georgia, 2013-2018)