Shane A. McCoy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department of English  Middle Tennessee State University

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*www.thefeministpedagogue.com*

**EDUCATION University of Washington**

Degree: Ph.D. in English (June 2017)

Specialization: Cultural Studies, Composition Studies, American Ethnic Literature, Critical and Feminist Pedagogies

Dissertation: *Texts that Teach: Curriculum, Affect, and Critical Pedagogy in the Neoliberal University*

Committee: Anis Bawarshi and Kate Cummings (directors),

Gillian Harkins, Joy Williamson-Lott

**University of Washington**

Degree: M.A. in English (June 2012)

Emphasis: Caribbean Literature and Theory, Cultural Studies,

Queer Theory

Project Title: “Queer Stateless Citizens and the Caribbean Diaspora in Patricia Powell’s *The Pagoda*”

Directors: Louis Chude-Sokei (supervisor), Gillian Harkins (reader)

**Middle Tennessee State University**

Degree: B.A. in English (May 2010; cum laude; Honors with Distinction)

Minor: Women’s and Gender Studies

Thesis: *The Lesbian in the Room: Breaking the Silence of Lesbian Desire in Radclyffe Hall’s* The Well of Loneliness *and Vita Sackville-West’s* All Passion Spent

Director: Dr. Alfred Lutz

**ACADEMIC** **Lecturer**, Middle Tennessee State University (2018 to present)

**EXPERIENCE** **Instructor**, Tennessee Technological University (2017 to 2018)

**Adjunct Instructor**, Volunteer State Community College (2016 to 2017)

**Graduate Teaching Associate**, University of Washington (2011 to 2016)

**TEACHING**  Composition, rhetoric, transnational literature, critical university studies

**INTERESTS** American ethnic literature, Africana literary studies, critical and feminist pedagogies, women of color feminism, affect studies, women's and gender studies, genre studies, cognitive literary studies

**AWARDS and University of Washington**

**HONORS** Winner. Joan Webber Award for Teaching Excellence for 200-Level Courses (2015)

* Nominee. Joan Webber Award for Teaching Excellence for Expository Writing Program Courses (2014)

**PUBLICATIONS Articles and Chapters in Books**

* + - * “Writing for Justice in First-Year Composition.” Radical Teacher 116 (March 2020): 26-36. http://radicalteacher.library.pitt.edu/ojs/radicalteacher/article/view/747
      * “Life, Liberty, and the Pursuit of Unhappiness: Jamaica Kincaid’s Lucy (1990) and Counter-Narratives of Happiness in the Neoliberal Present.” *Writing from Below* 4.2 (December 2019). https://writingfrombelow.org/happiness/life-liberty-and-the-pursuit-of-unhappiness-mccoy/
      * “The ‘Outsider Within’: Counter-Narratives of the ‘New’ African Diaspora in Chimamanda Ngozi Adichie’s Americanah.” *Journal of the African Literature Association* 11.3 (March 2018): 279-294.
      * “Scaffolding for Justice in the Writing about Literature Classroom.” *The CEA Critic* 79.3 (November 2017): 316-323.
      * “Reading the ‘Outsider Within’: Counter-Narratives of Human Rights in Black Women’s Fiction.” *Radical Teacher* 103 (Fall 2015): 56-70. http://radicalteacher.library.pitt.edu/ojs/public/journals/1/RT103FULLISSUE.pdf
      * “‘And still she asked, where, in this system, was there room for a studio?”: Reading Gender and Lesbian Space in Vita Sackville-West’s All Passion Spent.” *Scientia et Humanitas* 1 (2011): 27-49.

**CONFERENCE** “Now Sissy that [Classroom]! Teaching Drag Performance as Queer Activist

**PRESENTATIONS** Pedagogy.” LGBT+ College Conference at MTSU, Murfreesboro, 2 April 2020. (Cancelled due to COVID-19 crisis)

“Investigating Students’ Prior Knowledge of Social Justice in the Writing about Literature Classroom.” College Composition and Communication Conference, Milwaukee, 27 March 2020. (Cancelled due to COVID-19 crisis)

“Now Sissy that [Classroom]! Teaching Drag Performance as Queer Activist Pedagogy.” National Women’s Studies Association, San Francisco, 11 November 2019.

* + - * “*From the Classroom to the Dorm Room*: Transforming How Students ‘Recontextualize’ Social Justice Beyond the Writing about Literature Classroom.” College Composition and Communication Conference, Kansas City, 17 March 2018.
      * “*Investigating for Justice*: Teaching Students How to Transfer Critical Media Literacy from the Classroom to the Dorm Room.” Modern Language Association, New York City, 4 January 2018.
      * “*Scaffolding for Justice*: Deploying Intersectionality, Black Feminist Thought, and the ‘Outsider Within’ for Curriculum Design and Development.” National Women’s Studies Association, Baltimore, 18 November 2017.
      * “*Reading for Dissent*: Counter-Narratives in Michelle Cliff’s *Abeng*.” American Studies Association, Chicago, 11 November 2017.
      * “Scaffolding for Justice in the Literary Studies Classroom.” Reading and Writing in the Twenty-First Century Literary Studies Classroom: Theory and Practice, The University of Queensland, Brisbane, Australia, 7 July 2017. (Unable to attend)
      * “*Shuttling Between Diasporas*: African Women Writers Re-Imagining the ‘New’ African Diaspora.” African Literature Association, Yale University, 15 June 2017.
      * “*Scaffolding for Justice* in the Writing about Literature Classroom.” College English Association, Hilton Head Island, 30 March 2017.
      * “Engaging Resistance and Black Feminism in First-Year Composition” Northeast Modern Language Association, Baltimore, 25 March 2017.
      * “*Composing through the ‘Outsider Within’*: Affect and Black Feminism in First-Year Composition.” Northeast Modern Language Association, Baltimore, 24 March 2017.
      * “*How Does Social Justice Pedagogy Affect Studies?* Cultivating Students’ Critical Capacities for Social Justice in the Writing about Literature Classroom.” College Composition and Communication Conference, Portland, 16 March 2017.
      * “*Laughing for Justice*: Comedy as Social and Cultural Critique.” The Louisville Conference on Literature and Culture since 1900, Louisville, 24 February 2017.
      * “*Life, Liberty, and the Pursuit of (Un)Happiness*: Reading Counter-Narratives of the ‘Stranger’ in Jamaica Kincaid’s *Lucy*.” British Commonwealth and Postcolonial Studies Conference, Savannah, 17 February 2017. (Unable to attend)
      * “Teaching the 'Outsider Within': Counter-Narratives in Chimamanda Ngozi Adichie's *Americanah*." African Literature Association, Atlanta, 7 April 2016.
      * “*Texts that Teach*: Counter-Narratives as Critical Pedagogy.” Cultural Studies Association, Riverside, 23 May 2015.
      * “#We~~Dont~~NeedFeminism: Genres of Feminism, Public Scholarship, and Teaching through a Multi-Genre Approach.” Cultural Studies Association, Riverside, 22 May 2015.
      * “Rethinking Caribbean Feminist Epistemology and Queer Discourse in Michelle Cliff’s *No Telephone to Heaven*.” PAMLA at Seattle University, Seattle, 21 Oct. 2012.
      * “Queering the Queer: Locating Sites of Resistance in Suicide, Labor, and Communal Sex in Audre Lorde’s *Zami: A New Spelling of My Name*.” Women’s and Gender Studies Conference at Middle Tennessee State University, Murfreesboro, 26 March 2011.
      * “Resisting the Paradigm: The Search for Identity through Female Masculinity and Sexuality in Radclyffe Hall’s *The Well of Loneliness*.” Women’s Studies Conference at Middle Tennessee State University, Murfreesboro, 24 March 2009.
      * “Fusing the Masculine and the Feminine: Gender Identity and Discovery of Sexuality in May Sinclair’s *Mary Olivier: A Life*.” The Louisville Conference on Literature and Culture Since 1900, Louisville, 17 February 2009.
      * “Confessions from a Victorian Closet: Alfred, Lord Tennyson’s ‘In Memoriam.’” Middle Tennessee State University Scholar’s Week, Murfreesboro, 7 April 2008.

**COMPETITIVE**  “‘And still she asked, where, in this system, was there room for a studio?’: **GRANTS** Reading Gender and Lesbian Space in Vita Sackville-West’s All Passion **AWARDED** Spent.”Sponsored by the Undergraduate Research, Scholarship and

Creative Activity (URSCA) program with a grant of $3,150. Directed by Dr. Alfred Lutz, Middle Tennessee State University. Summer 2009.

“Resisting the Paradigm: The Search for Identity through Female Masculinity and Sexuality in Radclyffe Hall’s The Well of Loneliness.” Sponsored by the Undergraduate Research, Scholarship and Creative Activity (URSCA) program with a grant of $1,620. Directed by Dr. Newtona Johnson, Middle Tennessee State University. Fall 2008.

 “Fusing the Masculine and the Feminine: Gender Identity and Sexuality in May Sinclair’s Mary Olivier: A Life.” Sponsored by the Undergraduate Research, Scholarship and Creative Activity (URSCA) program with a grant of $1,620. Directed by Dr. Robert Petersen, Middle Tennessee State University. Spring 2008.

**WEB-BASED Blog: “Teaching Mindfully, Mindfully Teaching”**

**WRITING** “Making Peace with the Inner Critic: A Love Letter to CVCG 2019” (August 2019)

“The Many Gifts of Trauma: Letting Go of June” (June 19, 2019)

“Hindsight Really Is 20/20: Teaching While Anxious and Narrating My Recovery-in-Progress” (May 2, 2019)

“Take What Works, Leave the Rest: Navigating Student Feedback as a Source of Shame” (May 1, 2019)

“Engaging Students in the Process of Learning through Problem-Based Learning (PBL)” (April 9, 2019)

 “Beyond Cognition: Addressing the Multidimensional Aspects of Learning and Education” (March 19, 2019)

“My S.F.D.: Claiming Power Over My ‘Face Down in the Arena’ Moment” (December 18, 2018)

“Slow Down to Speed Up: Creating a Counterculture of Resistance to Speed in the Neoliberal University” (November 28, 2018)

“‘I Knew You Would Do This’: Performing Damage Control and the

Shame/Blame Conundrum” (November 2, 2018)

* + - * “My Journey into Mindfulness” (October 12, 2018)
      * “Affective Disruptions: The ‘Bandwagon Effect,’ ‘Getting It,’ and the Limits of ‘White Privilege’” (August 22, 2015)
      * “First -Generation College Students, and How to Serve Them Better” (August 14, 2015)
      * “Those Who Can, Teach; Those Who Can’t Teach, Make Laws about Teaching, or Write Articles About What We Should Be Teaching and How We Should be Teaching” (August 13, 2015)
      * “The Work of ‘Teaching for Justice’ in a Post-Everything America” (August 11, 2015)

**IN-PROGRESS** **“**Re-Imagining Justice: Developing Students’ Critical Capacities for

Re- Imagining Social Justice in the Writing about Literature Classroom”

**“**Scaffolding for Justice: Deploying Intersectionality, Black Feminist Thought, and the Outsider Within in the Writing about Literature Classroom”

**TEACHING Middle Tennessee State University** (2018 to present)

**EXPERIENCE** Undergraduate Courses Designed and Taught:

* English 2020: Themes in Literature and Culture, “Gay and Lesbian Literature” (Spring 2019, Fall 2019, Spring 2020, 4 sections)
* English 1020: Composition II, Research and Argumentative Writing (Spring 2020, Spring 2019, 8 sections)
* English 2020: Themes in Literature and Culture, “The African American Experience in Literature” (Fall 2018, 2 sections)
* English 1010: Composition I, “Literacy for Life” (Fall 2019 and Fall 2018, 6 sections)

**Tennessee Technological University** (2017 to 2018)

Undergraduate Courses Designed and Taught:

* + - * English 1020: English Composition II, Course Title: “Gender, Race, and Power in Literature and Film” (Spring 2018, 4 sections)
      * English 1010: English Composition I, Course Title: “Laughing for Justice: Comedy as Social and Cultural Critique” (Fall 2017, 3 sections)
      * English 1020: English Composition II, Course Title: “Investigating for Justice: Reading and Researching” (Fall 2017, 1 section)

**Volunteer State Community College** (2016-2017)

Courses Designed and Taught:

* English 1020-B20: English Composition II, Course Title: “Investigating for Justice: Reading and Researching” (Summer 2017, 1 section)
* English 2310: Introduction to World Literature, Beginnings to 1650 (Spring 2017, 1 section online)
* English 0810: Skills for Composition, Course Title: “Writing Ready: Preparing for College Writing and Learning” (Fall 2016, 1 section)
* English 1010: English Composition I, Course Title: “Laughing for Justice: Comedy as Social and Cultural Critique” (Fall 2016, 2 sections)

**University of Washington** (2011-2016)

Undergraduate Courses Designed and Taught:

* English 131-CIC: Composition/Exposition, Course Title: “Laughing for Justice: Comedy As Social and Cultural Critique” (Summer 2016, 1 section)
* English 111-CIC: Composition/Literature, Course Title: “Reading the “Outsider Within” (Spring 2015, Fall 2015, & Winter 2016, 3 sections)
* English 200: Reading Literary Forms, Course Title: “#We~~Dont~~NeedFeminism: Genres of Feminism and Public Scholarship” (Winter 2015, 1 section)
* English 242: Reading Prose Fiction, Course Title: “Beyond the Nation Form: Reading Contemporary Transnational Fiction” (Fall 2014, 1 section)
* English 111-CIC: Composition/Literature, Course Title: “Racing ‘America’: Reading Race in the Age of Obama” (Fall 2013, Winter 2014, & Spring 2014, 3 sections)
* English 111-CIC: Composition/Literature, Course Title: “Narratives of Hurricane Katrina” (Fall 2012, Winter 2013, & Spring 2013, 3 sections)
* English 131-CIC: Composition/Exposition, Course Title: “Mad World” (Winter 2012 & Spring 2012, 2 sections)
* English 131: Composition/Exposition, Course Title: “Ideological Productions” (Fall 2011, 1 section)

**Department of Professional and Continuing Education, University of Washington** (2014-2015)

* English 108: Writing Ready—Preparing for College Writing and Learning (Fall 2014 & Fall 2015, 2 sections)

**Student Athlete Academic Services, University of Washington** (2012-2014)

* + - * Graduate Student Tutor for students in American Ethnic Studies, Composition, Sociology, and African-American Literature

**PROFESSIONAL Middle Tennessee State University**

**DEVELOPMENT** Mental Health First Aid Training Certification (Summer 2019)

LT&ITC Faculty Fellows Program Participant, 2018-2019.

Faculty Mentor: Dr. Janet McCormick, Communications

SafeZone Training Certification (Fall 2018)

**STUDENT Academic Positions**

**MENTORSHIP**  Andrew Chaney (July 2019; March 2020)

**Dissertation Proposals**

 Leonard M. Mhlanga, University of Swaziland (Spring 2018)

**Graduate Student Assistant,** Tennessee Technological University:

* Lyndsey DeBoard (Spring 2018)
* Andrew Chaney (Fall 2017)

**Graduate School**, University of Washington:

* Samuel Wilson (Fall 2016)
* Davin Gong (Fall 2015 and Fall 2016, Medical School)
* Leah Frank (Fall 2013, University of Southern California—Applied Psychology)

**Academic Awards**

* Sophia Maas (Spring 2020, General Education English Essay Award, First Place, MTSU)

**Student Orientation Assistant,** Tennessee Technological University:

* Payten Madison Gibbs (Fall 2017)

**Student Residential Assistant**, Middle Tennessee State University:

* + - * Jacob Fawcett (Spring 2019)

**Study Abroad**, University of Washington:

* Jessica Kim (Summer 2017, South Korea; Winter 2018, Rome, Italy)
* Morgan Rawson (Fall 2017, Eastern Europe)
* Xijia Hu (Winter 2016, University of Western Australia)
* Brian Hoover (Winter 2015, Norway)
* Elizabeth Lee (Winter 2015, Denmark)
* Kelsey Nore (Winter 2015, Spain)
* Raven Yee (Winter 2015, London)
* Caroline Riniker (Spring 2014, Rome)
* Tammy Tarhini (Winter 2014, University of Sydney)
* Tally Swanson (Winter 2013, Barbados)
* Holly Pirrett (Winter 2012, London and Iceland)

**Scholarship Programs**, University of Washington:

* Shonali Prasad (Spring 2016, Future Stars Scholarship)
* Kara Etsuko Elizabeth Peck (Spring 2016, USS Bowfin Memorial Scholarship)
* Elizabeth Lee (Summer 2015, American Association of University Women)

**Academic Programs**, University of Washington and Tennessee Tech:

* Kalen Dangerfield (December 2019, Samford University)
* Lynda Nguyen (Winter 2017, UW Human-Centered Design and Engineering)
* Leah Chen (Fall 2016, UW Neurological Surgery Summer Student Program)
* Ryan Carlin (Winter 2016, UW Chemical Engineering Program)
* Xingtong Li (Fall 2015, UW Nursing Program)
* Monishita Pal (Winter 2015, Transfer to Santa Clara University)
* Davin Gong (Winter 2014, Early Entrance to Flex Med Program at Icahn School of Medicine at Mount Sinai)
* Dylan Johnson (Winter 2014, Transfer to Massachusetts Institute of Technology)

**Volunteer Positions**, University of Washington and MTSU:

* Rocardo Wilder (January 2020, Fraternity Organization; Spring 2019, the Collegiate 100)
* Xintong Li (Fall 2014 and Winter 2015, UWMC and Seattle Children’s Hospital)

**Internships**, University of Washington and Tennessee Tech:

* John Hitchcock (Fall 2017, Tennessee State Capitol)
* Danial Chowdhry (Spring 2015, Feberal Bureau of Investigations)

**SERVICE Professional**

* Manuscript Reviewer: *College Literature* (2020)
* Member. LGBT+ College Conference at MTSU Advisory Board (2019-2020)
* Manuscript Reviewer: *The Journal of American Culture* (2019-2020)
* Manuscript Reviewer, Routledge Literature (Summer 2019)
* Session Chair. “Black Feminist Curricular Interventions.” National Women’s Studies Association, Baltimore, 18 Nov. 2017
* African Literature Association Graduate Student Caucus, Member-At-Large, April 2016-April 2017.
* Session Chair. “Teaching and Learning from New Media.” Cultural Studies Association, Riverside, 22 May 2015.

**Department of English**, Middle Tennessee State University

Committee for Establishing Non-Tenure Track Faculty Evaluation Criteria, 2018-2019.

Chair’s Advisory Group for English Major Enrollment, 2018-2019.

**Department of English**, Tennessee Technological University

* + - * Composition Committee, 2017-2018.
      * Composition Sub-Committee on Outcomes Assessment, 2017-2018.
      * Observation Mentor, 2017-2018.

**Department of English**, University of Washington

* Invited Speaker. 200-Level Training and Pedagogy Orientation. 22 Sept. 2015.

**AFFILIATIONS** African Literature Association

**(past and present)** American Association of University Professors

American Studies Association

College English Association

Conference on College Composition and Communication

Cultural Studies Association

Modern Language Association

National Council of Teachers of English

National Women’s Studies Association

Northeast Modern Language Association

Pacific Ancient and Modern Language Association

**REFERENCES**  Anis Bawarshi. Dissertation co-chair. Professor of English; English Department Assistant Chair. Box 354330, Department of English, University of Washington. Seattle, WA 98195. Office: 206-543-2634; bawarshi@uw.edu

* Katherine (Kate) Cummings. Dissertation co-chair. Associate Professor of English; Theory and Criticism Faculty; Adjunct Professor of Gender, Women’s, and Sexuality Studies. Box 354330, Department of English, University of Washington. Seattle, WA 98195. Office: 206-543-6077; ckate@u.washington.edu
* Gillian Harkins. Dissertation Reader. Associate Professor of English. Adjunct Professor of Gender, Women’s, and Sexuality Studies. Box 354330, Department of English, University of Washington. Seattle, WA 98195. Office: 206-685-6139; gharkins@uw.edu
* John Webster. Mentor/Supervisor. Director of Writing for the College of Arts and Sciences; Associate Professor of English. Box 354330, Department of English, University of Washington. Seattle, WA 98195. Office: 206-543-6203; cicero@uw.edu
* Sonnet Retman. Doctoral exams committee member. Associate Professor of American Ethnic Studies; Adjunct Associate Professor of Gender, Women, and Sexuality Studies; Adjunct Associate Professor of English. Box 354380, Department of American Ethnic Studies, University of Washington, Seattle, WA 98195-4380. Office: 206-543-0470; sretman@uw.edu
* Carrie Matthews. Mentor/Supervisor. Director of Interdisciplinary Writing Program. Senior Lecturer. Box 354330, Department of English, University of Washington. Seattle, WA 98195. Office: 206-351-0214; crmatthe@uw.edu
* Deborah Moore. Former Colleague. Assistant Professor of English; Chair of Languages and Literature Department. Volunteer State Community College,1480 Nashville Pike, Gallatin, TN 37066-3188. Office: 615-230-4820; deb.moore@volstate.edu
* Anthony Baker. Former Supervisor. Professor of English; Director of Composition. Department of English, Tennessee Technological University, Box 5053, 5 William L. Jones Drive, Cookeville, TN 38505. Office: 931-372-6314; abaker@tntech.edu
* Ted Pelton. Former Supervisor. Professor of English; Chair of English Department. Department of English, Tennessee Technological University, Box 5053, 5 William L. Jones Drive, Cookeville, TN 38505. Office: 931-372-3049; tpelton@tntech.edu
* Janet K. McCormick. Faculty Teaching Mentor. Associate Professor of Communication Studies. Department of Communication Studies, Middle Tennessee State University, Box 200, Murfreesboro, TN 37132. Office: 615-898-2275; janet.mccormick@mtsu.edu
* Stephen E. Severn. Professor of English; Chair of English Department. Department of English, Middle Tennessee State University, Box 70, Murfreesboro, TN 37132. Office: 615-898-5644; stephen.severn@mtsu.edu
* John R. Vile. Dean of University Honors College; Professor of Political Science. Middle Tennessee State University, 1301 E. Main St., Murfreesboro, TN 37132. Office: 615-904-2596; john.vile@mtsu.edu