Adams, M., Bell, L. A., Goodman, D. J., & Shlasko, D. (2023). *Teaching for diversity and social*

*justice* (Fourth edition). Routledge.

Alexander, M., & West, C. (2020). *The new Jim Crow: mass incarceration in the age of*

*colorblindness* (Tenth anniversary edition.). The New Press.

Beach, P. & Bolden, B. (2018). Music education meets critical literacy: A framework for guiding

music listening. *Music Educators Journal*, *105*(2), 43-50. https://doi.org/10.1177/0027432118808580

Bell, L. A. (2010). *Storytelling for social justice: Connecting narrative and the arts in antiracist*

*teaching*. Routledge.

Benedict, C., & Schmidt, P. K. (2007). From whence justice? Interrogating the improbable in

music education. *Action, Criticism & Theory for Music Education*, *6*(4), 21-42. http://act.maydaygroup.org/articles/Benedict\_Schmidt6\_4.pdf

Bradley, D. (2007). The sounds of silence: Talking race in music education. *Action, Criticism &*

*Theory for Music Education*, *6*(4), 132-162. http://act.maydaygroup.org/articles/Bradley6\_4.pdf

brown, a. m. (2017). *Emergent strategy: Shaping change, changing worlds.* AK Press.

brown, a. m. (2019). *Pleasure activism: The politics of feeling good*. AK Press.

brown, a. m. (2021). *Holding change: The way of emergent strategy facilitation and mediation*.

AK Press.

Brown-Jeffy, S., & Cooper, J.E. (2011). Toward a conceptual framework of culturally relevant

pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*, 38, 65-84.

Beveridge, T. (2022). Equity in music education: Avoiding cultural appropriation in the music

classroom. *Music Educators Journal*, *109*(1), 60-62. https://doi.org/10.1177/00274321221126222

Chang, J., & Cook, D. (2021, September 17). *Can’t stop won’t stop: A hip-hop history* [Webinar].

Zinn Education Project. https://www.youtube.com/watch?v=4pJFbbAkfMM&t=120s

Clauhs, M. (2021). White preservice music educators’ perceptions of teaching predominantly

Black student populations in city schools. *Music Education Research*, *23*(3), 335-347. https://doi.org/10.1080/14613808.2021.1903409

Cohen, M. & Duncan, S. P. (2015). Behind different walls: Restorative justice, transformative

justice, and their relationship to music education. In C. Benedict, P. K. Schmidt, G. Spruce, & P. Woodford (Eds.), *The Oxford handbook of social justice in music education* (pp. 554-566). Oxford University Press.

Collins, P. H. (2002). *Black feminist thought: Knowledge, consciousness, and the politics of*

*empowerment*. Taylor & Francis Group.

Combahee River Collective. (1986). *Combahee River Collective statement*: *Black Feminist*

*organizing in the seventies and eighties* (First edition). Kitchen Table: Women of Color Press.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence

against women of color. *Stanford Law Review*, *43*(6), 1241-1299. https://doi.org/10.2307/1229039

Democracy Now. (2019, October 30). *Who burned the Bronx? PBS film “Decade of Fire”*

*investigates 1970s fires that displaced thousands* [Video]. YouTube. https://www.youtube.com/watch?v=x3Tyj0AQu0o

DuBois, W.E.B. (1935). *Black reconstruction in America*. Harcourt, Brace and Company.

Dungee, J. A. (2020). A pedagogy for living: Applying restorative, anti-racist pedagogy in the

choral classroom. *Choral Journal*, *61*(4), 10-14.

Eddo-Lodge, R. (2017). *Why I’m No Longer Talking to White People About Race*. Bloomsbury

Publishing.

Freire, P. (2000). *Pedagogy of the oppressed: 30th anniversary edition* (M. Ramos, Trans.)

Continuum. https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College.

Harro, B. (2013). The cycle of socialization. In M. Adams, W. J. Blumenfeld, C. Castañeda, H. W.

Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 45-51). Routledge.

Hess, J. (2017a). Critiquing the critical: The casualties and paradoxes of critical pedagogy in

music education. *Philosophy of Music Education Review*, *25*(2), 171-191. https://doi.org/10.2979/philmusieducrevi.25.2.05

Hess, J. (2017b). Equity and music education: Euphemisms, terminal naivety, and whiteness.

*Action, Criticism, and Theory for Music Education*, *16*(3), 15-47. https://doi.org/10.22176/act16.3.15

Hess, J. (2018a). Detroit youth speak back: Rewriting deficit perspectives through songwriting.

*Bulletin of the Council for Research in Music Education*, *216*(1), 7-30. https://doi.org/10.5406/bulcouresmusedu.216.0007

Hess, J. (2018b). Hip hop and music education: Where is race? *Journal of Popular Music*

*Education*, *2*(1–2), 7-12. https://doi.org/ 10.1386/jpme.2.1-2.7\_1

Hess, J. (2019). *Music education for social change: Constructing an activist music education*.

Routledge.

Hess, J. (2021). Becoming an anti-racist music educator: Resisting Whiteness in music

education. *Music Educators Journal*, *70*(1), 14-20.

https://doi-org.silk.library.umass.edu/10.1177/00274321211004695

Hess, J. (2022). Theory as the “North Star”: An introduction to race theories for music

education. *Music Educators Journal*, *109*(2), 47-55. https://doi.org/10.1177/00274321221138547

Hess, J. (2023). When the project is not understanding: Music education for the

incomprehensible. *Studies in Philosophy & Education*, *42*(3), 261-282. https://doi.org/10.1007/s11217-022-09861-5

hooks, b. (2015). *Black looks: Race and representation*. Routledge.

Karvelis, N. (2018). Race, class, gender, and rhymes: hip-hop as critical pedagogy. *Music*

*Educators Journal, 105*(1), 46-50. https://doi.org/10.1177%2F0027432118788138

Kendall, M. (2021). *Hood feminism: notes from the women that a movement forgot*. Penguin

Books.

Kendi, I. X. (2019). *How to be an antiracist* (First edition). One World.

Kruse, A. J. (2020). “Take a back seat”: White music teachers engaging Hip-Hop in the

classroom. *Research Studies in Music Education*, *42*(2), 143-159. https://doi.org/10.1177%2F1321103X19899174

Ladson-Billings, G. (1995). But that’s just good teaching! The case for culturally relevant

pedagogy. *Theory Into Practice*, *34*(3), 159-165. http://www.jstor.org/stable/1476635

Ladson-Billings, G. (2015). You gotta fight the power: The place of music in social justice

education. In C. Benedict, P. K. Schmidt, G. Spruce, & P. Woodford (Eds.), *The Oxford handbook of social justice in music education* (pp. 406-422). Oxford University Press.

Liu, C.-W. (2022). What does critical race theory have to do with music education? *Journal of*

*General Music Education*, *35*(3), 25-27. https://doi.org/10.1177/27527646211061500

Love, B. (2014, April 8). *Hip-hop, grit, and academic success* [Video]. TEDx Talks.

https://www.youtube.com/watch?v=tkZqPMzgvzg

Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of*

*educational freedom.* Beacon Press.

McGhee, H. C. (2021). *The sum of us: What racism costs everyone and how we can prosper*

*together*. One World.

Menakem, R. (2017). *My grandmother’s hands: Racialized trauma and the pathway to mending*

*our hearts and bodies*. Central Recovery Press.

National Center for Education Statistics. (2019, February). *Spotlight A: Characteristics of public*

*school teachers by race/ethnicity*. U.S. Department of Education, Institute of Education Sciences. https://nces.ed.gov/programs/raceindicators/spotlight\_a.asp

Nocella, A. J. (2011). An overview of the history and theory of transformative justice. *Peace and*

*Conflict Review*, *6*(1), 1-10. http://www.review.upeace.org/pdf.cfm?articulo=124&ejemplar=23

Obolensky, N. (2010). *Complex adaptive leadership: Embracing paradox and uncertainty*. Taylor

& Francis Group.

Okun, T. (1999). *White Supremacy Culture*. dRworks.

http://www.dismantlingracism.org/uploads/4/3/5/7/43579015/whitesupcul13.pdf\

Okun, T. (2022a). *Characteristics*. White Supremacy Culture.

https://www.whitesupremacyculture.info/characteristics.html

Okun, T. (2022b). *What is it?* White Supremacy Culture.

https://www.whitesupremacyculture.info/what-is-it.html

O’Neill, S. A. (2015). Youth empowerment and transformative music engagement. In C.

Benedict, P. K. Schmidt, G. Spruce, & P. Woodford (Eds.), *The Oxford handbook of social justice in music education* (pp. 388-405). Oxford University Press.

Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies: Teaching and learning for*

*justice in a changing world*. Teachers College Press.

Powell, B., Smith, G. D., West, C., & Kratus, J. (2019). Popular music education: A call to action.

*Music Educators Journal*, *106*(1), 21-24. https://doi.org/10.1177/0027432119861528

Ray, R., & Gibbons, A. (2021, November). Why are states banning critical race theory?

*Brookings*. https://www.brookings.edu/blog/fixgov/2021/07/02/why-are-states-banning-critical-race-theory/

Saad, L. F., & DiAngelo, R. J. (2020). *Me and white supremacy: combat racism, change the world,*

*and become a good ancestor* (Updated and expanded edition). Sourcebooks.

Spruce, G., Woodford, P., Schmidt, P. K., & Benedict, C. (2015). *The Oxford handbook of social*

*justice in music education*. Oxford University Press.

Singh, A. A. (2019). *The racial healing handbook: Practical activities to help you challenge*

*privilege, confront systemic racism, & engage in collective healing*. New Harbinger Publications.

Tatum, B. D. (2017). *“Why are all the black kids sitting together in the cafeteria?” And other*

*conversations about race* (Third trade paperback edition; Twentieth Anniversary edition.). Basic Books.

Transformative Teaching Collective. (2021). *Engaging Racial Justice Workshop Series*

[PowerPoint Slides]. Google Slides.

https://docs.google.com/presentation/d/18gAyyif623YmW-RoXuiS7seFAmVjwF5NUATpoz7QWLU/edit#slide=id.p1

VanDeusen, A. (2021). Revealing whiteness in preservice music teacher preparation. *Action,*

*Criticism & Theory for Music Education*, *20*(1), 121-141. https://doi.org/10.22176/act20.1.121

Willey, A. (2017). Engendering new materializations: Feminism, nature, and the challenge to

disciplinary proper objects. In Ellenzweig, S., & Zammito, J. (Eds.), *The new politics of materialism: History, philosophy, science* (pp. 131-153). Routledge. https://doi.org/10.4324/9781315268477

Yi, T. S. (2021). Confronting Racial Trauma in the Music Classroom: A Call to Action. *Music*

*Educators Journal*, *108*(1), 57-59.

https://doi-org.silk.library.umass.edu/10.1177/00274321211035688