

CAKE Resources

Critical Race Theory and Music Education

Articles and Books

- Counternarratives
 - DeCuir, J. T., & Dixson, A. D. (2004). "So when it comes out, they aren't that surprised that it is there": Using critical race theory as a tool of analysis of race and racism in education. *Educational Researcher*, 33(5), 26-31.
 - Hoffman, A., & Carter, (2013). Representin' and disrespectin': African-American wind band students' meanings of a composition-based secondary music curriculum and classroom power structures. *Music Education Research*, 15(2), 135-150
<file:///Users/amylewis/Desktop/Hoffman%20and%20Carter%202012%20Representin%20and%20disrespectin.pdf>
 - Hess, J. (2018). Detroit youth speak back: Rewriting deficit perspectives through songwriting. *Bulletin of the Council for Research in Music Education*, 216, 7-30.
- Race in Music Education and Education
 - McCall, J. (2017). Speak no evil: Talking race as an African American in music education. In B. Talbot (Ed.), *Marginalized Voices in Music Education* (pp. 14-27). New York: Routledge.
 - Robinson, D., & Hendricks, K. (2017). Black keys on a white piano: A negro narrative of double-consciousness in American music education. In B. Talbot (Ed.), *Marginalized voices in music education* (pp. 28-45). New York: Routledge.
 - Thornton, D. (2017). Why just me (or few others) in music education? An autoethnographic point of departure. In B. Talbot (Ed.), *Marginalized voices in music education* (pp. 176-198). New York: Routledge.
 - Hess, J. (2015). Upping the "anti-": The value of an anti-racist theoretical framework in music education. *Action, Criticism, & Theory for Music Education*, 14(1), 66-92.
https://www.researchgate.net/profile/Juliet_Hess/publication/282190349_Upping_the_anti-The_value_of_an_anti-racist_theoretical_framework_in_music_education/links/56074b0508aea25fce3999dc/Upping-the-anti-The-value-of-an-anti-racist-theoretical-framework-in-music-education.pdf
 - Koza, J. (2008). Listening for whiteness: Hearing racial politics in undergraduate school. *Philosophy of Music Education Review*, 16(2), 145-155.
 - 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
 - Vasil, M., & McCall, J. (2018). The perspectives of two first-generation college students pursuing doctoral degrees in music education. *Journal of Music Teacher Education*, 27(2) 67-81 <https://doi.org/10.1177/1057083717717464>
- Critical Race Theory in Education and Music Education
 - Ladson-Billings, Gloria & Tate, William. (1995). Toward a critical race theory of education. *Teachers College Record*, 97(1) 47-68.
 - https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1111/j.1548-1492.2009.01046.x?casa_token=xd6udLoBS94AAAAA:4rAxDdA7wS4cEnCdHRntVCdsWrkr5UWptMEATt9d5J4xTeTsrBxGtn4TO99yIBUMRYdWDWEi-v-koY8D

- Wahl, C. P. (2018). A choral “Magical Negro”: A lived experience of conducting choirs in Canada. In *The Palgrave handbook of race and the arts in education* (pp. 503-514). Cham, Switzerland: Palgrave.
- Intersections of Race
 - Thomas-Durrell, L. (2019). " *Like a Double, Triple Hate*": Music Education at the *Intersections of Race, Religion, and Sexuality in the Bible Belt* (Doctoral dissertation, Michigan State University).
- Culturally Responsive Teaching and Music Education
 - Kindall-Smith, M., McKoy, C. L., & Mills, S. W. (2011). Challenging exclusionary paradigms in the traditional musical canon: Implications for music education practice. *International Journal of Music Education*, 29(4), 374-386.
 - Lind, V. R., & McKoy, C. (2016). *Culturally responsive teaching in music education: From understanding to application*. New York, NY: Routledge.

Websites/People to follow (not AT ALL exhaustive):

- <https://decolonizingthemusicroom.com/>
- Rachel Cargle (@rachel.cargle)
- Bettina Love
- Chris Emdin