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This book examines how music education presents opportunities to shape democratic awareness through political, pedagogical, and humanistic perspectives. Focusing on democracy as a vital dimension in teaching music, the essays in this volume have particular relevance to teaching music as democratic practice in both public schooling and in teacher education. Although music educators have much to learn from others in the educational field, the actual teaching of music involves social and political dimensions unique to the arts. In addition, teaching music as democratic practice demands a pedagogical foundation not often examined in the general teacher education community. Essays include the teaching of the arts as a critical response to democratic participation; exploring democracy in the music classroom with such issues as safe spaces, sexual orientation, music of the Holocaust, improvisation, race and technology; and music teaching/music teacher education as a form of social justice. Engaging with current scholarship, the book not only probes the philosophical nature of music and democracy, but also presents ways of democratizing music curriculum and human interactions within the classroom. This volume offers the collective wisdom of international scholars, teachers, and teacher educators and will be essential reading for those who teach music as a vital force for change and social justice in both local and global contexts.

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About the Author

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