

JULIET HESS**I. PERSONAL INFORMATION****Education:**

- 2013 Ph. D., Education, Ontario Institute for Studies in Education, University of Toronto
 Dissertation title: *Radical Musicking: Challenging Dominant Paradigms in Elementary Music Education*
 Coursework:
- Arts in Education
 - Curriculum and the Politics of Knowledge
 - Indigenous Knowledges and Decolonization
 - Race, Space, and Citizenship
 - Foucault and Research in Education
 - Social Relations of Cultural Production
 - Reading and Research Course: The Intersections of Music Education with Critical Race Theory
- 2008 Master of Music (Education), Faculty of Music, University of Toronto
 Major Research Paper: The Sankofa Drum & Dance Ensemble: An Opportunity for Growth and Exploration
- 2006 Honours Specialist Additional Qualification in Music, Ontario Institute for Studies in Education, University of Toronto
- 2003 Bachelor of Education, Ontario Institute for Studies in Education, University of Toronto
- 2002 Bachelor of Music (Education) with Honours, Faculty of Music, University of Toronto

Additional Educational Experience:**Studies in World Music:**

- Summer 2006 Studies in Peru: Study of cajón (Afro-Peruvian drumming), quena (Andean flute), and zampoña (pan flute)
- Summer 2005 Studies in Cuba: Afro-Cuban folkloric drumming and dancing, rumba drumming and dancing, and salsa dancing
- Summer 2003 Studies in Ghana: Traditional Ewe drumming, dancing, and singing
- Summer 2002 Studies in Ireland: Celtic Music, both choral and traditional

Studies in Composition and Voice:

- 2006 – 2011 Composition studies with Alexander Rapoport, University of Toronto
- 2006 – 2007 Composition studies with Carol Matthews
- 1993 – 2013 Voice studies, most recently with Kristine Anderson

Academic Positions:

- Aug. 2015 – Present** **Associate Professor of Music Education, College of Music, Michigan State University**
- Undergraduate teaching assignments include Teaching Secondary Classroom Music (MUS 469), Principles of Music Education (MUS 277), Disability Studies and Music Education (MUS 491/891), and Methods and Materials of Elementary Music (MUS 463)
 - Graduate teaching assignments include Seminar in the Sociology of Music Education (MUS 863), Advanced Study of Philosophy of Music Education (MUS 962), Disability Studies and Music Education (MUS 491/891), and Race Issues in Music Teaching (MUS 891).
 - Graduate advising of students working on varied projects based on their individual interests
 - Student teacher observations
- Sept. 2017 – Oct. 2017** **Visiting Scholar, University of Gothenburg/Göteborgs Universitet**
- 1 month visiting scholar residency at the University of Gothenburg, Sweden
 - Seminars with doctoral students from the University of Gothenburg and Malmö University on research ethics and anti-racist and Bakhtinian theoretical frameworks
 - Research presentation to collaborative group of university researchers
 - Seminar on multicentricity with teacher candidates
 - Seminar on the dangers of world music with world music students and subsequently with world music professors
 - Seminar on the complexities of teaching world music with world music professors
 - Collaborative work with music education professors Monica Lindgren and Carina Borgström-Källén.
- Aug. 2013 – May 2015** **Visiting Assistant Professor of Music Education, Dual Appointment, Setnor School of Music and School of Education, Syracuse University**
- Teaching assignments included elementary and secondary general methods, foundations of music education, assessment in music education (graduate level), and general music in the inclusive classroom (graduate level)
 - Faculty advisor of the Syracuse University NAFME Chapter
 - Worked with colleagues to implement edTPA and the new certification process in New York state
 - Coordinator of student teachers (Spring 2014, Fall 2014, Spring 2015)

Sept. 2010 – 2013

Sessional Instructor, Toronto Metropolitan University**MUS 105, *Voices without Borders: Global Chorus***

- Designed and implemented a new lower level liberal studies elective course that provided a rich context for diverse vocal musics and experiential learning opportunities to students in all programs at the university

Sept. 2010 – 2013

Music Instructor, Initial Teacher Education Program, Ontario Institute for Studies in Education, University of Toronto, Inner City Option, GTA Catholic Option

- Designed and implemented a program of music instruction for generalist teachers in Initial Teacher Education (ITE) in the primary/junior program and the junior/intermediate program for the Inner City Option (ICO) (2010/11 and 2011/12 school years) and the GTA Catholic Option (2011/12 school year), 70 students in each option
- The course curriculum encouraged culturally relevant and responsive pedagogy and teaching for social justice through music.

Research Experience and Grants:

May 2022-2025

Project: Madness and Distress in Music Education: Toward a Mad-Affirming Approach

- **Brief Description of the Project:** *Madness and Distress in Music Education* explores the experiences of 15 individuals with mental health differences to consider ways that K-12 music education specifically might support distress in the classroom. This study aims to construct ways to support distress through affirming pedagogy and practices in music education. I am specifically interested in a number of constructs: how people conceptualize their mental health; how experiences of Madness and/or distress may have impacted participation in music education; how music education currently addresses or fails to address experiences of Madness and distress; how music may have supported or exacerbated distress; what supports for mental health may be useful to implement in music education; how mental health is surveilled. I seek to create implications for pedagogy and for institutions to better support students, teachers, and faculty/staff with experiences of Madness and/or distress.
- Book released in April 2024.

2022-2025

Project: Facilitating Anti-Ableist Remote Music Making (The FAARMM Project)

- **Brief Description of the Project:** FAARMM entails three phases:
 1. Consult and Create: 25 participants will leverage their lived disability experiences as expertise to consult with the academic team to identify accessible music activities and interface designs.
 2. Prototype and Play: Informed by the consultations, experienced artists with disabilities will lead the designs of multisensory music making “kits” built by the academic team. The kits will be prototyped and piloted by the 25 participants to improve designs.
 3. Launch and Learn: 100 participants across Canada will take part in a

remote residency program in which they receive two different kits over six months and to share what they create (e.g., livestream concert, video) to express their disability experiences.

- SSHRC Grant awarded in the amount of \$449,996.00
- Principal Investigator: adam patrick bell
- I am a collaborator on this project.

Oct. 2019 – Nov. 2021

Project: *Trauma and Resilience in Music Education: Haunted Melodies*

- Co-edited volume with Deborah Bradley released in November 2021 with a copyright date of 2022.
- **Brief Description of the Project:** This book compiles perspectives from 12 authors on trauma and resilience in music education. It includes sections on theoretical perspectives, individual trauma, and societal trauma as it relates to music teaching and learning.

Oct. 2014 – June 2019

Project: *Disturbing the Comfortable: Constructing an Activist Music Education (now retitled: *Music Education for Social Change: Constructing an Activist Music Education*)*

- Book released June 2019.
- Brief Description of Study: This project constructs an activist music education for K-12 schooling based on the perspectives of 20 activist-musicians. With a focus on Freirian critical pedagogy, this book envisions Freirian critical pedagogy for music education.
- Michigan State University Humanities and Arts Research Program (HARP) Grant (16-HARP-Development-3181) awarded in the amount of \$15,110, which facilitated a research leave in Fall 2017.
- Qualitative study in which I interviewed 20 activist-musicians (including people who work with activism and music) in order to consider what an “activist music education” might be in the context of school music
- Presented findings from this project at several conferences including the Society for Music Teacher Education (SMTE) in Greensboro, NC in September 2015 and 2019, the *Research in Music Education* conference (RIME) in Exeter, UK in April 2015 and 2019, the MayDay Conference in New Orleans, LA in June 2015, the *Decolonizing Conference* in Toronto in 2016, and the New York State School Music Association Conference in December 2017.

Dec. 2015 – Present

Project Title: “The Verses Project,” Co-Principal Investigator

Funding sources: The Marshall Mathers Foundation, Carhartt

Co-PIs: Dr. Juliet Hess, College of Music, Michigan State University, East Lansing, MI; and Dr. Vaughn W. M. Watson, Department of Teacher Education,

College of Education, Michigan State University, East Lansing, MI

Amount: \$120,000

- Brief Description of Study: Qualitative research study began Feb. 1, 2016 examining the interplay of musicking activities and multiliteracies of youth of color with social justice through the enactment of a literacy-and-songwriting curriculum.
- Reviewed research literature to explore topics including literacy, songwriting,

and social justice. 50% contribution, with co-PI contributing 50%.

- Revised existing “concept paper” to conceptualize research plan, including writing research questions, designing interview protocols, and selecting data collection, and analysis and interpretation approaches. 50% contribution, with co-PI contributing 50%.
- Design literacy-and-songwriting curriculum to-be enacted in research plan. 50% contribution, with co-PI contributing 50%.
- Wrote IRB. 50% contribution, with co-PI contributing 50%.
- Collaborated on an article for *Teachers College Record*, with co-PI contributing 50%. (Accepted December 2017)
- A sole-authored publication was published by the *Bulletin of the Council for Research in Music Education*.
- Attended pilot program across 15 weeks in spring 2016 and periodically subsequently from 2016-2018.

2009 – 2011

Ontario Institute for Studies in Education, University of Toronto, Research Assistant on “Disciplining Academics: The Tenure Process in Social Science Faculties,” Sandra Acker, Principal Investigator

- Acted as a research assistant on this project performing various tasks as required
- Attended relevant conferences including OCUFA (Ontario Confederation of University Faculty Association) and CAUT (Canadian Association of University Teachers) in January 2010 and OCUFA in January 2011

Curriculum Development and Review:

June 2020 – March 2022 **Designed a K-12 Curriculum based on my monograph *Music Education for Social Change: Constructing an Activist Music Education***

- Funded by Agrigento to create a curriculum for K-12 teachers based on my monograph.
- Available for free at <https://www.julietlhess.com/curriculum.html>.

August 2019 – April 2020 **Designed Professional Development, Community Music School—Detroit, Music Empowers Grant Project 2019-20**

- Designing equity professional development for CMS-D teachers and staff specifically on culturally responsive teaching for monthly meetings.

April 2018 **Equity and Bias Review, Minnesota K-12 Music Standards, Minnesota Department of Education**

- Reviewed Minnesota State Music Standards for issues of equity and bias and provided a 4-page assessment and suggestions for language changes for all music standards.

Dec. 2015 – Jan. 2016 **Curriculum Development, “The Verses Project”**

- Design literacy-and-songwriting curriculum to-be enacted in research plan. 50% contribution, with co-PI contributing 50%.

Aug. 2010 – 2012

Arts for Children and Youth, Professional Development Coordinator, “Beat of Your Own Drum” Program

- Designed an integrated cross-curricular program for an arts initiative that provides inner city schools with a class set of drums
- Coordinated professional development for inner city arts initiative and provide workshops for teachers on implementing curriculum

Public School Teaching Experience:

2003 – 2009

York Region District School Board, Grade 2-8 Music, Full-time Elementary Music Teacher

- Created a diverse program to meet the needs of a population of students with roots in over thirty countries
- Taught grade 2-5 vocal music and recorder, using Kodaly and Orff approaches
- Taught grade 6 beginner band classes, grade 7-8 intermediate band classes and implemented a “Band Olympic Program” in the school
- Program included a broad range of musics from many different countries and a diversity of composition and movement activities
- Director of the co-curricular concert band (grade 7-8), junior choir (grade 4-5), intermediate choir (grade 6-8), beginner and advanced Ghanaian drum and dance ensembles, and various chamber ensembles
- Supervising Associate Teacher to a music teacher candidate from OISE/UT in April/May 2009
- Actively involved in the production of school events and field trips
- Actively involved in the community, particularly through the Ghanaian Drum & Dance Ensemble which performed at many events in the Toronto and York Region community

Musical Experience:

Jan. 2015

Guest Conductor, Chorus, Junior High All-County Festival, Onondaga County Music Educators’ Association

2005 – Present

Professional Composer

- Multiple choral, vocal, chamber, and concert band pieces performed in the Greater Toronto Area (GTA) and beyond
- Four highly successful collaborations with the Talisker Players on vocal/chamber works (three original works and one arrangement)
- Nine choral publications with American and Canadian publishers
- Two pieces included in the Royal Conservatory of Music Voice Syllabus (*Rows* and *There was Crimson Clash of War*) for Examinations
- Two pieces included on the Grade 5 Analysis Exam for the Royal Conservatory of Music (*La Luna Asoma* and *Caracola*)

Summer 2009**York Region Children's Chorus (YRCC), Director, UNISONG, Ottawa**

- Conducted the York Region Children's Chorus for their trip to Ottawa and throughout their participation at UNISONG, performing at the Parliament Buildings, and in other locations

June 2001 – Present**Clinician in Ewe Music**

- Sought-after clinician in Ghanaian drumming, dancing, and singing specifically from the Ewe tradition
- Guest lecturer and workshop clinician at the Michigan Music Conference, the University of Toronto, Toronto Metropolitan University, various choirs including the Mississauga Festival Youth Choir and the High Park Choir, and in various schools and summer programs

2001 – 2006**Private Studio, Music Theory, History, and Piano Teacher**

- Private studio teaching beginner music rudiments through to elementary harmony, and beginner piano (preliminary up to Grade 7, Royal Conservatory)

Sept. 1997 – July 2002**Canadian Opera Company, Education Department**

- Facilitated opera-related activities including music, drama, and design for children between the ages 7 and 14 in COC education and outreach programs including the *Esso After-School Opera Program*, the *Altamira Summer Opera Camp*, and the *Saturday Morning Opera Club*

Professional Associations:

- American Education Research Association (AERA)
- Society for Music Teacher Education (SMTE)
- National Association for Music Education (NAfME)
- Michigan Music Educators' Association (MMEA)
- College Music Society (CMS)
- International Society for Music Education (ISME)
- MayDay Group (MDG)
- Canadian Music Educators' Association (CMEA)
- Society of Composers, Authors, and Music Publishers of Canada (SOCAN)

II. DISCIPLINED INQUIRY**Research Accolades:**

My article, "Singing our own song: Navigating identity politics through activism in music" published *Research Studies in Music Education* was selected to appear in the 25th Anniversary Special Issue celebrating the journal. Eight articles in the history of the journal were selected for this honor and were identified as articles that "have been significant or influential over this time." About my article, editor Julie Ballantyne wrote: "In this article, Hess explores the intersections of activist school music education and identity politics for musicians, music students and teachers. Readers are provoked to consider the ways that music and music education is politicised and music educators challenged to reconsider their role in identity politics. This article provides a vision of

music education that is both challenging and inspiring and in so doing, is likely to influence music education research and pedagogy far into the future.”

https://journals.sagepub.com/page/rsm/vsi2019?fbclid=IwAR2TpmxESx_aIauersyE1SaaGbDJmNwWf_Pw1bzRlh5SI3YnDlu_ZEJvLVQ

Publications:

N.B. Peer-reviewed publications marked with an asterisk* throughout, publications with an extensive community engagement component marked with two asterisks throughout.**

Books (Monographs)

*Hess, J. (2024). *Madness and Distress in Music Education: Toward a Mad-Affirming Approach*. Routledge. 302 pages.

*Hess, J. (2019). *Music Education for Social Change: Constructing an Activist Music Education*. Routledge. 212 pages.

Book (Edited Volume)

*Bradley, D., & **Hess, J.** (Eds.). (2022). *Trauma and resilience in music education: Haunted melodies*. Routledge. 224 pages.

In Progress:

Menon, S.A., Sánchez-Gatt, L.L., & **Hess, J.** Deconstructing binaries, constructing futurities: World-building in music education.

Under Review (Peer-Reviewed Journals):

***Hess, J.**, & Lauren, B. (under review). Developing habits of mind for an ethical and accountable songwriting praxis. *Journal of Popular Music Education*.

***Hess, J.**, & Moler Huddleston, E. (under review). The “both/and” of the Universal Design for Learning in an ableist world *Themes, Opinion, Policy. Innovation, Curriculum and Strategies for Music Education Praxis (TOPICS)*.

*Sánchez-Gatt, L.L., Menon, S.A., & **Hess, J.** (under review). Troubling transcultural practices: Anti-colonial thinking for music education. *Action, Criticism & Theory for Music Education*.

Accepted and In Press (Peer-Reviewed Journals):

***Hess, J.**, & Dunn, A.H. (in press). The show must (not) go on: Second responders on days after. *International Journal for Education and the Arts*.

*Hendricks, K., & **Hess, J.** (in press). Troubling empathy in music education: Pathways and pitfalls. *Bulletin of the Council for Research in Music Education*.

Refereed Journals (Peer-Reviewed):

- *Hess, J. (2024). Bipolar in the academy: A case of testimonial smothering. *Disability Studies Quarterly*, 43(3). <https://dsq-sds.org/index.php/dsq/article/view/8491/8078>
- *Hess, J. (2023). The dangers of predictable learning variability: Challenging the imagining of disability in the Universal Design for Learning in music education. *Bulletin of the Council for Research in Music Education*, 236, 21-42. <https://doi.org/10.5406/21627223.236.02>
- *Hess, J. (2023). Activist music teaching: A way forward or a new autocracy? *Action, Criticism, and Theory for Music Education*, 22(2), 6-36. <https://doi.org/10.22176/act22.2.6>
- *Hess, J. (2023). Rethinking the large ensemble paradigm: Moving toward epistemic justice. *Studies in Philosophy and Education*, 42(4), 411-429. <https://doi.org/10.1007/s11217-023-09882-8>
- *Hess, J. (2023). When the project is not understanding: Music education for the incomprehensible. *Studies in Philosophy and Education*, 42(3), 261-282. <https://doi.org/10.1007/s11217-022-09861-5>
- *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. (2022). Sanism and narrative research: Making room for Mad stories. *Bulletin of the Council for Research in Music Education*, 234, 24-44. <https://doi.org/10.5406/21627223.234.02>
- *Hess, J. (2022). The surge toward “diversity”: Interest convergence and performative “wokeness” in music institutions. *Action, Criticism & Theory for Music Education (Anti-Racism Special Issue)*, 21(2), 126-155. <https://doi.org/10.22176/act21.2.126>
- *Hess, J. (2021). When narrative is impossible: Difficult knowledge, storytelling, and ethical practice in narrative research and pedagogy in music education. *Action, Criticism & Theory for Music Education*, 20(4), 79-113. <http://act.maydaygroup.org/when-narrative-is-impossible-difficult-knowledge-storytelling-and-ethical-practice-in-narrative-research-and-pedagogy-in-music-education/>
- *Hess, J. (2021). Becoming an anti-racist educator: Resisting whiteness in music education. *Music Educators Journal*, 107(4), 14-20. <https://doi.org/10.1177/00274321211004695>
- *Hess, J. (2021). “Putting a face on it”: The trouble with storytelling for social justice in music education. *Philosophy of Music Education Review*, 29(1), 67-87. <https://doi.org/https://doi-org.proxy1.cl.msu.edu/10.2979/philmusieducrevi.29.1.05>
- *Hess, J. (2021). Musicking a different possible future: The role of music in imagination. *Music Education Research*, 23(2), 270-285. <https://doi.org/10.1080/14613808.2021.1893679>
- *Hess, J. (2021). Cultural competence or the mapping of racialized space: Cartographies of music education. *Bulletin of the Council for Research in Music Education*, 227, 7-28. <https://doi.org/10.5406/bulcouresmusedu.227.0007>

- *Hess, J. (2020). Finding the “both/and”: Balancing informal and formal music learning. *International Journal of Music Education*, 38(3), 441-455. <https://doi.org/10.1177/0255761420917226>
- *Hess, J. (2020). Towards a (self-)compassionate music education: Affirmative politics, self-compassion, and anti-oppression. *Philosophy of Music Education Review*, 28(2), 47-68. <https://doi.org/10.2979/philmusieducrevi.28.1.04>
- *Hess, J., & Bradley, D. (2020). Dewey’s theory of experience, traumatic memory, and music education. *Studies in Philosophy and Education*, 39(4), 429-446. <https://doi.org/10.1007/s11217-020-09706-z>
- *Hess, J. (2020). Teaching back: Navigating oppressive encounters in music teacher education. *Visions of Research in Music Education*, 34, 1-31. http://www-usr.rider.edu/%7Evrme/v34n1/visions/Hess_Teaching_Back.pdf
- *Hess, J. (2019). Moving beyond resilience education: Musical counterstorytelling. *Music Education Research*, 21(5), 488-502. doi:10.1080/14613808.2019.1647153
- *Hess, J., & Talbot, B. C. (2019). Going for broke: A talk to music teachers. *Action, Criticism & Theory for Music Education*, 18(1), 89-116. Retrieved from <http://act.maydaygroup.org/act-18-1-hess-and-talbot/>.
- **Hess, J., Watson, V. W. M., & Deroo, M. (2019). “Show some love”: Enacting literacy presence and musical presence as civic engagement in the Verses Project. *Teachers College Record*, 121(5), 1-44. Retrieved from <https://urldefense.proofpoint.com/v2/url?>
- *Hess, J. (2019). Singing our own song: Navigating identity politics through activism in music. *Research Studies in Music Education*, 41(1), 61-80. doi:10.1177/1321103X18773094
- *Hess, J. (2018). Revolutionary activism in striated spaces? Considering an activist music education in K-12 schooling. *Action, Criticism & Theory for Music Education*, 17(2), 22-49. doi:10.22176/act17.2.21
- **Hess, J. (2018). Detroit youth speak back: Rewriting deficit perspectives through songwriting. *Bulletin of the Council for Research in Music Education*, 216, 7-30.
- *Hess, J. (2018). A “discomfortable” approach to “world music”: Reenvisioning contextualized “world music education”. *Philosophy of Music Education Review*, 26(1), 24-45. doi:10.2979/philmusieducrevi.26.1.03
- *Hess, J. (2018). Challenging the empire in empir(e)ical research: The question of speaking in music education. *Music Education Research*, 20(5), 573-590. <https://doi.org/10.1080/14613808.2018.1433152>
- *Hess, J. (2018). Troubling whiteness: Navigating white subjectivity in music education. *International Journal of Music Education*, 36(2), 128-144. <https://doi.org/10.1177/0255761417703781>
- *Hess, J. (2017). Equity and music education: Euphemisms, terminal naivety, and Whiteness. *Action, Criticism & Theory for Music Education*, 16(3), 15-47. <http://act.maydaygroup.org/act-16-3-15-47/>
- *Hess, J. (2017). Critiquing the critical: The casualties and paradoxes of critical pedagogy in music education. *Philosophy of Music Education Review*, 25(2), 171-191.

- *Hess, J. (2017). "How does that apply to me?" The gross injustice of having to translate. *Bulletin of the Council for Research in Music Education*, 207-208, 81-100.
doi:<http://www.jstor.org/stable/10.5406/bulcouresmusedu.207-208.0081>
- *Hess, J. (2016). Interrupting the symphony: Unpacking the importance placed on classical concert experiences. *Music Education Research*, 18(3), 1-11. doi:10.1080/14613808.2016.1202224
- *Hess, J. (2016). Balancing the counterpoint: Exploring musical contexts and relations. *Action, Criticism & Theory for Music Education*, 15(2), 46-72. Retrieved from http://act.maydaygroup.org/articles/Hess15_2.pdf.
- *Hess, J. (2015). Unsettling binary thinking: Tracing an analytic trajectory of the place of indigenous musical knowledge in the academy. *Action, Criticism & Theory for Music Education*, 14(2), 54-84.
- *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.
- *Hess, J. (2015). Decolonizing music education: Moving beyond tokenism. *International Journal of Music Education*, 33(3), 336-347.
- *Hess, J. (2014). Radical musicking: Toward a pedagogy of social change. *Music Education Research*, 16(2), 229-250. DOI: [10.1080/14613808.2014.909397](https://doi.org/10.1080/14613808.2014.909397).
- *Hess, J. (2013). Performing tolerance and curriculum: The politics of self-congratulation, identity formation, and pedagogy in world music education. *Philosophy of Music Education Review*, 21(1), 66-91.
- *Hess, J. (2013). Performing the "exotic?": Constructing an ethical world music ensemble. *Visions of Research in Music Education*, 23, 1-24.
- *Hess, J. (2012). Docile choristers and the "choir machine": A search for agency in "choir". *Proteus: A Journal of Ideas*, 28(1), 37-48.
- *Hess, J. (2010). Musically creolizing subjects: (Re)Envisioning world music education. *Encounters on Education*, 11(Fall 2010), 155-166.
- *Hess, J. (2010). The Sankofa Drum and Dance Ensemble: Motivations for student participation in a school world music ensemble. *Research Studies in Music Education*, 32(1), 23-42.
- *Hess, J. (2009). The oral tradition in the Sankofa Drum & Dance Ensemble: Student perceptions. *Music Education Research*, 11(1), 57-75.

Book Chapters (Peer-Reviewed):

- *Hess, J. (in press). Confronting "divisive concepts" and white emotionality: Encouraging discomfort in music education. In J. L. Aróstegui, C. Christophersen, J. Nichols, & K. Matsunobu (Eds.), *The SAGE Handbook of School Music Education*. SAGE Publications.

- *Hess, J. (in press). The imperative of intersectionality in feminist work in music education. In M. Silverman & N. Niknafs (Eds.), *The Oxford Handbook of Feminism and Music Education*. Oxford University Press.
- *Hess, J. (in press). Interrogating musical tourism and “world music” pedagogy: Coloniality and anti-colonialism in “world music” classroom practices. In E. Johnson-Williams, R.-M. Kok, & Y. Liao (Eds.), *The Oxford Handbook of Music Colonialism*. Oxford University Press.
- *Tsui, A., **Hess, J.**, & Hendricks, K. S. (2023). “I just wanna live my life like it’s gold”: Anti-racist music education. In K. S. Hendricks (Ed.), *The Oxford Handbook of Care in Music Education* (pp. 504-516). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780197611654.013.45>
- *Hess, J. (2021). Music education and the colonial project: Stumbling toward anti-colonial music education. In R. Wright, G. Johansen, P. A. Kanellopoulos, & P. K. Schmidt (Eds.), *The Routledge Handbook to Sociology of Music Education* (pp. 23-39). Routledge.
- *Hess, J. (2021). Resisting the “us” versus “them” dichotomy through music education: The imperative of living in the “anti-”. In A. A. Kallio (Ed.), *Difference and division in music education* (pp. 56-75). Routledge.
- *Hess, J. (2019). Popular music education: A way forward or a new hegemony? In Z. Moir, B. Powell, & G. D. Smith (Eds.), *The Bloomsbury Handbook of Popular Music Education: Perspectives and Practices* (pp. 29-43). New York, NY: Bloomsbury Academic.
- *Hess, J. (2018). Musicking marginalization: Periphractic practices in music education. In A. M. Kraehe, R. Gaztambide-Fernández, & B. S. Carpenter II (Eds.), *The Palgrave handbook of race and the arts in education* (pp. 325-346): Palgrave.
- *Hess, J. (2016). Music and self, music and world: Exploring current issues and positionality through music. In N. Robinson, S. Hall, & F. Spano (Eds.), *General Music* (pp. 471-508): Kendall Hunt Publishing Company.

Invited Articles and Chapters

Hess, J. (in press). The surge toward ‘diversity’: Interest convergence and performative ‘wokeness’ in music institutions. In R. Prokop & R. Reitsamer (Eds.), *Higher music education and employability in a neoliberal world*. Bloomsbury. (6500 word version of ACT article with the same name.)

Hess, J. (in press). Afterword. In B. Lauren, *Hold Me Down*. University of Michigan Press.

Hess, J. (2018). 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

Publications in Professional Music Education Journals:

Thornton, D., & **Hess, J.** (2023). Clarifying the MEJ Equity in Music Education column. *Music Educators Journal*, 110(1), 60-62. <https://doi.org/10.1177/00274321231200473>

- Thornton, D., & Hess, J. (2023). Pathways toward pan-excellence: Reenvisioning music institutions. *Music Educators Journal*, 109(3), 53-55. <https://doi.org/10.1177/00274321231162303>
- Hess, J. (2021). Enacting social justice in the music classroom: Ideas to consider. *Kansas Music Review*. <https://kansasmusicreview.com/2021/03/31/enacting-social-justice-in-the-music-classroom-ideas-to-consider/>
- Hess, J. (2018). Re-visioning music education toward social justice. *Inform: A Quarterly Publication from the Indiana Music Education Association*, 72(2), 12-15.
- NOTE: This article is a reprint of the 2016 publication in the *Michigan Music Educator*.
- Hess, J. (2017). Equity in music education: Why equity and social justice in music education. *Music Educators Journal*, 104(1), 71-73. doi:10.1177/0027432117714737
- This is the inaugural column of the *Equity in Music Education* feature in the *Music Educators Journal*. I guest edit this column.
- Hess, J. (2016). Re-visioning music education toward social justice. *Michigan Music Educator*, 54(1), 17-20.
- Hess, J. (2008a). Border crossings and the music of Stephen Hatfield. *Canadian Music Educator*, 50(2), 18-19.
- Hess, J. (2008b). Of Bushisms, banjos, and 20th century music. *Canadian Music Educator*, 50(1), 40-41.
- Hess, J. (2008c). Sharing knowledge: Students as teachers. *The Recorder*, 51(1), 17-18.
- Hess, J. (2005). Kpanlogo: A lesson plan. *Canadian Music Educator*, 47(2), 49-53.

Book Reviews:

- *Hess, J. (2021). *Class, Control, and Classical Music* by Anna Bull. New York: Oxford University Press, 2020. xxx, 232 pp. *Journal of the American Musicological Society (JAMS)*, 74(2), 449-454.
- *Marsh, B., Rodriguez, A., Lewis, A., Thomas-Durrell, L. A., & Hess, J. (2017). Seizing the “both/and” moment—A response to Randall Allsup’s *Remixing the classroom: Toward an open philosophy of music education*. *Action, Criticism & Theory for Music Education*, 16(1), 101-123.
- *Hess, J. (2017). Book Review: Randall Everett Allsup, *Remixing the Classroom: Toward an Open Philosophy of Music Education* (Bloomington, IN: Indiana University Press, 2016). *Philosophy of Music Education Review*, 25(1), 100-107.
- *Hess, J. (2010). Book review: Exploring social justice. *The University of Melbourne Refereed E-Journal*, 1(5), 6 pages.

Keynote Presentations:

- Hess, J. (April 2023). Rethinking the large ensemble paradigm: Moving toward epistemic justice. Invited keynote for the Research in Music Education (RiME) Conference (International, Virtual, Hosted by the Royal College of Music—London, U.K.), April 11-14 2023.

- Hess, J. (December 2022). Interrogating Musical Tourism and “World Music” Pedagogy: Coloniality and Anti-Colonialism in “World Music” Classroom Practices. Invited keynote for the 3rd International Student Congress on Music Research (International, Virtual, Hosted by Aydin Adnan Menderes University—Aydin, Turkey), December 16-18, 2022.
<https://etkinlik.adu.edu.tr/muzikarastirmalari/default.asp?lang=2>
- Hess, J. (August 2022). *Theory as the “North Star”*: An Introduction to Race Theories for Music Education. Invited keynote for Boston University’s 150th Anniversary Celebration of the Music Education Program. Boston University, August 11, 2022.
- Hess, J. (April 2022). *Music Education for Social Change: Constructing an Activist Music Education*. Invited keynote for the Understanding the Music Education Ecosystem Today: National Music Education Policy Summit, Canada (National, Virtual), April 29-30, 2022.
- Hess, J. (November 2021). *Confronting Race and Racism in Music Education: Learning to be Explicit with our Language*. Invited headliner at the North Carolina Music Education Association (NCMEA) Conference, Winston-Salem, NC, November 6-9, 2021.
- Hess, J. (November 2021). *Community Cultural Wealth: Cultivating Strengths and Ecshewing Deficit Thinking*. Invited headliner at the North Carolina Music Education Association (NCMEA) Conference, Winston-Salem, NC, November 6-9, 2021.
- Hess, J. (October 2019). *Privilege and Music Lessons: What Can a Music Teacher Do?* Invited keynote at the Michigan Music Teachers Association Annual Conference, Lansing, MI, October 7, 2019.
- Hess, J. (January 2018). *The Imperative of Living in the “Anti-”*: Resisting Oppression and Hate in Music Education. Invited keynote at the Research Pre-Conference at the Michigan Music Conference, Grand Rapids, MI, January 25, 2018.
- Hess, J. (March 2017). *Musical encounters: Setting the conditions for epistemic ruptures*. Invited keynote presented at the Nordic Network in Music Education Research Conference “Music Education and Equality,” University of Gothenburg, Sweden, March 14-16, 2017.
- Hess, J. (February 2017). *Musical encounters and a “discomfortable” music education*. Keynote presented at the New Directions in Music Education conference “Musicking Equity: Enacting social justice through music education,” Michigan State University, East Lansing, MI, February 16-18, 2017.

Distinguished Lectures (Invited):

- Scholar-in-Residence, Case Western Reserve University, October 4-7, 2023, Invited by Christopher Clark.
- Interrogating Musical Tourism and ‘World Music’ Pedagogy: Coloniality and Anti-Colonialism in ‘World Music’ Classroom Practices. Colloquium for all faculty and students.
 - Employing Theoretical Frameworks. Doctoral Seminar/Graduate Presentation: “Pathways through the Academy.”
 - Foundations in Music Education podcast recording
 - Individual Research Meetings with Graduate Students

Jane Frazee Distinguished Scholar Graduate Music Seminar at the University of St. Thomas, July 17, 2022.

Invited by Dr. Doug Orzolek.

- Hess, J. (July 2022). *Music Education for Social Change: Constructing an Activist Music Education*.
- Hess, J. (July 2022). *A Pedagogy of Community*.
- Hess, J. (July 2022). *A Pedagogy of Expression*.
- Hess, J. (July 2022). *A Pedagogy of Noticing*
- Hess, J. (July 2022). *The Question of Activism in Schools*.

Featured Guest Speaker in the Fredonia University Summit with Chucky Kim, September 11, 2021. Invited by Dr. Katherine Levy.

- Hess, J. (September 2021). *Music Education for Social Change: Constructing an Activist Music Education*.
- Hess, J. (September 2021). *A Pedagogy of Community*.
- Hess, J. (September 2021). *A Pedagogy of Expression*.
- Hess, J. (September 2021). *A Pedagogy of Noticing*
- Hess, J. (September 2021). *The Question of Activism in Schools*.

Featured Guest Speaker in the *University of Illinois Charles Leonhard Lecture Series*, November 18, 2019.

- Hess, J. (November 2019). *Thinking about Representation in Music and Music Education*. Guest lecture presented in MUS 350: Music Teaching in Ensemble Settings, University of Illinois, Drs. Bridget Sweet, Jeananne Nichols, Stephen Fairbanks (instructors), November 18, 2019.
- Hess, J. (November 2019). *Music Education for Social Change*. Guest lecture presented for MOSAIC: The Consortium for Music Education at the University of Illinois, Dr. Jeananne Nichols (instructor), November 18, 2019.
- Hess, J. (November 2019). Conversation with Pete Shungu on navigating the research/participant relationship. Guest lecture presented in MUS 545: Emancipatory Inquiry in Education and the Arts, University of Illinois, Dr. Jeananne Nichols (instructor), November 18, 2019.

International Presentations (Invited and Conference):

*Hess, J. (June 2024). *Just What is Mad Studies and What is it Doing in a “Nice” Field Like Music Education?* Paper accepted for the MayDay Colloquium 35: Theory and Philosophy, Department of Curriculum and Instruction in collaboration with the School of Music, University of Victoria, Victoria, BC, Canada, June 9-12, 2024.

*Menon, S., Sanchez-Gatt, L., **Hess, J.** (June 2024). *Deconstructing Binaries, Constructing Futurities: World-Building in Music Education*. Paper accepted for the MayDay Colloquium 35: Theory and Philosophy, Department of Curriculum and Instruction in collaboration with the School of Music, University of Victoria, Victoria, BC, Canada, June 9-12, 2024.

*Sanchez-Gatt, L., Menon, S., **Hess, J.** (November 2023). *Troubling transcultural collaboration: Anti-colonial thinking for music education*. Paper presented at the Decolonizing Conference: Speaking Out & Speaking Up in Fugitive Spaces. The Ontario Institute for Studies in Education (OISE), Toronto, ON, November 9-11, 2023.

- *Hess, J. (June 2023). *The imperative of intersectionality in music education*. Paper presented at the International Symposium on the Sociology of Music Education (ISSME), Facultad de Música de la Universidad Veracruzana, Xalapa, Veracruz, Mexico, June 26-29, 2023.
- *Sanchez-Gatt, L., Menon, S., **Hess, J.** (June 2023). *Troubling transcultural collaboration: Anti-colonial thinking for music education*. Paper presented at the MayDay Colloquium 34: Collaborations across Cultures, Facultad de Música de la Universidad Veracruzana, Xalapa, Veracruz, Mexico, June 25-28, 2023.
- *Hendricks, K., & **Hess, J.** (June 2023). *Troubling empathy in music education: Pathways and pitfalls*. Paper accepted for the 13th International Symposium on the Philosophy of Music Education (ISPME), Oslo, Norway, June 14-16, 2023. Withdrawn.
- *Hess, J. (June 2022). *Sanism and narrative research: Making room for incoherence*. Paper presented at the 8th International Conference on Narrative Inquiry in Music Education (NIME8), Western Norway University of Applied Sciences, Bergen, Norway, June 14-16, 2022.
- *Hess, J. (February 2022). *How Music Might Matter*. Lecture presented for faculty, staff, and students at Western University, Emily Ansari (host), London, Ontario, Canada, February 10, 2022.
- Hess, J. (November 2021). *Race Issues in Music Teaching: Becoming an Anti-Racist*. Lecture presented in Musikunterricht und Rassismus (Music Education and Racism), Andreas Lehmann-Wermser (instructor), Hannover University of Music Drama and Media (Virtual), Hannover, Germany, November 24, 2021.
- Hess, J. *Theory in Music Education Research*. Research talk and discussion for doctoral students at the University of Gothenburg and the University of Malmö, October 28, 2021.
- *Hess, J. *The Surge Toward “Diversity”: Interest Convergence and Performative “Wokeness” in Music Institutions*. Paper presented at the International Symposium on the Sociology of Music Education (ISSME), Virtual Conference (Hosted in Norway), June 21-24, 2021.
- Hess, J. (June 2021). *Discipline and Punish: Unruly Bodies in Academia*. Panel on Disability Studies presented at the International Society for Philosophy of Music Education (ISPME) Graduate Student Conference (Virtual), Norway, June 15-17, 2021.
- Hess, J. (May 2021). *Race Issues in Music Teaching: Becoming an Anti-Racist*. Lecture presented in Musikunterricht und Rassismus (Music Education and Racism), Andreas Lehmann-Wermser (instructor), Hannover University of Music Drama and Media (Virtual), Hannover, Germany, May 17, 2021.
- *Hess, J. (April 2021). *Rethinking “Bad Behavior”: A Compassionate Response to “Acting Out” in Music Education*. Paper presented at the 12th Annual Research in Music Education Conference (RIME), Virtual Conference (Hosted by the Royal College of Music, London, UK), April 6-9, 2021.
- Hess, J. (November 2020). Naming the world: Constructing an activist music education. 2-hour lecture presented at the Norwegian Academy of Music (Virtual), Norway, November 18, 2020.

- *Hess, J. (October 2020). When narrative is impossible: Difficult knowledge, storytelling, and ethical practice in narrative research in music education. Paper presented at the 7th International Conference on Narrative Inquiry in Music Education (NIME7), Virtual Conference (Host Institution: Brock University, St. Catharines, ON, Canada), October 15-16, 2020.
- Hess, J. (July 2020). *Anti-Racism and Music Education*. 90-minute interview given for a course directed by Karen Howard and Nyssa Brown entitled *Empowering Music Teachers to Decenter Whiteness*. July 20-31, 2020. Interview given on July 24, 2020.
- *Hess, J. (August 2020). *Coloniality and Music Education: Stumbling toward Anti-Colonial Music Education*. Paper accepted to the International Society of Music Education (ISME) Conference in Helsinki, Finland, August 2-7, 2020. Cancelled due to COVID-19.
- *Hess, J. (August 2020). *Catalysts for Change: Activist-Musicians and Music Education*. Paper accepted to the International Society of Music Education (ISME) Conference in Helsinki, Finland, August 2-7, 2020. Cancelled due to COVID-19.
- *Hess, J. (August 2020). *Finding the Balance: Informal and Formal Music Learning*. Poster accepted to the International Society of Music Education (ISME) Conference in Helsinki, Finland, August 2-7, 2020. Cancelled due to COVID-19.
- *Hess, J. & Bradley, D. (June 2019). #MeToo and Dewey's (Ambiguous) Theory of Experience. Paper presented at the MayDay Group Colloquium 31 "Music Education as Social, Cultural, and Political Action" at Mary Immaculate College, Limerick, Ireland, June 19-22, 2019.
- *Hess, J. (June 2019). "Putting a Face on It": The Trouble with Storytelling for Social Justice in Music Education. Paper presented at the 12th International Society for the Philosophy of Music Education Conference at the Don Wright Faculty of Music of Western University in London, ON, Canada, June 5-8, 2019.
- Hess, J. (June 2019). Response paper to Joseph Abramo's *Equity without Identity: Social Justice in Music Education as Open Form*. Response paper presented at the 12th International Society for the Philosophy of Music Education Conference at the Don Wright Faculty of Music of Western University in London, ON, Canada, June 5-8, 2019.
- *Hess, J. (April 2019). *Opposing Hate through Music Education: Challenging Oppression Musically*. Paper presented at the 11th Annual Research in Music Education Conference (RIME), Bath Spa University, Bath, UK, April 23-26, 2019.
- *Hess, J. (April 2019). *Reenvisioning Critical Pedagogy for Music Education: Musicking Criticality*. Paper presented at the 11th Annual Research in Music Education Conference (RIME), Bath Spa University, Bath, UK, April 23-26, 2019.
- *Hess, J. (April 2019). *Music Education and the Colonial Project: Stumbling toward Anti-Colonial Music Education*. Paper presented as a part of the *Key Concepts from the Sociology of Music Education Symposium* at the 11th Annual Research in Music Education Conference (RIME), Bath Spa University, Bath, UK, April 23-26, 2019.

- Hess, J. (November 2018). *Resisting Oppression and Hate: Finding a Place for Music Education*. Paper presented at the University of Toronto, Faculty of Music, Toronto, Canada, November 14, 2018.
- *Hess, J. (November 2018). *Resisting Oppression: Finding a Place for Music Education*. Paper presented at the Decolonizing Conference, “Dialoguing and Living Together Well: Decolonization and Insurgent Voices,” Toronto, Canada, November 8-10, 2018.
- *Talbot, B. & Hess, J. (June 2018). *A Talk to Music Teachers*. Paper presented at the MayDay Group Colloquium 30: “Understanding the Role of Curriculum in Contemporary Learning Communities,” University of Western Ontario, London, ON, June 6-9, 2018.
- Hess, J. (October 2017). *A Teaching Perspective on the Dangers of Engaging in “World” Music*. Seminar presentation at the Högskolan för Scen och Musik for undergraduate students in world music, University of Gothenburg (Göteborgs Universitet), Gothenburg, Sweden. October 18, 2017.
- Hess, J. (October 2017). *Bakhtin and Anti-Racism in Music Education*. Seminar presentation at the Högskolan för Scen och Musik for faculty and graduate students at the University of Gothenburg and Malmö University, University of Gothenburg (Göteborgs Universitet), Gothenburg, Sweden. October 12, 2017.
- Hess, J. (October 2017). *Revolutionary Activism in Striated Spaces: Considering an Activist Music Education in K-12 Schooling*. Seminar presentation at the Högskolan för Scen och Musik for faculty researchers and graduate students, University of Gothenburg (Göteborgs Universitet), Gothenburg, Sweden. October 5, 2017.
- Hess, J. (October 2017). *The Dangers of Engaging in “World” Music*. Seminar presentation at the Högskolan för Scen och Musik for undergraduate students in world music, University of Gothenburg (Göteborgs Universitet), Gothenburg, Sweden. October 5, 2017.
- Hess, J. (October 2017). *Multicentricity in Music Education*. Seminar presentation at the Högskolan för Scen och Musik for undergraduate students in teacher education, University of Gothenburg (Göteborgs Universitet), Gothenburg, Sweden. October 3, 2017.
- Hess, J. (September 2017). *Ethics in Music Education Research*. Seminar presentation at the Högskolan för Scen och Musik for graduate students in music education, University of Gothenburg (Göteborgs Universitet), Gothenburg, Sweden. September 29, 2017.
- *Hess, J. (April 2017). *Challenging the empire in empir(e)ical research: The question of speaking in music education*. Paper presented at the Research in Music Education Conference (RIME), Bath Spa University, Bath, UK, April 24-27, 2017.
- *Hess, J. (April 2017). *Musicking Marginalisation: Periphractic Practices in Music Education*. Paper presented at the Research in Music Education Conference (RIME), Bath Spa University, Bath, UK, April 24-27, 2017.
- **Hess, J. (April 2017). *Detroit youth speak back: Rewriting deficit perspectives through songwriting*. Paper presented at the Research in Music Education Conference (RIME), Bath Spa University, Bath, UK, April 24-27, 2017.

- Hess, J. (March 2017). Response paper to Ingrid Hedin Wahlberg (PhD in music education, University of Gothenburg) entitled *Constructing ethnicity in folk and world music education - A critical ethnographic study of higher music education*. Paper presented at the Nordic Network in Music Education Research Conference “Music Education and Equality,” University of Gothenburg, Sweden, March 14-16, 2017.
- *Hess, J. (November 2016). *Critiquing the Critical: The Casualties and Paradoxes of Critical Pedagogy in Music Education*. Paper presented at the Decolonizing Conference, “Race, Anti-Racism and Indigeneity: Anti-Colonial Resurgence and Decolonial Resistance,” Toronto, Canada, November 3-5, 2016.
- *Hess, J. (November 2016). *Singing our own song: Navigating identity politics through activism in music*. Paper presented at the Decolonizing Conference, “Race, Anti-Racism and Indigeneity: Anti-Colonial Resurgence and Decolonial Resistance,” Toronto, Canada, November 3-5, 2016.
- *Hess, J. (April 2015). *Resisting and reenvisioning: Constructing an activist music education*. Paper presented at the Research in Music Education Conference (RIME), University of Exeter, Exeter, UK.
- *Hess, J., & Heuser, F. (April 2015). *The politics of disposability in music teacher education*. Paper presented at the Research in Music Education Conference (RIME), University of Exeter, Exeter, UK.
- *Hess, J. (July 2014). *Troubling whiteness: Navigating white subjectivity in music education*. Paper presented at the International Society for Music Education (ISME) 2014 Conference, Porto Alegre, Brazil.
- *Hess, J. (April 2013). *Radical musicking: Bakhtin’s novel versus the epic in music education*. Research in Music Education (RIME), University of Exeter, Exeter, UK, April 2013.
- Hess, J. (July 2012). *Performing “tolerance”: Musical voyeurism and the politics of self-congratulation*. Invited guest lecture at the Institute of Contemporary Music Performance, London, UK, July 2012.
- *Hess, J. (July 2012). *Performing “tolerance”: Musical voyeurism and the politics of self-congratulation. 2nd Global Conference, Images of Whiteness*, Oxford University, UK, July 2012.
- *Hess, J. (April 2011). *Tokenism in the classroom: Decolonizing music education*. Research in Music Education (RIME), University of Exeter, Exeter, UK, April 2011.

National Presentations (Invited and Conference):

- *Hess, J. (April 2024). *Employing Intersectionality in Music Education*. Paper accepted for the 2024 American Educational Research Association (AERA) Conference, Philadelphia, PA, April 11-14, 2024.
- *Sanchez-Gatt, L., Menon, S., Hess, J. (April 2024). *Troubling transcultural collaboration: Anti-colonial thinking for music education*. Paper accepted for the 2024 American Educational Research Association (AERA) Conference, Philadelphia, PA, April 11-14, 2024.
- *Hess, J. (May 2023). *Confronting White Emotionality in the Face of “Divisive Concepts”: Encouraging Discomfort in Music Education*. Paper to be presented at the American Educational Research Association (AERA) Annual Meeting, Virtual Conference, May 4-5, 2023.

- *Hess, J. (May 2023). *Musical Tourism and “World Music” Pedagogy: Interrogating Coloniality in “World Music” Classroom Practices*. Paper to be presented at the American Educational Research Association (AERA) Annual Meeting, Virtual Conference, May 4-5, 2023.
- *Hess, J. (April 2023). *The Dangers of Predictable Learning Variability: Challenging the Imagining of Disability in the Universal Design for Learning in Music Education*. Paper presented at the Disability Studies and Music Education Symposium, Hybrid Conference (Hosted by James Madison University and Augustana College), April 27-29, 2023.
- *Hess, J. (November 2022). *Interrogating Musical Tourism and “World Music” Pedagogy: Coloniality and Anti-Colonialism in “World Music” Classroom Practices*. Paper presented at the National Association for Music Education (NAfME) Conference, Maryland, November 2-6, 2022.
- *Hess, J. (November 2022). *Confronting “Divisive Concepts” and White Emotionality: Encouraging Discomfort in Music Education*. Paper presented at the National Association for Music Education (NAfME) Conference, Maryland, November 2-6, 2022.
- *Hess, J. (September 2021). *Rethinking “bad behavior”: A compassionate response to “acting out” in music education*. Paper presented at the Society for Music Teacher Education (SMTE) Conference, Virtual Conference hosted by the University of North Carolina at Greensboro, Greensboro, NC, September 23-25, 2021.
- Hess, J.,** Minette, S., & Thomas-Durrell, T. (co-chairs). (September 2021). *Reviewing the Cook Ross Report and CDSJ 2018 Recommendations*. Working group co-facilitated at the 2021 Symposium on Music Teacher Education (SMTE) Conference, Virtual Conference hosted by the University of North Carolina at Greensboro, Greensboro, NC, September 23-25, 2021.
- Hess, J.,** Minette, S., & Thomas-Durrell, T. (co-chairs). (September 2021). Working group co-facilitated at the 2019 Symposium on Music Teacher Education (SMTE) Conference, Virtual Conference hosted by the University of North Carolina at Greensboro, Greensboro, NC, September 23-25, 2021.
- *Tsui, A., **Hess, J.,** & Hendricks, K. (July 2021). *“I Just Wanna Live My Life Like It’s Gold”:* *Anti-Racist Music Education*. Paper presented at the “Music Spirituality and Wellbeing Conference: Fostering Wellbeing in Times of Global Crisis,” Virtual Conference hosted by Boston University, Boston, MA, July 6-7, 2021.
- *Hess, J. (June 2021). *Activist Music Teaching: A Way Forward or the New Autocracy?* Paper presented at the MayDay Group Colloquium 32: “Creating and Sustaining Equitable, Diverse, and Inclusive Music Learning Practices,” Virtual Conference hosted by the University of Oregon, Eugene, Oregon, June 29 - July 1, 2021.
- *Rathgeber, J., Pilmer, E., Stelzer, S., **Hess, J.,** bell, a. p. (April 2021). *Reframing What Frames Us: Considering the Transformative Potential of Disability Studies in Music Education*. Panel presented at the Disability Studies and Music Education Symposium, Virtual Conference (Hosted by James Madison University and Augustana College), April 15-17, 2021.

- *Hess, J. (April 2021). *Music Education and the Colonial Project: Stumbling toward Anti-Colonial Music Education*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Virtual Conference, April 8-12, 2021.
- *Hess, J. (February 2021). *Coloniality and the Future of Music Education*. Paper presented at the National Association for Music Education (NAfME) Conference, Virtual Conference, February 25-27, 2021.
- *Hess, J. (February 2021). Cultural Competence or the Mapping of Racialized Space: Cartographies of Music Education. Paper presented at Desert Skies, Virtual Conference (Hosted by Arizona State University), February 18-20, 2021.
- *Hess, J. (November 2020). *Coloniality and the Future of Music Education*. Paper accepted for the National Association for Music Education (NAfME) Conference, Orlando, Florida, November 4-8, 2020. Cancelled due to COVID-19. Rescheduled for February 2021.
- *Hess, J. (October 2020). *Challenging Oppression Musically: Constructing an Activist Music Education*. Paper presented at the College Music Society (CMS) Conference, Virtual Conference (Hosted in Miami, Florida), October 9-11, 16-18, 2020.
- *Dobbs, T., **Hess, J.**, et al. (October 2020). *The Elephant in the [Music] Room: A Frank Discussion about Race and White Privilege in Collegiate Music*. Panel presented at the College Music Society (CMS) Conference, Virtual Conference (Hosted in Miami, Florida), October 9-11, 16-18, 2020.
- *Hess, J. (June 2020). *Activist Music Teaching: A Way Forward or the New Autocracy?* Paper to be presented at the MayDay Group Colloquium 32: "Creating and Sustaining Equitable, Diverse, and Inclusive Music Learning Practices," University of Oregon, Eugene, Oregon, June 30 - July 2, 2020. Postponed until 2021 due to COVID-19.
- *Hess, J. (April 2020). *Music Education and the Colonial Project: Stumbling toward Anti-Colonial Music Education*. Paper accepted for the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA, April 17-21, 2020. Cancelled due to COVID-19.
- Duncan-Andrade, J., Erevelles, N., Emdin, C., Green, K., **Hess, J.**, Kokka, K., Kress, T., Lozenski, B., Martin, C., Watson, V. (April 2020). *The Fourth Annual Graduate Femtor/Mentor Session at AERA*. Full day mentoring session for graduate students at the American Educational Research Association (AERA) Annual Meeting organized by the Paulo Freire SIG Graduate Student Council, San Francisco, CA, April 16, 2020. Cancelled due to COVID-19.
- Dolloff, L.-A. & **Hess, J.** (February 2020). *Calls for Action in Policy and Practice: Truth and Reconciliation in Music Education*. Presented at the New Directions in Music Education Conference, Michigan State University, East Lansing, MI, February 27-29, 2020.
- Hess, J. (October 2019). *Music Education as Activism*. Invited reflection given at the Oakdale Prison Community Choir Concert at the Iowa Medical & Classification Center. Reflection presented at the Big Ten Academic Alliance Music Education Conference (formerly CIC), University of Iowa, Iowa City, IA, October 16-18, 2019.

- *Hess, J. (September 2019). *Naming the World: Constructing an Activist Music Education*. Paper presented at the 2019 Symposium on Music Teacher Education (SMTE) Conference: Cultivating Perspectives and Practices, Greensboro, NC, September 12-14, 2019.
- *Hess, J. (September 2019). *Finding the “Both/And”: Balancing Informal and Formal Music Learning*. Paper presented at the 2019 Symposium on Music Teacher Education (SMTE) Conference: Cultivating Perspectives and Practices, Greensboro, NC, September 12-14, 2019.
- Hess, J.**, Salvador, K., & Soto, A. (co-chairs). (September 2019). *Becoming Allies*. Working group co-facilitated at the 2019 Symposium on Music Teacher Education (SMTE) Conference: Cultivating Perspectives and Practices, Greensboro, NC, September 12-14, 2019.
- Hess, J.**, Salvador, K., & Soto, A. (co-chairs). (September 2019). *Creating Resources for Gender Inclusivity*. Working group co-facilitated at the 2019 Symposium on Music Teacher Education (SMTE) Conference: Cultivating Perspectives and Practices, Greensboro, NC, September 12-14, 2019.
- *Hess, J. (April 2019). *Musicking Criticality: Re-envisioning Critical Pedagogy for Music Education*. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Toronto, ON, Canada, April 5-9, 2019.
- *Hess, J. (October 2018). *Musicking Criticality: Reenvisioning Critical Pedagogy for Music Education*. Paper presented at the Conference on Critical Pedagogy and Paulo Freire: Commemorating 50 Years of *Pedagogy of the Oppressed*, University of South Carolina, Columbia, SC, October 18-19, 2018.
- Hess, J.** & Soto, A. (August 2018). *Teaching for Equity in Music Education*. Presentation to the Southwest Division Board, National Association for Music Education, Oklahoma City (Presented Remotely), August 25, 2018.
- *Hess, J. (April 2018). *Teaching Against Hate: The Imperative of Living in the “Anti-.”* Paper presented at the American Educational Research Association (AERA) Annual Meeting, New York, NY, April 13-17, 2018.
- Hess, J. (March 2018). *The Words We Use: Problematizing “Diversity,” “Inclusion,” and “Access.”* Invited panelist for the Diversity, Inclusion, Equity, and Access focus at the National Association for Music Education Conference, Atlanta, GA, March 22-24, 2018. This talk can be viewed at <https://www.youtube.com/watch?v=uvTLWfG0P64> or in its re-recorded form at <https://www.youtube.com/watch?v=9ytxe9YTyR8&t=3s>.
- *Hess, J. (March 2018). *Opposing Hate through Music Education: The Imperative of Living in the “Anti-.”* Paper presented at the National Association for Music Education Conference, Atlanta, GA, March 22-24, 2018.
- *Hess, J. (March 2018). *Naming the World: Constructing an Activist Music Education*. Poster presented at the National Association for Music Education Conference, Atlanta, GA, March 22-24, 2018.
- *Rutkowski, J., Austin, J., Rajan, R., Rohwer, D., Strand, K., **Hess, J.** (March 2018). *Mapping The Route To Publication: Advice From NAFME Journal Editors*. Session presented at the National Association for Music Education Conference, Atlanta, GA, March 22-24, 2018.

- *Hess, J. (June 2017). *Revolutionary Activism in Striated Spaces: Considering an Activist Music Education in K-12 Schooling*. Paper presented at the MayDay Group Colloquium 29: "Thinking Critically about Institutions and Individuals," Gettysburg College, Gettysburg, PA, June 21-24, 2017.
- *Hess, J. (May 2017). *Equity pedagogy in music education: Navigating oppressive encounters in teacher education*. Paper presented at the 14th Mountain Lake Colloquium, "Interconnections and Interactions in the Ecosystem of General Music Method Teaching," Pembroke, VA, May 21-24, 2017.
- *Hess, J. (October 2016). *Equity and music education: Euphemisms, terminal naivety, and Whiteness*. Paper presented at the Big Ten Academic Alliance Music Education Conference (formerly CIC), University of Maryland, College Park, MD, October 5-7, 2016.
- *Hess, J. (June 2016). *A "Discomfortable" Approach to "World Music": Reenvisioning Contextualized "World Music Education."* Paper presented at the MayDay Group Colloquium 28: Music Education and Cultural Context, Arizona State University, Tempe, Arizona, June 15-18, 2016.
- *Hess, J. (May 2016). *"How Does That Apply To Me?" The Issue With Having to Translate*. Paper presented at the LGBTQ Studies in Music Education III Conference, University of Illinois at Urbana-Champaign, May 18-21, 2016.
- *Hess, J. & Go, M. R. (March 2016). *Not just a beautiful voice: Talking race in postsecondary music education*. Paper presented at the National Association for Music Education (NAfME) Conference, Atlanta, Georgia, March 17-19, 2016.
- *Hess, J. (September 2015). *"Disturbing the comfortable": Building an activist music education*. Paper presented at the Society for Music Teacher Education (SMTE), Greensboro, NC, September 2015.
- *Hess, J. (June 2015). *Balancing the counterpoint: Exploring musical contexts and relations*. Paper presented at the MayDay Group Colloquium 27: Music Education as Social, Cultural, and Political Action, New Orleans, LA.
- *Hess, J. (June 2014). *Upping the "anti-": The value of an anti-racist theoretical framework in music education*. Paper presented at the MayDay Group Colloquium 26: Co-Constructing Our Music Education, Gettysburg, PA.
- *Hess, J. (April 2014). *Radical musicking: A way ahead for music education*. National Association for Music Education (NAfME), St. Louis, Missouri, April 2014.
- *Hess, J., Kruse, A., Shevock, D., & Palkki, J. (April 2014). *Fighting institutional marginalization in music education*. Paper presented at the National Association for Music Education (NAfME), St. Louis, Missouri, April 2014.
- *Hess, J. (June 2012). *Can music matter?: The social effects of elementary music education. The Aims of Music Education*, The 24th MayDay Group Colloquium, Michigan State University, East Lansing, Michigan, June 2012.

- Hess, J. (May 2012). *Workshop: Global chorus*. Invited workshop at the Canadian Society for Traditional Music Conference, Toronto Metropolitan University, May 2012.
- *Hess, J. (October 2011). *Performing the “exotic?”: Constructing an ethical world music ensemble*. *New Directions in Music Education: Revitalizing Middle and High School Music*, Michigan State University, East Lansing, Michigan, October 2011.
- *Hess, J. (June 2011). *Musical exclusions: Indigenous musical knowledge in the academy*. The 7th International Symposium on the Sociology of Music Education, Michigan State University, East Lansing, Michigan, June 2011.
- *Hess, J. (October 2010). *Performing tolerance: The politics of self-congratulation and the study of “world music.”* *Race, Erasure, and Equity in Music Education*, CRÈME International Conference and Consortium for Institutional Cooperation, University of Wisconsin-Madison, October 2010.
- *Hess, J. (May 2010). *Musically creolizing subjects: (Re) Envisioning world music education*. Arts for Social and Environmental Justice Symposium, Royal Conservatory of Music, Toronto, May 2010.
- *Hess, J. (April 2010). *Musical exclusions: Indigenous musical knowledge in the academy*. *Contested Spaces: The Reorganization of Schooling under Neo-Liberalism*, The 12th Annual Conference of the Sociology and Equity Studies Department at the Ontario Institute for Studies in Education, Ontario Institute for Studies in Education, University of Toronto, April 2010.
- *Hess, J. (March 2010). *Performing tolerance: The politics of self-congratulation and the study of “world music.”* *Encounters: Situating 'Relation' in Communication and Culture*, Intersections 2010, Toronto Metropolitan University, March 2010.

State Presentations (Invited and Conference):

- *Hess, J. (January 2024). *Confronting Race and Racism in Music Education: Learning to be Explicit with our Language*. Presentation for the Michigan Music Conference, Grand Rapids, MI, January 25-27, 2024.
- *Hess, J. (November 2023). *The Dangers of Predictable Learning Variability: Challenging the Imagining of Disability in the Universal Design for Learning in Music Education*. Presentation for the Ontario Music Educators Association Conference, Niagara Falls, ON, November 2-4, 2023.
- *Hess, J. (January 2023). *Disability Studies in Music Education: Toward a Theory of Disability*. Presentation for the Michigan Music Conference, Grand Rapids, MI, January 19-21, 2023.
- *Hess, J. (January 2023). *Trauma and Resilience in Music Education*. Presentation for the Michigan Music Conference, Grand Rapids, MI, January 19-21, 2023.
- *Hess, J. (February 2022). *Confronting Race and Racism in Music Education: Learning to be Explicit with our Language*. Presentation for the South Carolina Music Education Association (SCMEA) Conference, Columbia, SC, February 3-5, 2022.

- *Hess, J. (February 2022). *Community Cultural Wealth: Cultivating Strengths and Ecshewing Deficit Thinking*. Presentation for the South Carolina Music Education Association (SCMEA) Conference, Columbia, SC, February 3-5, 2022.
- *Hess, J. (January 2022). *Privilege and Music Education: What can a Music Educator Do?* Presentation for the Michigan Music Conference, Grand Rapids, MI, January 29, 2022.
- *Hess, J. (January 2022). *A Pedagogy of Noticing: Thinking Critically in Music Education*. Presentation for the Michigan Music Conference, Grand Rapids, MI, January 28, 2022.
- *Hess, J. (December 2021). *A Pedagogy of Expression: Expressing Yourself Musically in the Classroom*. Presentation for the New York State School Music Association (NYSSMA) Conference, Rochester, NY, December 2-5, 2021. Cancelled.
- *Hess, J. (December 2021). *A Pedagogy of Noticing: Thinking Critically in Music Education*. Presentation for the New York State School Music Association (NYSSMA) Conference, Rochester, NY, December 2-5, 2021. Cancelled.
- *Hess, J. (January 2021). *“Is this song okay to perform?” Navigating Choral World Music*. Workshop presented at the Michigan Music Conference, Virtual Conference, January 30, 2021.
- *Hess, J. (January 2021). *A Pedagogy of Expression: Expressing Yourself Musically in the Classroom*. Workshop presented at the Michigan Music Conference, Virtual Conference, January 30, 2021.
- *Hess, J. (January 2020). *Privilege and Music Education: What can a Music Educator Do?* Workshop presented at the Michigan Music Conference, Grand Rapids, MI, January 18, 2020.
- *Hess, J. (January 2020). *Building a Pedagogy of Community: Fostering Connection through Music Education*. Workshop to be presented at the Michigan Music Conference, Grand Rapids, MI, January 18, 2020.
- *Hess, J. (January 2019). *Learning Bobobo: Facilitating Ewe musical experiences in the classroom*. Workshop accepted for the Michigan Music Conference, Grand Rapids, MI, January 25, 2019. Not presented due to illness.
- *Hess, J. (December 2018). *Privilege and Music Education: What can a Music Educator Do?* Workshop presented at the New York State School Music Association (NYSSMA), Rochester, NY. December 1, 2018.
- *Hess, J. (January 2018). *Privilege and Music Education: What can a Music Educator Do?* Workshop presented at the Michigan Music Conference, Grand Rapids, MI, January 27, 2018.
- *Hess, J. (December 2017). *Singing our own song: Navigating identity politics through activism in music*. Poster presentation at the New York State School Music Association (NYSSMA), Rochester, NY. December 2, 2017.
- *Hess, J. (January 2017). *Learning Bobobo: Facilitating Ewe musical experiences in the classroom*. Workshop presented at the Michigan Music Conference, Grand Rapids, MI, January 21, 2017.

Hess, J. (Fall 2014). *Troubling whiteness: Navigating white subjectivity in music education*. Paper presented at the School of Education, Syracuse University, 2014, Syracuse, New York.

College and University Guest Teaching

- Hess, J. (March 2023). *Confronting “Divisive Concepts” and White Emotionality: Encouraging Discomfort in Music Education*. Guest lecture in doctoral seminar, Jacqueline Henninger (instructor), Texas Tech University, Lubbock, TX, March 6, 2024.
- Hess, J. (March 2023). *Privilege and Music Education: What Can a Music Educator Do?* Guest lecture in sophomore music foundations class, Jesse Rathgeber (instructor), University of Wisconsin—Madison, Madison, WI, March 5, 2024.
- Hess, J. (October 2023). *Introduction to Disability Studies and Music Education*. Guest lecture to the ACDA Collegiate Chapter, Cera Babb (instructor), University of Wisconsin—River Falls, River Falls, WI, October 30, 2023.
- Hess, J. (July 2023). *A Pedagogy of Community: Constructing an Activist Music Education*. Guest lecture in a graduate curriculum class, Brian Gellerstein (instructor), Berklee College of Music, Boston, MA, July 3, 2023.
- Hess, J. (March 2023). *Constructing an Activist Curriculum*. Guest lecture in History, Philosophy, and Curriculum class, Lauren Kapalka Richerme (instructor), Indiana University, Bloomington, IN, March 30, 2023.
- Hess, J. (March 2023). *Publishing in Music Education*. Guest lecture in Current Topics Music Education, Mary Cohen (instructor), University of Iowa, Iowa City, IA, March 22, 2023.
- Hess, J. (November 2022). *A Pedagogy of Noticing: Constructing an Activist Music Education*. Guest lecture in undergraduate methods course, Jess Mullen (instructor), Penn State University, State College, PA, November 17, 2022.
- Hess, J. (November 2022). *Music Education and Coloniality*. Guest lecture in graduate philosophy seminar, Jess Mullen (instructor), Penn State University, State College, PA, November 17, 2022.
- Hess, J. (October 2022). *Music Education for Social Change: Constructing an Activist Music Education*. Guest lecture in Advocacy in the Arts, Christopher Hanson (instructor), Seattle Pacific University, Seattle, WA, October 12, 2022.
- Hess, J. (September 2022). *Musicking Criticality: Paulo Freire and Music Education*. Guest lecture in Sociology of Music Education, Barry Hartz (instructor), University of Florida, Gainesville, FL, September 15, 2022.
- Hess, J. (July 2022). *Music Education for Social Change: Constructing an Activist Music Education*. Guest lecture for Berklee College of Music, Boston, MA, July 7, 2022.

- Hess, J. (May 2022). *An Anti-Racist Approach to Music Education in Higher Education*. 5-hour guest lecture/workshop for faculty on creating anti-racist curriculum, Elisa Dekaney (host), Syracuse University, Syracuse, NY, May 18, 2022.
- Hess, J. (April 2022). *Anti-Racism, Anti-Oppression, and Musical Activism*. Guest lecture in Contemporary Methods in Music Education, Julie Derges (instructor), University of Houston, Houston, TX, April 11, 2022.
- Hess, J. (April 2022). *Music Education for Social Change: Constructing an Activist Music Education*. Invited Lecture for Adelphi University Music Education Webinar Series, Heather Waters (coordinator), Adelphi University, Garden City, NY, April 9, 2022.
- Hess, J. (April 2022). *Constructing an Anti-Racist Music Education*. Guest lecture in Secondary General Methods seminar, Ian Cicco (instructor), University of North Texas, Denton, TX, April 3, 2022.
- Hess, J. (March 2022). *Fostering Anti-Oppressive Music Education*. Guest lecture in preservice certification program music education seminar, Dr. Andrea Rose (instructor), Memorial University, Newfoundland, Canada, March 1, 2022.
- Hess, J. (November 2021). *Building a Pedagogy of Community: Fostering Connection through Music Education*. Guest lecture in undergraduate secondary methods class, Dr. Janice Waldron (instructor), University of Windsor, Windsor, Ontario, Canada, November 29, 2021.
- Hess, J. (April 2021). *Constructing an Activist Music Education*. Guest lecture in Music Education Doctoral Colloquium, Dr. Evan Tobias (instructor), Arizona State University, Tempe, AZ, April 27, 2021.
- Hess, J. (April 2021). *Thinking about Equity in Music Education*. Guest lecture in the Diversity, Equity, and Inclusion Master's Level Class, Dr. Jill Reese (instructor), Fredonia University, NY, April 1, 2021.
- Hess, J. (March 2021). *Constructing an Activist Music Education*. Guest lecture in Philosophical and Historical Foundations of Music Education, Dr. Matthew Garrett (instructor), Case Western Reserve University, Ohio, March 15, 2021.
- Hess, J. (March 2021). *Constructing an Activist Music Education*. Guest lecture for NAFME Collegiate Chapter, Dr. Kateri Miller (instructor), Minot State University, North Dakota, March 3, 2021.
- Hess, J. (November 2020). *Constructing an Activist Music Education*. Guest lecture in elementary methods class, Dr. Amy Lewis (instructor), James Madison University, Virginia, November 12, 2020.
- Hess, J. (October 2020). *Building a Pedagogy of Community: Fostering Connection through Music Education*. Guest lecture in undergraduate secondary methods class, Dr. Janice Waldron (instructor), University of Windsor, Windsor, Ontario, Canada, October 29, 2020.
- Hess, J. (October 2020). *Building a Pedagogy of Community: Fostering Connection through Music Education*. Guest lecture at the 12th Annual Northern New England Collegiate Symposium on Music Education, Dr. Michele Kashub (instructor), University of Southern Maine, Gorham, ME, October 17, 2020.

- Hess, J. (September 2020). *Naming the World: Constructing an Activist Music Education*. Guest lecture in the Current Issues in Music Education class at the University of Wisconsin—Madison, Dr. Teryl Dobbs (instructor), University of Wisconsin—Madison, Madison, WI, September 30, 2020.
- Hess, J. (September 2020). *Naming the World: Constructing an Activist Music Education*. Guest lecture in the University of Florida Doctoral Colloquium, Drs. Bill Bauer, Barry Hartz, and Marshall Haning (instructors), University of Florida, Gainesville, FL, September 25, 2020.
- Hess, J. (August 2020). *Naming the World: Constructing an Activist Music Education*. Guest lecture in the Gettysburg College Social Foundations Class, Dr. Brent Talbot (instructor), Gettysburg College, Gettysburg, PA, August 31, 2020.
- Hess, J. (April 2020). *Music Education for Social Change: Constructing an Activist Music Education*. Guest lecture presented at the University of Delaware, Newark, DE, Dr. Nick McBride (instructor), April 22, 2020.
- Hess, J. (March 2020). *Privilege and Music Education: What Can a Music Educator Do?* Guest lecture presented at the University of North Texas, Denton, TX, Dr. Don Taylor (instructor), March 31, 2020.
- Hess, J. (January 2020). *Naming the World: Constructing an Activist Music Education*. Guest lecture presented at Northwestern University, Philosophy in Music Education, Evanston, IL, Dr. Sarah Bartolome (instructor), January 29, 2020.
- Hess, J. (November 2019). *Creating a Value-Guided Research and Performance Trajectory*. Guest lecture presented at the Eastman School of Music Preparing Future Music Faculty Class, Rochester, NY, Dr. Lisa Caravan (instructor), November 25, 2019.
- Hess, J. (October 2019). *Constructing an Activist Music Education*. Guest lecture presented at the University of Connecticut Music Across the Curriculum Graduate Class, Storrs, Connecticut, Cara Bernard (instructor), October 29, 2019.
- Hess, J. (September 2019). *Social Justice and Music Education*. Guest lecture presented at Columbus State University, Columbus, Georgia, Michelle Folta (instructor), September 19, 2019.
- Hess, J. (March 2019). *Anti-Racism, Activism, and “World Music” Study: An Overview of Scholarship*. Guest lecture presented at the University of Massachusetts, Boston, Sommer Forrester (instructor), March 25, 2019.
- Hess, J. (December 2018). *Privilege and Music Education: What can a Music Educator Do?* Workshop presented at the Eastman School of Music, Rochester, NY. December 3, 2018.
- Hess, J. (September 2018). *Constructing socially just music education: Considering Representation*. Keynote presentation at the Gettysburg College NAFME Collegiate Chapter, Brent Talbot (instructor), Gettysburg College, Gettysburg, PA, September 16, 2018.
- Hess, J. (September 2018). *Considering Privilege in Music Education*. Guest lectures in the Gettysburg College Social Foundations Class, Brent Talbot (instructor), Gettysburg College, Gettysburg, PA, September 17, 2018.

- Hess, J. (April 2018). *Social Justice and Music Education*. Guest lecture in graduate *Developments and Trends in Music Education* class, Dr. Kevin Droe, University of Northern Iowa, Cedar Falls, IA, April 30, 2018.
- Hess, J. (March 2018). *Privilege and Music Education*. Guest lecture in undergraduate *Social Foundations of Music Education* class, Dr. Brent Talbot (instructor), Gettysburg College, Gettysburg, PA, March 1, 2018.
- Hess, J. (February 2018). *Equity in Music Education: Culturally Responsive Teaching in Action*. Guest lecture in undergraduate *Social Foundations of Music Education* class, Dr. Adam Kruse (instructor), University of Illinois—Urbana-Champaign, February 1, 2018.
- Hess, J. (December 2016). *Social Justice Work in Music Education: Current Challenges*. Guest lecture in graduate philosophy class, Dr. Lisa Koops (instructor), Case Western Reserve University, Cleveland, OH, December 5, 2016.
- Hess, J. (March 2016). *Bobobo: Exploring the learning process in a traditional Ewe community piece*. Guest lecture in undergraduate ethnomusicology class, Dr. Janice Waldron (instructor), University of Windsor, Windsor, Ontario, Canada, March 9, 2016.
- Hess, J. (March 2016). *A journey in education: From practice to theory and back again*. Guest lecture in undergraduate secondary methods class, Dr. Janice Waldron (instructor), University of Windsor, Windsor, Ontario, Canada, March 9, 2016.
- Hess, J. (November 2015). *Unsettling binary thinking: Tracing an analytic trajectory of the place of indigenous musical knowledge in the academy*. Guest lecture in doctoral seminar on ethnomusicology, Dr. Sherry Johnson (instructor), York University, York Region, Ontario, Canada, November 12, 2015.
- Hess, J. (November 2015). *Socialization and Music Education*. Guest lecture in Foundations of Music Education (MUS 177), Michigan State University, East Lansing, MI, November 9, 2015.
- Hess, J. (October 2015). *“Is this song okay to perform?” Navigating choral world music*. Workshop offered at the Michigan State University Choral Leadership Festival, East Lansing, MI, October 5, 2015.
- Hess, J. (July 2015). *Race and music education*. Guest lecture in the Seminar in the Sociology of Music Education, Michigan State University, East Lansing, MI, July 29, 2015.
- Hess, J. (April 2015). *A socially just music education*. Keynote presentation at the Gettysburg College NAfME Collegiate Chapter, Gettysburg College, Gettysburg, PA, April 19, 2015.
- Hess, J. (April 2015). *Socialization*. Guest presentation at the Gettysburg College Social Foundations Class, Gettysburg College, Gettysburg, PA, April 21, 2015.
- Hess, J. (April 2015). *Privilege: Unpacking the invisible knapsack*. Guest presentation at the Gettysburg College Secondary Methods Class, Gettysburg College, Gettysburg, PA, April 21, 2015.
- Hess, J. (January 2011). *Performing tolerance: The politics of self-congratulation and the study of “world music.”* Invited guest lecture at Toronto Metropolitan University, January 2011.

- Hess, J. (January 2009). *Ewe music in the classroom*, Ontario Institute for Studies in Education, Invited Workshop, University of Toronto, January 2009.
- Hess, J. (January 2008). *Ewe music in the classroom*, Invited Workshop, Ontario Institute for Studies in Education, University of Toronto, January 2008.
- Hess, J. (February 2007). *Ewe music in context*, Invited Guest Lecture in Ethnomusicology, Toronto Metropolitan University, February 2007.
- Hess, J. (January 2007). *Ewe music in the classroom*, Ontario Institute for Studies in Education, Invited Workshop, University of Toronto, January 2007.
- Hess, J. (July 2006). *Teaching Ewe music*, Music Honour Specialist Course, Ontario Institute of Studies in Education, University of Toronto, July 2006.
- Hess, J. (January 2006). *Ewe music in the classroom*, Invited Workshop, Ontario Institute for Studies in Education, University of Toronto, January 2006.
- Hess, J. (January 2005). *Ewe music in the classroom*, Invited Workshop, Ontario Institute for Studies in Education, University of Toronto, January 2005.
- Hess, J. (October 2004). *Ewe music in context*, Invited Guest Lecture in Ethnomusicology, Toronto Metropolitan University, October 2004.
- Hess, J. (January 2004). *Ewe music in the classroom*, Invited Workshop, Ontario Institute for Studies in Education, University of Toronto, January 2004.

Podcasts

- Guest on podcast *Music Ed Forward*, Nyssa Brown, Host, Episode 23: Music Education for Social Change - interview with Dr. Juliet Hess, <https://musicedforward.com/podcast/23>. Released June 2022.
- Guest on *Music & Peacebuilding* podcast, Kevin Shorner Johnson, Host, Season 3: Ep. 5: Constructing an Activist Music Education with Dr. Juliet Hess, <https://www.musicpeacebuilding.com/activistmusiced>. Released April 2022.
- Guest on *So Strangely Podcast*, Finn Upham, Host, Systemic Racism and Whiteness in Music Education, with Dr. Juliet Hess and co-host Ethan Hein, <https://sostrangely.com/237/>. Released June 2019.

Professional Development Workshops for Teachers

- Hess, J. (January–March 2024). *Creating a Reflective Practice*, Teacher Center, Albany, NY, Denise Lutter (host), January 11 & March 7, 2024. Also evaluated the lesson plans, unit plans, and reflections of 21 teachers and reported on progress.
- Hess, J. (October–December 2023). *Music Education for Social Change: Constructing an Activist Music Education*, Teacher Center, Albany, NY, Denise Lutter (host), October 26 & December 7, 2023.

Hess, J. (December 2022). *Music Education for Social Change: Constructing an Activist Music Education*, Oakland University, Cat Bennett (host), December 3, 2022.

Hess, J. (March 2022). *Music Education and Trauma*, Cambridge Public Schools, Visual and Performing Arts, Brian Gellerstein (coordinator), March 31, 2022.

Hess, J. (January 2021). *Naming the World: Constructing an Activist Music Education*, Boston Public Schools, Arts PD Day, Anthony Beatrice (coordinator), January 4, 2021.

Grants, Academic Awards, & Scholarships:

- 2022-2025 Project: Facilitating Anti-Ableist Remote Music Making (The FAARMM Project)
 Funder: Social Sciences and Humanities Research Council (Canada)
 Amount: \$449,996.00
 Principal Investigator: adam patrick bell
 I am a collaborator on this project.
- The Facilitating Anti-Ableist Remote Music Making (FAARMM) project is a disability-led, community-based initiative that will examine and create remote music making interfaces and activities in three phases (see above).
- 2020 – 2022 Project: Naming the World: Constructing an Activist Music Education
 Funder: Agrigento: Advancing Music as Social Action
 Amount: \$12,500 (£10,000)
- Grant received to facilitate the development of a K-12 curriculum based on the ideas in my 2019 book.
 - The grant also allowed me to develop workshops for teachers based on the book.
- 2019 – 2020 Project: Music Empowers 2020, Community Music School—Detroit
 Funder: Community Foundation for Southeast Michigan
 Amount: \$100,000
- Grant received to allow CMS-D to infuse all of their teaching with equity. I am responsible for designing professional development for CMS-D teachers and staff.
- 2017 – 2018 Project: Disturbing the Comfortable: Constructing an Activist Music Education
 Funder: Michigan State University Humanities and Arts Research Program (HARP)
 Grant (16HARP – Development-3181)
 Amount: \$15,110
- Funding for a book project (complete in June 2019) titled *Music Education for Social Change: Constructing an Activist Music Education*.
- 2015 – 2017 Project: The Verses Project
 Funder: The Marshall Mathers Foundation and Carhartt
 Amount: \$120,000
- Co-Principal Investigator with Vaughn Watson on this Literacy through Songwriting Project at the Community Music School in Detroit (CMS-D)

- 2010 – 2013 Project: Radical Musicking: Challenging Dominant Paradigms in Elementary Music Education
Award: Joseph-Armand Bombardier Canada Graduate Scholarship
Funder: Social Sciences and Humanities Research Council of Canada (SSHRCC)
Amount: \$105,000 over 3 years (\$35,000/year)
- 2010/11 Project: Radical Musicking: Challenging Dominant Paradigms in Elementary Music Education
Award: Ontario Graduate Scholarship
Funder: Ontario Government, Ministry of Training, Colleges, and Universities
Amount: \$15,000 (declined)
- 2009/10 Project: Radical Musicking: Challenging Dominant Paradigms in Elementary Music Education
Award: Ontario Graduate Scholarship
Funder: Ontario Government, Ministry of Training, Colleges, and Universities
Amount: \$15,000
- 2002/03 Don Wright Vocal Award (Ontario Institute for Studies in Education, University of Toronto)
- 2001/02 Barry Manilow Scholarship (Faculty of Music, University of Toronto)
- 1999/00 John O. McKellar Scholarship (Faculty of Music, University of Toronto)
- 1998/99 University of Toronto Scholar Award (University of Toronto)

III. INSTRUCTION

Michigan State University College of Music

Undergraduate Courses:

- MUS 210 – Songwriting, Spring 2024, 22 students, 2 contact hours/week
- MUS 469 – Teaching Secondary Classroom Music, Fall 2023, 14 students, 4 contact hours/week
- MUS 491/891 – Music Education and Disability Studies, Fall 2023, 13 students, 7 undergraduate, 6 graduate, 2 contact hours/week
- MUS 469 – Teaching Secondary Classroom Music, Fall 2022, 17 students, 4 contact hours/week
- MUS 291/WRA 291 – Songwriting Workshop, Spring 2022, 7 students (7 MUS), 2 contact hours/week
- MUS 491/891 – Music Education and Disability Studies, Fall 2021, 14 students, 9 undergraduate, 5 graduate, 2 contact hours/week
- MUS 469 – Teaching Secondary Classroom Music, Fall 2021, 12 students, 4 contact hours/week
- MUS 291/WRA 291 – Songwriting and Distribution, Spring 2021, 14 students (9 MUS, 5 WRA), 3 contact hours/week
- MUS 469 – Teaching Secondary Classroom Music, Fall 2020, 16 students, 4 contact hours/week
- MUS 277 – Principles of Music Education, Spring 2020, 14 students, 3 contact hours/week

- MUS 491/891 – Music Education and Disability Studies, Fall 2019, 8 students, 5 undergraduate, 3 graduate, 3 contact hours/week
- MUS 469 - Teaching Secondary Classroom Music, Fall 2019, 19 students, 4 contact hours/week
- MUS 469 – Teaching Secondary Classroom Music, Fall 2018, 13 students, 4 contact hours/week
- MUS 277 – Principles of Music Education, Spring 2018, 15 students, 3 contact hours/week
- MUS 277 - Principles of Music Education, Spring 2017, 10 students, 3 contact hours/week
- MUS 469 – Teaching Secondary Classroom Music, Fall 2016, 22 students, 4 contact hours/week
- MUS 277 – Principles of Music Education, Spring 2016, 10 students, 3 contact hours/week
- MUS 469 – Teaching Secondary Classroom Music, Fall 2015, 10 students, 4 contact hours/week
- MUS 463 – Methods and Materials of Elementary Music, Fall 2015, 12 students (non-music majors), 3 contact hours/week

Graduate Courses:

- MUS 863 – Seminar in the Sociology of Music Education, Summer 2022, 6 students, 3 contact hours/week
- MUS 491/891 – Music Education and Disability Studies, Fall 2023, 13 students, 7 undergraduate, 6 graduate, 3 contact hours/week
- MUS 891 - Race Issues in Music Teaching, Summer Workshop 2020, July 8-9, 2023, 8 students, 16 contact hours
- MUS 962 – Advanced Studies in the Philosophy of Music Education, Fall 2022, 6 students, 3 contact hours/week
- MUS 863 – Seminar in the Sociology of Music Education, Summer 2022, 6 students, 6.75 contact hours/week
- MUS 863 – Seminar in the Sociology of Music Education, Spring 2022, 8 students, 3 contact hours/week
- MUS 491/891 – Music Education and Disability Studies, Fall 2021, 14 students, 9 undergraduate, 5 graduate, 3 contact hours/week
- MUS 891 - Race Issues in Music Teaching, Summer Workshop 2020, July 10-11, 2021, 10 students, 16 contact hours
- MUS 891 – Race Issues in Music Teaching, Spring 2021, 11 students, 3 contact hours/week
- MUS 962 – Advanced Studies in the Philosophy of Music Education, Fall 2020, 4 students, 3 contact hours/week
- MUS 863 – Seminar in the Sociology of Music Education, Summer 2020, 23 students, 6 contact hours/week
- MUS 891 – Teaching Diverse Musics Ethically, Summer Workshop 2020, July 18-19, 2020, 14 students, 16 contact hours
- MUS 863 – Seminar in the Sociology of Music Education, Spring 2020, 6 students, 3 contact hours/week
- MUS 491/891 – Music Education and Disability Studies, Fall 2019, 8 students, 5 undergraduate, 3 graduate, 3 contact hours/week.
- MUS 891 – Race Issues in Music Teaching, Spring 2019, 11 students, 3 contact hours/week
- MUS 962 – Advanced Studies in the Philosophy of Music Education, Fall 2018, 4 students, 3 contact hours/week
- MUS 891 – Teaching Diverse Musics Ethically, Summer Workshop 2018, July 28-29, 2018, 12 students, 16 contact hours

- MUS 863 – Seminar in the Sociology of Music Education, Spring 2018, 7 students, 3 contact hours/week
- MUS 891 – Race Issues in Music Teaching, Spring 2017, 3 students, 3 contact hours/week
- MUS 962 – Advanced Studies in the Philosophy of Music Education, Fall 2016, 4 students, 3 contact hours/week
- MUS 863 – Seminar in the Sociology of Music Education, Spring 2016, 8 students, 3 contact hours/week

Dissertation Advisor, Graduate Students, Michigan State University:

- Lorenzo Sanchez-Gatt (Ph.D., 2024)
- Emily Moler (Ph.D., 2024)
- Rebecca DeWan (Ph.D., 2022), *Community first: A narrative inquiry into teacher's and students' experiences with difficult conversations in a secondary choral classroom*
- Jessica McKiernan (Ph.D., 2021), *"The name isn't going to change everything, but it's going to make it better": Exploring gender inclusion in traditionally single-gender choral ensembles*
- Amy Lewis (Ph.D., 2021), *"Am I racist or are my actions racist?": Experiences of four music educators who learn about Critical Race Theory*
- Latasha Thomas-Durrell (Ph.D., 2019), *"Like a double, triple hate": Music education at the intersections of race, religion, and sexuality in the bible belt*

Committee Member, Graduate Students, Michigan State University:

- Dissertation committee member:
 - Andrew Bohn (PhD, 2024)
 - Ben Kambs (PhD, 2024)
 - Erika Knapp (PhD, 2022), *"I want to be a better person and a better teacher": Exploring the constructs of race and ability in a music educator collaborative teacher study group*
 - Whitney Mayo (PhD, 2022), *The meaning and value of elementary music in rural communities*
 - Colleen McNickle (Ph.D, 2021), *"Wellness starts with me": Choir teacher wellness experiences and perceptions*
 - David Potter (Ph.D, 2020), *Music teacher education and edTPA: A case study*
 - Rachel Grimsby (Ph.D., 2020), *"Because we are important!": Music educators and paraprofessionals in a community of practice*
 - Adrienne Rodriguez (Ph.D., 2020), *"I am doing this just for you!": Musical parenting and parents' experiences in an early childhood music class*
 - Andrea VanDeusen (Ph.D., 2017), *A cultural immersion field experience: Examining pre-service music teachers' beliefs about cultural differences*
 - Mark Adams (Ph.D., 2017), *"One leg in one, and one leg in the other": Reflections of vernacular musicians as music educators*
- Master's thesis committee member:
 - Tia Harvey (M.M. Musicology, 2019), *Who tells your story?: Intersections of power, domesticity, and sexuality relating to rap and song in the musical Hamilton*
 - Jennifer Giustino (M.M. Music Education, 2018), *The pure gold coin: A collection of Italian songs for children from Lo Zecchino d'Oro, an Italian children's music composition festival*

- Examining committee, Doctoral Comprehensive Examinations:
 - Andrew Bohn (Ph.D., 2024)
 - Benjamin Kambs (Ph.D., 2024)
 - Lorenzo Sánchez-Gatt (Ph.D., 2024)
 - Emily Moler (Ph.D., 2023)
 - Rebecca DeWan (Ph.D., 2022)
 - Whitney Mayo (Ph.D., 2022)
 - Erika Knapp (Ph.D., 2022)
 - Jessica McKiernan (Ph.D., 2021)
 - Colleen McNickle (Ph.D., 2021)
 - David Potter (Ph.D., 2020)
 - Rachel Grimsby (Ph.D., 2020)
 - Amy Lewis (Ph.D., 2020)
 - Latasha Thomas-Durrell (Ph.D., 2019)
 - Adrienne Rodriguez (Ph.D., 2019)
 - Becky Marsh (Ph.D., 2018)
 - Andrea VanDeusen (Ph.D., 2017)
 - Mark Adams (Ph.D., 2017)
 - Josh Palkki (Ph.D., 2016)
 - Stuart Chapman Hill (Ph.D., 2016)

- Examining committee, Master's Comprehensive Examinations:
 - Katie Farmer (M.M., 2022)
 - Rachael Plantinga (M.M., 2022)
 - Aaron Polet (M.M., 2022)
 - Allison Grant (M.M., 2022)
 - Jessica Wallace (M.M., 2022)
 - Meghan Jain (M.M., 2022)
 - Zack Carlson (M.M., 2020)
 - Ashley Hoke (M.M., 2020)
 - Zach Troyer (M.M., 2020)
 - Haley Ellis (M.M., 2020)
 - Warren Scott (M.M., 2020)
 - Sara Hondorp (M.M., 2020)
 - Alice Broadway (M.M., 2019)
 - Jessica Glaser (M.M., 2019)
 - Rachel Linsmeier (M.M., 2019)

- Initial committee member:
 - Rob Hill (Ph.D., HALE Program, College of Education, 2019)

- Consulting committee member:
 - Daniel Albert (Ph.D., 2016), *Disruptions and transformations: The influences of culture and community on pre-service music educators' occupational identities*
 - Joshua Palkki (Ph.D., 2016), *"My voice speaks for itself": the experiences of three transgender students in secondary school choral programs*

Syracuse University
Setnor School of Music

Undergraduate Courses:

- MUE 334/634 - Methods and Materials in General Music (Junior, cross-listed as a Graduate Course), Spring 2015, 10 students (9 undergraduate, 1 graduate), 3 contact hours/week
- EDU 508 – Student Teaching, Faculty Coordinator, Spring 2015, 6 students, meetings and observations scheduled throughout semester
- SED 340 – Participation in Professional Development, Spring 2015, 33 students (all music education undergraduates except seniors (32), 1 graduate student), 1h20 contact hours/week
- MUE 215 – Foundations of Music Education (Sophomore), Fall 2014, 15 students, 3 contact hours/week
- MUE 333/633 – Music in the Elementary School (Junior, cross-listed as a Graduate Course), Fall 2014, 11 students (10 undergraduate, 1 graduate), 3 contact hours/week
- SED 340 – Participation in Professional Development, Fall 2014, 47 students (all music education undergraduates (45), 2 graduate students), 1h20 contact hours/week
- EDU 508 – Student Teaching, Faculty Coordinator, Fall 2014, 1 student, meetings and observations scheduled throughout the semester
- MUE 334/634 – Methods and Materials in General Music (Junior, cross-listed as a Graduate Course), Spring 2014, 7 students (6 undergraduate, 1 graduate), 3 contact hours/week
- EDU 508 – Student Teaching, Faculty Coordinator, Spring 2014, 23 students, meetings and observations scheduled throughout semester
- SED 340 – Participation in Professional Development, Spring 2014, 34 students (all music education undergraduates except seniors (33), 1 graduate student), 1h20 contact hours/week
- MUE 215 – Foundations of Music Education (Sophomore), Fall 2013, 9 students, 3 contact hours/week
- MUE 333/633 – Music in the Elementary School (Junior, cross-listed as a Graduate Course), Fall 2013, 9 students (8 undergraduate, 1 graduate), 3 contact hours/week
- SED 340 – Participation in Professional Development, Fall 2013, 66 students (all music education undergraduates (64), 2 graduate students), 1h20 contact hours/week

Graduate Courses:

- MUE 611 – Assessment in Music Education, Fall 2014, 8 students, on-line course, 3 hours/week interacting responding to reading responses, journal entries, and teaching videos
- MUE 614/EDU 600 – General Music in the Inclusive Classroom, Summer 2014, 5 students, 8 hours/week for 6 weeks
- MUE 611 – Assessment in Music Education, Spring 2014, 2 students, on-line course, 1.5 hours/week interacting responding to reading responses, journal entries, and teaching videos
- MUE 611 – Assessment in Music Education, Fall 2013, 8 students, on-line course, 3 hours/week interacting responding to reading responses, journal entries, and teaching videos

External Reader, School of Education, Syracuse University:

- Reeder, Laura (Ph.D.), *Teaching artistry as a critical community of practice: An arts-based ethnography*, Dissertation submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in Art Education, Teaching and Curriculum in the Graduate School of Syracuse University.

Committee Member, Graduate Students, Syracuse University:

- Kathleen Popow (Ph.D.), Dissertation committee member (Defense Date: January 13, 2017)
- Debbie Cunningham (Ph.D.), Qualifying exams, Examining committee
- Shelby Bird (M.M., 2015), Examining committee, Comprehensive Examinations
- Ashley Orifice (M.M., 2015), Advisor for lecture recital
- Jesstina Allinger (M.M., 2015), Examining committee, Comprehensive Examinations
- Claire Wilcox (M.M., 2015), Examining committee, Comprehensive Examinations
- Maddie Horrell (M.M., 2014), Examining committee, Master's Thesis
- Leigh Bergman (M.M., 2014), Examining committee, Comprehensive Examinations

**University of Toronto – Ontario Institute for Studies in Education
Bachelor of Education, Initial Teacher Education**

Courses Taught:

- EDU1420Y – Curriculum & Instruction, Music Component, Primary/Junior Division, Inner City Option, Fall 2012, approximately 35 students, 3 contact hours/week for 1 month
- EDU1420Y – Curriculum & Instruction, Music Component, Primary/Junior Division, Greater Toronto Area Catholic Option, Fall 2012, approximately 35 students, 3 contact hours/week for 1 month
- EDU1450Y – Curriculum & Instruction, Music Component, Junior/Intermediate Division, Inner City Option, Winter 2013 (upcoming), approximately 35 students, 3 contact hours/week for 1 month
- EDU1450Y – Curriculum & Instruction, Music Component, Junior/Intermediate Division, Greater Toronto Area Catholic Option, Winter 2013 (upcoming), approximately 35 students, 3 contact hours/week for 1 month
- EDU1420Y – Curriculum & Instruction, Music Component, Primary/Junior Division, Inner City Option, Fall 2011, approximately 35 students, 3 contact hours/week for 1 month
- EDU1420Y – Curriculum & Instruction, Music Component, Primary/Junior Division, Greater Toronto Area Catholic Option, Fall 2011, approximately 35 students, 3 contact hours/week for 1 month
- EDU1450Y – Curriculum & Instruction, Music Component, Junior/Intermediate Division, Inner City Option, Winter 2012, approximately 35 students, 3 contact hours/week for 1 month
- EDU1450Y – Curriculum & Instruction, Music Component, Junior/Intermediate Division, Greater Toronto Area Catholic Option, Winter 2012, approximately 35 students, 3 contact hours/week for 1 month
- EDU1420Y – Curriculum & Instruction, Music Component, Primary/Junior Division, Inner City Option, Fall 2010, approximately 35 students, 3 contact hours/week for 1 month
- EDU1450Y – Curriculum & Instruction, Music Component, Junior/Intermediate Division, Inner City Option, Winter 2011, approximately 35 students, 3 contact hours/week for 1 month

**Toronto Metropolitan University
Department of Philosophy and Music**

Courses Taught:

- MUS105-021 – Voices without Borders: Global Chorus, Fall 2012, 56 students, 3 contact hours/week

- MUS105-011 – Voices without Borders: Global Chorus, Fall 2012, 33 students, 3 contact hours/week
- CMUS105 – Voices without Borders: Global Chorus, Spring 2012, 30 students, 3 contact hours/week
- MUS105-021 – Voices without Borders: Global Chorus, Fall 2011, 60 students, 3 contact hours/week
- MUS105-011 – Voices without Borders: Global Chorus, Fall 2011, 54 students, 3 contact hours/week
- MUS105 – Voices without Borders: Global Chorus, Fall 2010, 60 students, 3 contact hours/week

IV. SERVICE WORK AND PROFESSIONAL DEVELOPMENT

Michigan State University Service Work:

- | | |
|-------------------------------|---|
| Sept. 2023 – Present | <p>Search Committee Member, Choral Music Education Position</p> <ul style="list-style-type: none"> • Resulted in the appointment of Stuart Chapman Hill. |
| Fall 2021 – Present | <p>College of Music Graduate Committee</p> <ul style="list-style-type: none"> • Elected to a 3-year term to serve on the committee that supervises matters related to graduate studies at the College of Music. |
| Spring 2016 – Present | <p>College of Music Diversity Committee (ad-hoc committee)</p> <ul style="list-style-type: none"> • Serving on the ad-hoc committee to put forward various equity initiatives in the College of Music |
| Aug. 2018 – 2020 | <p>College of Music Advisory Committee</p> <ul style="list-style-type: none"> • Served two years on advisory committee on operations matters related to the College of Music. • Serving on this committee involves evaluating faculty files for merit pay. |
| Oct. 2018 – Mar. 2019 | <p>Search Committee Member, Music Education Position, Early Childhood/Elementary Methods</p> <ul style="list-style-type: none"> • Served as the Affirmative Action committee member on the EC/Elementary music education search committee. • Resulted in the appointment of Dr. Karen Salvador. |
| April 2018 | <p>Visiting Scholar Residency, Darrin Thornton</p> <ul style="list-style-type: none"> • Coordinated a visiting scholar residency with Darrin Thornton (The Pennsylvania State University) as a part of the efforts of the Diversity Committee to address issues of racial inequity and access. Dr. Thornton's work on racial literacy and his autoethnographic work on his own personal journey are extremely salient to discussions we are having at the College of Music about access. He gave a talk at Fairchild about his autoethnography, worked with jazz studies and music education students, and collaborated with the Diversity Committee on April 9-10, 2018. |
| Dec. 2017 – March 2018 | <p>Search Committee Member, Music Education Position, Instrumental/Strings</p> <ul style="list-style-type: none"> • Served as the Affirmative Action committee member on the instrumental/strings music education search committee. • Resulted in the appointment of Dr. Ryan Shaw. |

- Spring 2016 – March 2017** **New Directions, Conference Coordinator, “Musicking Equity: Enacting social justice through music education,” Michigan State University, East Lansing, MI, February 16-18, 2017.**
- Duties included coordinating abstract submission, soliciting presentations, abstract review, registration process, venue details, coordinating graduate students, scheduling, etc.
 - 115+ people attended the conference
 - The conference included 59 presentations, workshops, and facilitated discussions, many of which were co-presentations with multiple presenters
 - It also featured a robust poster session with academic posters and activist organizations from the Greater Lansing community
- February 2017** **Visiting Artist Residency, Kathy Armstrong**
- Coordinated a visiting artist residency with Kathy Armstrong, a skilled facilitator of Ghanaian drumming, dancing, and singing, to work with music education, musicology, choral, and percussion students on Feb. 20-21, 2017.
- Fall 2016 – 2018** **University Committee of Faculty Affairs (UCFA)**
- Served on the UCFA as a representative of the College of Music.
- Dec. 2016 – March 2017** **Search Committee Member, Music Education Position, Strings**
- Served as the Affirmative Action committee member on the strings music education search committee.
 - Resulted in a failed search.
- Dec. 2015 – Apr. 2016** **Search Committee Member, Composition and Media Arts Position**
- Served as the Affirmative Action committee member on the composition/media arts search committee.
 - Resulted in the appointment of Dr. Lyn Goeringer and Dr. Alexis Bacon.
- August 2015 – 2017** **The Verses Project, A Songwriting and Literacy Project, Community Music School – Detroit**
- Participated in a committee that successfully acquired a \$120,000 grant from the Marshall Mathers Foundation and Carhartt to design and implement a curriculum for a songwriting and literacy program for Detroit youth
 - Project draws on critical literacy and culminates in youth creating an album of their own music
 - Worked collaboratively with Vaughn Watson (College of Education) to create a complex and multi-faceted curriculum for the program.
 - Worked collaboratively with Vaughn Watson and Matthew Deroo on a research article for Teachers College Record (now in press).

Previous University Service Work:

- November 2014** **Professional Development, Solvay School District, Syracuse, New York**
- Provided a music and literacy professional development workshop to Solvay teachers in an effort to foster the partnership between Syracuse University and the Solvay schools
- Fall 2014** **Faculty Advisor, 1st year class**
- 2013 – 2015** **Curriculum Committee, Setnor School of Music, Syracuse University**
- Considered applications for new programs and courses
 - Put committee materials before the faculty to approve
- 2013 – 2014** **Faculty Advisor, Setnor Handbell Choir**
- Provided faculty support to student-led ensemble
- Spring 2014** **Faculty Advisor, 2nd year class**
- Faculty advisor to all 2nd year students
- Fall 2013** **Faculty Advisor, 1st year class**
- Faculty advisor to all 1st year students
- January 2011, 2012, 2013** **Admissions Committee, OISE Initial Teacher Education Program**
- Rigorously assessed and evaluated Initial Teacher Education program applications against a set of admission criteria
- 2011 – 2012** **Sociology and Equity Studies Department’s 14th Annual Graduate Student Conference, Co-Chair, OISE**
- Co-chair of the 14th annual internationally-renowned graduate student conference in the Department of Sociology and Equity Studies at the Ontario Institute for Studies in Education at the University of Toronto
 - Conference entitled “The ‘Becoming Crisis’ of Critical Studies and Praxis” took place April 21, 2012 at the Ontario Institute for Studies in Education
- Sept./Oct. 2010 & 2011** **Scholarship Advisor, Ontario Institute for Studies in Education, Department of Sociology and Equity Studies, University of Toronto**
- Provided feedback and editorial suggestions to all students seeking assistance with Social Sciences and Humanities Research Council (SSHRC) and Ontario Graduate Scholarship (OGS) applications for the 2011/12 school year
- Sept. 2009 – Present** **Sociology and Equity Studies Department, Student Caucus, Member**

Music Education Service Work:

Editorial Work:

June 2017 -

“Equity in Music Education Feature,” Music Educators Journal, Guest Editor

- Initiated an equity feature in the *Music Educators Journal* on equity in collaboration with individuals from the *Cultural Diversity and Social Justice Area for Strategic Planning and Action*
- The feature began in the September 2017 issue
- *Music Educators Journal (MEJ)* is seeking short articles (maximum 1,500 words in length) on topics of interest in the areas of equity and social justice, as they relate to music classrooms, community music-making, and rehearsal/performance spaces, for the *MEJ* occasional feature, “Equity in Music Education.” If you would like to submit an article for this column, please email it to *MEJ* Academic Editor Doug Orzolek at DCORZOLEK@stthomas.edu and Ella Wilcox at ellaw@nafme.org. To accompany this article, please provide your full name, your title, what and where you teach, and an e-mail address (these will be published if your article is accepted). Articles will be reviewed for clarity in writing style, scholarly interest, and utility. If your article is accepted for publication, you will also need to send in a high-resolution color photo of yourself, either a professional photo or an action shot of you teaching, and include the photographer’s name.

Leadership Positions:

Aug. 2014 – 2026

Elected Member of the Steering Committee, 6-year term (re-elected in 2020 for a second 6-year term), MayDay Group, Currently serving as Chair (2022-24)

- The *MayDay Group* functions “as an international think tank of music educators that aims to identify, critique, and change taken-for-granted patterns of professional activity, polemical approaches to method and philosophy, and educational politics and public pressures that threaten effective practice and critical communication in music education.” (<http://www.maydaygroup.org/about-us/>) It is a crucial site for applying critical theory to music education.
- Collaborate with members of the steering committee to make decisions about the direction of the MayDay Group, an organization that focuses on critical issues in music education

Summer 2023 – Present

Member of the Advisory Board for the Centre for Music Education and Social Justice (CMESJ), Southampton, U.K., Erin Johnson Williams, Director

- The Advisory Board will meet twice a year to hear updates from the Centre’s Director and Deputy Director, and to provide feedback on the Centre’s activities and grant capture plans. Key functions for the Advisory Board will include:

- Providing advice to the CMESJ Directors on the scope of their research, outreach and plans for continuing professional development,
- Providing advice to the CMESJ Directors on matters relating to policy in UK music education, and plans for impact,
- Providing advice to the CMESJ Directors for partnerships and widening participation, in and beyond UK music education.

Mar. 2016 – Sept. 2021

Area of Strategic Planning (ASPA) Co-Coordinator, Cultural Diversity and Social Justice, Society for Music Teacher Education (ultimately with Latasha Thomas-Durrell & Sarah Minette)

- Twelve Special Action Groups were established at the 2005 SMTE Symposium on Music Teacher Education. Now called Areas for Strategic Planning and Action (ASPAs), the purpose of these groups is to develop and implement action plans related to current critical issues in music teacher education. (From <http://smte.us/aspas/>)
- I co-facilitated the ASPA on Cultural Diversity and Social Justice for six years.

Nov. 2020 – June 2021

Committee Member, National Association for Music Education (NAfME) Council for Innovations, David Williams (chair)

2019 – 2021

Committee Member, The CMS Council on Music Education, Teri Dobbs (chair)

2015

Proposal and Colloquium Co-Coordinator, MayDay Colloquium 27, New Orleans, LA, June 2015

- Served as one of a team of three colloquium coordinators for the MayDay Colloquium in New Orleans.
- Responsible for the process of proposal reviews including the coordination of a team of peer reviewers.

Editorial Boards:

2019 - Present

Member of the Editorial Board, Music Education Research (Mary Stakelum, ed.)

- *Music Education Research* is an international refereed journal which draws its contributions from a wide community of researchers. The focus is firmly on research, and the journal provides an international forum for cross-cultural investigations and discussions relating to all areas of music education. *Music Education Research* welcomes articles which report on and discuss research and methodological issues from the point of view of philosophy, sociology, psychology and comparative studies. The journal is concerned with the dissemination of ideas relating to practical and theoretical developments in the field.
- <https://www.tandfonline.com/toc/cmue20/current>

- 2018 - Present** **Member of the Editorial Board, The Bulletin for the Council of Research in Music Education (Janet Barrett, ed.)**
- “The *Bulletin* is a peer-reviewed journal that contains research, and reviews of books of interest to the international music education profession. It provides an outlet for scholarly publication and is one of music education’s leading publications. The *Bulletin of the Council for Research in Music Education* is published quarterly on an academic calendar.”
 - <http://bcrme.press.illinois.edu/about.html>
- 2016 - Present** **Member of the Editorial Board, Action, Criticism & Theory for Music Education (Deborah Bradley & Scott Goble, eds., Vincent Bates, managing ed.)**
- *Action, Criticism & Theory for Music Education* publishes “refereed and invited critical, analytical, theoretical, and policy development articles of international interest that illuminate, extend or challenge the Action Ideals of the MayDay Group.” *ACT* emphasizes the application of critical theory to music education and is the theoretical journal associated with the *MayDay Group*. (<http://act.maydaygroup.org>)
 - Active reviewer for this journal since 2014.
- July 2016** **Guest Editorial Board, The Bulletin for the Council of Research in Music Education, Special Issue from the LGBTQ Conference 3, May 2016**
- Reviewed two articles from the LGBTQ Conference for the special issue of the Bulletin.
- August 2016** **Guest Editorial Board, The Bulletin for the Council of Research in Music Education, Special Issue from the Narrative in Music Education Conference, May 2016**
- Reviewed two articles from the Narrative in Music Education Conference for the special issue of the Bulletin.
- 2015 – Present** **Member of the Editorial Board, New Directions in Music Education (Mitchell Robinson, ed.)**
- *New Directions: A Journal of Scholarship, Creativity and Leadership in Music Education* is a space for the music education community to discuss, debate and engage with one another around the questions and conversations that fuel our growth as a profession (<http://nd.music.msu.edu/about/>)
- 2015 – Present** **Member of the Editorial Board, TOPICS (Themes, Opinion, Policy, Innovation, Curriculum, and Strategies) (Danielle Sirek, interim ed.)**
- The TOPICS journal was initiated in 2015 by the MayDay Group. It focuses on music education praxis.
- 2015 – 2021** **Member of the Editorial Board, Journal of Popular Music Education (Gareth Dylan Smith & Bryan Powell, eds.)**
- From the editors: Launched in January 2017 the new Journal of Popular Music Education - Editors: Gareth Dylan Smith and Bryan Powell - seeks to define, delimit, debunk, disseminate and disrupt practice and discourse in and

around popular music education. Through drawing together rigorous, diverse scholarship concerning learning in, through and around popular music worldwide, *Journal of Popular Music Education* identifies, probes and problematizes key issues in this vibrant, evolving field.

Additional Reviewing:

March 2020 – Present Routledge Press, Reviewer

- Periodic reviewing of prospectuses and book manuscripts.

September 2016 – Present Oxford University Press, Reviewer

- Periodic reviewing of prospectuses and book manuscripts.

June 2017 – 2019 Reviewer, *Music Education Research*

- *Music Education Research* is a journal out of the UK and is published quarterly. The website asserts that “Music Education Research is an international refereed journal which draws its contributions from a wide community of researchers. The focus is firmly on research, and the journal provides an international forum for cross-cultural investigations and discussions relating to all areas of music education.”

<http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=cmue20>

Abstract Review for Conferences:

February 2023 Abstract Reviewer, MayDay 34 Colloquium, 2023

- Conducted peer review of abstracts for the MayDay Colloquium to be held at the Facultad de Música de la Universidad Veracruzana, Xalapa, Veracruz, Mexico, June 2023

February 2022 Abstract Reviewer, MayDay 33 Colloquium, 2022

- Conducted peer review of abstracts for the MayDay Colloquium to be held at the University of Windsor, Windsor, ON, June 2022

Nov./Dec. 2021 Abstract Reviewer, Narrative Research in Music Education (NIME) Conference 2022

- Conducted peer review of abstracts for the Narrative Research in Music Education (NIME) Conference, hosted by the Western Norway University of Applied Sciences, Bergen, Norway, June 14-16, 2022

November 2020 Abstract Reviewer, Research in Music Education (RIME) Conference 2021

- Conducted peer review of abstracts for the Research in Music Education (RIME) Conference, Virtual Conference hosted by the Royal College of Music, London, U.K., April 2021

- February 2020** **Abstract Reviewer, MayDay 32 Colloquium, 2020**
 - Conducted peer review of abstracts for the MayDay Colloquium to be held at the University of Oregon, Eugene, OR, June 2020 (postponed until June 2021)
- July/Aug. 2019** **Abstract Reviewer, American Educational Research Association 2020 Conference**
 - Conducted peer review of 10 abstracts for the Music Education SIG and 11 abstracts for Division G. Abstracts were 2000 words in length.
- February 2019** **Abstract Reviewer, MayDay 31 Colloquium, 2019**
 - Conducted peer review of abstracts for the MayDay Colloquium to be held at Mary Immaculate College, Ireland in June 2019
- February 2018** **Abstract Reviewer, MayDay 30 Colloquium, 2018**
 - Conducted peer review of abstracts for the MayDay Colloquium to be held at the University of Western Ontario in June 2018
- April 2016 – June 2016** **Abstract Reviewer, Society for Music Teacher Education Conference, 2017**
 - Conducted peer review of (40) abstracts for the Society for Music Teacher Education to be held in Minneapolis in September 2017
- February 2017** **Abstract Reviewer, MayDay 29 Colloquium, 2017**
 - Conducted peer review of abstracts for the MayDay Colloquium to be held at Gettysburg College in June 2017
- February 2016** **Abstract Reviewer, MayDay 28 Colloquium, 2016**
 - Conducted peer review of abstracts for the MayDay Colloquium to be held at Arizona State University in June 2016
- January 2016** **Abstract Reviewer, LGBTQ III Symposium 2016**
 - Conducted peer review of abstracts for the LGBTQ III Symposium to be held at the University of Illinois in May 2016

Journal Production Work:

- Apr. 2014 – Jan. 2016** **Member of the Production Team for the Journal *Action, Criticism, and Theory (ACT)***
 - Collaborate with editor and other member of the production team to copy-edit, format, and proofread all journal articles

Community Service Work:

Hess, J. (November 2021). *Disability Studies and Music Education*. Invited talk for the Michigan School Vocal Music Association (MSVMA) Collegiate Chapter. Virtual Presentation, November 15, 2021.

Aug. 2020 – 2022

Member of the Michigan Department of Education Anti-Racism Educator Work Group

- Working on the curriculum sub-committee on anti-racist curriculum reform across the schools under the jurisdiction of the Michigan Department of Education.

Hess, J. (September 2019). *Defining Success*. Participated as a panelist in *Running Start* event on September 19, 2019.

Hess, J. (February 2019). *Gender and “Causing Trouble”: Socialization and Disruption*. Invited talk at Sigma Alpha Iota’s (SAI) “Province Day” (a gathering of all chapter members in the state of Michigan). Lansing, MI, February 23, 2019.

Select Community Workshops Given in Ghanaian (Ewe) Music:

June 2005 & Mar. 2007 Downtown Community Choral Summit (3 workshops)

July 2006 Suzuki Summer Program

January 2006 High Park Choir

May/June 2004 Mississauga Festival Youth Choir

Additional Professional Development:

- *Music, Sound, and Trauma: Interdisciplinary Perspectives*, Virtual Conference hosted by Indiana University, February 12-14, 2021.
- *Symposium of Eudaimonia and Music Learning*. Virtual Conference hosted by Gareth Dylan Smith (Boston University) and Marissa Silverman (Montclair State University), May 22-23, 2020.
- *Narrative Soundings: The 5th International Conference on Narrative in Music Education*, University of Illinois, Urbana-Champaign, IL, May 21-23, 2016.
- Michigan Music Conference 2016, Grand Rapids, MI, January 21-23, 2016.
- Ann Arbor Symposium IV: Teaching and Learning Popular Music, Ann Arbor, MI, November 2015. Moderated two sessions: Karen Howard, *Developing Children’s Multicultural Sensitivity Using Music of the African Diaspora: An Elementary School Music Culture Project* & Irvin Wan, *Making Arrangements for an Attention Economy: A Case Study of Contemporary A Cappella Group Pentatonix’s Arrangement of ‘Happy.’*
- Social Justice Education Out of Bounds: New Frameworks and Alliances, 7th Annual Conference on Equity and Social Justice, Syracuse, NY, March 2014.
- NYSSMA (New York State School Music Association), Rochester, NY, December 2013 & 2014

- Rock & Roles Conference, The Institute of Contemporary Music Performance, London, UK, July 23-24, 2012
- Crossroads 2012, The Sorbonne, Paris, France, July 2-6, 2012
- Soundstreams Conference, Toronto, Canada, April 2008
- *Musica ficta*, Social Justice and Music Education Conference, Toronto, Canada, January 2008
- *Festival 500*, Newfoundland, Canada, July 2007
- OMEA (Ontario Music Educator's Association) Conference attended annually until 2013, Greater Toronto Area, Canada
- Choral Conductors' Symposium attended annually until 2013, Greater Toronto Area, Canada
- *Choral Music Experience (CME)*, Ireland, 2002
- Workshops organized through various music organizations (choral music, conducting, Orff, etc.)

V. MUSICAL COMPOSITIONS

Musical Publications:

Hess, J. (2020). An Irish Airman Foresees His Death [Choral Work]. Cypress Music.

Hess, J. (2012). Life Has Loveliness to Sell [Choral Work]. Oakville, ON: Leslie Music, Inc.

Hess, J. (2009). Places Among the Stars: Seven Poems by Stephen Crane [Song Cycle]. In B. McDonagh (Ed.), *The Toronto Songbook: New Music for Voice & Piano by Nine Toronto Composers* (pp. 41-62). Toronto, ON: Plangere Editions.

Hess, J. (2008a). By the Sea [Choral Work]. New York: Boosey & Hawkes.

Hess, J. (2008b). Happiness [Choral Work]. New York: Boosey & Hawkes.

Hess, J. (2008c). I'll Tell You How the Sun Rose [Choral Work]. New York: Boosey & Hawkes.

Hess, J. (2008d). An Irish Airman Foresees His Death [Choral Work]. Kitchener, ON: Kelman Hall.

Hess, J. (2008e). Live the Drum [Choral Work]. New York: Boosey & Hawkes.

Hess, J. (2008f). Lullaby of an Infant Chief [Choral Work]. Oakville, ON: Leslie Music, Inc.

Hess, J. (2007). Who Has Seen the Wind? [Choral Work]. Oakville, ON: Leslie Music, Inc.

Hess, J. (2006). Up-Hill [Choral Work]. Oakville, ON: Leslie Music, Inc.

Selected Musical Works:

- Song Cycle: *Cloths of Heaven: Five Poems of William Butler Yeats*. Commissioned arrangement of song cycle premiered by baritone and chamber ensemble by the *Talisker Players* on March 10 & 11, 2015 at Trinity-St. Paul's Centre, Toronto.

- Song Cycle: *Places Among the Stars: Seven Poems of Stephen Crane*. 2 songs (*Rows* and *There was Crimson Clash of War*) used in the Royal Conservatory of Music Voice Syllabus. Premiered by Dann Mitton and Kathryn Tremills at Walter Hall, Toronto as a complete cycle on April 12, 2014.
- Song Cycle: *Places Among the Stars: Seven Poems of Stephen Crane*. Performed by Dann Mitton and Narmina Afandiyeva at the Canadian Music Centre for “Doors Open Toronto” on May 24, 2014.
- Vocal Chamber Work: *The Mariner’s Albatross*. Commissioned by the *Talisker Players*. Premiered at the Four Seasons Centre and Trinity-St. Paul’s Centre, Toronto on February 9 & 10, 2010.
- Choral Work: *Nature, the Gentlest Mother* (Text by Emily Dickinson). For the University of Toronto Women’s Chorus. Premiered March 24, 2010.
- Work for Violin, Piano, and Ewe Set: *Musical Exclusions*. Recorded December 2009.
- String Quartet: *String Quartet in Four Movements: Sonata in D minor, Allegretto, The Drone, Allegro-Lento* (2009). Submitted for consideration to the *Madawaska String Quartet*.
- Vocal Chamber Work: *The Poplars: 4 Poems by A.E. Housman*. Commissioned by the *Talisker Players*. Premiered November 11, 2008 at the Four Seasons Centre and Trinity-St. Paul’s Centre.
- Song Cycle: *La Luna Asoma: Five Poems of Federico García Lorca* (for soprano and piano). Two excerpts from cycle used on the RCM Grade 5 Analysis Exam, December 2007.

References:

Available upon request.