Introduction

- Rachel Lumsden (Florida State University) and Jeffrey Swinkin (University of Oklahoma)

Part I: Primary Topics in Written Theory

- L. Poundie Burstein (The Graduate Center, City University of New York), “The Practice of Music Theory, and Music Theory versus Practice”
- Peter Schubert (Schulich School of Music, McGill University), “Teaching Historical Counterpoint”
- Seth Monahan (Eastman School of Music), “Managing the Big Picture: Adventures in Classical Form”
- Alan Gosman (University of Arkansas), “Finding One’s Place: Music Scrambles and Formal Function”
- Sarah Marlowe (New York University), “Integrating Schenkerian Concepts with the Undergraduate Theory Curriculum”
- Joseph N. Straus (The Graduate Center, City University of New York), “Ten Tips for Teaching Post-Tonal Theory”
- Julian Hook (Indiana University), “Teaching Mathematical Techniques in Music Theory”

Part II: Aural and Performance Skills

- Janet Bourne (Bates College), “Teaching Music Theory through a Cognitive Lens”
- Diane Urista (Cleveland Institute of Music), “Engaging the Moving Body in the Music Theory/Aural Skills Classroom”
- Brian Alegant (Oberlin College Conservatory), “Teaching Post-Tonal Aural Skills”
- Michael Callahan (Michigan State University), “Pedagogical Pianism in the Music Theory Classroom”
- Daphne Leong (University of Colorado), “Connecting Analysis and Performance through Music Theory Pedagogy”

Part III: Expanding the Canon

- Brad Osborn (University of Kansas), “Pop-Rock Pedagogy: Composition, Performance, Transcription, and Analysis in the Undergraduate Theory Core”
- Chris Stover (The New School), “Jazz Theory’s Pragmatics”
- Ellie M. Hisama (Columbia University), “Considering Race and Ethnicity in the Music Theory Classroom”
- Jane Piper Clendinning (Florida State University), “Teaching World Music in the Music Theory Core”

Part IV: New Approaches

- Anna Gawboy (Ohio State University), “Teaching Music Theory with Video”
- Lynne Rogers (Mannes School of Music at The New School), “Incorporating Writing into Music Theory Courses”
• Rachel Lumsden (Florida State University), “Enriching Classroom Discussions: Some Strategies from Feminist Pedagogy”
• Jeffrey L. Gillespie (Butler University), “Engaging First-Year Music Theory Students through UDL (Universal Design for Learning)”
• Jeffrey Swinkin (University of Oklahoma), “Teaching by Example: Experiential Dimensions of the Theory Classroom”
• Elizabeth West Marvin (Eastman School of Music), “What I Know Now: Reflections on Music Theory Pedagogy”