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S. M. Griffin, N. Niknafs

# Traumas Resisted and (Re)Engaged

Inquiring into Lost and Found Narratives in Music Education

- Addresses the necessity of vulnerability in music education research in narrative inquiry
- Focuses on trauma in relation to music education contexts and practices
- Merges narrative inquiry in music education and research on trauma and music education

This book focuses on the traumatic experiences within and through music that individuals and collectives face, while considering ways in which they (re)engage with their traumas in educational settings. The chapters delve into the physical, psychological, philosophical, sociological, and political aspects, as they relate to the reciprocal influences of trauma on musical practices and education. Readers are immersed in topics related to societal violence, physical injuries, grief, separation, loss, death, and ways of working through these in educational and artistic situations. In the introductory chapter, the co-editors draw attention to theoretical matters related to trauma through narrative inquiry in music education. The first section of the book, *Separation Revisited*, brings together notions of separation, focusing on how loss is emotionally and physically manifested when death, grief, and bodily injury are experienced. In the second section, *(Re)Engaging with Lost and Found*, readers are encouraged to imagine new possibilities considering trauma and loss in educational and musical spaces. These pieces offer deliberate ruminations moving the discourse toward (re)engagement in and through music education and artistic contexts. The co-editors conclude the book by drawing attention to narrative inquiry's double-edged nature in stories of trauma and how the retelling of lost and found narratives offers a way to imagine lives otherwise—lives not smothered by grief and horror—through [...]

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