Sustaining the World While Embedded: Ten Years of Information Literacy Inside a World Music Class

Beginning. A dream come true for any information literacy librarian: "Sarah, would you like to be involved in teaching a class that would be required for all music majors?" Hellz, yeah! (MUS135) Also, it is a world music class (we have used Kay Shelemay's *Soundscapes*) and I could not have been happier, because I had zero ethnomusicology classes in my BM or MM degrees. This was 10 years ago (about).

Early Years. Organized my segments (3) by format: Books; Sound and Video Recordings; Databases (RILM). Final assignment for the class is an annotated bibliography, so all assignments include annotations as well as citations (Turabian). I taught the class with three different profs. Then they opened the class to anyone on campus ($$) and the numbers exploded!

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Adapting. There were multiple sections. I added the option of partaking in my Sustainability Film and Discussion Series (in our 15th year!) for extra credit. Some of the essays they wrote brought me to tears. The connection between world music and the climate crisis became clearer. Decentering the canon.

Now. Spring and Fall transition to online. Yikes! Lots of learning with Zoom and Slido. Challenges of trying to engage two sections of 60+ students. Mixed results, of course. Any hints or questions? Thanks for visiting! Be well!

SEMLA on the interwebs 10/16/2020