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Banned Books Resource Guide

American Library Association

Note: This is not the actual book cover

Banned Books 1997 Resource Guide Banned Books Resource Guide

Robert P. Doyle



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Banned Books Resource Guide, 1997 Robert P. Doyle, 1997 Banned Books Resource Guide, 1997 American Library Association, 1997 *Banned Books Resource Guide* Robert P. Doyle, 2000-06 **Banned Books Resource Guide** Robert P. Doyle, 2007-05 Provides information on banned books and ways to organize programs in support of the First Amendment

Understanding I Know Why the Caged Bird Sings Joanne Megna-Wallace, 1998-06-25 Maya Angelou's autobiography *I Know Why the Caged Bird Sings* was nominated for a National Book Award yet in 1995 it topped the list of books most frequently challenged in schools and libraries This interdisciplinary collection of documents and commentary explores the historical and social context as well as the contemporary issues and controversies raised by Angelou's autobiography A rich resource for teachers and students it will help to enhance the reader's understanding of the historical and social forces that shaped Maya Angelou's experience race relations in the pre civil rights South segregated schools the African American church and the African American family It also examines the issue of childhood sexual abuse the inclusion of which has been the basis of most of the challenges to the autobiography and the issue of the work's censorship since its publication This rich resource begins with a literary analysis of the structure and dramatic elements of Angelou's autobiography as well as discussion of the genre of autobiography Subsequent chapters include introductions and documents that provide insight into the topics of race relations lynchings and racial etiquette the education of African Americans in the South in the 1930s particularly county training schools like the one Angelou attended the otherworldliness emotion and music of the African American church African American women as nurturers and the effect of frequent migration on children such as Angelou information from the National Center on Child Abuse and Neglect which puts the sexual abuse Angelou experiences in a broader context and many news stories regarding censorship attempts on *I Know Why the Caged Bird Sings* Documents in the work include newspaper articles interviews and first person narratives government documents excerpts from books and journals and legal statutes Study questions ideas for project topics and suggested readings conclude each chapter and further enhance the usefulness of this interdisciplinary research tool for students and teachers **Banned Books Week**

'89 Robert P. Doyle, American Booksellers Association, Center for the Book, American Library Association, 1989 **How Reading Changed My Life** Anna Quindlen, 2010-12-22 NATIONAL BESTSELLER Anna Quindlen presents a swift and compelling paean to the joys of books Booklist Like the columns she used to write for the New York Times *How Reading Changed My Life* is tart smart full of quirky insights lapidary and a pleasure to read Publishers Weekly Reading has always been my home my sustenance my great invincible companion Yet of all the many things in which we recognize universal comfort God sex food family friends reading seems to be the one in which the comfort is most undersung at least publicly although it was really all I thought of or felt when I was eating up book after book running away from home while sitting in a chair traveling around the world and yet never leaving the room I read because I loved it more than any activity on earth

from *How Reading Changed My Life* [Handbook of Research on Children's and Young Adult Literature](#) Shelby Wolf, Karen Coats, Patricia Enciso, Christine Jenkins, 2011-04-27 This multidisciplinary handbook pulls together in one volume the research on children's and young adult literature which is currently scattered across three intersecting disciplines: education, English, and library and information science

[The Librarian's Book of Lists](#) George M. Eberhart, 2010-05-10 After years spent editing *American Libraries* and the many editions of *The Whole Library Handbook*, George Eberhart has collected a raft of arcane librarianship and amusing trivia for this endlessly browsable volume. The mixture of serious topics, tongue-in-cheek items, and outright silliness provides something to please everyone familiar with libraries, making a fun read and a wonderful gift.

Page 4 of cover **Book Banning in 21st-Century America** Emily J. M. Knox, 2015-01-16 Requests for the removal, relocation, and restriction of books, also known as challenges, occur with some frequency in the United States. *Book Banning in 21st-Century American Libraries*, based on thirteen contemporary book challenge cases in schools and public libraries across the United States, argues that understanding contemporary reading practices, especially interpretive strategies, is vital to understanding why people attempt to censor books in schools and public libraries. Previous research on censorship tends to focus on legal frameworks centered on Supreme Court cases, historical case studies, and bibliographies of texts that are targeted for removal or relocation and is often concerned with how censorship occurs. The current project, on the other hand, is focused on the why of censorship and posits that many censorship behaviors and practices, such as challenging books, are intimately tied to the way one understands the practice of reading and its effects on character development and behavior. It discusses reading as a social practice that has changed over time and encompasses different physical modalities and interpretive strategies. In order to understand why people challenge books, it presents a model of how the practice of reading is understood by challengers, including what it means to read a text and especially how one constructs the idea of appropriate reading materials. The book is based on three different kinds of sources. The first consists of documents including requests for reconsideration and letters obtained via Freedom of Information Act requests to governing bodies produced in the course of challenge cases. Recordings of book challenge public hearings constitute the second source of data. Finally, the third source of data is interviews with challengers themselves. The book offers a model of the reading practices of challengers. It demonstrates that challengers are particularly influenced by what might be called a literal common sense orientation to text, wherein there is little room for polysemic interpretation; multiple meanings for text. That is, the meaning of texts is always clear, and there is only one avenue for interpretation. This common sense interpretive strategy is coupled with what Cathy Davidson calls undisciplined imagination, wherein the reader is unable to maintain distance between the events in a text and his or her own response. These reading practices broaden our understanding of why people attempt to censor books in public institutions.

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