

Annotated Bibliography

Primary Sources:

Articles:

“About Judy.” Judy Blume on the Web. Accessed May 14, 2022.

<https://judyblume.com/about-judy-blume/>.

This source is an article by Blume highlighting her life, books, and accomplishments. This article helped us gain background information about Judy Blume, like who she was and what she did. This source inspired us to keep researching more about the topic.

Blume, Judy. “Judy Blume on Being Banned.” Index on Censorship, September 23, 2013.

<https://www.indexoncensorship.org/2013/09/judy-blume-banned-books/>.

In this article, Judy Blume talks about her own views on her books being banned. From this article, we learned why people generally ban books in schools and other institutions. We used this article to develop the views of people who censored books.

DiMarco, Scott R. “Why I Banned a Book: How Censorship Can Impact a Learning Community.” College & Research Libraries News, 2013.

<https://crln.acrl.org/index.php/crlnews/article/view/8980/9748>.

This is an article by Scott DiMarco, a library director at Mansfield University of Pennsylvania, on his experiences on banning a book and what occurred after. We learned as a result of the banned book, many internet viewers were enraged and many students wanted to negotiate a compromise. We used this information to show how censorship has evolved.

“Judy Blume on Book Censorship.” Poets & Writers, September 29, 2016.

https://www.pw.org/content/judy_blume_on_book_censorship.

This is an interview where Judy Blume compares her childhood of being able to read whatever she wanted, to now, where children can only read uncensored books. From this, we understood the effects of censoring books. We used this source to develop context and Judy’s own opinion.

“Judy’s Thoughts on Censorship.” Judy Blume on the Web. Accessed May 14, 2022.

<https://judyblume.com/judy-blume-on-censorship/>.

This is an article by Judy Blume about her thoughts on her books getting censored. From this article, we learned about different types of books that were censored and why. We used this article to develop Blume’s perspective.

“Kansas City, Missouri, District Censors Fun Home and All Boys Aren’t Blue in School Libraries: Updated.” National Coalition Against Censorship, November 23, 2021.

<https://ncac.org/news/books-censored-kansas-city-school-libraries>.

This article is by the National Coalition Against Censorship describing how they helped get two gender queer books uncensored. We learned that the coalition sends formal letters to school districts informing and persuading the officials on why the book was beneficial for their school. We used this information for our section explaining Judy Blume’s efforts.

“Law: Online Sources: Comstock Act of 1873.” LibGuides, October 28, 2019.

<https://libguides.library.albany.edu/lawonline/comstock>.

This is the full text of the Comstock Act of 1873. From this source, we learned about what the Comstock Act prohibited and what it contained. We used this source for our “Obscenity Laws” section and used it to build context.

“Letters to Judy.” Judy Blume on the Web. Accessed May 14, 2022.

<https://judyblume.com/judy-blume-books/ya-books/ya-letters/>.

This is an article by Judy Blume on her book *Letters to Judy* and what she was able to learn about her readers. From this article, we learned about the many letters children sent to Blume about their life and questions, and Blume’s answers and advice to parents. We used this in our section about her efforts and impacts.

“Parents Call for Censorship of It's Perfectly Normal at Cass County, Missouri, Public Library.” National Coalition Against Censorship, October 15, 2021.

<https://ncac.org/news/its-perfectly-normal-cass-county-missouri-library>.

This source is an article by the National Coalition Against Censorship on Robie Harris’s *It’s Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health* being challenged in the Cass County Public Library. We learned that parents are entitled to keep their child away from topics they disapprove of, but they cannot censor the entire book and keep other children from reading it too. We used this information to write about our perspectives.

“Parents in Florida Object to Judy Blume’s ‘Forever.’” National Coalition Against Censorship, March 14, 2019.

<https://ncac.org/news/blog/parents-in-florida-object-to-judy-blumes-forever>.

This is an article describing an event where parents protest against Judy Blume’s *Forever*. This source outlines the reasons why a parent should allow their child to read certain books instead of shielding them away. We used this source to learn about why her books were important.

Participation, Expert. “Obscene Publications Act 1959.” Legislation.gov.uk. Statute Law Database, June 1, 1978. <http://www.legislation.gov.uk/ukpga/Eliz2/7-8/66/contents>.

This is the full text of the Obscene Publications Act of 1959. From this source, we learned about what the Obscene Publications Act contained. We used this source for our “Obscenity Laws” section and used it to build context.

“Pennsylvania’s Wissahickon School District Censors Gender Queer in School Libraries.” National Coalition Against Censorship, November 10, 2021.

<https://ncac.org/news/wissahickon-gender-queer-censored>.

This source gives an example of a court case in Pennsylvania where a school tried to remove a book, *Gender Queer* and the processes in book banning. From this article, we learned that this book helped many non-binary youth around the world, and that when it was removed, it devastated many of these children. This article helped us develop our debate views.

Press, Associated. “Missouri School Returning LGBTQ Books to Shelves.” KSHB. KSHB, November 22, 2021.

<https://www.kshb.com/news/local-news/missouri-school-returning-lgbtq-books-to-shelves>.

This is a news article about the situation regarding the LGBTQ books that were removed in Missouri, and later protested for by the NCAC. From this, we learned about the effects of the NCAC and how it impacts readers and authors. We used this article to learn about Blume's efforts on censorship.

“Toni Morrison Book Among Those Removed from Virginia Beach School Libraries.” National Coalition Against Censorship, March 8, 2019.

<https://ncac.org/news/virginia-beach-toni-morrison-lawn-boy-banned>.

This is an article about books in Virginia being censored and removed from school libraries. From this source, we learned that the ability to censor books has been wrongfully done and taken advantage of. We used this article to develop our argument against book banning.

“Transcript from an Interview with Judy Blume.” Reading Rockets, August 12, 2013.

<https://www.readingrockets.org/books/interviews/blume/transcript>.

This article is a transcript from an interview with Judy Blume, where she explains her reasoning behind writing her censored books. From this source, we learned parents don't want their kids knowing about certain things, which leads to fear of independent reading. This article helped us understand reasons for censoring books.

Books:

Blume, Judy. *Letters to Judy: What Kids Wish They Could Tell You: A Kids Fund Project*. London: Pan in association with Heinemann, 1987.

This is a book by Judy Blume which contains letters children have sent to her. We learned that often children come to her for reassurance and questions and we learned about the different ways she can help children. We used this in our impacts and efforts sections.

O'Connell, Jennifer (EDT), and Jennifer O'Connell. *Everything I Needed to Know about Being a Girl I Learned from Judy Blume*. New York: Pocket Books, 2009.

This book is written by Jennifer O'Connell and a series of other authors, and surrounds how they experienced puberty and growing up. We learned about how Judy Blume was a large influence in all of their lives with her books. We used this book to help us develop our impacts page, as proof of how she has influenced her readers.

Essays:

Blume, Judy. *Censorship: A Personal View*. 6th ed. Ed. Katherine Anne Ackleyed. Perspectives on Contemporary Issues: Readings Across the Disciplines. Boston, MA: Wadsworth Cengage, 2011.

This essay is written from the perspective of Judy Blume and her doubts about her writing after her books were censored. In it, we learned that perhaps censoring books might have an opposite effect than what is intended and instead of leading kids away from the books, might lead a child to be even more curious about it. We used this source to help us understand Blume's perspective on book banning.

Images:

Thoughts Running Through My Head While Reading Judy Blume's Blubber for the First Time. 1974. Mean Girls.

This image depicts an excerpt from Judy Blume's *Blubber*. From this image, we could see the actual text of the book, and that bullying was described quite viciously. We used this image to delve into the reasons people would ban books.

We Promote Freedom of Thought, Inquiry, and Expression. n.d. National Coalition Against Censorship.

This image depicts the National Coalition Against Censorship's slogan. From this image, we could see the exact goals of the NCAC. We used this image on our website for Judy Blume's efforts against censorship, as an example of the NCAC's mindset towards book banning.

Letters:

Letter to National Coalition Against Censorship. *North Kansas City Letter*, n.d.

This letter, sent from the National Coalition Against Censorship, is an argument against the banning of two genderqueer books in Missouri, *Fun Home* and *All Boys Aren't Blue*. This letter was a specific example of the many efforts the NCAC took against book censorship. We used this letter to learn about how the NCAC tried to help.

Images:

"Remember When Goldie Hawn Was a Go-Go Dancer?" Yahoo! News. Yahoo!, November 21, 2019. <http://www.yahoo.com/news/remember-goldie-hawn-dancer-160000094.html>.

This is an image of Goldie Hawn wearing a bikini with many tattoos. This source gave us an example of the increased self-expression in young adults around the 1960s and 1970s. We used this picture for our section, "The New Right Movement".

Secondary Sources:

Articles:

Alberge, Dalya. "You've Bollixed up My Book': Letter Reveals Hemingway's Fury at Being Censored." *The Guardian*. Guardian News and Media, March 29, 2020. <https://www.theguardian.com/books/2020/mar/29/youve-bollixed-up-my-book-letter-reveals-hemingways-fury-at-being-censored>.

This is an article about how Ernest Hemingway reacted to how news articles talked about his books. We learned that Hemingway was very angry that his books were censored in some unpublished letters and he disliked how the news depicted his book topics. We used this source to build information about other authors facing censorship and how they compared to Judy Blume.

"America's Sex Education: How We Are Failing Our Students." USC, December 1, 2020. <https://nursing.usc.edu/blog/americas-sex-education/>.

This is a source on the statistics of the impacts of sex education. We learned that states with better sex education, have lower teen birth and STD rates. We used this for our modern censorship activists section.

“Anthony Comstock's ‘Chastity’ Laws.” PBS. Public Broadcasting Service, 2003.

<https://www.pbs.org/wgbh/americanexperience/features/pill-anthony-comstocks-chastity-laws/#:~:text=Making%20Birth%20Control%20a%20Federal%20Crime&text=On%20March%203%2C%201873%2C%20Congress,mail%20or%20across%20state%20lines.>

This is an article talking about the Comstock Law passed in 1873. From this we learned that the Comstock Law defines birth control contraceptives as lewd and obscene, and prevented Americans from shipping or receiving them. We used this article to develop our context.

“Are You There God? It's Me By Judy Blume Analysis.” Are you there god? It's me by Judy Blume Analysis. Accessed May 14, 2022.

[https://www.ipl.org/essay/Censorship-In-Are-You-There-God-Its-FJJ4X2QTVU.](https://www.ipl.org/essay/Censorship-In-Are-You-There-God-Its-FJJ4X2QTVU)

This is an essay analyzing Blume's book, *Are You There God? It's Me, Margaret*, and the reasons it was banned and how people responded to it. From this source, we learned that people who stood up for the books were ridiculed, or even expelled from schools or fired from institutions. We used this source to ever further develop multiple perspectives on our topic.

“Authors Speak Out on Censorship.” NCTE, March 11, 2022.

[https://ncte.org/resources/ncte-intellectual-freedom-center/authors-speak-out-on-censorship/.](https://ncte.org/resources/ncte-intellectual-freedom-center/authors-speak-out-on-censorship/)

This article was a collection of many different authors who have spoken out against censorship. We learned about their motivations, reasoning, and how they did it. This article helped in making our long-term impacts section.

“Banned Book FAQ.” Advocacy, Legislation & Issues, October 25, 2016.

[http://www.ala.org/advocacy/bbooks/banned-books-qa.](http://www.ala.org/advocacy/bbooks/banned-books-qa)

This is an article by the American Library Association on why books were challenged and what kinds of books are often banned. We learned that books are challenged mostly in the interest of protecting children from content that is sexual, has offensive language, or is unsuitable for any age group. We used this source to make our perspectives and history section.

“Banning Books and the Law.” Findlaw, June 21, 2016.

[https://www.findlaw.com/education/student-rights/banning-books-and-the-law.html.](https://www.findlaw.com/education/student-rights/banning-books-and-the-law.html)

This is an article written by legal writers on the First Amendment and the standards of banning books. We learned that even though the First Amendment allowed freedom of speech, the Supreme Court set up a standard for book banning that allowed censorship of sexual, violent, or anti-American content. We used this article to make our history section.

“Banned Books Save Lives.” Free for all, September 27, 2015.

[https://www.peabodylibrary.org/freeforall/?p=1944.](https://www.peabodylibrary.org/freeforall/?p=1944)

This source is an article on how banned books help readers overcome certain troubles they have experienced by relating to the events in the story. We learned that some people use books to recover from past trauma and give answers as well as a sense of hope. We used this source in our impacts section.

“Banned Books Pros and Cons - Top 3 Arguments For and Against.” ProCon.org, August 30, 2021. <https://www.procon.org/headlines/banned-books-top-3-pros-and-cons/>.

This source was written as an article on a blog website very recently. We learned how books have been banned and how the process of banning a book works, and about several pros and cons about banning or censoring books from students and kids. We used this source to learn about multiple perspectives.

“Banned Books Week (September 26-October 2, 2021).” Advocacy, Legislation & Issues, April 9, 2021.

[https://www.ala.org/advocacy/bbooks/banned#:~:text=Email-,Banned%20Books%20Week%20\(September%2026%2DOctober%20%2C%202021\),books%20in%20libraries%20and%20schools.](https://www.ala.org/advocacy/bbooks/banned#:~:text=Email-,Banned%20Books%20Week%20(September%2026%2DOctober%20%2C%202021),books%20in%20libraries%20and%20schools.)

This is an informative article about the banned books week, and things that have happened in the past to reach the point of banned books week. We learned about the banning of books and how it was overcome, including movements and organizations against book censorship. We used this source to help us build up background knowledge of the context of our topic.

Bush, Ally. “The Little-Known History of Banned Books in the United States.” Reading Partners, March 3, 2021.

<https://readingpartners.org/blog/history-banned-books-week/>.

This is a blog speaking about the various books that were never able to have been read by many people before getting censored. We learned about specific books, including ones from the 1600s, all the way to the present that have been censored, as well as how book censorship has developed over time. We used this source to build up our background knowledge.

Clair, Stacy St. “Glen Ellyn Reinstates Banned Book after Judy Blume Weighs In.” Chicago Tribune, May 10, 2019.

<https://www.chicagotribune.com/suburbs/chi-judy-blume-book-ban-20130610-story.html>.

This article talks about how a pair of students decided to make a video against censorship. We learned that Judy Blume was able to say a few words on the topic. We used this information in “Blume’s Legacy” to show how she has impacted students to stand up against censorship.

“The Controversy Of Censorship In Children's Literature.” The controversy of censorship in children's literature. Accessed May 14, 2022.

<https://www.ipl.org/essay/The-Controversy-Of-Censorship-In-Childrens-Literature-P363ZTQMU5FV>.

This is an essay on the author's opinions on the censorship of Beauty and the Beast. This helped us understand parents' points of views on why censorship might be crucial in order to protect their children's innocence. We used this to develop multiple perspectives.

“Counterpoint: Book Censorship Can Be Justified in Some Cases.,” 2014.

<https://www.anderson1.org/cms/lib04/SC01000609/Centricity/Domain/1318/Book%20Censorship%20Counterpoint.pdf>.

This is a report on how censorship is acceptable in some cases and why parents are justified in trying to ban books. We learned book banning can prevent ways of thinking that are potentially harmful to others, but it also limits diversity in people's knowledge on vital information. We used this for our multiple perspectives section.

Dallek, Matthew. “The Conservative 1960s.” The Atlantic. Atlantic Media Company, December 1, 1995.

<https://www.theatlantic.com/magazine/archive/1995/12/the-conservative-1960s/376506/>.

This is a magazine about Conservatism during the 1960s. From this source, we learned about how dominant liberalism had been before the New Right Movement. We took a quote from this source and used it to emphasize the reasons for the New Right Movement.

Desai, Anuj C. Board of Education, Island Trees Union Free School District v. Pico. Accessed May 14, 2022.

<https://mtsu.edu/first-amendment/article/103/board-of-education-island-trees-union-free-school-district-v-pico>.

This is an article about the Island Trees Union Free School District v. Pico case. This article talks about how, in 1982, a school board was sued by students for removing books from the library and the constitutional challenge that followed. This helped us further understand what went on in the twentieth century when book banning was at its most popular.

Erykah. “Banned Books by Judy Blume: ‘Forever’ and ‘Blubber’.” Senior seminar, March 31, 2012.

<https://sites.la.utexas.edu/senior-seminar/2012/03/31/banned-books-by-judy-blume-for-ever-and-blubber/>.

This is a post by a senior in college about Judy Blume and her books, *Forever*, and *Blubber*, and the author's opinions on them being banned. This source gave us reasons people might want to ban books, especially ones written by Judy Blume. We used this source to understand multiple perspectives.

Ford, Nadia. “Book Banning and Romance Fiction in the United States.” Unsuitable, 2017.

<https://sites.duke.edu/unsuitable/book-banning/>.

This is an article by Nadia Ford from Duke University. We learned about books that have been banned and romance books that have been banned in particular, and how it works. We used this article to build our knowledge on how books have been banned in the past.

Goldberg, Michelle. “A Frenzy of Book Banning.” The New York Times. The New York Times, November 13, 2021.

<https://www.nytimes.com/2021/11/12/opinion/book-bans.html>.

This is an article on how book censorship progressed throughout the years and examples of books that were banned. We learned that many protests and movements happened because of enraged readers having their favorite books prohibited in stores and libraries. We used this in our history and perspectives section.

Gregory, Jamie. “Disinformation and the Sex-Ed Wars.” Intellectual Freedom Blog, February 13, 2021. <https://www.oif.ala.org/oif/disinformation-and-the-sex-ed-wars/>.

This is an article on sexual education books and how they have been often censored. This article taught the effects of teens not receiving proper sexual education and how misinformation is often spread because people don't have solid knowledge on sex. We used this article to help create our perspectives segment.

Handcock, Katherine. “Protecting ‘The Books That Will Never Be Written’: Judy Blume’s Fight Against Censorship.” www.amightygirl.com, October 1, 2021. <https://www.amightygirl.com/blog?p=7425>.

This is an article written on a blog that gives information of Judy Blume's books that were banned and a bit of how she's been affected by censorship and how she responds to it. From this we learned that Judy Blume was frequently challenged by parents and teachers worldwide, because of her unique views on what children should or should not be told. We used this article for basic information on our topic, mostly surrounding Judy Blume rather than book censorship in general.

Harris, Elizabeth A., and Alexandra Alter. “Book Ban Efforts Spread across the U.S.” *The New York Times*. *The New York Times*, January 30, 2022. <https://www.nytimes.com/2022/01/30/books/book-ban-us-schools.html>.

This is an article about Laurie Anderson, who has had her books frequently challenged. We learned that banning books with difficult subjects make it harder for students to discuss problems like racism and sexual assault. We used this information to build our argument on why book censorship is detrimental to children.

“A History of Fighting Censorship.” American Civil Liberties Union. Accessed May 14, 2022. <https://www.aclu.org/other/history-fighting-censorship>.

This article has a more defined timeline of the court cases and the books that were censored. From this article we further understood the effects, context and the debate and diplomacy surrounding our topic. Using this article, we searched deeper into each section on the timeline to learn more, and developed effects, context, and debate and diplomacy.

Jackson, Katie. “Judy Blume, Are You There God? It's Me, Margaret (1970).” COVE, June 4, 2021.

<https://editions.covecollective.org/chronologies/judy-blume-are-you-there-god-it%E2%80%99s-me-margaret-1970>.

This is an article on Blume's book *Are You There God? It's Me, Margaret* and reasons it was considered explicit at that time. We learned that the ending of the book gave a positive message to young girls about themselves and growing up. We used this for our sections about Blume's books.

Johnson, Brian. “Parents Outraged, Protest Over Children's Book on Puberty at Their Public Library.” <https://www.wafb.com>, September 22, 2021.

<https://www.wafb.com/2021/09/22/parents-outraged-protest-over-childrens-book-puberty-their-public-library/>.

This is an article that includes a video on parent’s opinions on the book *It's Perfectly Normal*. We learned that any parents don’t want their child learning about sex because ‘sexual education is not a child’s world’, while others say it helps parents who don’t have the words to explain about sex. We used this video in our perspective section.

Jones, Jeffery M. “LGBT Identification in U.S. Ticks Up to 7.1%”. Gallup, February 17, 2022. <https://news.gallup.com/poll/389792/lgbt-identification-ticks-up.aspx>.

This is a source on the increase of people who have come out as LGBTQ+. We learned this is because people have been able to be more open with sexuality because of fiction books with LGBTQ characters. We used this to understand the impacts of Judy Blume’s books on minorities and children.

“Judy Blume: Often Banned, but Widely Beloved.” WBUR. WBUR, November 28, 2011.

<https://www.wbur.org/npr/142859819/judy-blume-banned-often-but-widely-beloved>.

This is an interview transcript on Judy Blume’s interview with NPR’s Neal Conan, showing her point of view on everything she’s done and what her books have been through. From this source we learned that book censorship only really started in the 1980s, and people started to question what kids should be able to know after the election. We used this source to develop multiple perspectives on our topic.

“Judy Blume Was Right: On Reading Deenie Twice.” Los Angeles Review of Books, November 27, 2012.

<https://lareviewofbooks.org/article/judy-blume-was-right-on-reading-deenie-twice/>.

This article was about a fan of Blume, who refused to read ‘Deenie’ after getting her back brace. We learned that she felt furious about how accurate the book was, but after reading it again, she made some realizations about herself. This article helped us understand Blume’s impacts on people.

Klass, Perri. “The Banned Books Your Child Should Read.” The New York Times. The New York Times, January 16, 2017.

<https://www.nytimes.com/2017/01/16/well/family/the-banned-books-your-child-should-read.html>.

This is an article by the New York Times about certain books that have been banned and why one should read them. From this article, we learned that although *Deenie* by Judy Blume was censored, children can relate with Deenie and the problems that come with growing up. We used this article for our impacts and Judy’s books section.

Marreo, Letisha. “LGBTQ Students of Color Speak Up”. The Education Trust, November 2, 2018. <https://edtrust.org/the-equity-line/lgbtq-students-of-color-speak-up/>.

This is an article that introduces the less frequency of discrimination of the LGBTQ youth. We learned that the community is becoming more inclusive due to the easy access of material that supports open sexuality. We used this source on Judy Blume's impacts on the youth.

Martinez, Gina. "Texas Parents Furious after School Assigns 'Pornographic' *The Perks of Being a Wallflower* Novel." Daily Mail Online. Associated Newspapers, December 15, 2021.

<https://www.dailymail.co.uk/news/article-10313029/Texas-parents-furious-school-assigns-pornographic-Perks-Wallflower-novel.html>.

This is an article on a school which assigned the book *The Perks of Being a Wallflower*. We learned that parents became very angry to have their children read the book and voiced their opinions. We use their quotes to develop the perspective of parents.

Maynard, Joyce. "Coming Of Age With (Published 1978)." The New York Times. The New York Times, December 3, 1978.

<http://www.nytimes.com/1978/12/03/archives/coming-of-age-with-judy-blume.html>.

This source includes the views of both Judy Blume and the parents of her book audience. It talks about the impacts of her books on children and the positive advantages of children being aware of puberty and sex. We used this source on the Perspectives section of our website.

McMahon, Regan. "Why Your Kid Should Read Banned Books." Common Sense Media, August 28, 2019.

<https://www.common Sense Media.org/blog/why-your-kid-should-read-banned-books>.

This is another blog, about why parents should allow their kids to read banned books, on a blog website about parenting and family life. This source outlines to us the process of book censorship, what it does, and gives in depth reasons on why a child should read banned books. Even though this article doesn't speak about Judy Blume, it helped us understand more reasons for why people were against book banning.

Meek, Stephanie. "How Literary Censorship Inspired Creativity in Victorian Writers." The Conversation, February 2, 2022.

<https://theconversation.com/how-literary-censorship-inspired-creativity-in-victorian-writers-142351>.

This source is an article on censorship in the Victorian Era. We learned about why authors were censored and how it influenced them and the public in this time period. We used this source for our context section about obscenity laws.

"Obscene Publications Act 1959." Legislation.gov.uk. Statute Law Database, June 1, 1978.

<https://www.legislation.gov.uk/ukpga/Eliz2/7-8/66/contents>.

This is a source on the Obscene Publications Act of 1959. We learned about how the act started, what it limited, and how the people tried to defend the works. We used this source to help develop our obscenity laws section.

"Obscenity." Legal Information Institute. Legal Information Institute, 2017.

<https://www.law.cornell.edu/wex/obscenity>.

This article talks about obscenity, what it is, and the history behind the ban of it. We learned about different court cases that related the discussion of what was able to be considered obscene. We used this article in our website for the section titled ‘Obscenity Laws.’

Oppenheimer, Mark. “Why Judy Blume Endures.” The New York Times. The New York Times, 1997.

<https://archive.nytimes.com/www.nytimes.com/books/97/11/16/reviews/971116.16oppe nht.html>.

This is an article on the impacts of Blume’s books on young childrens’ mental health and view on the world growing up. We use this to find quotes that explain Judy Blume’s influence on her readers. We used the quotes taken from here to make our impacts section for mental health.

Pacelle, Richard L. Roth v. United States. Accessed May 14, 2022.

<https://www.mtsu.edu/first-amendment/article/414/roth-v-united-states>.

This article is an overview of the Roth v. United States court case. We learned how it led to a reevaluation of what obscenity was and how people decided what standards of obscenity were after that. We used this article to help us write the section of our website titled ‘Obscenity Laws.’

Palmer, Amanda. “Amanda Palmer - Judy Blume.” YouTube. YouTube, February 12, 2018.

http://www.youtube.com/clip/Ugkx0GegJRr89tT_F6aqLzq9vvTsLIHrAHaz.

This video is a song written and sung by Amanda Palmer about her appreciation for Judy Blume’s books. Her lyrics mention that after reading Blume’s books as a child, she realized that she was ‘not so strange’ and felt a sense of uniformity. We used this for our mental health impacts section.

Paz, Isabella Grullón, and Maria Cramer. “How Students Fought a Book Ban and Won, for Now.” The New York Times. The New York Times, October 2, 2021.

<https://www.nytimes.com/2021/10/02/us/york-pennsylvania-school-books.html>.

This is an article by the New York Times, talking about a situation last year where students revolted against book censorship. From this article, we learned that these children protested by holding up signs, sending letters and advocating on social media. We used this article for our website’s section about Blume’s impacts.

“Persuasive Essay on Censorship in Society.” Persuasive essay on censorship in society. Accessed May 14, 2022.

<https://www.ipl.org/essay/Persuasive-Essay-On-Censorship-In-Society-P3T2VHHEAC P6>.

This is an essay on what censorship is and the effects it has. One thing we learned from this source was that the first amendment protects public institutions from having to compromise the ideals of free speech by establishing framework that defines critical rights and responsibilities, meaning that it allows people to restrict works of information. We used this source to help us build background knowledge.

“Roth v. United States.” Oyez, 1957. Accessed May 14, 2022.

<https://www.oyez.org/cases/1956/582>.

This article provided a short overview of the background of the Roth v United States court case. We learned about the result of the court case, along with quotes. We used this article to help us with the section of our website titled ‘Obscenity Laws.’

Schroeder, Patricia. “Comstock Act Still on the Books - Sept. 24, 1996.” Archives of Women's Political Communication, 1996.

<https://awpc.cattcenter.iastate.edu/2017/03/21/comstock-act-still-on-the-books-sept-24-1996/#:~:text=But%20the%20Comstock%20Act%20has,is%20still%20on%20the%20books.&text=This%20crusade%20resulted%20in%20the,ways%20that%20offended%20Anthony%20Comstock>.

This article talks about how the Comstock Act has impacted books throughout history. Even though the Comstock Laws were overturned, there are still traces of it in books today. We used this article in our website for the context section called ‘Obscenity Laws.’

Seward, Sheraden. “The Embryo Project Encyclopedia.” The Comstock Law (1873) | The Embryo Project Encyclopedia, January 2009.

<https://embryo.asu.edu/pages/comstock-law-1873>.

This is an essay on the origin of the Comstock Laws, the purposes they serve, and their impacts. From this essay, we learned that they were only established after publisher Victoria Woodhull sent “obscene” literature to Anthony Comstock, with the purpose of revealing an affair. We used information from this essay for our context paragraphs.

Waxman, Olivia B. “Brief History of Obscenity in the United States.” Time. Time, June 21, 2016.

<https://time.com/4373765/history-obscenity-united-states-films-miller-ulysses-roth/>.

This is a video of a kiss from the TV show, “The Kiss”, a film that was frequently censored. From this source, we were able to learn about the material that was censored after the Roth case. We used this video to help people visualize the effects of the Roth case.

Waxman, Olivia B. “Librarians Grapple with Conservative Efforts to Ban Books.” Time. Time, November 16, 2021. <https://time.com/6117685/book-bans-school-libraries/>.

This is an article about how two board representatives, from Courtland and Livingston, want to eradicate banned books. We learned that they would like to see removed books burned so their community can know that they are getting rid of the ‘bad stuff’. We used this to make our ‘other censored authors’ section.

Webb, Susan L. Book Banning. Accessed May 14, 2022.

<https://mtsu.edu/first-amendment/article/986/book-banning>.

This article has a bit of a timeline explaining the court cases on book banning. It lets us learn about how censorship works and gives thorough examples of books banned or censored throughout history, going as far as older books and authors like Mark Twain. We used this article as a means to research deeper into the court cases surrounding our topic.

“What Are Common American Censorship Laws?” Hg.org. Accessed May 14, 2022.

<https://www.hg.org/legal-articles/what-are-common-american-censorship-laws-34647>.

This is an article on common American censorship laws and the first amendment are relevant to each other. From this article, we learned the court settles challenged books by taking the majority vote on whether the book was fit for the public. We used this article to build essential background information on our topic.

Wilder, Alexandra M. “Samuel Roth.” Special Collections Cataloging at Penn, August 2, 2017. <https://pennrare.wordpress.com/tag/samuel-roth/>.

This is a web page containing a picture of Samuel Roth. This source gave us media to help people who see our website get a mental image of him and what he did. We used this source in our “Obscenity Laws” section because he was such an important figure.

“16 Major Pros and Cons of Banning Books in Schools.” ConnectUS, August 21, 2019. <https://connectusfund.org/16-major-pros-and-cons-of-banning-books-in-schools>.

This is a post written about the pros and cons of banning books in schools. We learned about how book censorship impacts schools, parental figures, and students, as well as the authors themselves. We used this source to develop multiple perspectives on why a book should or should not be banned.

Books:

Boyer, Paul S. *Purity in Print: Book Censorship in America from the Gilded Age to the Computer Age*. Madison, WI: University of Wisconsin Press, 2002.

This is a book written by a U.S cultural and intellectual historian in 2002, talking about book banning from the beginnings of United States history to now, and how it’s evolved and changed from then. From this source we understood how the actual idea of book banning evolved over time. We used this book for multiple perspectives on why or why not a book should be banned.

Essays:

Kedley, Kate, and Jenna Spiering. “‘You Can’t Go Back to Holding Hands.’ Reading Judy Blume’s *Forever* in the #MeToo Era.” *Study and Scrutiny: Research in Young Adult Literature*, 2014.

This is a report by two university professors on Judy Blume’s book *Forever* analyzing whether the book would be harmful to young readers. We learned why it was considered explicit and how it would influence maturing readers to take sex as a light and simple topic. We used this source to learn more about Judy Blume’s perspective.

Palmer, Megan. “Book Banning Bans the Future: The Negative Effects of Book Banning Regarding High School Students.” *Southern New Hampshire University*, 2015.

This is an essay by Southern New Hampshire University, published in 2015. We learned about why books should stop being censored, including classroom effects, social effects, and others. We used this source to help us to develop a further argument on why books should not be banned.

Images:

Dahl, Richard. "Book Banning Efforts Are on the Rise. What Does the Law Say?" FindLaw, January 6, 2022.
<https://www.findlaw.com/legalblogs/law-and-life/book-banning-efforts-are-on-the-rise-what-does-the-law-say/>.

This is an article about how censorship can be justified under some circumstances. We learned that in Texas, school librarians created an organization named Freedom, to fight back against censorship and defend challenged books. We used this to learn about modern censorship.

Letters To Judy: What Kids Wish They Could Tell You. 1986. Pocket Books.

This image depicts the book cover of Judy Blume's *Letters To Judy: What Kids Wish They Could Tell You*. This image shows a visual example of the many worries a child has, and the influence Blume has made on these young people. We used this image on our website for Judy Blume's efforts against censorship.

Rainville, Dan. *How Children Fought a Book Ban and Won, For Now. 2021. New York Daily Record.*

This is an image of students protesting outside the Educational Service Center for the Central York School District to protest the district's banned resources. From this image, we saw how it wasn't only authors, but also kids fighting against book censorship. We used this image for our legacy section.

Society of Children's Book Writers and Illustrators 2018 Conference. 2018. Tennessean File.

This image is of a Society of Children's Book Writers and Illustrators' conference in 2018. From this image, we could see how the Society of Children's Book Writers and Illustrators helped out children. We used this image for our website's impacts section.

Theisen, Earl. *Hemingway works at a portable table while on a big game hunt in Kenya. 1952. Collection and Getty Images.*

This image depicts Ernest Hemingway. From this image, we can see frequently censored author Ernest Hemingway. This gave us a visual representation of a censored author to put in our perspectives page.

Zirkel, Kenneth C. *Island Trees School District. 2019.*

This is an image of the Island Trees School District, which was part of the Island Trees School District v. Pico court case. This image conveyed the realisticness of regular public schools opposing books, and showed how real the situation really was. We used this image for our context section.

Journals:

Smiley, Jerome. "Eighth Graders Look at Book Burning." *The English Journal* 75, no. 3 (1986): 54–57. <https://doi.org/10.2307/818862>.

This is a section of a journal where an English teacher gives his eighth grade class an assignment on researching banning books. We learned the students developed many rational opinions from researching, however controversy from parents and teachers arose. We used this to learn about perspectives.

Videos:

Parents Outraged, Protest over Children’s Book on Puberty at Their Public Library, 2021.

This video is a news report on the protests parents had against the book, *It’s Perfectly Normal*. This video shows how parents wanted books censored to prevent their children from seeing and knowing about the “obscene” topics described in the books. We used this video on our website for the different perspectives on book censorship.

“The Comic Book Legal Defense Fund: Comics & the Power of Intellectual Freedom.” The Library of Congress, 2017. <http://www.loc.gov/item/webcast-8259>.

This is a source by Charles Brownstein, the executive director of the non-profit Comic Book Legal Defense Fund, which talks about the history of comic book censorship. From this, we learned about the history of comic books being censored. We used this source to develop context.