Popular Culture Resources for Educators, Librarians, Parents, and Fans

2nd Edition

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Edited by J. Holder Bennett

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Fandom and Neomedia Studies Association

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Foreword

Gentle Readers,

The pages below represent the ongoing efforts of the Fandom and Neomedia Studies (FANS) Association to promote and assist studies in fandom and media fields. Fandom for us includes all aspects of being a fan, ranging from being a passive audience member to producing one’s own parafictive or interfictive creations. Neomedia includes both new media as it is customarily defined as well as new ways of using and conceptualizing traditional media. Part of our mission statement is to assist and advocate for these studies. The first edition of this listing was merely our first publication effort in that direction and this compendium is an ongoing project in all respects. We think this new, second edition is even better.

Such an endeavor is presumptuous specifically because, by definition, it cannot ever be finished in any meaningful sense, not least because most of the entries are in English. We are not obligated to complete the work, but neither are we free to desist from it. Our position, both as fans and as FANS, gives us a distinct place in the academic community to make this type of study and compilation possible. It combines our own abilities as an organizing force with the ideas and energy of other fan-scholars and scholar-fans (indeed, the distinction between the two is itself the result of an ongoing theoretical dispute) in a way almost entirely without precedent.

Our intrepid interns, Elizabeth Vondran and Jazmine Martin, have made an excellent start on this project. This is an ongoing work and will be updated from time to time because these interrelated fields are vast, evolving, and always growing. If you have any suggestions for inclusion, improvement, or a correction, please send us a note. The initial imbalances of the first edition, with their focus on anime and manga cultures, have been largely corrected in this edition. Through the helpful suggestions sent in by readers of the first edition and our interns’
continued excellent work, we have expanded and vastly improved upon the original. Indeed, we had over a score of suggested additions within the first twenty-four hours of publication. Given that the first run was a proof of concept experiment, we are cautiously calling this project a success.

For the current edition, we have added not only new books and articles, but have expanded to include book chapters for your consideration. Sometimes an edited volume has only one or two chapters relevant to our topic field so we chose to include those rather than the book as a whole. In other instances, when the whole volume is relevant, we have sometimes included it in the books section with individual chapters given their own listing if they are representative of groundbreaking or seminal work. In either case, the intent is to be as inclusive and wide ranging as possible. We have also made a start on listing dissertations and theses on fandom and neomedia topics with a hope for still more items as we go forward.

This work is intended for educators, librarians, and scholars of fandom and media phenomena. Most importantly, this collection is intended for fans. Subsequent editions will range still further afield as we expand our listings and resource access. Because this is intended for everyone, we encourage sharing this out with anyone and everyone who might be interested.

So, ladies, gentlemen, and otherwise, welcome back to FANS.

– J. Holder Bennett

FANS Association Chairman
Popular Culture Resources for Educators, Librarians, Parents, and Fans

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Perry, Tonya B. “Multiple Literacies and Middle School Students.” *Theory into Practice* 45, no. 4 (Fall 2006): 328 – 336.


---. “There Goes the Neighborhood: Cycling Ethnoracial Tensions in Will Eisner’s *Dropsie Avenue*.” *Shofar* 29, no. 2 (Winter 2011): 120 – 145.


Dissertations and Theses


Court Decisions


Gibbons v. Ogden, 22 US 1 (1824).


Mutual Film Corporation v. Industrial Commission of Ohio, 236 US 230 (1915).


