Record Nr. UNINA9910826040503321 Girls' series fiction and American popular culture / / edited by LuElla **Titolo** D'Amico Lanham, Maryland:,: Lexington Books,, 2016 Pubbl/distr/stampa ©2016 **ISBN** 1-4985-1764-1 Descrizione fisica 1 online resource (319 p.) Collana Children and Youth in Popular Culture 813/.00992827 Disciplina Soggetti Children's stories, American - History and criticism Serialized fiction - United States - History and criticism Children's literature in series - History and criticism Girls - Books and reading - United States - History - 20th century Girls - Books and reading - United States - History - 21st century Girls in literature American fiction - 20th century - History and criticism American fiction - 21st century - History and criticism Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references at the end of each chapters and index. Nota di contenuto Contents; Introduction; Chapter One: Louisa May Alcott's Theater of Time; Chapter Two: Queering the Katy Series; Chapter Three: Working Girl; Chapter Four: A Spectacle of Girls; Chapter Five: Nancy Drew's Shadow; Chapter Six: The Bob-Whites of the Belden-Wheeler Detective Agency; Chapter Seven: Nancy Drew and Trixie Belden; Chapter Eight: Cherry Ames: Chapter Nine: From Betsy-Tacy to the Blog: Chapter Ten: "Girl-Sized Views" of History; Chapter Eleven: I Like Sports and You Like Clothes, But We Both Love Babies!; Chapter Twelve: Fancy Nancy; Chapter Thirteen: Beyond Cruel Chapter Fourteen: Growing Up in the Twenty-First CenturyIndex; About the Contributors This collection explores the influence of girls' series books on popular Sommario/riassunto American culture and girls' everyday experiences. It explores the cultural work that the series genre performs, contemplating the books'

messages about subjects including race, gender, and education, and examines girl fiction within a variety of disciplinary contexts.