

【研究論文】 Semantic Profiles and Sociocultural Configurations of Adolescent Well-Being in Award-Winning American Young Adult Literature, 2015–2019

—A Corpus-Based Semantic Analysis—

YAMASHIRO Ayako

Graduate Student at the Graduate School of Social and Cultural Studies, Nihon University

現代アメリカヤングアダルト文学受賞作における思春期ウェルビーイングのセマンティック領域と社会文化的文脈の考察 —2015年から2019年のコーパスセマンティック分析—

山城 綾子

日本大学大学院総合社会情報研究科後期課程

本研究は、2015年から2019年にかけて主要3文学賞のいずれかで選出された現代アメリカヤングアダルト文学13エントリーを対象に、受賞作品群の思春期ウェルビーイングに関わるセマンティック構造を検討するものである。Ross et al. (2020) の5領域をセマンティックカテゴリーへ操作的に対応づけることで領域分布を分析した。安全で支援的な環境が全作品・全対象年で最も高い割合を示した一方、正規化エントロピーは高く、健康、つながり、学習、エージェンシーとレジリエンスは安定して現れた。年別の変化は限定的であり、社会文化的文脈との関係は頻度の線形変動ではなく、同じウェルビーイング領域が支援、脅威、葛藤、局所的欠如として分布される文脈的差異として解釈された。現代アメリカヤングアダルト文学受賞作は、思春期の発達と社会的課題を複合的ウェルビーイングとして描く文学であることが示唆された。

1. Introduction

1.1 Young Adult Literature as a Distinct Cultural and Academic Field

Young adult literature has emerged as a significant body of work that extends beyond entertainment for adolescents, establishing itself as a recognized field of literary, cultural, educational, and library-based inquiry (Cart, 2008, 2022; Crowe, 2026; Hill, 2014; Malo-Juvera & Hill, 2026; Trites, 2000). Its formal acknowledgment in the twentieth century coincided with the broader institutionalization of adolescence as a distinct life stage (Talley, 2011). In preindustrial and early agrarian America, the transition from childhood to adult labor was often swift. However,

industrialization, compulsory education, child-labor reforms, and age-graded youth institutions increasingly delineated adolescence as a separate social and cultural category (Hine, 1999; Lesko, 2012).

The emergence of young adult literature as a distinct category was further consolidated through professional and institutional developments, including the establishment of the Young Adult Services Division of the American Library Association in 1957, the founding of the Assembly on Literature for Adolescents of National Council of Teachers of English in 1973, and the inauguration of the Michael L. Printz Award in 2000 to recognize literary excellence in young adult literature

(American Library Association, 2006, 2012; Cart, 2008; Talley, 2011).

Although its definition remains debated, influential perspectives characterize young adult literature using intersecting criteria: an intended readership of approximately aged 12 to 18; publisher designation or marketing as “young adult”; adolescent protagonists, perspectives, and conflicts; and an emphasis on books that adolescents may select, imaginatively engage with, or identify with rather than solely on texts mandated as required school reading (Cart, 2008; Hill, 2014; Lynch-Brown & Tomlinson, 2007; Malo-Juvera & Hill, 2019, 2026; Nilsen et al., 2012; Small, 1992). More critically, young adult literature is distinguished not merely by age category or marketing but also by its sustained engagement with adolescents’ negotiations of power, agency, identity, and social institutions, as protagonists encounter and challenge the forces of family, school, church, government, sexuality, gender, race, class, and cultural norms (Coats, 2011; Trites, 2000).

1.2 Literature Contributes to Human Flourishing

Grounded in the philosophical tradition of eudaimonia and further developed in psychology, public health, and the humanities, human flourishing offers a comprehensive framework for analyzing well-being as a multidimensional construct rather than merely equating it with happiness and life satisfaction, mental and physical health, meaning and purpose, character and virtue, and close, social relationships (Ivory & Tiberius, 2022; Pawelski, 2022; Ryan & Deci, 2001).

This perspective is significant for literary studies, as literature engages with themes of suffering, identity formation, moral conflicts, relational complexity, and alternative life possibilities. In the current study, however, flourishing was not considered an outcome for readers. Instead, it serves as a broader theoretical framework for exploring the semantic structure of adolescent well-being within award-winning young adult literature (English & Love, 2023; Kidd, 2022; Oatley, 2016).

1.3 Young Adult Literature and the Frameworks of Adolescent Well-Being

Contemporary frameworks for adolescent well-being highlight its multidimensional and developmentally integrated nature. Ross et al. (2020) conceptualize adolescent well-being as a multidimensional state that enables adolescents to flourish and develop their capabilities. Their framework comprises five interconnected domains: good health and optimum nutrition; connectedness, positive values, and contribution to society; safety and a supportive environment; learning, competence, education, skills, and employability; and agency and resilience.

These domains are particularly pertinent to young adult literature, which often explores themes of identity formation, friendship, romantic relationships, family dynamics, education, sexuality, trauma, social institutions, and the negotiation of agency and power (Cart, 2022; Coats, 2011; Malo-Juvera & Hill, 2026; Talley, 2011; Trites, 2000). Consequently, this study investigates the semantic distribution of this five-domain framework in award-winning contemporary American young adult literature.

1.4 Research Questions

The current study addresses the following research questions:

RQ1: In award-winning contemporary American young adult literature (2015–2019), what is the semantic distribution of the five adolescent well-being domains identified by Ross et al. (2020)?

RQ2: How stable or variable is this well-being domain profile across individual works and award-year entries?

RQ3: How can the observed semantic profile be interpreted in the context of the U.S. sociocultural conditions surrounding each award year while preserving the distinction between textual salience and contextual well-being status?

2. Methods

2.1 Corpus Design

The corpus used in this study was a specialized collection of award-recognized contemporary American young adult literature between 2015 and 2019. Following the principles of corpus representativeness, it was constructed by defining the target population, sampling frame, strata, register parameters, and textual boundaries prior to analysis (Egbert et al., 2022; Biber, 1993). The target population was not all young adult literature but a more restricted group of works institutionally recognized through three selected award categories within the

specified period. Each individual literary work served as a unit, while words, part-of-speech tags, semantic tags, and well-being domains served as analytical units. The initial sampling frame comprised 15 award-year slots generated by applying the three award categories to the 5-year period. Prior to analysis, this frame was refined based on textual comparability. 2016_N and 2017_M were excluded due to their classification as a picture book and a comic, respectively. These exclusions were necessary because multimodal formats are not directly comparable to predominantly verbal literary texts processed through semantic annotation.

Table 1. Corpus Metadata for Award-Winning Young Adult Literature

Corpus ID	Title	Author	Award Year	Award
2015_B	<i>Cartwheeling in Thunderstorms</i>	Katherine Rundell	2015	Boston GHB
2015_M	<i>I'll Give You the Sun</i>	Jandy Nelson	2015	Michael LP
2015_N	<i>The Crossover</i>	Kwame Alexander	2015	Newbery
2016_B	<i>The Lie Tree</i>	Frances Hardinge	2016	Boston GHB
2016_M	<i>Bone Gap</i>	Laura Ruby	2016	Michael LP
2016_N	N/A	-	-	-
2017_B	<i>The Hate U Give</i>	Angie Thomas	2017	Boston GHB
2017_M	N/A	-	-	-
2017_N	<i>The Girl Who Drank the Moon</i>	Kelly Barnhill	2017	Newbery
2018_B	<u><i>The Poet X</i></u>	Elizabeth Acevedo	2018	Boston GHB
2018_M	<i>We Are Okay</i>	Nina LaCo	2018	Michael LP
2018_N	<i>Hello, Universe</i>	Erin Entrada Kelly	2018	Newbery
2019_B	<i>The Season of Styx Malone</i>	Kekla Magoon	2019	Boston GHB
2019_M	<u><i>The Poet X</i></u>	Elizabeth Acevedo	2019	Michael LP
2019_N	<i>Merci Suárez Changes Gears</i>	Meg Medina	2019	Newbery

Consequently, the final analytic corpus consisted of 13 entries. Duplicate titles retained in the corpus are underlined in Table 1, which presents the corpus metadata for the literary works analyzed in this study. To support comparisons across different works and years, normalized frequency, proportional indices, and entropy-based measures were employed. The register represented in the corpus is written, published, book-length literary prose addressed to a young adult readership. It includes the main body of each literary text and excludes paratextual materials such as acknowledgments, advertisements,

author interviews, and publisher blurbs. The resulting corpus supports claims about award-recognized contemporary American young adult literature but not about the entire population of young adult literature.

2.2 Corpus Criteria

As this study analyzes award-winning young adult literature as a corpus, it is essential to provide a rationale for the selection of literary awards. The Newbery Medal, Michael L. Printz Award, and Boston Globe–Horn Book Award were chosen because of their complementary roles

in institutional recognition within the realm of literature for children's and young adults. The Newbery Medal, with its long-standing tradition, provides a professional assessment of children's literature and intersects with the younger demographic of young adult readers. The Michael L. Printz Award specifically acknowledges literary excellence in young adult literature. The Boston Globe–Horn Book Award adds another layer to the evaluative tradition by encompassing literature for both children's and young adults. Collectively, these awards offer a focused and institutionally supported framework for analyzing contemporary award-winning American young adult literature.

2.3 Abstract Concept Mapping

This research developed a semantic annotation procedure to extract and quantitatively analyze abstract concepts embedded in literary texts. This approach addresses a methodological challenge in corpus-based literary analysis: abstract constructs can be difficult to examine through part-of-speech counts or preselected keywords. It asks how a theoretically defined concept can be modeled through semantic categories without asserting that the concept is measured directly. This study uses the five-domain framework of adolescent well-being (Ross et al., 2020) and applies it to contemporary American young adult literature.

The methodological evaluation utilizes a definition-derived lexical template, the 128 semantic categories generated from it, and a researcher-screened set of closely related dictionary synonyms, following a text-as-data logic for systematic automatic content analysis (Grimmer & Stewart, 2013). The procedure extracts domain-bearing content words from domain titles, subdomain labels, requirement descriptions, and well-being type labels, while function words and grammatical items are excluded from the analysis. The retained words were processed through semantic annotation, and the resulting categories were organized into a five-domain mapping that preserved

multi-domain associations, drawing on the use of semantic domains in corpus analysis (Rayson, 2008).

The procedure was assessed employing three set-based checks. Initially, a synonym-only containment and novelty analysis examined whether researcher-screened closely related dictionary synonyms remained within the definition-derived category inventory or introduced additional categories. The synonym set yielded 65 unique categories, 44 of which overlapped with the definition-derived mapping, and 21 were newly introduced. Subsequently, same-domain and cross-domain Jaccard comparisons were implemented to test whether synonym-derived categories aligned most closely with their intended domains (Real & Vargas, 1996). Three domains demonstrated the highest same-domain alignment, whereas two exhibited higher cross-domain affinity. Finally, a definition-only cross-domain Jaccard matrix describes the overlap among the original domain sets. The results support retaining the definition-derived mapping as the primary template and using synonym expansion as a supplementary check. This procedure provides a replicable basis for extracting and quantitatively examining textual evidence for abstract concepts embedded in literary works.

3. Results

3.1 Corpus Coverage and Multi-Domain Mapping

The dataset contained 13 award-year records corresponding to 12 unique literary works. Notably, *The Poet X* was represented by two award-year records, having received awards in both 2018 and 2019. The 12 unique works comprised 1,163,455 tokens. Among these, 231,032 source-token occurrences were mapped to at least one of the five adolescent well-being domains, resulting in a unique mapped-token coverage of 19.86%. The mapped source tokens yielded 557,862 domain assignments, as individual tokens could be associated with multiple domains. Overall, 67.52% of the mapped source-token occurrences were linked to between two and five domains. This overlap substantiates treatment of the

framework as multidimensional rather than as a set of mutually exclusive lexical categories. The five domains adhered to the conceptual framework proposed by Ross et

al. (2020). Table 2 summarizes lexical size and diversity measures at the award-year-entry level.

Table 2. Descriptive Statistics at Award-Year-Entry Level

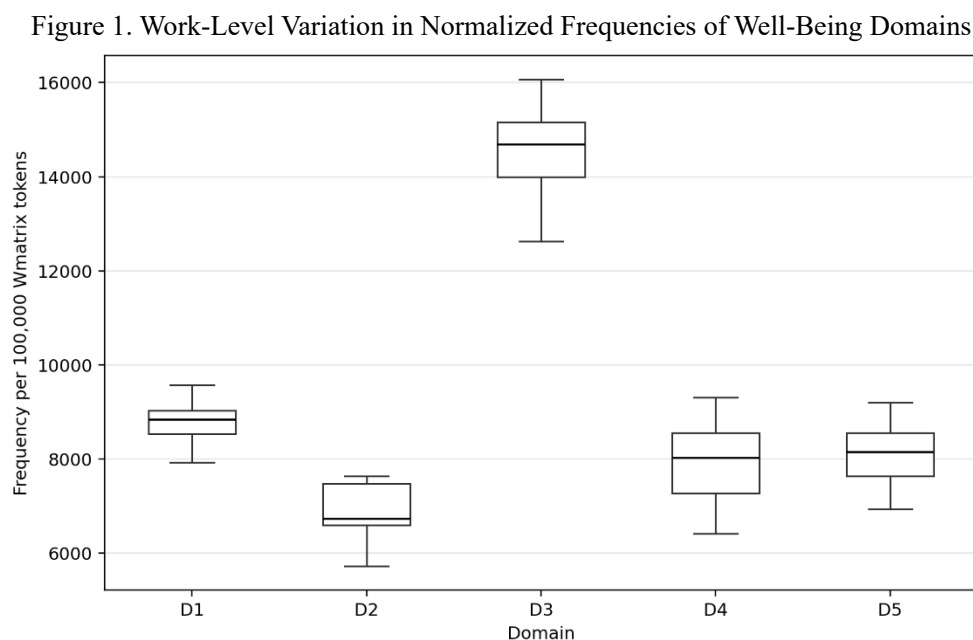
Lexical Measure	Mean	SD	Median	Min–Max
Token	92,888.46	43,922.21	89,488	24,535–161,268
Type	6,679.77	2,173.36	6,544	3,370–10,415
TTR	7.976	2.144	7.244	5.167–13.735
Guiraud's <i>R</i>	22.267	2.298	21.515	18.984–27.468
Herdan's <i>C</i>	.774	.012	.773	.752–.804

N = 13 award-year entries. TTR = type-token ratio

3.2 Distribution of Adolescent Well-Being

D3—Safety and Supportive Environment—constituted the largest proportion of all domain assignments, representing 31.39%. This was followed by D1—Good Health and Optimum Nutrition—at 19.31%; D5—Agency and Resilience—at 17.40%; D4—Learning, Competence, Education, Skills, and Employability—at 17.04%; and D2—Connectedness, Positive Values, and Contribution to Society—at 14.86%. A similar ordering was observed in

normalized frequencies, with D3 appearing at 14,449.63 tokens per 100,000 tokens, compared to 8,889.47 for D1, 8,007.27 for D5, 7,844.82 for D4, and 6,837.65 for D2. D3 was the most frequently occurring domain across all 12 unique works (Figure 1). However, the normalized Shannon entropy was high at the pooled-corpus and work levels (Tables 3 and 4), suggesting that the prominence of D3 did not result in the marginalization of other domains.



D1 = good health and optimum nutrition; D2 = connectedness, positive values, and contribution to society; D3 = safety and a supportive environment; D4 = learning, competence, education, skills, and employability; D5 = agency and resilience. Domain labels follow Ross et al. (2020).

Table 3. Pooled Shannon Entropy of Well-Being Domain Distribution

Aggregation Level	Period	Domain Assignments	H	H norm
Pooled corpus	2015–2019	557,862	1.570	.976

H = Shannon entropy calculated using natural logarithms.

H norm = normalized Shannon entropy, calculated as $H/\ln(5)$. H norm ranges from 0 to 1.

Table 4. Work-Level Shannon Entropy of Well-Being Domain Distributions

Entropy Measures	Mean	SD	Min–Max
H	1.569	.005	1.559–1.576
H norm	.975	.003	.969–.979

3.3 Variation Across Award Years and Works

The annual distribution of the domains exhibited considerable stability (Table 5). D3 accounted for 31.01% of assignments in 2019 and 31.82% in 2018. Across the five award years, no domain experienced a variation exceeding 1.34 percentage points in any given year. The normalized entropy values, ranging from .974 to .978, indicate that the relative representation of the five domains remained consistent throughout the period. Consequently,

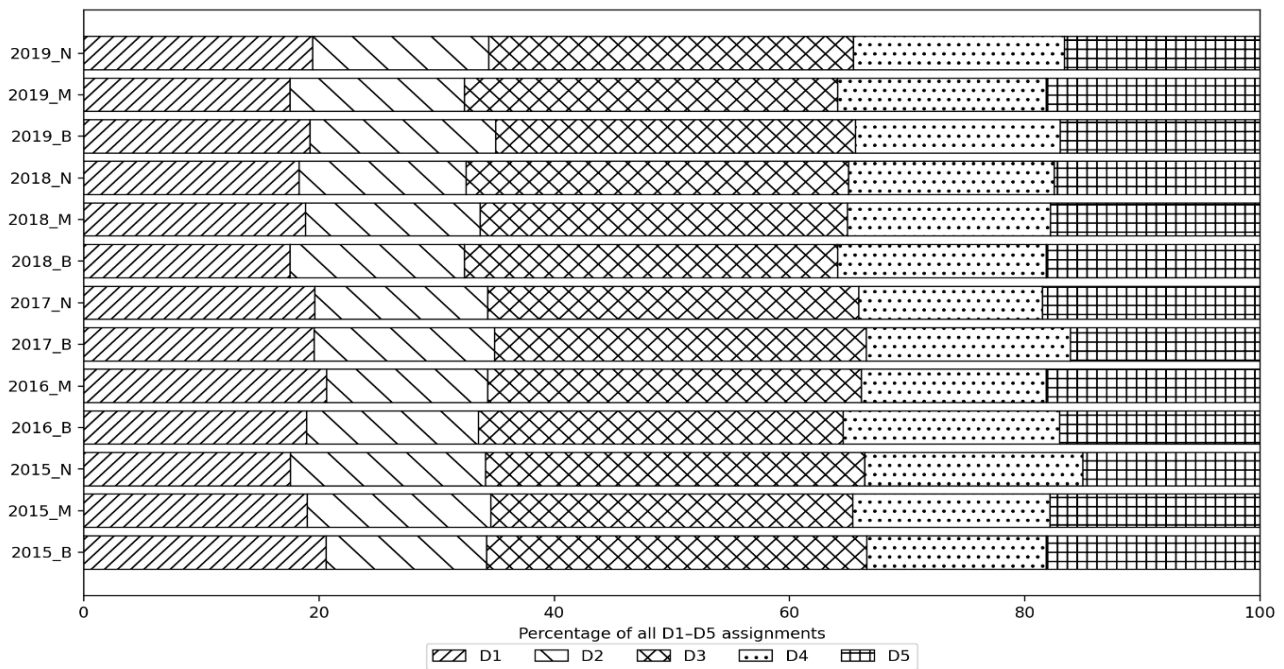
the descriptive findings suggest limited redistribution of domain assignments across award years, with no evidence of statistical equivalence among the years.

At the award-year entry level, the relative composition of D1–D5 assignments also remained stable. The share of D3 assignments varied only from 30.63% to 32.53% across award-year entries (Figure 2). Thus, although the corpus entries differed in textual coverage, the relative prominence of D3 remained consistent.

Table 5. Annual Distributions of Well-Being

Year	Domain Assignments	D1 (%)	D2 (%)	D3 (%)	D4 (%)	D5 (%)	H norm
2015	121,006	19.31	15.15	31.35	16.51	17.68	.976
2016	124,292	19.65	14.24	31.32	17.30	17.49	.975
2017	121,357	19.62	15.03	31.61	16.56	17.18	.975
2018	83,446	18.31	14.61	31.82	17.45	17.80	.974
2019	107,761	18.98	15.23	31.01	17.71	17.07	.978

Figure 2. Well-Being Domain Assignment Composition by Award-Year Entry



Following the establishment of the stability of the D1–D5 distributions, the subsequent analysis examines the interpretation of this stable semantic profile in relation to the sociocultural conditions of each award year. This interpretation regards sociocultural evidence as contextual correspondence rather than a direct causal influence on the individual works.

4. Discussion

4.1 A Stable and Multidimensional Well-Being Profile

The primary quantitative result indicates the stability of a well-being profile centered on D3, yet encompassing multiple dimensions of well-being. D3 emerged as the most prevalent domain across all works and award years. However, the high normalized entropy values demonstrate that D1, D2, D4, and D5 were consistently represented. Consequently, the findings do not endorse a model in which safety and supportive environments replace health, connectedness, learning, agency, or resilience. Environmental safety and support formed the most frequent intersection among the five domains.

This pattern aligns with the interconnected structure of the adolescent well-being framework. Ross et al. (2020)

define the domains as interrelated conditions that collectively facilitate adolescent thriving, rather than as isolated outcomes. In the current corpus, this interdependence is also lexically evident: over two-thirds of the mapped source-token occurrences are linked to multiple domains. Accordingly, references to family, school, health, danger, education, or individual actions can simultaneously contribute to various aspects of well-being.

Although D3 is prominent, this should not be construed as indicating that the works primarily depict safe or supportive environments. The mapping highlights the semantic significance of safety and support but does not ascertain the presence, compromise, or absence of these conditions in the data. Language addressing violence, exclusion, inadequate protection, or institutional failure can increase D3 frequency, as can language related to secure relationships and effective support.

4.2 Semantic Salience to Contextual Well-Being Status

The four contextual status categories address analytical questions compared to the corpus frequencies. Positive well-being denotes a condition, resource, relationship, or capability that is both present and functional. Threatened

well-being pertains to a condition that is subject to instability or risk. The absence of well-being necessitates explicit evidence indicating the unavailability of required resources or support. Contested well-being describes situations in which the same institution, relationship, policy, or environment simultaneously supports and restricts well-being. These categories serve as operational interpretive classifications rather than direct measures of adolescent well-being.

In the subsequent year-by-year analysis, the categories characterized the predominant contextual configurations, thereby avoiding the presumption that any particular year, work, population, or domain is homogeneous.

4.3 Sociocultural Configurations by Award Year

4.3.1 2015: Digital Connection and Contested Well-Being

In 2015, in the context of integrated advocacy for diversity in literature, connected-learning methodologies in library services, and the swift growth of digital engagement, approximately 24% of U.S. adolescents reported near-constant Internet usage. Research on adolescent online interactions highlights both their potential for sustaining friendships and the challenges of interpersonal pressure, exclusion, and social conflict. Connected learning models have identified librarians and other adults as potential intermediaries who can bridge adolescents' informal interests with educational and vocational opportunities (American Library Association, 2015; Lenhart, 2015a, 2015b; Martin, 2015).

Thus, the prevailing configuration is contested well-being. Digital and library environments have the potential to positively influence D2, D4, and D5 by facilitating connections, learning, and self-expression. Conversely, these environments may pose threats to D2 and D3 through increased visibility, social pressure, exclusion, and diminished control over personal information. Similarly, diversity advocacy has broadened the representational possibilities within young adult literature while highlighting the ongoing lack of equitable representation. The selected works should be interpreted

in the context of a social environment where opportunities for connection and self-expression were increasingly available, albeit not uniformly protective of mental health. This reflects sociocultural correspondence rather than serving as evidence that digital change directly causes specific literary features.

4.3.2 2016: Educational Opportunity and Threatened Access to Representation

Enacted in December 2015, the Every Student Succeeds Act became pertinent in 2016 due to its implementation and the transition to a new federal educational policy framework. Concurrently, federal indicators reported ongoing declines in adolescent birth rates, yet significant racial and ethnic disparities persisted. Library and educational initiatives prioritized literacy, digital inclusion, summer learning, and technology-oriented learning opportunities. Conversely, the American Library Association's 2016 report highlighted challenges to books addressing transgender experiences, such as *I Am Jazz* and *Beyond Magenta* (American Library Association, 2016; Federal Interagency Forum on Child and Family Statistics, 2016; U.S. Department of Education, 2025).

D4 can be classified as positive well-being in contexts where educational and library resources function effectively. In contrast, D1 is more accurately categorized as contested due to the coexistence of favorable aggregate indicators with persistent disparities. D2 and D3 faced threats in situations where access to identity-affirming narratives and institutional recognition was challenged. The prevailing annual configuration is characterized by threats rather than positive well-being. The evidence indicates the existence of functional educational resources; however, it also reveals that access, recognition, and protection are not equitably distributed. In this context, young adult literature functions within educational institutions that are capable of supporting literacy and identity development while concurrently regulating which adolescent identities are deemed appropriate for public representation.

4.3.3 2017: Informational Uncertainty and Contested Institutional Protection

The sociocultural context of 2017 was marked by growing concern over disinformation, with institutional responses centered on media literacy and online source evaluation. The American Library Association has documented the development of library programs designed to educate community members in identifying misleading information and assessing online sources. In February 2017, the U.S. Departments of Education and Justice withdrew the January 2015 and May 2016 federal guidance concerning transgender students. The withdrawal letter nevertheless stated that the rescission did not leave students without protections from discrimination, bullying, or harassment, and that all schools must ensure that all students, including LGBT students, are able to learn and thrive in a safe environment (U.S. Department of Education & U.S. Department of Justice, 2017). The American Library Association (2017) characterized the decision as a rollback of protections for transgender students and publicly objected to it on the grounds that every student deserves to learn in an environment free from discrimination.

Positive or contested outcomes for D4 and D5 were observed in contexts where media literacy, critical reasoning, and informational agency were actively promoted. These skills are essential for addressing unreliable information and political polarization. D2 and D3 were threatened in correlation to less predictable institutional recognition and protection for transgender adolescents. Therefore, the overall configuration is contested well-being. Educational institutions and libraries offer resources through which adolescents can evaluate information and exercise judgment; however, these resources are developed within an environment of informational instability and disputed protections. The selected literary works may be interpreted as participating in this wider concern with voice, judgment, social recognition, and institutional reliability. Nonetheless, the corpus data do not demonstrate a direct historical influence.

4.3.4 2018: Threatened Well-Being and Specific Institutional Absences

By 2018, 45% of adolescents in the United States reported being online almost continuously (Anderson & Jiang, 2018a). Additionally, 59% experienced at least one form of abusive online behavior, while 45% felt overwhelmed by conflicts on social media (Anderson, 2018; Anderson & Jiang, 2018b). Federal child and family indicators showed that 15% of children had experienced maltreatment in the previous year and that 3.5% of adolescents aged 12–17 had misused prescription opioids during the preceding 12 months (Federal Interagency Forum on Child and Family Statistics, 2018).

D1 and D3 were predominantly threatened by substance-related risks, violence, maltreatment, and online harassment. In contrast, D2 and D5 were contested due to the dual nature of digital environments, which facilitated social connection, creativity, and public expression while simultaneously exposing adolescents to conflict, comparison, and abuse. Positive institutional responses, including library-based support, should be recognized as functioning resources rather than disregarded. Accordingly, 2018 should not be entirely categorized as a year of absent well-being.

4.3.5 2019: Mental-Health Pressure and Threatened Inclusive Environments

In 2019, 70% of U.S. adolescents identified anxiety and depression as major problems among their peers, while 61% experienced considerable pressure to achieve high academic grades (Horowitz & Graf, 2019). The American Library Association's Office for Intellectual Freedom (2020) identified that 8 out of the 10 most frequently challenged books of 2019 faced objections due to LGBTQIA+ content.

D1 faced significant threats due to reported mental health concerns. In contrast, D3 and D2 encountered challenges stemming from disputes regarding inclusive library programs and LGBTQIA+ materials. D4 was similarly contested, as educational participation was linked to considerable pressure. Furthermore, D5

experienced constraints where adolescent voices and self-expression were subject to adult gatekeeping.

Therefore, the predominant annual configuration is threatened well-being. The principal institutions remained present, but their capacity to provide health, safety, recognition, and educational development was exposed to psychological pressure, censorship, and unequal access to resources.

5. Limitations

The corpus includes 12 award-winning works and does not represent all young adult literature published in 2015–2019. Award, publication, and writing dates may differ. Semantic mapping identifies domain-relevant vocabulary but does not determine evaluative status. National indicators and professional reports provide context, not causal evidence for individual texts.

6. Conclusion

The corpus does not show a linear redistribution of D1–D5 frequencies across changing sociocultural conditions. Although those conditions shifted, the overall domain profiles remained stable. The literature–context relationship is therefore better understood as a change in the evaluative configuration of recurrent well-being domains, rather than as a change in their overall semantic prominence.

Acknowledgements

The author thanks International English Editing Service for English-language editing of the manuscript.

References

- Allen, R. (1998). *Children's book prizes: An evaluation and history of major awards for children's books in the English-speaking world*. Ashgate.
- American Library Association. (2006, September 29). *Brief history of the Young Adult Services Division*. Young Adult Library Services Association.
- American Library Association. (2012, February 27). *Printz Award*. Young Adult Library Services Association.
- American Library Association. (2015). *The state of America's libraries 2015: A report from the American Library Association*.
<https://www.ala.org/sites/default/files/news/content/State-of-Americas-Libraries-Report-2015-Text-Only-Accessible-Final-3.pdf>
- American Library Association. (2016). *The state of America's libraries 2016: A report from the American Library Association*.
<https://www.ala.org/sites/default/files/news/content/state-of-americas-libraries-2016-final.pdf>
- American Library Association. (2017). *The state of America's libraries 2017: A report from the American Library Association*.
<https://www.ala.org/sites/default/files/news/content/State-of-Americas-Libraries-Report-2017.pdf>
- American Library Association, Office for Intellectual Freedom. (2020). *Field report 2019: Banned & challenged books*. https://www.ala.org/sites/default/files/news/content/BBW-2020_Field-Report_Print_Revised2.pdf
- Anderson, M. (2018, September 27). *A majority of teens have experienced some form of cyberbullying*. Pew Research Center. <https://www.pewresearch.org/internet/2018/09/27/a-majority-of-teens-have-experienced-some-form-of-cyberbullying/>
- Anderson, M., & Jiang, J. (2018a, May 31). *Teens, social media & technology 2018*. Pew Research Center. <https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/>
- Anderson, M., & Jiang, J. (2018b, November 28). *Teens' social media habits and experiences*. Pew Research Center. <https://www.pewresearch.org/internet/2018/11/28/teens-social-media-habits-and-experiences/>
- Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives*, 1(2), 68–73. <https://doi.org/10.1111/j.1750-8606.2007.00016.x>

- Biber, D. (1993). Representativeness in corpus design. *Literary and Linguistic Computing*, 8(4), 243–257.
- Cart, M. (2008, May 8). *The value of young adult literature*. Young Adult Library Services Association.
- Cart, M. (2022). *Young adult literature: From romance to realism* (4th ed.). ALA Neal-Schuman.
- Cart, M. (2026). Me me me me me: My life with YA awards, prizes, and best lists. In V. Malo-Juvera & C. Hill (Eds.), *The Oxford handbook of young adult literature* (pp. 475–490). Oxford University Press. <https://doi.org/10.1093/9780191945540.003.0038>
- Coats, K. (2011). Young adult literature: Growing up, in theory. In S. A. Wolf, K. Coats, P. Enciso, & C. A. Jenkins (Eds.), *Handbook of research on children's and young adult literature* (pp. 315–329). Routledge.
- Crowe, C. (2026). A history of young adult literature. In V. Malo-Juvera & C. Hill (Eds.), *The Oxford handbook of young adult literature* (pp. 1–17). Oxford University Press. <https://doi.org/10.1093/9780191945540.003.0001>
- Egbert, J., Biber, D., & Gray, B. (2022). *Designing and evaluating language corpora: A practical framework for corpus representativeness*. Cambridge University Press. <https://doi.org/10.1017/9781316584880>
- English, J. F., & Love, H. (2023). Introduction: Literary studies and human flourishing. In J. F. English & H. Love (Eds.), *Literary studies and human flourishing* (pp. 1–22). Oxford University Press. <https://doi.org/10.1093/oso/9780197637227.003.0001>
- Federal Interagency Forum on Child and Family Statistics. (2016). *America's children in brief: Key national indicators of well-being, 2016*. U.S. Government Printing Office. https://www.childstats.gov/pdf/ac2016/ac_16.pdf
- Federal Interagency Forum on Child and Family Statistics. (2018). *America's children in brief: Key national indicators of well-being, 2018*. U.S. Government Printing Office. https://www.childstats.gov/pdf/ac2018/ac_18.pdf
- Grimmer, J., & Stewart, B. M. (2013). Text as data: The promise and pitfalls of automatic content analysis methods for political texts. *Political Analysis*, 21(3), 267–297. <https://doi.org/10.1093/pan/mps028>
- Hill, C. (Ed.). (2014). *The critical merits of young adult literature: Coming of age*. Routledge.
- Hine, T. (1999). *The rise and fall of the American teenager*. Bard.
- Horowitz, J. M., & Graf, N. (2019, February 20). *Most U.S. teens see anxiety and depression as a major problem among their peers*. Pew Research Center. <https://www.pewresearch.org/social-trends/2019/02/20/most-u-s-teens-see-anxiety-and-depression-as-a-major-problem-among-their-peers/>
- Ivey, G., & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes. *Reading Research Quarterly*, 48(3), 255–275. <https://doi.org/10.1002/rrq.46>
- Ivory, J., & Tiberius, V. (2022). Philosophy and well-being. In L. Tay & J. O. Pawelski (Eds.), *The Oxford handbook of the positive humanities* (pp. 377–392). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190064570.013.25>
- Kidd, D. (2022). Contributions of reading fiction to well-being: Positive, negative, and ambiguous consequences of engaging with fiction. In L. Tay & J. O. Pawelski (Eds.), *The Oxford handbook of the positive humanities* (pp. 417–431). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190064570.013.6>
- Lenhart, A. (2015a, April 9). *Teens, social media & technology overview 2015*. Pew Research Center. <https://www.pewresearch.org/internet/2015/04/09/teens-social-media-technology-2015/>
- Lenhart, A. (2015b, August 6). *Teens, technology and friendships*. Pew Research Center. <https://www.pewresearch.org/internet/2015/08/06/teens-technology-and-friendships/>
- Lesko, N. (2012). *Act your age! A cultural construction of adolescence* (2nd ed.). Routledge.
- Lynch-Brown, C., & Tomlinson, C. M. (2007). *Essentials of children's literature* (6th ed.). Pearson.

- Malo-Juvera, V., & Hill, C. (2019). The young adult canon: A literary solar system. In V. Malo-Juvera & C. Hill (Eds.), *Critical explorations of young adult literature: Identifying and critiquing the canon* (pp. 1–16). Routledge.
- Malo-Juvera, V., & Hill, C. (2026). Introduction. In V. Malo-Juvera & C. Hill (Eds.), *The Oxford handbook of young adult literature* (pp. xi–xxvi). Oxford University Press.
<https://doi.org/10.1093/9780191945540.002.0004>
- Martin, C. (2015). Connected learning, librarians, and connecting youth interest. *Journal of Research on Libraries and Young Adults*, 6.
<https://www.yalsa.org/jrlya/2015/03/connected-learning-librarians-and-connecting-youth-interest/>
- Nilsen, A. P., Blasingame, J., Donelson, K. L., & Nilsen, D. L. F. (2012). *Literature for today's young adults* (9th ed.). Pearson.
- Oatley, K. (2016). Fiction: Simulation of social worlds. *Trends in Cognitive Sciences*, 20(8), 618–628.
<https://doi.org/10.1016/j.tics.2016.06.002>
- Pawelski, J. O. (2022). *The positive humanities: A focus on human flourishing*. *Daedalus*, 151(3), 206–221.
https://doi.org/10.1162/DAED_a_01939
- Rayson, P. (2008). From keywords to key semantic domains. *International Journal of Corpus Linguistics*, 13(4), 519–549.
<https://doi.org/10.1075/ijcl.13.4.06ray>
- Real, R., & Vargas, J. M. (1996). The probabilistic basis of Jaccard's index of similarity. *Systematic Biology*, 45(3), 380–385.
<https://doi.org/10.1093/sysbio/45.3.380>
- Ross, D. A., Hinton, R., Melles-Brewer, M., Engel, D., Zeck, W., Fagan, L., Herat, J., Phaladi, G., Imbago-Jácome, D., Anyona, P., Sanchez, A., Damji, N., Terki, F., Baltag, V., Patton, G., Silverman, A., Fogstad, H., Banerjee, A., & Mohan, A. (2020). Adolescent well-being: A definition and conceptual framework. *Journal of Adolescent Health*, 67(4), 472–476. <https://doi.org/10.1016/j.jadohealth.2020.06.042>
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52, 141–166.
<https://doi.org/10.1146/annurev.psych.52.1.141>
- Small, R. C., Jr. (1992). The literary value of the young adult novel. *Journal of Youth Services in Libraries*, 5(3), 277–285.
- Talley, L. A. (2011). Young adult. In P. Nel & L. Paul (Eds.), *Keywords for children's literature* (pp. 228–232). New York University Press.
- Trites, R. S. (2000). *Disturbing the universe: Power and repression in adolescent literature*. University of Iowa Press.
- U.S. Department of Education. (2025, September 23). *Every Student Succeeds Act (ESSA)*.
<https://www.ed.gov/laws-and-policy/laws-preschool-grade-12-education/every-student-succeeds-act-essa>
- U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice, Civil Rights Division. (2017, February 22). *Dear colleague letter*.
<https://www.ed.gov/media/document/colleague-2017-title-ix-35085.pdf>
- VanderWeele, T. J. (2017). On the promotion of human flourishing. *Proceedings of the National Academy of Sciences*, 114(31), 8148–8156.
<https://doi.org/10.1073/pnas.1702996114>
- Węziak-Białowolska, D., McNeely, E., & VanderWeele, T. J. (2019). Human flourishing in cross cultural settings: Evidence from the United States, China, Sri Lanka, Cambodia, and Mexico. *Frontiers in Psychology*, 10, Article 1269. 1–13.
<https://doi.org/10.3389/fpsyg.2019.01269>

(Received: August 18, 2026)

(Issued in internet Edition: September 1, 2026)