

UCLA

Other Recent Work

Title

Research and Publication Practices of Asian Studies Faculty at UCLA

Permalink

<https://escholarship.org/uc/item/6vv2h6g8>

Authors

Alburo, A. Jade
Bialock, Tomoko
Chen, Su
[et al.](#)

Publication Date

2018-04-01

Research and Publication Practices of Asian Studies Faculty at UCLA

PROJECT RESEARCH TEAM

Jade Albuero, Southeast Asian Studies Librarian
Tomoko Bialock, Japanese Studies Librarian
Su Chen, Head of the East Asian Library
Hong Cheng, Chinese Studies Librarian
Sanghun Cho, Korean Studies Librarian
David Hirsch, South Asian Studies Librarian (retired)

PRIMARY AUTHOR

A. Jade Albuero

UNIVERSITY OF CALIFORNIA, LOS ANGELES LIBRARY

June 2018

TABLE OF CONTENTS

Executive Summary 2

Introduction 4

What is Asian Studies? 7

Research Focus & Methods 8

Information Discovery & Access12

Data Creation & Management18

Publication & Dissemination20

Future of Asian Studies: Challenges & Opportunities25

Conclusion & Recommendations30

Appendix: Semi-Structured Interview Questions34

EXECUTIVE SUMMARY

In early 2017, the University of California, Los Angeles (UCLA) Library joined 11 other institutions in the United States to participate in a qualitative study, led by Ithaka S+R, of the research and publication practices of Asian Studies faculty. The UCLA Library research team, comprised of six librarians who cover parts of Asian Studies in their portfolios, interviewed a total of 34 Asian Studies ladder faculty and gained great insights into the research and publication practices of these scholars. The following are the key findings, including a list of research challenges, from the study, followed by priority recommendations for the UCLA Library to enhance support of these scholars' needs.

Key Findings

1. There is no consensus about what constitutes Asian Studies.
2. Asia's increasing significance in the world means that Asian Studies is also growing in importance.
3. Asian Studies scholars primarily use research methods in the disciplines in which they were trained, though many take an interdisciplinary approach.
4. Most Asian Studies scholars collaborate with others, especially researchers in Asia.
5. Asian Studies scholars face numerous obstacles in conducting field research and accessing research materials both in Asia and the United States. Many of the difficulties have to do with working with/in a different culture, while others are due to a lack of applicable resources.
6. Asian Studies scholars are typical in their publication practices, though they are more likely to publish in different languages.
7. Most Asian Studies scholars are amenable to open scholarship, but many are confused by copyright issues and frustrated by UC's e-Scholarship.
8. Despite existing challenges, most Asian Studies scholars see the future of the field as full of opportunities.

Research Challenges

The types and level of difficulties that Asian Studies scholars face vary, depending on the country they are studying, and include such factors as: political, economic, and sociocultural conditions and norms; the importance given to collecting and preserving knowledge; intellectual property laws and regulations; the strength of the publishing industry; and technical capabilities. However, the challenges can be categorized into three areas and include:

Working with/in a different culture

- Difficulties working with national and local government agencies and authorities
- Dangers of conducting specific types of research
- Complexities of navigating social and cultural conventions
- Lack of or insufficient linguistic abilities

Accessing research materials in Asia

- Destroyed or hidden materials
- Lack of computerized interfaces or catalogs at some libraries and archives
- Difficulty in finding quality materials in special formats
- Differences in the way libraries and archives operate

Accessing research materials in the US

- Lack of resources for specific geographic areas
- Lack of translations
- Incompatibility of the Library of Congress Classification system
- Lack of electronic resources
- Lack of aggregated primary visual resources
- Lack of training in discipline or technology

Priority Recommendations

While Asian Studies scholars definitely acknowledge the importance of the UCLA Library's collections – both print and electronic – and services, especially interlibrary loans and updates about new resources, there is still much that the library can do in order to support their research and publication needs and to ameliorate the challenges they currently face. Based on the findings from this study and a much longer list of recommendations, the project team identified the following as the top priorities for the UCLA Library:

- In light of its strategic significance, specify Asian Studies as a priority in a revised collections priorities document.
- Whether through the International Digital Ephemera Project (IDEP) or through a new program, embark on a preservation program for endangered archives, ephemera, and other materials in Asia.
- Provide more resources (e.g., collections budgets, technical processing staff) to develop better collections in less-represented geographic areas (e.g., Southeast Asia, South Asia) and languages (e.g., Urdu), in special formats (e.g., films, special collections), and in growth research areas (e.g., diaspora, intersections).
- Purchase more translations. Advocate for or develop translation projects.
- Advocate for and work with vendors, librarians, institutions, and other stakeholders for the development of aggregate databases for textual (e.g., journals) and visual resources.
- Advocate for or develop an easy-to-use data management system for researchers to store and manage data and research materials in various formats, including documents, photographs, videos, audio recordings, blog posts, etc.
- Provide more workshops and develop targeted services to educate faculty about scholarly communication issues and e-Scholarship.
- Provide travel, training, and other support for Asian Studies librarians and staff in order to accomplish other recommendations.

INTRODUCTION

In early 2017, the University of California, Los Angeles (UCLA) Library joined 11 other institutions¹ in the United States to participate in a qualitative study of the research and publication practices of Asian Studies faculty. Led by Ithaka S+R, a non-profit organization that provides strategic guidance and research to higher education institutions and libraries², this project is part of a series of studies that explores the research and publishing needs of scholars by discipline in order to develop and improve library support services.³ While previous studies have covered disciplines in the humanities and sciences, this is the first study to focus on area studies scholars.

This report summarizes the findings from the interviews of 34 ladder faculty in Asian Studies at UCLA. It focuses on common and critical themes that emerged from the responses and culminates with recommendations for the UCLA Library to implement in order to support the needs of these scholars and mitigate some of the challenges they face during the research and publication cycle.

Asian Studies at UCLA

UCLA is a top-ranked research institution nationally and internationally. It offers over 125 undergraduate majors and over 90 minors, as well as nearly 150 graduate degree programs.⁴ It is home to 45,428 students (31,002 undergraduate, 13,025 graduate students, and 1,401 interns and residents)⁵ and 1,782 FTE ladder faculty⁶.

The Asian Studies program is a major component of International and Area Studies at UCLA. Under the auspices of the International Institute⁷, UCLA offers an interdepartmental Asian Studies undergraduate major, including minors in East Asian Studies, South Asian Studies, and Southeast Asian Studies, and a master's degree in East Asian Studies. In addition, the Asian Languages and Cultures (ALC) department offers: majors in Asian Languages and Linguistics, Chinese, Japanese, Korean, Asian Humanities, and Asian Religions; minors in Asian Languages and Asian Humanities; and graduate degrees in Buddhist Studies, Chinese Language and Culture, Cultural and Comparative Studies (focusing on China, Japan, or Korea), East Asian Linguistics, Japanese Literary and Cultural Studies, and Korean Language and Culture. ALC also offers language courses in Chinese, Filipino, Hindi, Indonesian, Japanese, Korean, Sanskrit,

¹ Participating institutions are: Arizona State University, Claremont Colleges, Harvard University, Indiana University, Lafayette College, Trinity University, UCLA, University of Colorado Boulder, University of Maryland College Park, University of Texas Austin, and University of Washington.

² To learn more about Ithaka S+R, visit their website at <http://www.sr.ithaka.org/>.

³ For more information about this series, go to <http://www.sr.ithaka.org/services/research-support/>.

⁴ See <http://www.ucla.edu/about/facts-and-figures>.

⁵ These are figures for Fall 2017, obtained from: <http://www.apb.ucla.edu/campus-statistics/enrollment>.

⁶ Fall 2017 figure, from <http://www.apb.ucla.edu/campus-statistics/faculty>.

⁷ To learn about the UCLA International Institute, go to <http://www.international.ucla.edu/institute>.

Thai, Urdu, and Vietnamese, with several of these having separate tracks for heritage language learners⁸.

UCLA has over 135 faculty members who specialize in Asian Studies; their geographic areas of expertise include East Asia, Southeast Asia, South Asia, and Central Asia, with many also studying the connections with Asian diasporas in the US and in other parts of the world. They are housed in 40 departments across the arts, humanities, social sciences, sciences, and professional schools, with particular disciplinary strengths in Anthropology, Archaeology, Art History, Ethnomusicology, Film, Geography, History, Linguistics, Literature, Political Science, Religious Studies, and Sociology.⁹

UCLA has eight centers and programs that promote and support interdisciplinary research, teaching, and community engagement in Asian Studies:

- Asia Pacific Center
- Center for Buddhist Studies
- Center for Chinese Studies
- Center for East-West Medicine
- Center for India and South Asia
- Center for Korean Studies
- Center for Southeast Asian Studies
- Program on Central Asia
- Terasaki Center for Japanese Studies

The Asia Pacific Center (in consortium with the University of Southern California) and the Center for Southeast Asian Studies (in consortium with the University of California, Berkeley) are designated as National Resource Centers by the US Department of Education Title VI program, 1 of 15 for East Asia and 1 of 8 for Southeast Asia for 2014-2017.¹⁰ UCLA is also home to the National Heritage Language Resource Center, 1 of 16 Title VI-funded language resource centers, the Burkle Center for International Relations, and the Center for the Study of International Migration.

Research methodology

The UCLA Library research team is comprised of six librarians who cover parts of Asian Studies in their portfolios: Jade Albuero (Southeast Asian Studies Librarian), Tomoko Bialock (Japanese Studies Librarian), Su Chen (Head of East Asian Library), Hong Cheng (Chinese Studies Librarian), Sanghun Cho (Korean Studies Librarian), and David Hirsch (South Asian Studies Librarian, now retired). After obtaining approval from the UCLA Institutional Review Board in March 2017 and attending a 2-day Ithaka S+R training in either March or April 2017, the team

⁸ “Heritage language learner” is a term used for an individual who has some proficiency or cultural connection to a specific language.

⁹ Statistics provided by UCLA Asian Pacific Center.

¹⁰ List of awardees for 2014-2017: <https://www2.ed.gov/about/offices/list/ope/iegps/nrcflasgrantees2014-17.pdf>.

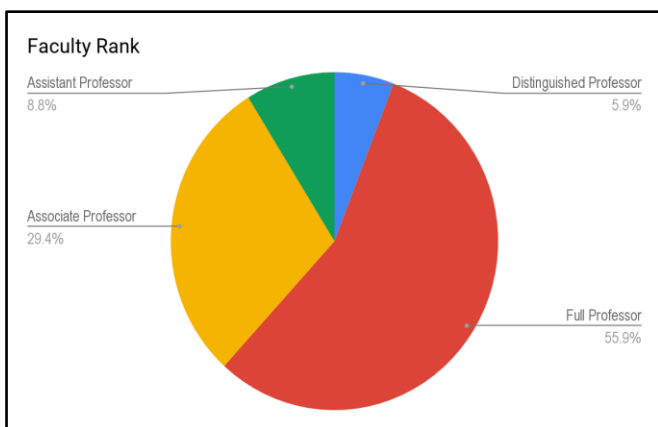
members identified potential interviewees in their respective areas. Together, they contacted over 50 faculty members via email, and a majority agreed to participate in the study.

In total, the team interviewed 34 ladder faculty in Asian Studies. Most of the interviews were conducted in the faculty members' offices on campus between May and July 2017. Using the one-on-one semi-structured interview method, participants were asked questions developed by Ithaca S+R and focusing on four areas: Research Focus and Methods, Information Access and Discovery, Dissemination Practices, and the State of the Field.¹¹ Prior to the interview, each participant was asked to sign a consent form. The interviews were recorded then stripped of personally-identifying information before they were sent off to a commercial transcription service. The anonymized transcripts were shared with Ithaca S+R for their comprehensive report based on aggregated data from all participating institutions and their own analysis.

Study participants

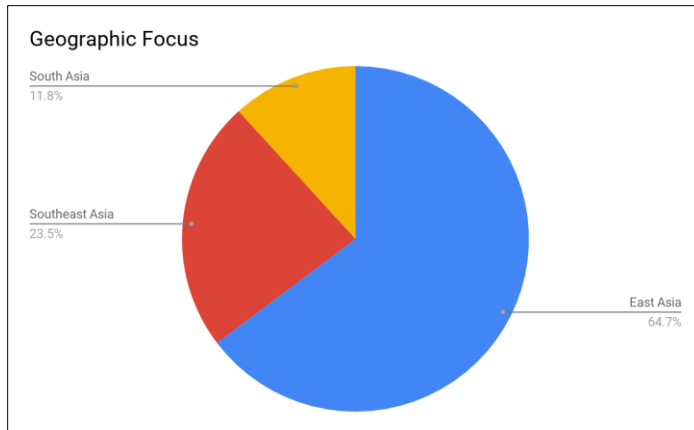
The 34 participants for this study represent a range of disciplines, academic ranks, and backgrounds. They cover the arts, humanities, social sciences, and sciences fields and belong to the following 17 departments and schools:

- Anthropology
- Art History
- Asian American Studies
- Asian Languages and Cultures
- Ethnomusicology
- Geography
- History
- Linguistics
- Political Science
- Religion
- School of Law
- School of Management
- School of Medicine
- School of Public Health
- School of Theater, Film, and Television
- Sociology



The participants include 21 full professors (including 2 distinguished professors), 10 associate professors, and 3 assistant professors. The group includes: 1 vice provost, 1 dean, 1 dean emeritus, and 11 current or former directors, associate directors, or chairs of a center, department, or program, 6 of whom are endowed directors or chairs. In addition, 2 are members of the American Academy of Arts and Sciences and 1 of the American Association for the Advancement of Science.

¹¹ See Appendix for the list of questions.



Of the 34 participants, 22 primarily focus on East Asian (15 on China, 5 on Japan and 2 on Korea), 8 on Southeast Asian, and 4 on South Asian countries. Of these, 3 also research across these regions and/or the Asian diaspora.

WHAT IS ASIAN STUDIES?

One of the first findings from the interviews is that “Asian Studies” is a constructed and contested term. What is considered Asian Studies? What are the boundaries? Are you still part of the field if you are not researching what are often considered the primary countries or disciplines?

More often than not, Asian Studies is associated with research related to the East Asian nations of China, Japan, and South Korea, and some of the respondents definitely see themselves as fitting squarely within this definition. According to a respondent, “I am still very much an area specialist. I...deal with historical and cultural issues that are based in East Asia.” However, those who do not work on these countries often feel that they are not a part of Asian Studies.

Those who are not aligned with what they consider to be the conventional disciplines in Asian Studies also feel marginalized. As one participant explains, “I am basically very much sitting on the fringes because Asian Studies tends to privilege, as you well might expect, history and literature and politics and the sort of simple, mainstream subjects. As somebody who primarily looks at music, I am right on the edges.” Another admits to having “... just a toe or a little bit of a foot in Asian Studies.”

At the same time, though, there is an awareness that boundaries are not always so delineated. As one scholar expresses, “I think the...boundaries of Asia are getting bigger and bigger....And it’s not clear as more regions of the world become prominent, like where does Western China end?...The dividing line there is not clear what’s Asian Studies...I think those things are quite complicated.” In fact, there is the recognition that Asian Studies cannot be constrained by geography. As another respondent asks, “...how do we think of Asian Studies beyond Asia? What are the implications out of Asian Studies methods and discourse...?” It is, thus, “not limited by geography” because of “diaspora and also globalization.” Even historically, Asia was never isolated; “so many things could happen in other continents that’s very important to Asian Studies, such as the Manila Galleon Trade.”

Importance of Asian Studies today

It is the fluidity of area studies in general and Asian Studies in particular, as well as the unstoppable forces of globalization, that allows the field to have a great impact not just on other academic disciplines but also on society at large. As one participant points out, “In today’s globalizing world, we need Asian Studies more than ever. Everybody will tell you that.” With the undeniable ascent of Asia in the economic, political, and cultural arenas, the region has dramatically increased in significance. Another respondent explains, “I think that with the rise of China and India, it is very important for us in the United States to get more people to be cognizant of the development of these countries, their culture, their philosophy, their way of thinking, their strengths, their weaknesses, their problems so that we would be able to collaborate.” It is not just these two countries that are important either. For instance, Japan has been an economic and technological force since the latter part of the 20th century and South Korea’s influence in popular culture has steadily increased in the last two decades, while countries like the Philippines, Vietnam, Thailand, and Bangladesh are active in the service (e.g., call centers) and manufacturing sectors.

Thus, while there might be some disagreement about whether some of these scholars’ work fall under the umbrella of Asian Studies, there is no denying that their research is more critical than ever. For so long, academic scholarship has privileged Western topics and, as one participant articulates, “there’s this incredible disparity that really needs to be filled. And I think it’s our job to push, to make sure that we..., as best as our ability, reverse this disparity in terms of the relative lack of knowledge and engagement with Asia...”

RESEARCH FOCUS & METHODS

With the slight lack of consensus about what constitutes Asian Studies, it is not surprising that the participants situate their work within the field due primarily to their geographic foci, but that most of them identify more with the fields in which they received their training and degrees. Thus, according to one respondent, “the region is just a foundation to then to reach out to other disciplines.”

Research focus

Many of the scholars interviewed study specific countries, such as China, Japan, South Korea, India, Indonesia, Philippines, and Vietnam, but some research multiple countries within their sub-regions of expertise or across Asia as a whole. A few investigate diasporic communities within and from Asia, while others do comparative research across cultures or continents.

The respondents’ research are widely different and are rooted in other disciplines. A few examples of their current research topics are: archaeology of various Asian countries, Buddhism, hereditary musicians, historical and contemporary film cultures, HIV/AIDS, K-pop, mass killings, national and transnational historical and cultural issues, phonology of Austronesian

languages, responses of indigenous peoples to colonialism, and urban transformation and displacement in Asian cities.

In addition to being part of Asian Studies, the participants' work are heavily interdisciplinary and engaged with numerous fields and areas, including:

- archaeology
- cinema and media studies
- critical geography
- cultural anthropology
- cultural production
- development studies
- economics
- environmental studies
- ethnomusicology
- genocide studies
- heritage management
- history
- human rights studies
- international relations
- law
- literature
- philology
- politics
- popular culture
- public health
- religion
- transnational studies
- urban studies

Research methods

Because the majority of Asian Studies scholars are coming from different disciplines, their research methods are necessarily varied. Most of them employ an interdisciplinary approach in order to provide highly contextual and/or comparative analysis. One participant explains, "I'm a historian, but a lot of my sources are literary in nature...I work with literature and with play scripts. So it's interdisciplinary in the sense that I am kind of...situated halfway between history and literary scholarship. I like to think that I bring a more historical sensibility to looking at these literary texts." Similarly, a film scholar looks at the text (i.e., films) in context, "I take a very sort of contextual, cultural approach to my research. That entails reading a lot of the sort of historical, cultural contexts." Another describes drawing in other sources for comparison: "I would say it's comparative in the sense that I am usually, even if I'm talking about a particular place, I'm thinking or framing it comparatively. What other kinds of cases...are relevant to the particular or can help to untangle the particular case that I'm looking at?" Thus, many use discourse analysis, or the close reading of texts, which varies according to the researcher and project—from archival materials and published historical chronicles to media reports, ethnic presses, and trade magazines to city planning regulations and developer documents to films, literary works, and visual images. For disciplines such as art history, literature, and theater/film studies, stylistic and form analyses are also part of the process.

Some use ethnographic methods, such as interviews and observation. One respondent, for instance, use extensive interviews—"with developers, with local officials, with residents to try and understand this from the spectrum of everybody who is involved and trying to get a sense of why they're doing what they do." Oftentimes, scholars use multiple methods: "I use mixed methods. I do quantitative analysis of existing survey data and also census data...I myself also

do survey[s]...and qualitative..., more like field observation, interview, and content analysis of printed materials.”

Thus, depending on the needs of the research or its participants, research methods can vary widely. Though they usually start out with the methodologies that they are used to in the disciplines in which they were trained, Asian Studies scholars often branch out. As one scholar admits, “I’m kind of learning the field of Asian Studies because I was trained in anthropology department. So, our researches are framed with more anthropological and archaeological in a comparative lens.” Combining methods are common. One respondent sums it up: “the methods that people employ are pretty multiple, and a lot of people’s works now are interdisciplinary.” Due to this inherent interdisciplinarity, Asian Studies (and area studies in general) then has the considerable potential of influencing other fields and transforming scholarship. As a participant elucidates,

There is a great deal of innovation going on...And this innovation may, in turn, I think, have an impact on the non-area studies and disciplines. In fact, I see this more and more. That research done by what you might call area scholars has actually begun to impact on the discourse in fields such as certainly history and geography, to some extent all the humanities..., certainly comparative literature..., archaeology as well. Economics maybe not yet but it probably will have to come.

Research collaboration

In addition to being flexible with the methods they employ, Asian Studies faculty are very likely to work with others in their research and scholarly communication pursuits. For this sampling alone, 13 out of the 15 Chinese Studies scholars and 7 of the 8 Southeast Asian Studies state that they collaborate in some form. The form and extent of their collaborations differ, ranging from working closely as part of the same research team to partnerships for publication purposes only to more project-oriented or informal collaborations.

Not surprisingly, there is a great deal of cooperation with international partners. This is especially the case for those doing fieldwork. A field such as archaeology, for example, “often involves collaboration across countries and disciplines” and requires “a multinational team.” In most cases, this is because locals are better able to handle the coordination and the day-to-day activities on the ground. An archaeologist, who co-directs a project with an indigenous director of a non-governmental heritage organization, explains: “We wanted to develop heritage conservation programs, indigenous people’s education curriculum, and also to involve the community in the research process....All of the main research and project decisions comes from me, but for logistical purposes, he is the person in charge when we’re in the field.” Thus, an acknowledgment and amelioration of the long history of academic imperialism is at play. Another participants states more explicitly, “We’re very committed to the idea that you should be working with local experts and not just parachuting in as some kind of Western expert. So we have colleagues at a [local Indonesian] university..., both faculty and graduate students.”

Another reason for working with other Asian Studies researchers, both in Asia and elsewhere, is that they are interested in the same topics and outcomes, in ways that colleagues studying

mainstream areas are not. As one respondent points out, “I think it’s quite important to be able to have a productive, positive, and constructive working relationship with colleagues in China because I think my collaborators in China and myself are interested in similar issues.” In addition, these partners often bring different skills and expertise to the research. According to one scholar, “I always collaborate. I collaborate with colleagues mostly in other social science field like geography..., media studies.” Another concurs, “I also collaborate with other scholars, especially those that have the specific expertise that I don’t have. I collaborate with a bioarchaeologist to look at human remains, a paleoethnobotanist to look at the paleoenvironment of the region,... a geoarchaeologist...– these are specific expertise in archaeology.”

Sometimes, language is the determining factor in the division of labor: “I do all the interviewing because she doesn’t speak Chinese,” one scholar states. Other times, it is a combination of expertise, geography, and access to materials. According to a participant,

I think that division of labor is partly based on where we are and what we already have and what our expertise is. So, for example, one of them is in Australia and is a former journalist with a whole trove of really wonderful photographs. One of them is in Singapore and has easy access to the archives in Jakarta. And I’m here in the US, and...mostly I’m doing things that are based on things I can do online. So...the division of labor is on that basis. And then, based on what photographs we have or which ones we particularly like, we’ll be then probably writing about those.

When it comes to publication, the work might be heavily intertwined, such as in one scholar’s case: “The translation project was fundamentally collaborative. Three of us worked together for many years to produce the original translation, then to revise each other’s sections, then to revise the whole text, then to provide the text with appropriate indices and maps, and everything was an intensely collaborative project.” For some, it is based on expertise: “The way it works is, when we publish work, we are co-authors. When the topic is based on their expertise, they are the lead author. Larger, big-picture articles, I will be the lead author.” For others, they write different aspects of the essay; a faculty member writing an article with a colleague in the same department explains, “We co-wrote a paper together using our separate, empirical cases, then just [brought] it together as a way to juxtapose different approaches and different moments and different cases in order to think more theoretically about the possibilities of what it means for a social movement to succeed or to fail.” Yet others “publish a lot of edited collections..., work with living artists..., so there’s those kinds of collaborations as well.”

Thus, more often than not, Asian Studies professors collaborate with other scholars. “In fact,” as a respondent points out, “collaboration seems to be becoming more important in my work as I go along.”

INFORMATION DISCOVERY & ACCESS

Like any researcher, Asian Studies scholars use both primary and secondary sources to do their research. Because of their diverse disciplinary backgrounds, they use a variety of research materials. However, unlike non-area studies scholars, they often encounter numerous challenges in finding and accessing information.

Primary and secondary materials

Asian Studies researchers work with variety of primary and secondary materials, as shown below. While primary sources can be from anywhere and everywhere, the secondary sources are more often than not published by university presses and include those “from which come the conceptual frameworks, the theorizations, and so on that we see our researchers drawing on and engaging with and speaking back to.”

Primary sources	Secondary sources
<ul style="list-style-type: none">• Texts, including historical chronicles, published memoirs, and literary texts. Usually in the original languages, though sometimes in translation• Archival materials including manuscripts, letters, and other firsthand accounts. In vernacular, colonial, and other languages• Historical and trade newspapers, journals and magazines• Media reports, including radio transcripts, newscasts, and documentaries• Government publications and declassified government documents• Local documentation, including those written by the military and other political actors• Visual resources, including films, photographs, and satellite images• Music and other audio files• Census and other statistical data• Archaeological excavations data• Evaluation and survey results• Interview transcripts• Observation notes• Personal communications with colleagues and informants	<ul style="list-style-type: none">• Books and book chapters• Articles in edited volumes and in academic journals

Discovering and accessing materials

In order to find these research materials, respondents use a variety of tools and strategies. Some are the same for both primary and secondary sources and include:

- GoogleScholar
- General internet
- Online catalogs and indexes, such as the UCLA Catalog, Melvyl, and WorldCat
- Electronic databases, including journal databases, and tools such as ArticlePlus that allow searching across databases
- News sources, such as online newspaper websites, television news shows, and news databases

They use these tools to retrieve more readily-available research materials, as well as to discover where rare and unique resources might be located so that they can make arrangements for later access.

In addition to the abovementioned strategies, these are the other ways in which participants find out about or get their hands on materials:

Primary materials	Secondary materials
<ul style="list-style-type: none">● Physical visits to libraries and archives● Online archives and repositories● Digitized collections● Government websites● Microforms● Social networking sites, specifically Facebook● Local friends, who can keep an eye out for and purchase materials in local bookstores	<ul style="list-style-type: none">● Browsing in the stacks● Searching online versions of specific journals● Cited references● Attending conferences, including going to the exhibit halls● Book reviews in journals● Publishers' mailing lists● Referrals from colleagues● Listservs

For some, they have worked with the same topics for such a long time that they already know which physical and digital archives and repositories house materials relevant to their work, including microforms or special collections that are unlisted or unindexed in online catalogs.

While many of the tools listed above are electronic, much of the research done by Asian Studies scholars remain in-person; they mostly depend on fieldwork and visits to libraries and archives in Asia and other countries to gather information. They also rely on colleagues in the field and those who live in their areas of research to help them with finding materials.

Challenges

Asian Studies researchers face numerous challenges in discovering, accessing, and working with resources. Many challenges have to do with working within different political, sociocultural, and economic milieux, while others have to do with lack of access to various materials.

Working with/in a different culture

Unlike those who study Western cultures or topics, Asian Studies scholars have to contend with differences in the way things are done in the countries and cultures they are studying. Some of the major challenges they face when doing research are:

Difficulties working with national and local government agencies and authorities. Doing research in foreign countries require following those countries' rules. This could include formal regulations as well as unwritten rules. In most of Asian countries, this usually means dealing with intricate, often nontransparent, bureaucracies. For instance, some countries require research permits or visas. As one respondent describes it, "you have to work through the consulates here, who are quite helpful, but it takes several months to get the visa because it's a complicated bureaucratic process that's not very transparent. And then when you get to Jakarta, it takes you three to four weeks to complete the permission process after you arrive." Those weeks of "basically going from one office to another,...getting people to sign this form," which may only be valid for a year or less, become a hardship when you have limited funds and time. Often, the lack of transparency extends into the availability of or accessibility to government information and data: "There are all kinds of government reports which are not readily available, whose existence you don't necessarily even know about. And then there can be reports which people simply don't want to share."

Dangers of conducting specific research. Some research topics are sensitive and/or problematic for some countries or administrations. This can make it dangerous for locals who choose to participate in them. According to one scholar, "...the type of research I do is quite mainstream in the US, but in a setting, the political setting of China...may be sensitive, so it might lead to people not wanting to talk to you, or... [it's] harder to get useful interviews sometimes." For a Southeast Asia researcher, this has led to eliminating some research methods altogether: "The reason why I veered away from the more ethnographic duties and observations is that it became increasingly dangerous, not just for me but particularly for the people that I study. I have to move away from that and just make observations in public spaces rather than contacting people and actually talking to them."

Complexities of navigating social and cultural conventions. Asian cultures operate differently from Western ones — they are heavily based on relationships that have to be built over time. This means that one cannot simply fly into a country and expect to be able to do some research quickly or at all the first time around. According to a participant, "Sometimes, it takes multiple visits to an office to persuade somebody to release some information because, yes, for some things, people are very protective of, like, those reports and those data." Along with being persistent, one has to be open to or acquiescent in certain situations. For instance, relationships sometimes cannot just be on an individual basis — it has to be communal. A respondent

explains, “In the case of China, especially in Chinese villages, it’s very common that, when interviews take place, a lot of people are in the room. You can’t quite say, ‘Oh, I just want to talk to one person.’ It’s just not polite.” Oftentimes, this openness requires a sense of adventure. One scholar recounts, “I went to the library in [city in Central Vietnam], and the guy wouldn’t let me get any books until I drank a couple of glasses of local rice wine with him. I’d do all sorts of things.”

Lack of or insufficient linguistic abilities. For Asian Studies researchers, speaking and/or reading knowledge of vernacular and other languages is necessary in order to conduct fieldwork and textual research. In many cases, this requires not only knowledge of the primary language of the country, but also of other local languages and dialects, archaic or historical languages and scripts, and/or the languages of colonizers and traders. Thus, a native researcher on the Philippines may know Tagalog and Ilocano but cannot understand other local languages or read archival materials which are in Spanish or Chinese. Or, a non-native scholar of Vietnam may be able to read modern Vietnamese and French but has a great deal of difficulty in reading historical texts that are in the original classical Chinese.

Accessing research materials in Asia

In addition to having to navigate cultural differences when doing fieldwork and research, Asian Studies scholars have to deal with numerous challenges in finding and accessing materials. Difficulties can vary by country, depending on its relative wealth, technological capabilities, or perceived scholarly value, but common problems include:

Destroyed or hidden materials. Materials can be hard to discover or locate “because they’re not typically archived in any sensible way and, mostly, they’re hidden or destroyed.” There are many reasons why research materials might be destroyed, including: not being deemed worthy of preservation; the culture not having a history of or the capacity for archiving and/or preservation; the climate (e.g., hot and humid) not being conducive to preservation; and natural disasters. Materials may be hidden for a number of reasons, too, including: a country or area not having the capacity for organizing, storing, or tracking materials; the sensitive nature of materials, such as military archives or government information; materials being located in hard-to-reach locales; and materials being owned by private individuals or groups.

Lack of computerized interfaces or catalogs at some libraries and archives. While some Asian countries have libraries that are technologically up-to-date, there remain many countries or localities that do not have such capabilities. A respondent describes doing research in a university library: “There wasn’t really a computerized interface, so I just asked to see all the...magazines. And then I just photographed everything I could since I didn’t know if I’d be able to come back, like how long I’d be able to come back for, that type of thing.”

Difficulty in finding quality materials in special formats. In parts of Asia, materials in special formats, such as films, maps, data, or even archival materials, can be hard to find or even non-existent. As a scholar explains, “If I were working on like Warner Brothers or something, it’d be very easy for me to get a hold of a lot of material because the studio has been very good about archiving everything, but there’s not a lot ... in the [country] that’s like studio documents, that

type of thing.” Another researcher complains about not being able to find complete, raw data: “It’s very difficult to do good quality work in terms of Chinese economy and research because of the data quality.”

Accessing research materials in the US

Though it is practically a necessity for Asian Studies scholars to conduct some research in Asia, they have limited funds and time to do so. Thus, it is crucial for them to be able to supplement that research while in the US. However, that, too, is not without its challenges. Some of the obstacles are:

Lack of resources for specific geographic areas. When it comes to library collections, some regions, countries, or languages are better-represented than others. Most American libraries have primarily English materials and/or Western-centric collections. When they do have Asian collections, these tend to focus on East Asia. This means that, for a region such as Southeast Asia, there are only about a dozen libraries in the country that have somewhat comprehensive collections. The lack of interest in or the belated attention on collecting Asian Studies materials means that decades, even centuries, of materials have been missed. This also means that, oftentimes, only materials in the most common languages are collected. As a participant points out, “For Urdu, one of the larger languages of Asia, we have really very poor collections. Probably a century and a half of Urdu publishing not covered and not existing in libraries. So, a perennial problem I have found actually with a lot of the work I’ve done is to find or see a reference in a database or even in somebody else’s research but not coming up with the book to be photocopied or scanned.”

Lack of translations. As many Asian Studies scholars admit to having difficulties in reading some of the foreign-language materials, having translations in English (or another, more accessible language) would solve the problem. However, many libraries have a policy of not collecting translations. Also, except for a country or two, most of Asia and their corresponding Asian Studies scholars do not have a strong tradition of translation. This is because translation is “not very valued by promotion committees. Translation is like secondary work, but translating a modern novel and translating a classical text is very...different....So I think that is kind of very bad for the field.” This is the case for both primary sources, such as literary texts and historical works, and secondary sources. As a respondent laments, “So many good works done in Japanese, but they’re really just not available.” Even untranslated data can be inaccessible. Thus, “...the issue of translation as an issue of dissemination should be important to consider.”

Incompatibility of the Library of Congress Classification (LCC) system. For many Asian Studies scholars, the Eurocentric LCC system does not reflect the way Asian cultures organize knowledge or the way they do research in their fields. For those who rely on classic works, for instance, LCC does not work: “Older books...reflect different ways of organizing knowledge...based upon traditions of China, traditions of Korea, traditions of Japan, and before things were rearranged in a European mode.” As such, “the only way they can see that is by rifling through these books and seeing how the books are organized.” Another participant adds: “...the library is organized according to a very rational or somewhat rational way of organizing things..., but none of those categories is going to be the particular one that I’m interested in.”

Lack of electronic resources. Except for a couple of exceptions, there are few to no electronic resources for materials on most Asian countries. This includes books, journals, newspapers, and primary resources. According to one scholar, “Well, I think it’s still fairly challenging to – I mean even just some basic kinds of research in Japanese language materials – we don’t have instant access to all of the newspapers. We don’t have instant access to journals. I hope they make the [National Diet Library] materials accessible to us.” Even when there are databases, “the entry is never exactly the same as the printed. It doesn’t include the same photographs or diagrams. And in a way that just adds more work because you have to look at both.” Strict intellectual property laws can sometimes be the reason for the lack of e-resources. As a respondent suggests, “I think the most useful thing actually would be to cut through the copyright nightmare, things like orphaned works. I mean that is an absolute nightmare in my field.”

Lack of aggregated primary visual resources. Existing image databases and resources are Western-centric, so Asian Studies scholars spend significantly more time and effort in locating, collecting, and/or preserving these materials on their own. When scholars do collect digital images, organization and preservation then becomes an issue. As an art historian explains, “...digital images are still facing the issue of cataloging... Usually, I do it chronologically..., along with Chinese dynasties. And also media... paintings, sculpture, architecture, ceramic material, cultural decorative art... But it’s very time consuming.”

Lack of training in discipline or technology. In some cases, the inability to access materials is due to lack of training in doing that kind of research. According to a film scholar, one challenge is “my own personal lack of historical training. I’m not a historian, so this is something new that I’m trying.” For others, it is a lack of technical abilities. A participant admits: “My challenge is that I am still sort of in the beginning of really knowing to use electronic resources. So, at some point I should probably come to your library and take a training course in using the Chinese databases.”

As evidenced by the many challenges enumerated, it is clear that doing Asian Studies research is far from straightforward. Rather, it is full of difficulties that require a great deal of determination and resourcefulness to overcome.

Keeping up with the field

Asian Studies scholars keep up with the trends in the field in a number of ways. Many of the strategies are obvious, such as: attending conferences, workshops, and meetings; communicating with other scholars in the field; getting email notifications from and/or reading the latest articles in relevant journals, subscribing to listservs; going to specific websites, especially those with discussion forums; browsing in bookstores and through publisher catalogs; serving on the editorial board of journals; and organizing events, like faculty workshops or symposia. Some are less so, such as: creating or updating syllabi for courses; serving on search and peer review committees; and mentoring.

While respondents do not have a shortage of methods for ensuring that they stay current on the developments in the field, some do indicate that “[i]t’s hard...partly because I [work] across so many fields.” The interdisciplinary nature of Asian Studies necessitates keeping up with multiple – maybe, too many – disciplines. As one participant explains, “I try to keep up with music, anthropology, history, religious studies just to keep tabs on what’s going on.” A marked growth in publication output also adds to the problem. According to another researcher, “...productivity has increased rather dramatically for most scholars, which is a problem for the field. In many ways, there’s too much being written to keep up with, and there are too many journals which vary widely in quality.... There’s constant demand for material and which means that the quality control... is not as strong as it used to be.”

DATA CREATION & MANAGEMENT

In the course of doing research, Asian Studies scholars generate data, both quantitative and qualitative, as well as amass existing data and research materials. These include:

Data created	Data/Research collected
<ul style="list-style-type: none"> • Survey responses • Interview transcripts • Field and observation notes • Data on medical specimens • Agricultural productivity data • Archaeological data (e.g., artifact density, range of carbon dates, archeobotanical data, human skeletal remains, imported materials from trade for ceramics and beads) • Remote-sensing images and analysis • Recorded data from experiments • Corpus data • Textual data 	<ul style="list-style-type: none"> • Census data • Statistics • Monographs • Journal articles • Reports • Photographs and other visual materials • Music recordings and other audio materials • Other primary sources

Data Management

To store and manage their data and research materials, the participants use different strategies. Those who receive federal funding (e.g., National Science Foundation, National Institutes of Health) are more systematic about storing their data. They follow the prescribed rules for ensuring the privacy of research subjects: “Well, we have two separate files. We have a file that has the data on it, and that file has an ID number on it. Then we have a separate file that links the ID number to a name. But we have to keep them separately. And the linking file is not connected to the Internet so it can’t be hacked.” All of these “are kept on a password-protected encryption

access site.” The rest of the respondents store electronic data and/or research materials in personal computers, external hard drives, Dropbox, Box, the cloud, as well as in file cabinets and on bookshelves for print materials.

For both print and electronic materials, most participants simply organize them into folders and subfolders by project and store them in multiple locations. As one scholar explains, “I have my own hard drive. When I’m writing an article or preparing a research design, I have a folder dedicated to that particular project and subfolders of articles, and I download multiple copies of the articles if they are in different projects because I put them in separate folders. So, I have them on my hard drive, and then I save – I back up on my external hard drive. If I’m working on it, I save everything on UCLA Box.”

Some do try to make managing their materials and the research process easier by using certain applications. According to one participant, “I use Sente to organize my files....That’s a computer interface” to organize “archival material that is in PDF or JPEG.” Another uses Scrivener:

I will say that, for this project, I’m trying a new software program, which is a writing and data collection and management program called Scrivener. I’ve found it to be very useful because it allows you to develop a draft of the document you’re creating, but it also allows you to store notes as sub files of the master file. It allows me to have all of my collected information and my notes and also PDFs and searches that I’ve performed, all in one place. Rather than the previous model where I would essentially create discrete documents for each of the individual data files that I had or the notes I’d taken on a particular thing, now I can put them all in a single file so that by opening that file, all of my data is essentially there and available to me within the same document. It makes it much easier to move between notes and manuscript in terms of bringing materials together and so forth.

However, for many, information management is very challenging, especially the longer the scholars have been doing research and the more concurrent projects they have. As one simply puts it, “the obstacle is the organizing of files.” Another concurs, “As to the digital files, that’s a real problem....Since I have two different computers, there are different things on the two different computers, it’s a total mess... it’s sometimes very inconvenient.” As a historian expounds,

The challenge, I would say, is partly in accessing it, but partly it’s also in trying to find a coherent way to store and arrange it because, with that project, which involved gathering material over, as I said, probably 20 years in all these different formats, it became very complicated to try to keep track of everything. ... I think for people whose work involves the use of multiple kinds of sources in multiple formats and frankly, you know, I think – I don’t think historians are alone in using things that are both very modern and very old, right? So you’re necessarily dealing with paper plus VHS, plus film, plus fiche, plus digital, plus digitized audio recordings. So, you have to use all these different kinds of formats, and it’s very difficult to figure out how to organize them and keep track of them. And when you need that one thing, you have to have basically in your mind, like we’ve always done for 400 years, you have to think that must be there, that must be in that red

folder on the third shelf. It seems to me that we should be able to do better about that. So that's what I'd love to see is some kind of platform that is created for independent researchers, academics in particular, to try to integrate and make accessible in a very user-friendly way, that you don't have to be a 25-year-old geek in order to understand how it works to get access to and to sort of have almost like an indexed or searchable framework for keeping track of all your different documents and files that are all in different formats.

In this case, Dropbox, which was suggested as an option, "is actually terrible. That's not a good solution. It's clumsy for one thing and it's kind of confusing, but it's also, it doesn't provide the kind of clear, sort of easily viewable kind of interface that you need in order to bring all these kinds of things together. At least, I didn't find that it was helpful."

PUBLICATION & DISSEMINATION

Asian Studies scholars are pretty typical in their publication practices, but the area studies nature of their work allows for, sometimes even necessitates, variance and versatility.

Scholarly publications

Like other academics, Asian Studies researchers mostly publish monographs and chapters in edited books or anthologies through academic presses and articles in peer-reviewed journals. There are some who publish in other types of publications, such as conference proceedings and art exhibit catalogs. There are others that produce publications that are specific or more applicable to area studies scholars; this includes translations of novels and other works and reports for the United Nations and international and local (Asian) non-governmental organizations.

When it comes to journals, these respondents publish in a variety of outlets. Some do publish in journals that are focused on Asian Studies, such as the *Journal of Asian Studies* and *Critical Asian Studies*, but those who do not study East Asia tend to publish in journals that are even more geographically-specific. According to a participant, "the *Journal of Asian Studies* has only very scant and minimal coverage of Southeast Asia. I've published one or two things in the *Journal of Asian Studies*," but the preference is for specialized publications like *Southeast Asia Research* and *Indonesia*.

As previously noted, these scholars are more rooted in their disciplines, and their publication practices reflect that. So, according to one researcher, "As a geographer, I tend to publish in journals that geographers publish in." Another explains, "It kind of depends on what type of research we are doing. If it's clinical, we go to clinical-type journals. If it is mechanistic, we go to mechanistic journals." However, disciplinary journals can also be too mainstream and, according to one respondent, "don't really have much space for the kind of work that I do. And so, I end up publishing in either journals that are related to the region" or in journals and books

“with particular thematic or country interests.” The goal, in most cases, is to reach the most appropriate audience.

Because of the interdisciplinary nature of Asian Studies, these respondents have the option to publish under different disciplines. As one professor puts it, “I guess, it doesn’t really matter to me. So, some of them are like *Critical Historical Studies* and *Positions* and *Critical Asian Studies* or *Modern Intellectual History*. And, in Japanese, more like *Misuzu*, *Gendai Shiso*. So, these are – they don’t really have a disciplinary sort of boundary.” Not only do these researchers not limit themselves by disciplines, but they also do not limit themselves to English-language publications. As another participant points out, “I am more internationally active than most American scholars. I have published in English, Japanese, Chinese, German and French, ...Korean and Japanese translation.”

Non-scholarly dissemination

Some of these researchers also publish in non-scholarly or -refereed outlets. According to one professor, “I’ve been very loose about where I publish. I also publish in a lot of more kind of popular...like newspapers, magazines. Sometimes, I’ve done things online.” In addition to print and online newspapers and magazines, these scholars disseminate information about their research via other media such as television, radio, and documentary films, as well as through talks, workshops, and presentations.

In many cases, dissemination through media means being interviewed about their research. According to a public health researcher, “Well, occasionally we get interviewed. I mean, if we have a finding that’s a little startling, then sometimes the press will interview me or interview my colleagues.” Or, they are interviewed for popular science magazines, “sort of a semi-scientific journal, which is...targeted to the lay public.” In other cases, these scholars are interviewed for their subject expertise. According to one, for example, “I got a lot of contact from Chinese newspaper reporter[s] over time.... They are very interest[ed] in knowing [how] the new president’s policy will impact US economy or local economy, the relationship between China and United States, etc.” Media publications can also take the form of commentaries; according to another participant, “Occasionally, I write stuff for local presses, newspapers and things, like commentaries, like political or cultural commentaries for either online sources or online magazines or local print news.”

Workshops and presentations are usually aimed at research participants and other stakeholders. According to one respondent, “Basically, at the end of each field season, we do public presentations, half-day presentations, like a symposium. Yes. Not just in the community. When we go to Manila, so at the University of the Philippines, at the National Museum, just to share the findings or the major findings of that particular field season.” Another explains, “That is part of the research plan for the NSF grant—that we will hold workshops in the cities to share our results with other local researchers, interested residents, urban sort of planning officials, that kind of thing. But we haven’t done any of that yet. We have to do the research before we have anything to share.”

More uncommon forms of dissemination include:

- *newsletters*: “I publish in the Cotsen Institute’s newsletter.”
- *social media*: “Yes, through our social networking sites and my own web page. Links to publications. And my basic ideas and short descriptions of what I do or findings of the work, pre-publication findings.”
- *interactive website*: “I did put together a website that is a map with clips from different sort of contemporary Filipino films mapped to where they were shot.... So – oh yeah, and then it has like different film institutions and screening spaces, some of the ones that I write about, ... and then it has some sort of historical stuff...”
- *festivals*: “I’ve twice been a presenter at the Smithsonian Folklife Festival for the Chinese delegations. So, that involves me working with the artists who’ve come over from China to work on what they want presented to the US audience and then, because mostly they can’t speak any English, I then become the conduit for them to interact with the audience....I’ve done quite a lot of that for the Amsterdam China Festival in Britain and Seattle Children’s Festival, this type of stuff.”

Open scholarship

Many of the respondents provide open access to their works. Most self-archive and put materials on such sites as: their personal web pages, their projects’ web portals, Academia.edu, the Social Science Research Network, and ResearchGate. One researcher posts “mostly on my webpage.... I just post PDFs of the articles in as final a form as whatever I signed with the journal allows me to. So, for some of them, you can only put one step before copy editing up, but yeah I try to remember to also put a link to the final thing...I put the actual PDFs there ‘cause not all those journals are open access... Then I also post raw data and statistics and that kind of stuff on my webpage.” Another says, “For better or for worse, I sometimes post things on ResearchGate. And so, I don’t know what category that falls into.... But I never really know what I’m allowed to post there. So I basically, I just think, oh, if I’m not allowed, somebody will come after me. And so I scan stuff in and I pop it up there and, so far, nobody’s complained too much, but I’ve never put a whole book up or anything....I’ve put articles and chapters.”

Some publish in open access journals. According to one scientist, “Yeah. We occasionally publish in open access journals. Yeah. Most of the journals now are open to anybody who wants to get into ‘em. A lot of ‘em are online now.” Another points to the varying open access statuses of journals in a specific field:

Yeah. So some, like *Linguistics Vanguard*, is open access. Some of these journals are sort of semi-open access, like for some years they are, and some of the journals are actually in a shifting state. ... But they’re all very good about allowing you to post PDFs of your paper, so that anyone who doesn’t belong to an institution where they can go to the official copy can still get all the information.

A few publish open access monographs. One scholar's "new book is an open access book," a peer-reviewed, university press publication that is freely-available. Another has arranged for a series to be open access after an embargo period: "Apparently, [we are] the first ones who even negotiated such a deal.... This Korean Classics library... published by the [University] Press...., we have an arrangement with them that, after 5 years, these [contents] will come open access on the UC website."

Some of the respondents use e-Scholarship, the University of California's institutional repository. "I participate in the library's open access thing but I also – on my department webpage, I have most of my things available for download."

Motivations

These scholars provide open access to their works for a number of reasons. Some see it as a matter of principle – that people should not have to pay for information. As one respondent declares, "I think knowledge should be free. And if there is a free service to which I can share my knowledge, I am happy to do it. I don't see any reason why I should profit monetarily from publications. So, I want these things to be available, and it shouldn't, people shouldn't have to pay for it." Another concurs, "I think scholarship is publicly funded, and it should be publicly available. I think the only restriction should be restrictions about the privacy of your respondents and so on that you find stipulated by IRB, but otherwise I'm a strong believer that our research should be accessible to anybody who's interested." A third echoes this sentiment: "It would certainly be nice if people could get hold of the [content] without having to go through the rigmarole of paying vast sums of money and having to belong to an academic institution to be able to access it. That's really irritating that people who don't belong to specific institutions have a much harder time getting stuff."

A related reason is to provide easier and broader access, especially for those in Asia and other areas with limited access. As a participant explains, "For me, it allows me to reach a much larger audience because people can access in Southeast Asia...at no cost, without any logistical hassles of ordering a book from the U.S. My hope is that it will reach a much wider readership, especially in Asia but in Europe and other places as well, where getting access to U.S.-published books is often difficult or very expensive....It might reach an audience that it might not otherwise find by virtue of the open access, free download model. I'm a huge fan of that. I think that's absolutely terrific, and I see no downside to it at all." Another agrees that "...more people will have access to it and read it actually..., if you think of how difficult it is for people in the Middle East or Africa or even many parts of Asia to gain access to English scholarship. I mean, many university presses will not even distribute their books in Asia because it just is not cost-effective for them to do it.... So, if it's open access, people can gain access to it immediately from wherever in the world they are." Because of this wider distribution, one scholar muses, "I do have the impression that maybe the influence of my scholarly voice has in fact become enhanced."

Another important motivation for open scholarship is to make it easier for others to build on their research. According to a public health researcher, "Well, I think you do research because you

wanna advance the field of knowledge, and you wanna do something about controlling the disease or curing the disease or coming up with a vaccine or identifying what kinds of factors are involved in things like getting infected in the first place....We're in the business because we're trying improve the quality of life of the public.”

Deterrents

While many are enthusiastic about open scholarship, some are not as keen on it for a variety of reasons. Some do not see the value in it: “I haven't really done anything through open access. And the reason why not... It's a pain...I'm not really sure if there is an advantage to that. I'm not 100% persuaded that there's a real good reason to do that.” Some are equating open access with not being peer-reviewed. According to one respondent, “I don't see the point of publishing something on open access that hasn't been vetted or reviewed. Sometimes people do it for like feedback and this but, personally, I'm a little uncomfortable...with that.” Another scholar echoes this belief, “Another thing is the material that I write about is so complicated, it really...benefits from proper copy editing and from peer review.” There are also others who “don't trust digital material to survive.” Another agrees, “Ideally, I want everything I write...the value of it to be more valuable 100 years from now than it is today...”

A more common reason is the complexity of open access, especially as it relates to copyright and cost. One researcher admits, “I haven't because of, I'm not sure how the copyright issue operates. Sometimes they would allow me to post my own paper before their editing, places like Academia.edu. I still haven't because I'm still not sure quite how to handle the whole copyright thing. I have to look into it and do more of that.” Another asks, “Who has intellectual ownership of the materials?” Yet another says, “Not yet, because I don't have the funding to pay for – is it the green?” One participant explains it in detail:

I think that a lot of it has to do with uncertainty about what's allowed, and you [the library] may encourage it, but what about the publisher? People don't wanna get involved in some kind of legal hassle with their publisher. And, to be honest, ... a lot of my experience is that – okay, somebody organizes a briefing about open access, and you go to the briefing and it's two hours long. And at the end, it's really not much clearer because they say, “Well, there are a lot of gray areas. You're gonna have to work it out with your publisher, and it's like, “I know that.” I don't want to spend two hours listening to somebody say that they don't have the answer. So I think the uncertainty is actually driving people toward not wanting to do it.

While a few respondents deposited their works in e-Scholarship, many were either not aware of it or did not know how to navigate it. One scholar reports using it, but “... it's been somewhat haphazard. That's the word I'm looking for. I've put a few things up there, but I haven't systematically put everything up. I haven't found – maybe it's changed recently, but I haven't found it very easy to work with in terms of efficiently and rapidly [uploading works].... I know I spent an afternoon once trying to get some stuff up there, and it turned out to be very frustrating.” This is in contrast to ResearchGate, which this scholar uses “... to post all my old papers and so on so that they are available. And that works very well.” Another participant expresses frustration at not being able to get anywhere with it:

I remember I've been – get[ting] these notices from the library saying, is this yours, but to be honest, I have never quite managed to follow that through to the end because I don't really understand what I'm supposed to do, and I have to upload something, and I don't have the file, and then I just drop it. But when it's properly organized, I have no problem with it. I would prefer it, but I find it just sort of one or two steps too many for me to just – it would be nice if I could just click a box and say, "Yes. Open access." Don't ask me to start making perfect scans and then searching it and finding permission and doing all kinds of crazy stuff 'cause that – it's too many, too much work basically. Too much work of a kind that I don't feel competent to do, and I feel like I'm going down a rabbit hole.

Thus, it is clear that more work needs to be done to make open scholarship and its attendant issues, as well as institutional repositories, less problematic and more accessible.

FUTURE OF ASIAN STUDIES: CHALLENGES & OPPORTUNITIES

Though Asian Studies scholars face numerous hurdles when doing their research and some see other continuing challenges, most see the future of the field as filled with possibilities.

Challenges

Moving forward, the biggest challenges for Asian Studies have to do with lack of funding and value placed on the discipline. This is especially true for those who do not study East Asian countries. As one researcher explains,

I think the challenge is the same as always, which is that the interest and the research money and the editorial kind of focus tends to be skewed, and in two ways. It's either skewed toward China and Japan simply because they're big and so many people work on them and perhaps because there's so much money directed toward that research and publication. Or they're skewed by things like U.S. foreign policy. So certain subjects become considered to be important because the United States is fighting a war, whether it's the Cold War or the Vietnam War or War on Terror or deploying troops in Marawi City. Those things tend – especially the ones that last longer, tend to drive research agendas and publishing agendas, and I think that's kind of shortsighted and regrettable, and I don't know if it could – it's a challenge, but it's not obvious that you could ever overcome it because it's always been that way. And so, I guess, the thing would be to be more self-conscious about it and to avoid having academics and programs and even libraries kind of chasing after the latest funding opportunity and try to encourage universities to resist just kind of falling in line with whatever Congress thinks happens to be the most interesting thing or whatever the big money people think is the most interesting thing 'cause you see this crazy lurching from – one day everybody's interested

in communism, and the next thing everybody's interested in Islam, and the next thing they're all interested in terrorism. And it doesn't really do much for solid research.

Another scholar agrees, "I guess funding is probably always an issue... Especially for countries, for example, in Southeast Asia where there tends to be less of an obvious political or economic advantage to collaboration. Everyone wants to set up a campus in Shanghai or something. But there are all of these travel warnings against going to places like the Philippines, for example. There's also just less of a – I guess, a sort of post-cold war context. There's less of a sort of political impetus to facilitate exchanges."

It is, perhaps, this imbalance in coverage that somewhat leads to a lack of standing for Asianists within other disciplines. As the above researcher continues to explain:

I think the skewing of the research to particular – both to particular countries and to particular subject areas has made it difficult to build the study of Asia in any kind of systematic – and in a way, that really makes it credible to a lot of other fields and people working in other areas. It tends to be ghettoized a little bit, I think. People who do Asian Studies care about Asian Studies, but a lot of other people just think, "Well, what really matters is China and Japan." And so, the rest of Asia – well, maybe India – but the rest of Asia tends to get fairly short shrift... just because we've been forced to, because you need money to do research, and the money always seems to come with a particular agenda attached to it.

Having respect outside the field is important for the further development of the field because it does have practical consequences. As one participant points out, "I think a major challenge is the uncertainty about how area studies in general are accepted and valued in the scholarly world and beyond, which also has implications for faculty hiring." Another adds, "Let me just reemphasize that I think it's important that, while we need to talk amongst ourselves, but we also need to be able to talk to people outside of the field as well and make a case for why what we are doing is relevant and is a contribution to the generation of knowledge that supersedes just the field."

Opportunities

Changes in the real world are creating brighter prospects for the field of Asian Studies. Some may even help to mitigate existing and future challenges.

Asia in/and the world

There can be no denying that Asian Studies is a growing area. As mentioned in the beginning of this report, interest in Asia has amplified due to globalization and the rise in its importance in the world arena. While many worry that some areas, like Japan Studies, might be too inward-looking, one scholar argues,

... there's places that have a notion that, if your work is focused on one country, it must be very, very narrow. Whereas from my point of view, I work on Japan, but... Japan's in the world. Regardless of where you work in the world, if you're looking at situated kinds

of knowledge and history and so forth, if you do it right, it can't be narrow because it's part of the world.

Thus, single-country research does not only help to provide information about the place, but it provides context as to its relationship with the rest of the planet.

However, because globalization has opened up so much of the world, it also does not make sense to remain too insular, especially when something new can be learned from such partnerships. As one professor points out, "I think it's very important to have dialogue between Korean Studies, Chinese Studies, and Japanese Studies because we have so many shared histories too." It is also a good idea to take advantage of opportunities while it is still possible. As one researcher says, "Until very recently, there's Japanese studying themselves, and then a few Americans. And nowadays, we also have people from Australia, people from Europe, more people from China, more people from Korea. So the study of Japan will make progress, but we have to internationalize Japanese Studies at a time...when it's still vibrant in Japan."

Collaborations are not only possible within Asia, but across the world. Many of the respondents believe involvement in these can only help advance the field. For Japan Studies, for instance, "I think finding ways to...connect scholars in different places better, give us a better sense of what's happening globally in the field of Japanese literary studies..., it would also allow us to kind of get a better sense of how we might move forward." On a more general level, "I think there are opportunities for Asian Studies scholars and scholars from other regions of the world to work together to identify interesting things to work on. I think that would be a very fruitful way of elevating area studies in general and, as a result, also Asian Studies." Another scholar voices a somewhat similar sentiment, "I didn't start out to write a transnational history. It kind of developed through the sources that I became interested in. I'm hoping that by – for this current project – doing a transnational history, it will attract more attention beyond my own field, and that this is a way of having those conversations and making Asian Studies or Asian fields relevant to other fields as well."

Because of globalization and diasporic movements, these conversations are not limited to Western or Asian scholars talking amongst themselves. According to a law scholar, "I think, on the Chinese side, the English language level of the young scholars has gotten so good that they're much more engaged with Western scholarship. So, I think that will be very promising in the future. More ability for Chinese and Western scholars to debate over similar theories and things like that. Whereas earlier days, there is much more Westerners observing China and discussing among other Western scholars. And now you have both Chinese researchers who've then moved to the West, and also, Chinese researchers within China who are now translating more Western articles.... a better conversation than before."

Expansion into new areas

While the internationalization of Asian Studies is a given these days, there are also still many possibilities for expansion within the traditional – however loosely that may be defined – confines of the field. As mentioned in the challenges section, Asian Studies is often equated with East Asia due to the inordinate attention given to it, so one obvious area of expansion is

geographically. As one respondent indicates, “I think there is an immense amount of growth that’s still possible... Building out from the kind of areas of core coverage like China, Korea, Japan to looking at Mongolia and Central Asia and Southeast Asia and the intersections and interconnections between all those regions too” because “if you think of the amount of work being done on Asia compared to that which is being done on Europe for example, we’re still a very, very small field in the context of American academe.”

Another area of growth is by discipline, by making room for less-covered topics. According to one scholar, “I think, traditionally, Asian Studies departments were dominated by literature and linguistics and language specialists. But I would say, over the last couple decades, it’s broadened incredibly.” By opening up the field, it makes way for research in and conversations with underdeveloped disciplines, such as mental health and public health. As another researcher points out, “Well, I think most departments of Asian Studies tend to deal much more with cultural and political and literature kinds of issues. They don’t tend to involve public health. And yet, public health is crucial to the well-being of a population.” By leaning into its inherent interdisciplinarity, Asian Studies scholars can learn from each other. As a participant expresses, “...Asian Studies, like all regional studies, is an interdisciplinary field, right? It’s not like it’s just geographers or sociologists. There is both the challenge but also the potential of trying to bring research from those different disciplinary perspectives together...”

Intersections

With the prospects for growth in intra- and inter-regional treatment of Asian Studies, as well as across disciplines, it is not surprising that there are also increased opportunities at the intersections of all of these. While something like Chinese Caribbean Studies might be viewed as challenging because it is new and “just starting to grow a little bit,” that also means that there are numerous possibilities. A cultural studies scholar, who embraces this development, expands,

I think, now, there are beginning to be a lot more intersections. For example, with my work there is more and more, in terms of intersections between Asian and African/Black Studies, right? There are others who are doing similar work as well. I would imagine that there are going to be a lot more intersections with these other fields beyond the traditional area studies. For example, Queer Studies, right? That will take inquiries beyond the region itself. And also migration, transnational studies – that will link up with, let’s say Asian-American Studies or Asian-European Studies or something, right? Those kinds of intersections, I think, and then once you talk about diaspora, it’s not just like diaspora from China to the US or whatever, but it’s gonna be diasporas that’s like tertiary – let’s say diaspora, Chinese diaspora from Vietnam, for example, or the minoritized peoples in Vietnam, their diasporas, right? Those kinds of fields that are emerging at the intersections of a lot of these...

Communication

Advancements in communication technology enable these collaborations. Social networking, in particular, makes it easy for scholars to connect with each other. According to one respondent, there are greater “opportunities for interaction with virtual communities, crowd sourcing... For

social networking, questions about a particular work that you're doing, and you can just post it in your circle and you get information. Because of technology and the internet, there is a lot more avenues for virtual interaction rather than face to face." In addition, it makes it somewhat simpler, though perhaps subversive, to find resources. As one professor describes:

When a graduate student was doing her research work, she was totally able to reach out through social networks to other Chinese college students, Chinese amateurs, all kinds of people to get materials of all kinds...She was connecting with large groups of people who have an interest in early Chinese literature, who are putting things up online, who are creating a whole world of research that is not controlled within the academy and that isn't controlled by scholars. It's controlled by a mixture of scholars and members of the public who are just deeply interested in this stuff. So, I think one challenge for the enterprise that you and I have and probably specifically for a library is how to account for the new world of knowledge that's out there that isn't under the traditional headings and controls of academic institutions.

Digitization

Rapid developments in computing technology, particularly for digitization, can also be a boon for Asian Studies. Because of the difficulties in accessing research materials on most Asian countries, according to one scholar, "I think digital publishing is the big opportunity because then now – and it's already happening – that you can have journals that are not just coming out of the usual places. And ... not just out of the usual places but also not just in a single language.... In recognition of the fact that, well, people write in different languages and they read in different languages and not everything has to be in English." This kind of decentering and decolonization are becoming increasingly vital in Asian Studies. Furthermore, digitization not only provides better access to less mainstream sources of knowledge, but it enables and facilitates other modes of research. As one participant explains,

I think opportunity-wise, it's profoundly important to get more digitally available material online, particularly of the historical-chronicle type....I think if we can figure out a way to make reprints of historical chronicles available in digital form – whether free or through purchase models – I think that would transform the way in which research is conducted. In the China field, for example, there are online repositories of thousands of Chinese texts that have been scanned and [converted to] OCR and are now readily available in computer-readable form. That allows you to do the kinds of digital data collection, running word searches or comparisons of texts that you can't do with any Southeast Asian texts. So having the capacity to do some of this brute-force engagement with texts digitally would be incredibly helpful.

Bridging tradition and technology

However, though technology helps, most Asian Studies research is conducted in conventional ways. Thus, current and future scholars need to bridge between the two modes. As a researcher points out, "I think the challenge and opportunity, they're the same thing that face Asian Studies right now are also facing all of the other fields right now, and that's how to make sure that the

new students we're training, the new graduate students we're training, are able to take advantage of every sort of new digital or other technical help for their scholarship without losing the kinds of tools and materials that were available before the advent of digital methods... We want people to know how to use traditional encyclopedias or traditional tools... So I think that's the challenge, how to bring together old and new methods."

The future of Asian Studies looms bright. While there are many things that are problematic, there is also a myriad of opportunities. In fact, as many respondents have highlighted, most of the challenges can really be seen as ways to improve and advance the field.

CONCLUSION & RECOMMENDATIONS

These interviews have been very eye-opening and have provided numerous insights into the research and publication practices of Asian Studies scholars at UCLA.

Key Findings

The following are the key findings of this study:

9. There is no consensus about what constitutes Asian Studies.
10. Asia's increasing significance in the world means that Asian Studies is also growing in importance.
11. Asian Studies scholars primarily use research methods in the disciplines in which they were trained, though many take an interdisciplinary approach.
12. Most Asian Studies scholars collaborate with others, especially researchers in Asia.
13. Asian Studies scholars face numerous obstacles in conducting field research and accessing research materials both in Asia and the United States. Many of the difficulties have to do with working with/in a different culture, while others are due to a lack of applicable resources.
14. Asian Studies scholars are typical in their publication practices, though they are more likely to publish in different languages.
15. Most Asian Studies scholars are amenable to open scholarship, but many are confused by copyright issues and frustrated by UC's e-Scholarship.
16. Despite existing challenges, most Asian Studies scholars see the future of the field as full of opportunities.

Research Challenges

The types and level of difficulties that Asian Studies scholars face vary, depending on the country they are studying, and include such factors as: political, economic, and sociocultural conditions and norms; the importance given to collecting and preserving knowledge; intellectual property laws and regulations; the strength of the publishing industry; and technical capabilities. However, the challenges can be categorized into three areas and include:

Working with/in a different culture

- Difficulties working with national and local government agencies and authorities
- Dangers of conducting specific types of research
- Complexities of navigating social and cultural conventions
- Lack of or insufficient linguistic abilities

Accessing research materials in Asia

- Destroyed or hidden materials
- Lack of computerized interfaces or catalogs at some libraries and archives
- Difficulty in finding quality materials in special formats
- Differences in the way libraries and archives operate

Accessing research materials in the US

- Lack of resources for specific geographic areas
- Lack of translations
- Incompatibility of the Library of Congress Classification system
- Lack of electronic resources
- Lack of aggregated primary visual resources
- Lack of training in discipline or technology

Recommendations

While Asian Studies scholars definitely acknowledge the importance of the UCLA Library's collections – both print and electronic – and services, especially interlibrary loans and updates about new resources, there is still much that the library can do in order to support their research and publication needs and to ameliorate the challenges they currently face.

Priority Recommendations

Based on the findings from this study, the project team came up with a long list of recommendations. However, recognizing that library resources are limited, the team identified the following as the top priorities for the UCLA Library:

- In light of its strategic significance, specify Asian Studies as a priority in a revised collections priorities document.
- Whether through the International Digital Ephemera Project (IDEP) or through a new program, embark on a preservation program for endangered archives, ephemera, and other materials in Asia.
- Provide more resources (e.g., collections budgets, technical processing staff) to develop better collections in less-represented geographic areas (e.g., Southeast Asia, South Asia) and languages (e.g., Urdu), in special formats (e.g., films, special collections), and in growth research areas (e.g., diaspora, intersections).
- Purchase more translations. Advocate for or develop translation projects.

- Advocate for and work with vendors, librarians, institutions, and other stakeholders for the development of aggregate databases for textual (e.g., journals) and visual resources.
- Advocate for or develop an easy-to-use data management system for researchers to store and manage data and research materials in various formats, including documents, photographs, videos, audio recordings, blog posts, etc.
- Provide more workshops and develop targeted services to educate faculty about scholarly communication issues and e-Scholarship.
- Provide travel, training, and other support for Asian Studies librarians and staff in order to accomplish other recommendations.

Complete Recommendations

These are the complete set of recommendations:

Supporting research

- Create guides and/or provide informational sessions on what to expect when doing research in specific countries.
- Develop better infrastructure to support digital scholarship efforts in Asian Studies.

Supporting discovery and access of research materials

- In light of its strategic significance, specify Asian Studies as a priority in a revised collections priorities document.
- Provide more resources (e.g., collections budgets, technical processing staff) to develop better collections in less-represented geographic areas (e.g., Southeast Asia, South Asia) and languages (e.g., Urdu).
- Develop distinctive collections, including films (e.g., China, Philippines) and special collections.
- Purchase more translations. Advocate for or develop translation projects.
- Develop collections in growth research areas identified in Future of Asian Studies section.
- Develop additional web archiving projects.
- Consider cataloging and metadata alternatives to Library of Congress Classification that corresponds with the way Asian cultures organize knowledge and how Asian Studies scholars do research.
- Advocate for and work with vendors, librarians, institutions, and other stakeholders for the development of aggregate databases for textual (e.g., journals) and visual resources.
- Provide training opportunities or develop online tutorials on research methodologies and library resources for new faculty.

Supporting data management

- Advocate for or develop an easy-to-use data management system for researchers to store and manage data and research materials in various formats, including documents, photographs, videos, audio recordings, blog posts, etc.
- Provide training sessions for existing tools, such as Box, Zotero, Scrivener, etc.
- Provide archiving support for oral history projects.

Supporting scholarly communication

- Provide more workshops and develop targeted services to educate faculty about scholarly communication issues and e-Scholarship.
- Advocate for an easier way of depositing materials into e-Scholarship, including making sure that emails are clear that they are coming from the library.
- Sponsor interdisciplinary seminars, workshops, and symposia to help promote communication among Asian studies scholars and with others.

Empower librarians and build their capacity to accomplish above recommendations

- Support regular travel to Asia so that Asian Studies librarians can:
 - become familiar and be updated on:
 - what to expect when doing in-country research
 - locations or availabilities of various collections and materials
 - capabilities of different libraries, archives, and other information sources
 - research and publishing trends
 - political, economic, and sociocultural situations
 - acquire limited run and other hard-to-acquire publications
 - collaborate with libraries, publishers, vendors, local agencies, and other stakeholders in making research materials more accessible
- Support training for librarians to learn about various data management tools.

Appendix
Research Support Services for the Field of Asian Studies
Semi-structured Interview Questions

Research focus and methods

1. Describe your current research focus/projects.
2. How is your research situated within the field of Asian Studies? [Probe for how/does their work engage with any other fields or disciplines?]
3. What research methods do you typically use to conduct your research? [Probe for how those methods relate to work done by others in Asian Studies/in the other fields they engage with)
 - a. Do you collaborate with others as part of your research? [If yes, probe for what these collaborations entail, who typically works on them and what the division of work is]
 - b. Does your research elicit data? [If so, probe for what kinds of data typically elicited, how they incorporate this data into their final research outputs and how they manage and store this data for their ongoing use]

Information Access and Discovery

4. [Beyond the data your research produces] What kinds of primary information do you rely on to do your research?
 - a. How do you locate this information?
 - b. What are the greatest challenges you experience working with this kind of information?
 - c. How do you manage and store this information for your ongoing use?
5. What kinds of secondary information do you rely on to do your research? E.g. monographs, peer reviewed articles.
 - a. How do you locate this information?
 - b. What are the greatest challenges you experience working with this kind of information?
 - c. How do you manage and store this information for your ongoing use?
6. Think back to a past or ongoing research project where you faced challenges in the process of finding and accessing information.
 - a. Describe these challenges.
 - b. What could have been done to mitigate these challenges?
7. How do you keep up with trends in your field more broadly?

Dissemination Practices

8. Where do you typically publish your scholarly research? [Probe for kinds of publications and what disciplinary audiences they typically seek to engage with].
 - a. Do you disseminate your research beyond scholarly publications? [If so, probe for where they publish and why they publish in these venues]

- b. How do your publishing practices relate to those typical to your discipline?
9. Have you ever made your research data, materials or publications available through open access? (e.g. through an institutional repository, open access journal or journal option)
- a. If so, where and what has been your motivations for pursuing open dissemination channels? (i.e. required, for sharing, investment in open access principles)
 - b. If no, why not?

State of the Field and Wrapping Up

10. If I gave you a magic wand that could help you with your research and publication process [except for more money or time] – what would you ask it to do?
11. What future challenges and opportunities do you see for the broader field of Asian Studies?
12. Is there anything else about your experiences as a scholar of Asian Studies and/or the Asian Studies as a field that you think it is important for me to know that was not covered in the previous questions?