

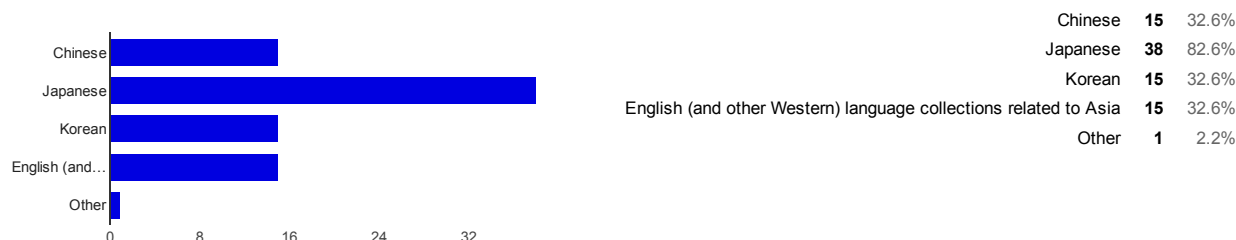
46 responses

[Publish analytics](#)

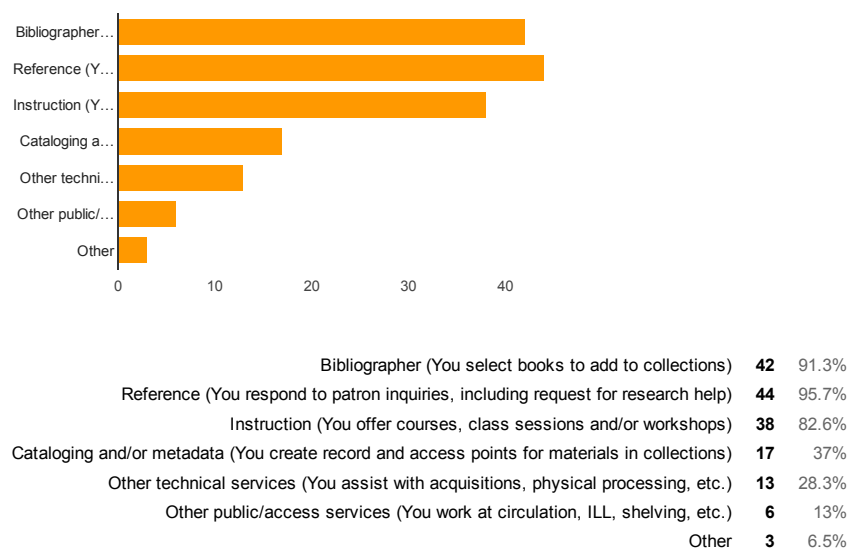
Summary

Basic Information

Your language/subject areas



Your roles



Pop Culture Classes/Research and You

1. Pop Culture Classes and You

Do your faculty and/or graduate students teach courses related to pop culture? Include BOTH classes that specifically focus on East Asian pop culture, and those that use pop culture materials for parts of the class.



(If YES) What kind of courses do they teach? (language classes, art/art history, literature, film&media studies, etc.). If possible, also tell us how much time each course spends on East Asian pop culture (e.g. full semester, 1/3 of the class time, one class session, etc.)

Japanese language, Japanese Films, History through Manga, Art, Popular Culture/ Full quarter

Japanese civilization, Japanese popular culture, Japanese language First year on Japanese comics and media, (this is to promote student enrollment)

Japanese pop culture/Summer session course (usually taught by a grad student)/full summer; East Asian pop culture (CJK overview)/International and Area Studies course/full semester, irregular; Korean pop culture/EALC/full semester, topic course by a postdoc (i.e. could be one off)

Chinese language classes, Chinese/media film studies

art/art history, literature, film & media studies. many are full semester

films/media studies (full semester), literature

Chinese popular culture, Korean popular culture, Contemporary Chinese fiction and film, Gender & Society in Modern China – all full semester (twice a week, 75 min. or 90 min. each session)

language classes, Korean wave, Korean culture

film& media, cultural studies general (incl photography), games. Those classes would do it 100%.

literature, film and media

Probably one class session

full-semester topic course

Japanese literature, art, film studies, media - the class are for the entire term

Literature (full semester), Language (part of the class time)

literature, film (frequency varies)

Japanese Language classes: Japanese popular culture class in English 3 times a week for 1 semester Japanese popular culture class in Japanese 3 times a week for 1 semester Japan Study classes: One of the classes focuses about 1/3 of the time on Japanese pop culture. the professor taught a course in the past (Japanese Pop Culture) that focused exclusively on J-pop.

film&media studies, full semester

As reading materials for advanced Japanese language. One course is designed specifically to read/watch manga and anime and offered once a year or every other year. Other courses occasionally use manga for reading and translation. Also, Art History faculty is currently teaching an grad/undergrad seminar "History and Theory of Manga."

1. Manga (E ASIAN 376) - 100% of the time on popular culture (some Edo) 2. Anime (E ASIAN 378) - 100% of the time on popular culture (some pre-WWII) 3. Introduction to Japanese Culture and Civilization (E ASIAN 253) - often 50% or more popular culture, depending on who is teaching it 4. Introduction to East Asian Civilization (E A STDS 255) - often 1/3 to 1/2 popular culture, depending on who is teaching it 5. Modern Japanese Fiction (LIT TRANS 368) - topics vary, but I have taught this as "Evangelion," 100% on the anime series and therefore popular culture, but in other years it might be "Tanizaki" or other literary topics 6. Topics in Japanese Literature (LIT TRANS 373) - topic vary here, too, but I believe Professor Kern has taught this as "Comic Imagination in Early Modern Japan," which uses Edo Period popular culture as it's primary topic.

language classes, culture in general (incl. film, literature, manga, and other media) - the pop culture class is full semester but not offered every semester

anthropology, culture studies. full semesters

art/art history (at least one class-long visit to the manga collection at the library), literature (at least one class-long visit to the manga collection at the library - plus reading assignments and the option to use manga in research papers), film&media studies (at least one class-long visit to the manga collection at the library. In addition, not sure, but know that manga collection is incorporated in to these.)

Japanese film & media: full semester. East Asian cinema: full semester. Girl Culture, Media, and Japan: full semester.

Full semester, film, anime

We have full-semester courses that focus on film, literature, and other popular cultural phenomena

We used to offer classes focused on East Asian pop culture, or specially Japanese or Korean pop culture, but not this semester. Our language classes surely utilize manhwa/manga/manhwa to motivate language learning. Both East Asian Languages & Cultures Department and the Film Studies Program offer courses on East Asian films. In addition, we offer many introductory courses on East Asian cultures to undergraduates, so topics on various pop cultures are incorporated in the classes.

Korean TV drama (full quarter), Chinese films (full quarter), Japanese films (full quarter)

Course title: Japanese Popular Culture from Postwar to Postmodern

Contemporary Japanese culture, Contemporary Japanese culture and society

Japanese political history as seen through popular media (Anime/manga), Japanese/Korean and Asian Cinema, Asian mediascapes, Sociology of Japan, subcultures and gender.

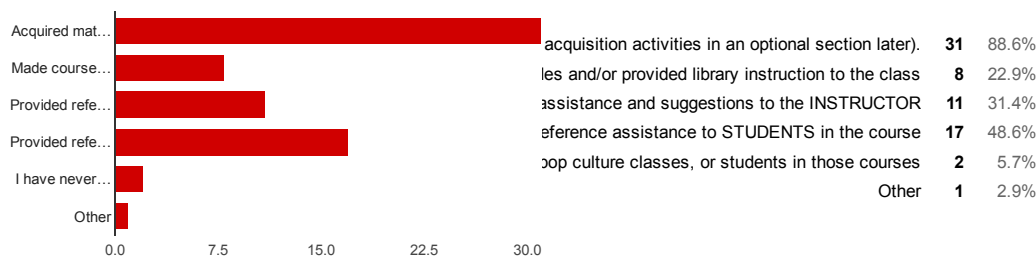
Buddhist manga

Chinese studies professor taught modern Chinese culture and literature that had sections of pop culture.

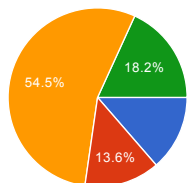
Literature, film and media studies

Japanese anime for a full semester ; Korean pop culture (1 full summer course)

(If YES) What assistance have you provided to faculty and/or students teaching classes on East Asian pop culture?



(If NO) Does your faculty/department/university plan to create courses related to East Asian pop culture?



Yes 3 13.6%

No 3 13.6%

Maybe / I do not know 12 54.5%

My school already offers East Asian pop culture classes 4 18.2%

Other thoughts on teaching demand

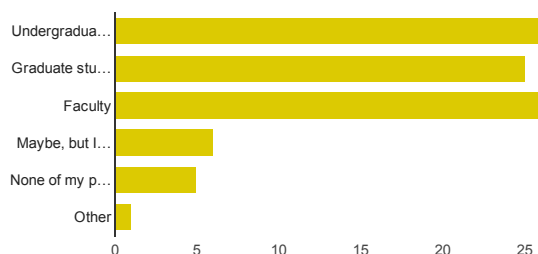
English-language books on approval plan (which I also manage) are also used fairly actively in those classes, but I do not have a full grasp.

There was a manga course here on campus during the time of my predecessor, Maureen Donovan. At some point I would like to offer that again, after I have become more knowledgeable about my new position. We also have some manga collections that can be integrated into first year seminars, which I am considering developing in the future too.

We started collecting Japanese video games retrospectively, which is full of challenges. We collected some 100 games, but still have not solved the issues such as How to provide access and preservation.

2. Pop Culture Researchers and You

At your current institution, have you had faculty, graduate students and/or undergraduate students conducting research related to East Asian pop culture, or use such materials? Include ALL who has done research that at least touched on pop culture, or utilized pop culture materials.



Undergraduate students 26 56.5%

Graduate students 25 54.3%

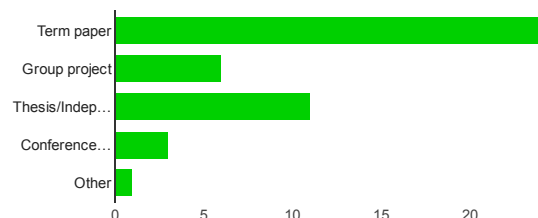
Faculty 26 56.5%

Maybe, but I am not very familiar with their research 6 13%

None of my patrons conducts/conducted research on East Asian pop culture or use such materials 5 10.9%

Other 1 2.2%

(If applicable) My UNDERGRADUATE students do/did pop culture research or use such materials for...



Term paper 24 88.9%

Group project 6 22.2%

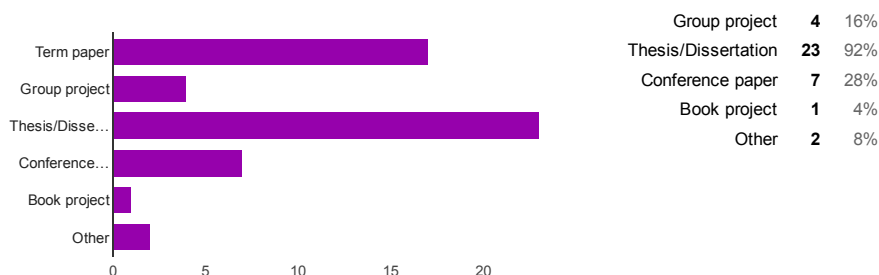
Thesis/Independent study 11 40.7%

Conference paper 3 11.1%

Other 1 3.7%

(If applicable) My GRADUATE students do/did pop culture research or use such materials for...

Term paper 17 68%



(If applicable) My FACULTY does/did pop culture research or use such materials for...



If applicable and possible, please tell us a little about research your patron(s) conduct/conducted. Any exciting projects? Do/did you observe any trends in what your students wanted to study?

How did Anime/Game BGM and/or OST become mainstream?

A dissertation on Sci Fi used a selection of manga from Japan. Some undergraduate students write term papers on anime/pop literature for non-EALC courses as well.

Example: One PhD student in literature studying Chinese middle class

you are stretching my memory. Jeni worked on shojo manga; Anne Allison has worked on pokemon and other topics; Gabi Lukacs worked on film and television series; Patrick Galbraith has also worked and published on manga; Eileen Chow teaches manga and anime. An MA student worked on Taiga drama. Ryan Holmberg works on manga especially about nuclear disasters and is teaching a class on unconventional comics and is ordering a lot of titles not held in the US.

Pop culture and Hawaii, Recent pop manga/anime vs the ones in 60s-80s

topic related to communication methods using animated films; study on society and culture,

the chronology of セーラー服 and how it made its way into popular culture

Faculty is more interested in incorporating pop culture materials into their research. They want to discuss how pop culture treat/describe/depict the subject they are analyzing. For example, one faculty is interested in reviewing gourmet manga since he is working on Japanese food and beverage.

One anthropology student is interested in Japanese ouija boards (kokkuri-san? - not her main thesis topic) and general subculture research (idols, otaku, net culture). A musicology student is interested in idol culture and pop/traditional music hybrids and we purchased shamisen sheet music for him from a pop group. A faculty member researches the intersection of religion and pop culture with a focus on anime.

We see our community using the manga collection at all levels - graduate, undergraduate, OSU faculty, and visiting researchers. At least one of our faculty has incorporated manga from our collection in one of the chapters of her first book publication. Outside researchers have also incorporated our manga in their research publications (articles and books).

Anime and film are popular. If you count tatoo as a pop culture, i had a student who did the study on it for his thesis

Japanese kabuki, Chinese silent films, Korean TV melodrama

I do not know well.

They are working for Japanese Visual culture study as subject With other university.

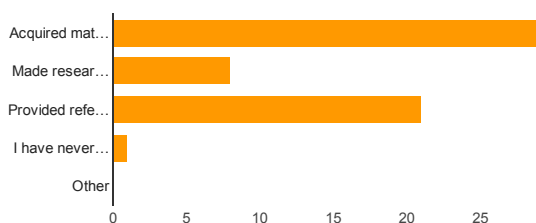
I've had students and staff conducting research on the mobile gaming industry, fashion subcultures, LHTBQ representations in anime/manga, linguistic issues in translating and subtitling Manga and Anime, among others.

thesis on weekly manga, conference papers on 3/11 manga, course on Buddhist manga

One thesis student a few years ago wrote about the treatment of Black characters (i.e. not necessarily just African-Americans) in Japanese anime and manga, and requested works in which these characters were present. However, this is the only thesis relating to East Asian pop culture for which I've helped a student obtain sources.

<http://www.hawaii.edu/cjs/wp-content/uploads/CSmithTalkFlyerDraft-page-001-2.jpg>, Mr. Smith states that he "will examine the projects being undertaken with anachronism in several texts from the contemporary period and the Edo period, including popular forms such as manga, anime, and kabuki plays."

(If applicable) What assistance have you provided to faculty and/or students working on research related to East Asian pop culture?



Made research guides and/or provided library instructions (one-on-one or in class)	8	23.5%
Provided reference assistance and suggestions	21	61.8%
I have never worked with patrons working on East Asian pop culture research	1	2.9%
Other	0	0%

Other thoughts on research demand

N/A

Although I do not know whether or not any specific course has been given to pop culture at the institution I have been working, however, the topic has been popular at conferences and research. So as part of my collection development quite a few items has been acquired in the past and at present.

Once I attended an anime convention, and a local researcher hosted a session, discussing writing a paper on manga. Manga and anime are available freely online, with translation or subtitles. However, they are not necessarily legally uploaded. The number of legally available materials (with English translation or subtitles) are limited. I hesitate to provide them with access to questionable manga/anime sites.

3. Other Demand

Is your pop culture collection (or at least part of it) developed with non-research/non-teaching use in mind? (e.g. for leisure reading, community outreach, etc.)

No.

No

no

We have a small Japanese pop-lit collection consist largely of donated manga, children's and young adult materials.

Manga are heavily read as are the popular women's magazines. the collection as a whole is used for both teaching and research.

Not really, but do keep a small amount for community outreach (children of faculty and students, high school students, etc.)

Due to the diverse user communities, including local community, book selections on the pop culture are rather exclusive and comprehensive.

Very little.

Not for CJK collections; but in the main library, there may be some consideration of community outreach.

Yes, we are running a pilot test for a CJK popular reading collection that is aimed at reading for pleasure as well as providing texts for non-CJK language students to develop their language skills

NO, mostly for assist teaching and research on pop culture and 2nd language learning.

I originally started to collect manga and anime when there was no such demand. I justified that they could be used for research and teaching. The collection is used for research and teaching, but I think some community members (local Japanese residents) and Japanese students also use the collection for leisure reading.

Targeting both research/teaching and non-research/non-teaching groups in mind. For the non -research/ non-teaching group of people, having popular and classic manga and animation material available to them might entice them to start researching this topic. For the group of people who are already studying and teaching this topic, having variety of material helps their studies.

Primarily for research and teaching

Yes, as an example, we buy manga and anime for students who study Japanese language. We run an informal tadoku program that incorporates some manga.

There are three individual clubs (manga club, anime club, pokemon-go club) on campus that sometimes make use of our Japanese pop culture materials.

Yes - this as well

Yes.

yes, students & faculty, students' parents visiting from CJK countries, community users

I purchased some Japanese comics for a library-wide exhibit on comics entitled "Beyond Tintin and Superman: the Diversity of Global Comics" which is currently on (https://events.berkeley.edu/index.php?event_ID=101462&date=2017-02-05&tab=exhibits)

yes. For leisure reading and encouraging learning language.

No.

Challenges and the Future of Pop Culture Collections and Services

1. Challenges

Collection development and/or title selection

Ensuring that media materials have subtitles.

Instructors seem to opportunistically use materials they know or available to them. I have not engaged in organized collection development discussions with them regarding pop culture materials. (Or asked to actively collect them).

identify proper monographs are sometimes time consuming as I collect Chinese web literature when they come out as print

Manga are a huge field; I rely on suggestions for purchase as I do not time to make a systematic study.

I do not actively collect manga or other pop culture originals but do collect resources about them. When I purchase manga originals by request, I get them with no problem. Sometimes it takes a while to locate used books, however.

no readily available vendor catalogs (but we don't buy that much), only purchase by demand.

My vendor checks a title against major Korean academic libraries' catalog before supplying to me to make sure the title is relevant to Korean Studies.

How to make a selection that is representative when actually all users have very specific interest (one manga but not another)

hard to acquire;

N/A

Our collection development and/or title selection is based on user's demands. We are less clear about students' demands.

No

To follow up what's really going on/popular in the field and set up the scope for the collection. For instance, it is impossible to purchase entire publications of manga, etc.

There are too many titles to collect, so I have to create and follow a collection development policy. But in reality, I purchase what I find interesting. Also, manga works tend to be multi-volume; it would be easier to purchase the whole set, but it takes time to complete, and I have to keep purchasing one volume at a time.

I have some knowledge on classic manga authors such as Tezuka, Mizuki, Yokoyama etc. that I grew up reading these manga but not too familiar with new ones such as Anno who are very popular. So I have trouble selecting titles that I am not familiar.

There is a lot out there in terms of primary print sources, and it's difficult to know which titles to choose with limited space. Moreover, we do have VERY limited and shrinking space in the main library's East Asia collection, so we can only collect so much.

Difficult to acquire. No libraries in the North America or East Asia hold the title. Can't verify the title.

The main challenge for me is simply keeping up with it all and making decisions. We have a dedicated budget for manga, so this is exciting.

There are so many to cover in volume and formats that it's impossible to make the collection comprehensive. I currently collect materials in this category mostly based on actual demands.

NDL's training for overseas Japanese Studies Librarians visited Kyoto International Manga Museum which helped me understand the ways to research on Manga and gave us a good list of reference materials.

We don't purchase pop culture related print materials aggressively partly because we have limited shelving space. On the other hand, we collect books on historical development of pop culture, works of well-known manga artists, and critiques on assessment and values of pop culture.

We are building a research collection so it is difficult to know what the most relevant materials are. We do not have faculty or students who can indicate what we should acquire.

Very hard to find CJK films or TV dramas with English subtitles; without English titles these materials are not useful for English-speaking users

It's hard to select because there are too many

Mostly academic books about East Asian&Japanese popculture, not pop-culture materials itself.

The wide variety of material available makes it difficult to select good titles representative of the needs of the users.

difficult to select appropriate materials for the language level of our students.

I've had some difficulty finding visual materials with English subtitles, especially Japanese television dramas and movies that haven't been released in the United States.

Preservation and access

no problem so far

Binding manga poses challenges; we have generally bound them using co-libri to be able to keep their dust jackets.

not so far.

5-10 volumes of a set is a big concern for the stacks staff.

format varies; binding required; low-quality paper

N/A

None.

Some materials are damaged and hard to get replacement

Most of comics have soft cover, so we need to rebind each volume and replace the original cover with digi-cover. Our preservation staff is happy to take care of them, but it may be costly.

Comic books usually use less quality paper than the academic books or even pleasure reading books like nobles. So my concern is the long term condition of these books.

As mentioned in my collection development answer, limited space poses a major challenge. I overcame this (somewhat) by designating a newly-freed area of shelving as "East Asia Comics" and making the shelf height lower than in the main collection, thus being able to fit more tankobon-sized manga and manhwa in that area that we would if we intershelved them with the other PNs. This allows for browsing (not having to send the comics to off-site storage because of space issues) which is really important for students' access.

We have a manga collection that dates back to the early Meiji period. It is located in our Cartoon Library and Museum, which currently has no catalogers who can read Japanese. We therefore struggle with getting these materials processed in a timely manner.

Preservation of CD, DVD, and video games are extremely challenging if not impossible. Providing access long-term to these formats is similarly difficult.

Such pop culture material as we do acquire is in paper-based format so we have to consider issues of long-term storage and preservation.

VHS format is not usable for lacking of equipment to play, but cannot be replaced because of their cost, e.g., \$3,000 for a set of kabuki plays.

We normally do not keep dust jackets, but we decided to keep them for Japanese comics.

Problem of putting bar code on valuable images. Problem of when to send them for binding since the researcher needs the most current weekly manga immediately

collection maintenance staff needs keep shifting the shelf space for large volume sets of manga titles.

Some patrons check out manga (comic books) for leisurely reading, which is fine, but the main purpose of having such materials is for scholars to analyze or use them for their research. If very popular titles are too often demanded and circulated, it is hard to maintain the access for the on campus, or affiliated scholars and students for research.

Copyright

N/A

copy right for streaming

Streaming

no problem so far

When users need to use images from copyrighted materials, I refer them to NCC IUP site. Most of the time it works.

None.

expensive to get streaming video license for classroom use.

Not familiar about copyright.

Some of the manga in our collection are under strict copy right laws. It is hard to navigate the Japanese laws. We are therefore limited in what we can use in advertisements for exhibits and open house events focusing on pop culture.

We need to follow the rule.

public viewing right is sometimes available, but most of the films are for family viewing only.

Not yet

students requested e-manga, but the libraries could not work with Japanese publishers.

Other areas

lack of English subtitle

web resources are very difficult to collect and preserve,

Many films desired by faculty or students don't have subtitles.

So far I rely on other institutions which actively collect manga such as Ohio & Kansas.

N/A

None.

insufficient budget for acquiring materials

Our shelf space is limited, but manga, oftentimes multi-volume, really takes our space!

I had someone asked me about manga festival in Japan and I didn't know anything about it. Internet search didn't help me much. I need to be more familiar with Kosupure events and Manga Fes etc. in Japan or even outside of Japan since these things becoming more and more popular in other countries.

We have our manga collection separated in different places - older and rare manga are in the Cartoon Library; more recent manga are in our circulating collection; popular and erotic manga - for example - are sometimes stored in the off-campus storage facility. Sometimes we buy two copies so that we can preserve some manga at the Cartoon Library but also make them accessible to everyday users. While it's wonderful to have a Cartoon Library, students are often intimated how difficult it is to access the collection. They have to make appointments, can't browse, can only see one thing at a time, and can't check materials out.

Collecting and preserving Online contents needs a special attention and a collective strategy.

N/a

2. Trends and the Future

Tell us your thoughts on current trends and/or the future of East Asian pop culture collections and services.

I feel most of the interest is in leisure rather than for academia. Having a good mix of both might attract students to research the topic.

I hope we have a web archive project on pop culture as a group

I hate to say this but I don't have time to think about the future.

It is a growing area of research. But so far users manage well themselves. They want to possess their own copies anyway. What they need are not much expensive so they can afford to collect their own materials. But since I do collect materials about them, they are heavily used.

As for China part, it has not fully developed by vendor supply. Not much demand, I suppose.

I noticed that more of the pop culture collections have been used at the classes and my library has received more ILL requests for these materials.

I would say that just like fictions, the academic libraries will collect the masters' works and the materials with possible research value.

I heard that many students studying Japanese language are interested in manga.

Currently our collection is not actively involved in the pop culture. However, we plan to develop Japanese pop culture collection more since teaching and study interests in Japanese new-wave films, manga, animated films are in increase.

The need will be continuously growing.

Most of ebooks published/purchased in Japan is manga. But they are for individual use, and libraries cannot purchase them. Now public libraries have access to English translated e-comics (probably thanks to Rakuten which acquired OverDrive, a major ebook platform provider). There may be demand for e-comics? As

for anime or films in general, our library discourages us to purchase DVDs or BDs because they are transitional. So we can subscribe or purchase streaming videos, but there is not much anime or Japanese pop films available in streaming video provider.

Manga and other materials geared toward Japanese extensive reading classes seems to be a growth area but I don't have a lot of inside information on it. I think that this is the future of Japanese Studies. My experience as a former teaching faculty tells me that this is how to draw in students wanting to learn about Japan. Our famous manga collection is also a draw for students when choosing what college/university to attend. We are lucky that our manga collection dovetails with the cartoon collection at OSU, which is very strong and builds a number of popular and important outreach and academic programs.

There are not many faculty who can really teach pop-culture. So when I encounter reference questions, they are usually coming from graduate or undergraduate students. Plus because a solid method or theory based research has not been established for pop culture studies, it is also a challenge for librarians to deal with the topic in academia and support students thoroughly.

There will be more new pop culture emerging, and I expect more and more materials of this sort will be online.

For us as a national library without faculty or students and with a limited budget it is difficult to justify acquiring large amounts of material related to pop culture. streaming is very welcome by our patrons; streaming service is costly for the library because the library needs to buy the same films all over again after a year. Some sort of coordination for collaborative collection development might be helpful.

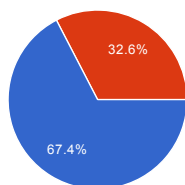
Up to the Faculty's policy.

non-traditional visual media will become more and more important. Information on how to acquire posters, in-crowd magazines, digital-born data (webtoons, blogs etc) and how to curate them is going to be an essential part of the job, and as of yet there is very few support from existing networks for librarians.

Manga is relatively inexpensive (especially the weekly ones), but it is hard to get the latest issue in a timely manner if they are print materials. Online version might be harder to acquire, though I have no experience or demand from my patrons to subscribe to online comic books. It is unpredictable which genres of pop culture the faculty members and graduate students like to do research on.

Your Pop Culture Collections

Would you like to continue to questions regarding collection development activities?



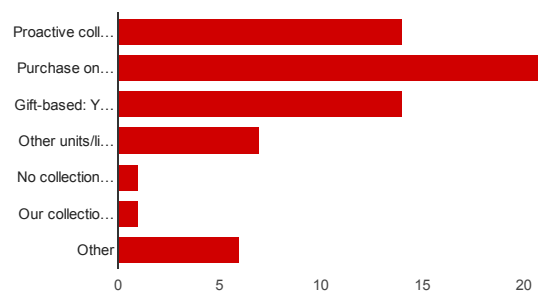
Yes, show me the questions. (You can still skip questions after you see them). **31** 67.4%

No, take me to the end of the survey. **15** 32.6%

Collection Development Activities

1. Comic Books (manhua/manga/manhwa) and Related Resources

Comic books (manhua/manga/manhwa)



Proactive collection: You actively seek titles to purchase and make selections, and/or actively seek out donation **14** 50%

Purchase on request: You acquire those on faculty/student/other patron requests. (i.e. You acquire titles suggested by patron) **21** 75%

Gift-based: You add those to the collections if they are included in gifts (not actively sought out) **14** 50%

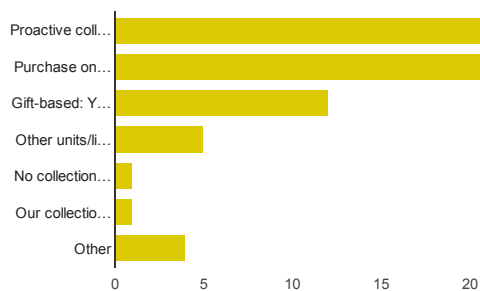
Other units/librarians in my library system (e.g. pop-lit collection, undergraduate library) collect them (separate from or in addition to your unit) **7** 25%

No collection at all: You do not actively seek titles. You reject purchase requests and gifts. **1** 3.6%

Our collection level has changed recently. (Please share with us the reasons in the Remarks box at the end of this page). **1** 3.6%

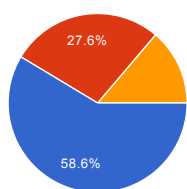
Other **6** 21.4%

Secondary source materials on comic books (manhua/manga/manhwa)



Proactive collection: You actively seek titles to purchase and make selections, and/or actively seek out donation	23	79.3%
Purchase on request: You acquire those on faculty/student/other patron requests. (i.e. You acquire titles suggested by patron)	24	82.8%
Gift-based: You add those to the collections if they are included in gifts (not actively sought out)	12	41.4%
Other units/librarians in my library system (e.g. pop-lit collection, undergraduate library) collect them (separate from or in addition to your unit)	5	17.2%
No collection at all: You do not actively seek titles. You reject purchase requests and gifts.	1	3.4%
Our collection level has changed recently. (Please share with us the reasons in the Remarks box at the end of this page).	1	3.4%
Other	4	13.8%

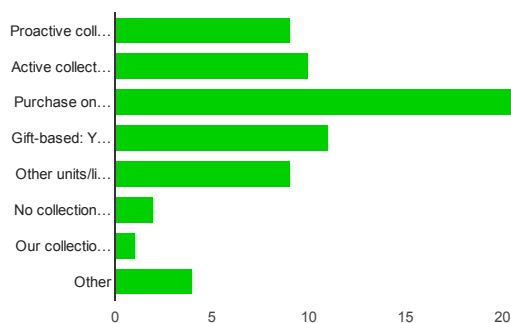
"Media mix" works based on comic books (manhua/manga/manhwa)



Yes	17	58.6%
No	8	27.6%
Other	4	13.8%

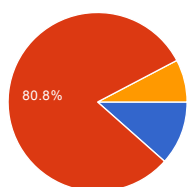
2. Animated Film, Animated TV Series, and Related Resources

Animated film and animated TV series



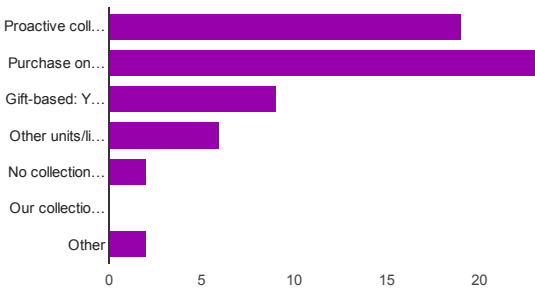
Proactive collection: You actively seek titles to purchase and make selections, and/or actively seek out donation	3	11.5%
Active collection as part of larger media/film collection: You have an active acquisition policy for award-winning or other popular titles, not limited to but including animated works.	21	80.8%
Purchase on request: You acquire those on faculty/student/other patron requests. (i.e. You acquire titles suggested by patron)	2	7.7%
Gift-based: You add those to the collections if they are included in gifts (not actively sought out)	2	7.7%
Other units/librarians in my library system (e.g. media collection, undergraduate library) collect them (separate from or in addition to your unit)	2	7.7%
No collection at all: You do not actively seek titles. You reject purchase requests and gifts.	2	7.7%
Our collection level has changed recently. (Please share with us the reasons in the Remarks box at the end of this page).	2	7.7%
Other	2	7.7%

Ephemera related to animated film and animated TV series



Yes	3	11.5%
No	21	80.8%
Other	2	7.7%

Secondary source materials on animated film and animated TV series (and other related books)



Proactive collection: You actively seek titles to purchase and make selections, and/or actively seek out donation	19	67.9%
Purchase on request: You acquire those on faculty/student/other patron requests. (i.e. You acquire titles suggested by patron)	23	82.1%
Gift-based: You add those to the collections if they are included in gifts (not actively sought out)	9	32.1%
Other units/librarians in my library system (e.g. media studies collection, undergraduate library) collect them (separate from or in addition to your unit)	6	21.4%
No collection at all: You do not actively seek titles. You reject purchase requests and gifts.	2	7.1%
Our collection level has changed recently. (Please share with us the reasons in the Remarks box at the end of this page).	0	0%
Other	2	7.1%

Other nontraditional film and TV series genre

TV drama, Documenaries

No.

Yes, Chinese films, TV series and documentaries

limited. By faculty/grad. stu. request (for research and teaching), and some TV series have been collected for language students and community users...

No.

By faculty's request, we have purchased some TV drama series.

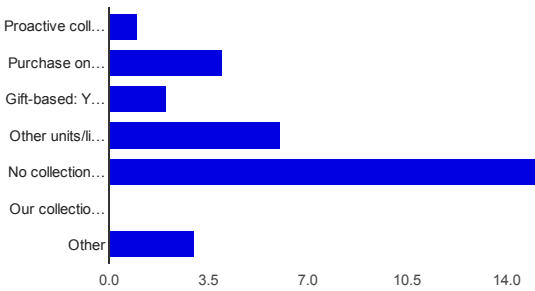
I'm pretty sure we do, but I'm not up to date on all of our activity yet (still learning about our collections)

Yes.

Tokusatsu (on request), Chinese martial arts films (on request)

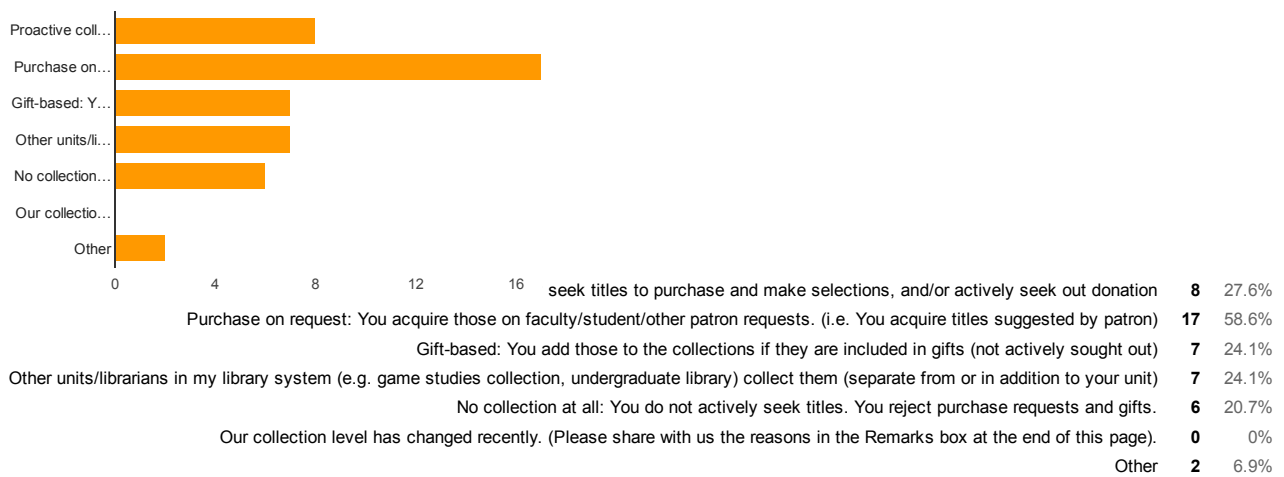
3. Video Games and Related Resources

Video games



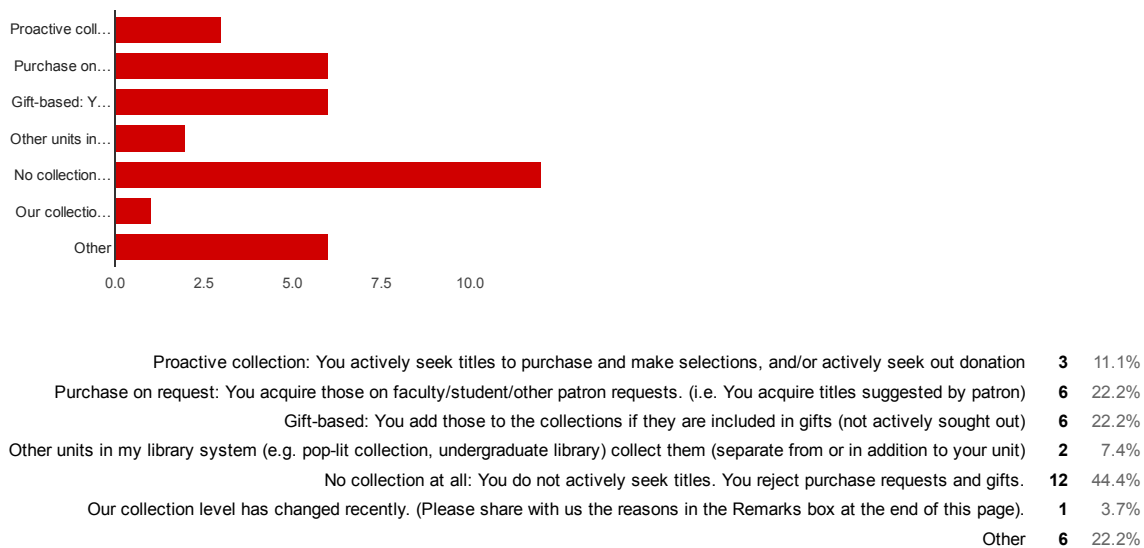
Proactive collection: You actively seek titles to purchase and make selections, and/or actively seek out donation	1	3.6%
Purchase on request: You acquire those on faculty/student/other patron requests. (i.e. You acquire titles suggested by patron)	4	14.3%
Gift-based: You add those to the collections if they are included in gifts (not actively sought out)	2	7.1%
Other units/librarians in my library system (e.g. media collection, undergraduate library) collect them (separate from or in addition to your unit)	6	21.4%
No collection at all: You do not actively seek titles. You reject purchase requests and gifts.	15	53.6%
Our collection level has changed recently. (Please share with us the reasons in the Remarks box at the end of this page).	0	0%
Other	3	10.7%

Secondary source materials on video games

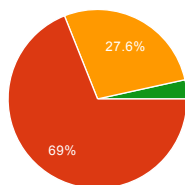


4. Other Materials and Resources

Fan created materials IN PRINT



Web contents



Yes (Please tell us about the projects and your roles in the projects in the question below).	0	0%
No	20	69%
I do not know	8	27.6%
Other	1	3.4%

(If applicable) Web archiving projects

We need to think about pursuing this; a collective project would be best.

We have a Jiji Manga Wiki site that is relatively popular. We are still updating this site. We have a student worker (fluent in Chinese and Japanese) who helps us update this site.

5. Remarks

Anything special in your collection development policies? Recent changes? Do you collect other types of pop culture materials (such as pop music and music videos)? Any other special circumstances? Please share with us below.

We collection Chinese fashion magazines

A little pop music on request. The biggest change has been all the manga titles requested by Ryan which are off the beaten track.

We collaborate on Japanese collection including Japanese pop culture materials with Duke University. Therefore, the students, researchers and faculty members can request such materials from Duke University. If they have Japanese pop culture collection, we have a privilege of sharing their materials.

As mentioned earlier, there are plenty of manga and anime available online. But they may not be legally uploaded. Undergraduate students may use them, without hesitation, but I am not sure if they are aware that they are using illegal materials. I may be able to provide links to some sites from LibGuide, but the websites may contain R-18 materials, so though I know undergraduates are usually above 18, I still hesitate to provide links.

We mostly collect pop culture materials related to urban exploration and infrastructure viewing, as well as railfan-style materials. These include commercial magazines, zines, photo books, guidebooks, DVDs, CDs, manga.

no

Great survey. Good luck. I'm sure I left out a lot here - as you know our collection is quite exceptional, but as someone who came on only in May, I am still trying to familiarize myself with everything we do, can do, and have done.

I am considering to develop "dojinshi" collection but there are lots of potential challenges due to their gray zone status.

We've recently begun to actively collect manga in Japanese with a focus on classic (well established) authors and titles and titles in the genre of environmental distopia. We are also working with our undergraduate library to ensure that we have both Japanese manga in English and Japanese co-located and purchased in tandem. Some of the library's highest circulating materials are English translations of manga.

IU has a well-know School of Music, so the Music Library very likely collects pop music CDs and music videos. I will collect these materials if there are purchase requests.

N/a

Maily we buy materials for the students and researches needs.

I made this survey based on my previous position at the U of Kentucky Libraries where I had worked as Asian studies liaison librarian until December 2016.

Contact Information

Name

Keiko Yokota-Carter

Luo Zhou

Kristina Troost

Kevin McDowell

Ayako Yoshimura

Hsi-Chu Bolick

Sachie Noguchi (* sorry I have to leave now and run out of the time to answer the last few questions)

Michiko Ito

Molly Des Jardin

Ann Marie Davis

Haruko Nakamura

Kuniko Yamada McVey

Azusa Tanaka

Steve Witt

Wen-ling Liu

Hamish Todd

Cathy Chiu

Toshie Marra

Nadia Kreeft

Kazuko hioki

Email address

kyokotac@umich.edu

luo.zhou@duke.edu

kkstroost@duke.edu

tokiko@hawaii.edu

kevinmc@uoregon.edu

yoshimura@uchicago.edu

bolick@email.unc.edu
sn2160@columbia.edu
mito@ku.edu
mollydes@upenn.edu
davis.5257@osu.edu
haruko.nakamura@yale.edu
kmcvey@fas.harvard.edu
azusat@uw.edu
switt@illinois.edu
wliu@indiana.edu
hamish.todd@bl.uk
chiu@ucsb.edu
tmarra@library.berkeley.edu
n.m.kreeft@library.leidenuniv.nl
kazukohi@hawaii.edu

Number of daily responses

