

Applicant Name: W Lawrence Newman
Department: Sociology, Anthropology & Criminal Justice
Years of Service: 30 Year of Tenure Decision: 1989

Sabbatical/Fellowship Support Time Period

- 2014-2015 Academic Year (up to 65% compensation)
 Fall 2014 Semester (up to full compensation)
 Spring 2015 Semester (up to full compensation)

Supplemental support required through a Chancellor's Fellowship?

- NO YES

[OPTIONAL] The applicant for sabbatical/fellowship is a (please check appropriate)

- Member of an Ethnic Minority Woman

Title of Project: Research in Tokyo

Abstract, summarizing sabbatical/fellowship activities (Please limit to a short and clear paragraph of three to four sentences.) *Abstract text must also be provided electronically to ehlend@uww.edu.*

The one semester sabbatical will be spent Tokyo to advance three projects. (1) Continue collaboration with a Japanese colleague in which we will analyze recently gathered survey data on Japanese residents affected by the March 2011 tsunami and write up results. (2) Launch an exploratory, qualitative study on English-speaking Westerners who are long-term Japanese residents for which I will gather interview data while in Japan. (3) Gather visual material on the Tokyo area for use in the Urban Society course.

AFFIRMATION

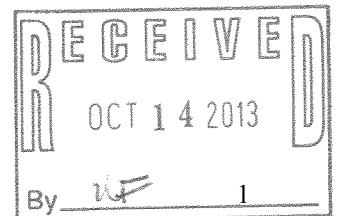
I hereby agree to return to the University of Wisconsin-Whitewater for at least one academic year of full-time service immediately following the termination of the sabbatical/fellowship, or repay any compensation (salary, plus the university's share of fringe benefits) I have received from the university during the sabbatical/fellowship.

(Applicant's Signature)

W Lawrence Newman

(Date)

10-9-13



A. NARRATIVE *Parts 1 to 3 must not exceed seven (7) single-spaced pages in total.*

1. Objectives and Project Plan

A. Describe the sabbatical/fellowship project objectives.

OBJECTIVE 1. *Post-tsunami anxiety study.* Advance an on-going collaborative research project with Professor Yoichi Murase (College of Sociology, Rikkyo University, Tokyo) on residents' anxiety following the March 2011 tsunami-earthquake. This disaster killed 15-20,000 people and affected a large area of northeast Japan. This is the first quantitative survey of its impact on the affected people.

OBJECTIVE 2. *Westerners in Japan study.* Gather qualitative data and analyze for a project on the 80,000 English-speaking Westerners who reside in Japan. This is part of a long term project on the relationship between Japan's civil society (i.e., local non-governmental organizations) and the social inclusion or exclusion of foreigners/immigrants.

OBJECTIVE 3. *Course revision.* Acquire examples from Tokyo for the course, Sociology/Anthropology 352, Urban Society, that I have taught regularly for the past 13 years.

B. Detail the procedures to be used to accomplish each objective.

NOTE: I have applied for fall 2014 semester Fulbright teaching-research and research grant and will apply for a Japan Foundation research fellowship. The Fulbright teaching-research grant requires teaching two classes of 75 minutes length once each week during the Rikkyo University semester (Sept 21-Jan 30).

1. *Post-tsunami anxiety study.* I have known Professor Murase for 15 years. We began to collaborate on this project in January 2013 and met in August 2013 in Wisconsin on it. We recently submitted an abstract to present the preliminary findings at the July 2014 International Sociological Association meeting. In fall 2014 while in Japan, I will work with his research team on the statistical analysis (using SPSS) of the three sets of survey data he collected in 2011-12 on residents in the tsunami-affected areas. I will also tour the affected area for two days and talk informally with people there. My roles in the collaboration are to assist with design/interpretation of the statistical analysis, provide the paper's literature review and theoretical discussion, and render the study report into clear written English for presentation at an academic conference and publication in a scholarly journal. We will prepare a conference paper (American Sociological Association) and a manuscript for journal submission (in English) to one of the following peer reviewed journals: *Disasters: The Journal of Disaster Studies*, *Social Science Research*, *International Journal of Comparative Sociology*, *Sociological Perspectives*, and *Social Science Japan*.

2. *Westerners in Japan study.* I have submitted IRB approval form with submission of the sabbatical proposal. While in Tokyo, I will launch a new study on long-term native English-speaking foreign residents from North America or Australia in the Tokyo metropolitan area. It will be an exploratory study, as there are no studies to date on this critical group. Using internet sites/blogs and local expatriate organizations, I will identify a purposive/snowball sample of 25-35 people, trying to get a mix by gender, age, marital status, race-ethnicity, Japanese language ability and length of residence. Rikkyo university students can assist in interview scheduling. I will conduct 60-90 minute qualitative, open-ended interviews in English (tape recorded with permission) inquiring into the research participants' integration into Japanese society. More specifically, interview questions will explore the residents' subjective sense of social acceptance, experiences with barriers to participation in community activities, friendship networks, employment access and expectations, encounters with legal-administrative officials, use of health and social services, transnationalism, and civil society engagement. I also will ask about issues of dating/marriage to native Japanese persons, bi-racial/bi-cultural children in Japan, and seeking Japanese naturalization. Having read web sites/blogs of English speakers living in Japan and conversed with a half-dozen long-term Westerners, I observed great diversity in cultural adjustments, expectations and experiences. Upon returning to the U.S. I will have the interviews first transcribed using voice-recognition software (Dragon), clean up all transcripts, then analyze the qualitative interview data (using Ethnograph software) to probe into life situations of the Westerners and link their experiences to the dynamics of Japan's civil society. I will prepare a conference paper and later develop it into a journal article to be submitting to the following peer reviewed journals (concurrently): *Journal of Ethnic and*

Migration Studies, Pacific Affairs, Citizenship Studies, Critical Asian Studies, Social Science Japan, Journal of Japanese Studies.

3. *Course revision.* I will update my online course, Sociology/Anthropology 352, Urban Society that I teach each semester by adding in-depth examples from Tokyo, the world's largest urban area. Rikkyo University students and I will gather photos and videos of the city to give UW-Whitewater students a case study of a major world city organized by themes already in the course: homeless populations, different urban districts, gentrification processes, neighborhood associations, suburbanization processes, urban transportation, etc.

C. Provide a schedule of how the faculty member proposes to use the sabbatical leave time.

External funding will enable me to spend 5 months in Tokyo, Japan (mid-September to late January).

Post-tsunami anxiety study.

July 2014. Confer with Professor Murase in Japan while attending (for one week) the International Sociological Association meeting in Yokohama. We will discuss project details and review statistical analysis to conduct. I will return to Wisconsin in late July.

August 2014. Meet with Professor Murase in Wisconsin during his annual visit to Madison.

September 2014. **Arrive in Japan**, settle into housing, and adjust to new university facilities. Attend the Fulbright orientation meeting in Tokyo in late September.

October-November 2014. Visit to affected area with Professor Murase's research team and talk to people there (two days), assist with statistical analysis, draft preliminary outlines of a conference paper and provide the English explanations of the data analysis.

December 2014. Finish 1st draft of a paper on the tsunami anxiety study

January 2015. 1st week of month submit abstract of paper to American Sociological Association annual conference. **Return to USA.**

END OF SABBATIAL

February-March 2015. Complete the literature review for the paper (using UW-Whitewater library).

April-June 2015. Revise the paper.

August 2015. Present paper at American Sociological Association (Chicago) and use responses to make revisions.

September 2015. Submit the revised paper to a scholarly journal for review.

2. *Westerners in Japan study.*

August 2014. Submit an abstract to make a presentation at the annual meeting of ASIANETWORK on this study. Before leaving the U.S. begin to collect information on blogs, internet sites and lists of organizations for English speaking expats in Tokyo and make contacts with informants who I know.

September 2014. **Arrive in Japan.** Visit venues in the Tokyo area that English-speaking long term residents frequent and make contacts with research participants and ask them for referrals to other English speaking long term residents.

October 2014. Compile lists of potential participants, and continue to ask for referrals. Schedule and start interviews.

November-2014-January 2015. Conduct remaining interviews. **Return to USA**

END OF SABBATICAL

February-March 2015. Have tape recorded interviews electronically transcribed at UW-Whitewater and prepare short paper on the initial findings.

April 2015. Present the preliminary results at ASIANETWORK meeting (Tampa FL).

May-June 2015. Conduct qualitative data analysis and outline a full research paper on the study.

July-August 2015. Expand, edit and revise the paper

September 2015. Submit the paper on the study an academic journal.

3. *Course revision.*

September 2014. Arrive in Japan and settle in. Gather local information (maps, etc.).

October 2014-January 2015. Take photos and video clips of various parts of Tokyo. Students at Rikkyo University will assist. **Return to USA**

END OF SABBATICAL

April-May 2015. Insert Tokyo-specific information into Urban Society course.

July-August 2015. Teach revised online 6 week summer course Urban Society course online to test Tokyo case study components.

D. Supply the following information as it applies to the project:

1. A reading list (a representative sample is adequate given space limitations).

Post-tsunami anxiety study

Ahern Jennifer & Sandro Galea. 2006. "Social context and depression after a disaster: the role of income inequality." *Journal of Epidemiology & Community Health*. 60(9):766-770.

Aldrich, Daniel P. 2012. "Social not physical, infrastructure: the critical role of civil society after the 1923 Tokyo earthquake." *Disasters* 36 (3):398-419.

_____. 2013. "Rethinking civil society-state relations in Japan after the Fukushima Accident." *Polity* 45:249-264.

Samuels, Richard J. 2013. *3.11: Disaster and Change in Japan*. Cambridge University Press.

Shaw, Rajib & Katsuihiro Goda. 2004. "From disaster to sustainable civil society: The Kobe experience." *Disasters* 28(1): 16-40.

Takezawa, Yasuko. 2008. "The Great Hanshin-Awaji Earthquake and town-making towards multiculturalism." In *Multiculturalism in the New Japan*, N. Gaburn, J. Ertl & R. Tierney (Eds). NY: Berghahn, pp. 32-42.

Westerners in Japan Studies

Aiden, Hardeep Singh. 2011. "Creating the 'Multicultural Coexistence Society': Central and local government policies toward foreign residents in Japan." *Social Science Japan Journal* 14:213-31.

Avenell, Simon A. 2009. "Civil society and the new civic movements in contemporary Japan: Convergence, collaboration, and transformation." *Journal of Japanese Studies* 15:247-283.

_____. 2011. "Japan and the global revival of the 'civil society' idea: contemporaneity and the retreat of criticality." *Japan Forum* 23(3): 311-33.8

Bestor, Theodore C., Patricia Steinhoff & Victoria Bestor (Eds.) 2003. *Doing Field Work in Japan*. Honolulu: University of Hawaii Press.

Chung, Erin. 2010. *Immigration and Citizenship in Japan*. New York: Cambridge University Press.

_____. 2010. "Workers or Residents? Diverging patterns of immigrant incorporation in Korea and Japan," *Pacific Affairs*. 83(4): 675-696.

Haddad, Mary Alice. 2007. "Transformation of Japan's civil society landscape." *Journal of East Asian Studies* 7:413-437.

_____. 2012. *Building Democracy in Japan*. New York Cambridge University Press.

Hasegawa, Koichi. 2008. "Globalization, minorities and civil society." In *Globalization, Minorities and Civil Society*, K. Hasekawa & N. Yoshihara (Eds.) Melbourne: Trans Pacific Press, pp. 3-39.

Ishiwata, Eric. 2011. "'Probably impossible': Multiculturalism and pluralism in present day Japan." *J Journal of Ethnic and Migration Studies* 37:1605-26.

Kage, Rieko. 2011. *Civil Engagement in Postwar Japan: The Revival of a Defeated Society*. New York: Cambridge University Press.

Kashiwazaki, Chikako. 2003. "Local government and resident foreigners: A changing relationship."

Japan's Road to Pluralism. Furukawa & Menju (Eds). Tokyo: Japan Center for International Exchange.

Shipper, Apichai W. 2006. Foreigners and civil society in Japan." *Pacific Affairs* 79:269-89.

_____. 2008. *Fighting for Foreigners: Immigration and Its Impact on Japanese Democracy*. Ithaca: Cornell University Press.

Takao, Yasuo. 2003. "Foreigner's rights in Japan." *Asian Survey* 43(3):527-552.

Tegtmeier Pak, Katherine . 2006. "Cities and Local Citizenship in Japan: Overcoming Nationality?" In *Local Citizenship in Recent Countries of Immigration*, T. Tsuda (Ed). Lanham MD: Lexington Books, pp. 65-95.

2. Names, dates, and purposes of any conferences or consultations.

The sabbatical leave is August 2014 to January 2015, but to put the sabbatical projects in context, between May 2014 and August 2015, I plan to attend and present at the following conferences:

Name	Dates	Purpose
International Sociological Association, Yokohama JAPAN	July 13-19, 2014	Present preliminary overview of post-tsunami anxiety study
ASIANNETWORK annual conference, Tampa FL	April 11-13, 2015	Present paper of preliminary findings on Westerners in Japan
American Sociological Association, Chicago, IL	August 22-25, 2015	Present paper on post-tsunami anxiety study

3. Titles, numbers, and institutions for any courses taken. N/A none will be taken.

E. List grant/fellowship proposals to be submitted or awards to be received during the sabbatical.

1. Fulbright teaching-research award to Japan for a 5 month period (submitted August 1, 2013)
2. Japan Foundation Research Fellowship for 5 month period due November 1, 2013

2. Rationale for the Project

A. Describe how the activity will make the faculty member a more effective teacher/scholar.

The activity will make me a more effective teacher/scholar in the following ways:

- a. Allowing me to teach in different university setting and interact closely with students of another country in classes and on a research project, improving my intercultural teaching.
- b. Obtain new visual and textual examples for my UW-W course on Urban Society.
- c. Launch a new research project on Westerners in Japan and collect original qualitative data. This fits within a longer-term book project on civil society and social inclusion/exclusion in Japan started after my last sabbatical in 2004.
- d. Collaborate closely with a Japanese scholar and contribute to the international scholarly literature on post-disaster anxiety among different sectors of affected populations.
- e. Expand existing and establish new contacts in Japan for UW-Whitewater students for future study abroad options, international internships or travel study courses.

B. Discuss how the activity fits into the faculty member's long-term professional plans.

My long term professional goal is to expand my expertise on issues in contemporary Japanese society, on immigration-transnationalism, and in the interdisciplinary field of Asian Studies. Additional contacts in Japan will enable me to assist UW-Whitewater students with internship opportunities in Japan and to enrich contacts with Japanese exchange partner institutions. Also, I started a book-length research project at the end of my last sabbatical that was been put on hold for four years while I served as department chair. This sabbatical will enable me to add vital original data to that project and move it forward. Closely related to that goal, I wish to expand/enrich my contacts within the community of Japanese scholars. I also would like to increase the Japan-relevant content in my courses as appropriate and improve the quality of the courses that I teach.

C. Connect the project to system/institutional priorities:

1. Explain how the activity is related to the goals and/or priorities of the department. The priorities of Department of Sociology, Anthropology & Criminal Justice are to support faculty research, increase global education and expand online and hybrid course offerings.

2. Indicate how the project addresses the College Priority Areas. The sabbatical project address two of the nine priorities based on the latest (2009) statement of College of Letters and Sciences "Strategic Priorities." The project helps "Prepare our students to be global citizens" and "Support quality teaching-learning innovation." The course revision parts of the project increase the international content of a course or expand access of a course with an international dimension to a larger, online student audience. Because the projects teaching and research objectives crosses multiple academic fields, it also advances a third priority area "Increase interdepartmental and interdisciplinary activities."

3. Describe how the activity relates to the University's Strategic Plan, Values, and/or Mission.

Under SCHOLAR-EDUCATION COMMUNITY, the sabbatical activity supports "Goal #1: Increase support for faculty, staff, and students to engage in research and scholarly activity" through active research and publication in peer-reviewed publications. Under DIVERSITY AND GLOBAL

PERSPECTIVES the sabbatical activity supports “Goal #1: Increase the understanding of both domestic multiculturalism and international perspectives as central to university curricular and co-curricular priorities.” This is through conducting research in another country, infusing courses with an international perspective, and/or developing new way to teach a course that includes multiculturalism and international perspectives as its core content. Also, the LEAP goal of increasing intercultural learning and competence.

4. State how the proposed sabbatical project addresses the Board of Regents Education Committee Emphases. The sabbatical activity supports the following Emphases: (1) “in support of the mission of the institution, in recognition that sabbatical leaves are funded by the institution and should serve institutional purposes.” (2) Knowledge of human cultures and the ability to think beyond one’s discipline, major, or area of concentration, intercultural knowledge and competence including the ability to interact and work with people from diverse backgrounds and cultures, (3) Interdisciplinary activities, (4) collaborative activities, and (5) International education.

3. Project Evaluation

A. Describe how the activity will be evaluated.

OBJECTIVE 1. *Post-tsunami anxiety study.*

- Success in collaboration with Professor Murase over the next two years, including working with his research team in Tokyo, visiting the field site where he collected survey data, collaborating with his team on testing alternative models and statistical analyzing the survey data, and indicated by a letter from Professor Murase.
- Successfully writing the literature review, elaborating on a theoretical model, and writing up the statistical discussion for all reports, papers and articles of the study in English indicated by production of manuscripts.
- Successfully writing, revising and submitting a paper on the study to a national academic conference as indicated by paper acceptance.
- Successfully making an oral public presentation of a conference before scholarly audiences as indicated by peer scholars with content expertise in the area who will evaluate, critique and comment upon the design and execution of the study based on the conference paper.
- Successful writing, preparing, and submitting a scholarly article to peer reviewed academic journals. Peer scholars with content expertise in the area will evaluate, critique and comment upon the design and execution of the study. Given that the journal review process can take six to nine months, the acceptance and publication may not be completed until late 2015 or early 2016.

OBJECTIVE 2: *Westerners in Japan study.*

- Successfully locating and contacting an acceptable number of research participants in Japan with desired characteristics.
- Successfully completing qualitative interviews with the research participants.
- Successfully transcribing and analyzing the qualitative interview data.
- Success in writing, revising and submitting a report on the study for a national academic conference, and presenting at the conference, as indicated by delivery of the paper.
- Successful writing, revising and submitting a report of the study to a peer reviewed academic journal. Peer scholars with content expertise in the area will evaluate, critique and comment upon the design and execution of the study. Given that the journal review process can take six to nine months, the acceptance for publication may not be completed until late 2015 or early 2016.

OBJECTIVE 3. *Course revision.*

- Successfully collecting visual images and related material on the Tokyo area for the course.
- Successfully developing a new Tokyo case-study and learning activities for the online course, Urban Society that uses the material.
- Evaluations from peer teacher evaluators of the course evaluate the unit and asking student in the course for responses in a teaching evaluation form.

B. List any publications, exhibits, or tangible outcomes that may result from the activity.

OBJECTIVE 1.

A paper presented at a national academic conference and submission of a scholarly article to a peer reviewed academic journal.

OBJECTIVE 2:

A paper presented at a national conference and submission of an article to a peer-reviewed journal.

OBJECTIVE 3. Course revision.

A new Tokyo case-study included in the online course, Urban Society.

C. Individuals are expected to present their scholarly findings at a university function. I will offer a department works-in-process colloquium on my research.

APPLICANT DATA *may not exceed two pages total*

1. **Education:** University of Wisconsin-Madison 1984 86 15 credits towards MBA
University of Wisconsin-Madison 1976 82 PhD Sociology [Economics]
University of Wisconsin-Madison 1972 75 MS Sociology
Indiana University-Bloomington 1969 72 AB (Honors) Sociology [Philosophy, Pol. Science]
2. **Professional expertise and faculty status:** Employed at UW-Whitewater since August 1983, became a tenured full professor in 1993.
3. **Leaves of absence in the previous six years (and outcomes)** No leaves in past 6 years
4. **Teaching at University of Wisconsin-Whitewater** (50% reassignment as Department Chair)
 - A. **Summarize student evaluations, past 2 years.** Depart. Ave = 3.75 on 5 point scale with 5 as high.
ASIANST 210 Introduction to Asian Studies, team taught w/Alyson Prude, 1st time taught. Rating = 4.15
SOCIOLOGY 310, Sociology of Health & Illness, 1st time taught online. Rating = 4.4
SOCIOLOGY 352, Urban Society, taught online. Rating 3.85
SOCIOLOGY/RACEETH 285, Asian Americans, taught online. Rating 4.2
SOCIOLOGY 352, Urban Society, taught online. Rating = 4.32
SOCIOLOGY 391, Race and Ethnicity in Comparative Perspective (face-to-face) Rating = 3.85
SOCIOLOGY 352, Urban Society, taught online. Rating = 3.95
SOCIOLOGY 352, Urban Society (online) Rating = 3.95*
 - B. **Summarize any peer evaluations over the past two years.** None conducted, but I conducted seven peer reviews of probationary faculty and academic staff. A new online course (SOCIOLOGY 310) was positively evaluated 2012 by the College of L& S instructional technology coord.
 - C. **Provide any other information indicating quality of teaching.** College of Letters & Science Nominee for Roseman Award, 2008 Teaching Excellence Award (College of Letters and Sciences), 2004

5. Scholarly activity

A. List relevant professional publications, exhibits, performances, and presentations at meetings.

Books (*since last sabbatical*)

forthcoming East Asian Societies, Association for Asian Studies
2012 Basics of Social Research: Qualitative and Quantitative Approaches, 3rd ed. Allyn & Bacon
2012 with Peter Kraska Criminal Justice Research Methods, 2nd ed. Allyn & Bacon
2011 Social Research Methods: Qualitative and Quantitative Approaches 7th ed. Allyn & Bacon
2010 w/ Peter Kraska. Essential Criminal Justice and Criminology Research Methods. Allyn & Bacon
2008 Understanding Research. Allyn & Bacon
2007 w/Peter Kraska Criminal Justice Research Methods. Allyn & Bacon
2006 and earlier eleven other books not listed here or space reasons

Articles in Referred Scholarly Journals (*since last sabbatical*)

2011 "Foreign Residents and Inclusion in Japan's Local Communities" Japan Studies Association Journal 9:158-171.
2008 "State and Social Citizenship in Japan" Journal of Contemporary Asia 38(3):453-46.
2004 "The *Nikkeijin Dekasegi*: Returning Ethnic Japanese from Latin America" Critical Asian Studies 36:303-311.
Pre 2004 17 additional peer-reviewed articles not listed for space reasons

Book Chapters (*since last sabbatical*)

2012 "Designing the Face to Face Survey Interview" Handbook of Survey Methodology, Edited Lior Gideon. New York: Springer.
10 other book chapters or encyclopedia entries not listed for space reasons

Other Publications (*since last sabbatical*)

2007 Book Review, Japan's Dual Civil Society, Social Science Japan Journal 10(2):341-344
2004 Book Review, Racial Disadvantage and Ethnic Diversity in Britain, Contemporary Sociology 33:424-425.
Three book reviews on Japan 2001-2003 in Education About Asia
1999 and earlier, 10 other book reviews, research notes not listed for space reasons

PRESENTATIONS, RESEARCH REPORTS, INVITED LECTURES *(since last sabbatical)*

- 2011 Panel organizer “Teaching About Asia” ASIANetwork, Chicago
 - 2011 “Fighting for Foreigners” Japan Studies Association, San Francisco
 - 2010 “Civil Society in Japan” Midwest Sociological Society, Chicago
 - 2009 “Japan’s Civil Society” Japan Studies Association, New Orleans
 - 2008 “Japan’s Welfare State” Midwest Japan Seminar, DePaul University (Chicago)
 - 2007 “Social Citizenship in Japan” Center of Excellence Workshop, Tohoku University (Sendai Japan)
 - 2006 “Taking Students on Study Abroad Programs to Japan” Midwest Conference on Asian Affairs (Madison, Wisconsin)
 - 2006 “Social Research Methods” week-long graduate student seminar Nankai University (Tainjin China)
 - 2006 Panel “Politics in Japan” Japan Studies Association (Honolulu)
 - 2004 “Japan’s Racial Formation” American Sociological Association (San Francisco)
 - 2004 “Racial Formations in Japan and China” Asian Studies Conference-Japan (Tokyo)
 - 2004 “Doing Social Research on Controversial Topics” Faculty Workshop, School of Sociology, Kwansai Gakuin University (Nishinomiya, Japan)
- Pre 2004 81 additional presentations*

B. List relevant extramural and intramural grant proposals and awards.

- 2013 ALLEX Foundation, Japanese Teaching Assistant program (estimated in-kind value \$10,000)
- 2013 Kikkoman Foundation, Japanese Studies at UW-Whitewater (\$20,000)
- 2012 ALLEX Foundation, Japanese Teaching Assistant program (estimated in-kind value \$10,000)
- 2012 UW-Whitewater International Education Field Exploration Grant to Nagasaki Japan (\$1600)
- 2012 UW-Whitewater Mentor-Scholar Program (\$2000)
- 2010 ASIANetwork Luce Postdoctoral Teaching Fellowship (\$30,000) to bring post-doc fellow to UW-Whitewater for one year
- 2010 UW-Whitewater Inclusive Excellence grant (\$3500) for streaming video rights
- 2010 UW-Whitewater Teacher-Scholar Fellow (\$2500)
- 2009 UW-Whitewater International Incentive grant (\$500), provide a workshop on social research methodology to faculty and students at Benito Juarez University,
- 2008 Kikkoman Foundation, Japanese Studies at UW-Whitewater (\$37,500)
- 2006 University of Wisconsin Institute for Race and Ethnicity, Curriculum Development Grant, to develop a new course, Asian Americans, [\$4000]
- 2005 East-West Center, “Islam in Asia” Faculty Development Workshop, Upper Midwest Region, [\$3,500]
- 2005 University of Wisconsin-Whitewater, Faculty Development Grant “Supplement Islam in Asia Faculty Workshop” [\$3,000]
- 2003 National Science Foundation – Japan Society for Advancement of Science Short-Term Fellowship to Japan. *8 additional grants not listed due to space limitations*

C. List relevant scholarly activities, including awards, fellowships, etc.

- 2004 George Floro Distinguished Service to the Profession Award, Wisconsin Sociological Association
- 2003 University of Wisconsin-Whitewater Outstanding Researcher Award (university-wide)
- 2001 CIEE Faculty Development Seminar in Taiwan
- 2000-Present Listed in Who’s Who in America
- 1999 University of Wisc. System Institute for Global Studies Fellow
- 1999 Outstanding Researcher Award (College of Letters and Sciences, UW-Whitewater)
- 1998 Fulbright Hays Summer Seminar Abroad Fellowship – People’s Republic of China
- 1997 Korean Culture & Society Summer Institute, East-West Center and University of Hawaii.
- 1995-6 Fulbright Lecturer, Faculty of Letters and Graduate Division of Intercultural Studies, Tohoku University, Sendai, Japan
- 1995 NEH Summer Institute, Japanese Culture & Civilization, East-West Center, University of Hawai’i.
- 1995 Outstanding Service Award (College of Letters and Sciences, UW-Whitewater)

Applicant Name: W Lawrence Newman
Department: Sociology, Anthropology & Criminal Justice

Sabbatical/Fellowship Support Time Period

- 2014-2015 Academic Year (up to 65% compensation)
 Fall 2014 Semester (up to full compensation)
 Spring 2015 Semester (up to full compensation)

Supplemental support required through a Chancellor's Fellowship?

- NO YES

Title of Project: Research in Tokyo

DEPARTMENT SUPPORT

- I support this application for sabbatical leave/fellowship. The Department has committed the resources to support the personnel expenses related to this sabbatical leave request as described below.

The department will increase the caps in courses to ensure that total enrollment in the department's courses remains stable and student access is assured. A minor adjustment of course rotations will ensure that all courses that students need are offered.

- I support this application for sabbatical leave IF AND ONLY IF Supplemental Sabbatical Support is secured.

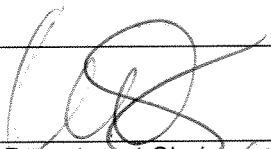
Briefly, justify the need for Supplemental Sabbatical Support.

-CONTINUED-

DEPARTMENT SUPPORT CONTINUED

I am unable to support this application for sabbatical leave / fellowship.

Describe rationale for lack of support.



Signature of Department Chair (ASSOC CHAIR)

10-10-13

Date

COLLEGE SUPPORT

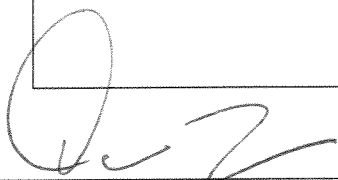
I approve the proposed activity, the semester(s) requested, and the arrangements for covering the applicant's teaching responsibilities during the leave.

I support this application for sabbatical leave IF AND ONLY IF Chancellor's Fellowship is secured.

Briefly, justify the need for Supplemental Sabbatical Support.

I am unable to support this application for sabbatical leave.

Describe rationale for lack of support.



Signature of College Dean

10/11/13

Date

1. An **IRB Protocol Abstract** written in layperson's language, which describes the research project/methodology.

Japan has the lowest rate of immigration of all advanced countries and is not known for being friendly to permanent foreigners. Approximately 80,000 foreigners from English-speaking countries (U.S., Canada, Great Britain, and Australia) live in Japan. There have not been studies on this sizeable group of foreign residents of Westerners. This study will identify 25-35 English speaking Westerners (older than 28) in the Tokyo area who have lived long-term (4 or more years). An attempt will be made to get a mix of genders, ages, racial-ethnic groups, and Japanese language ability. In this exploratory study, I will conduct 60-90 minute open-ended interviews that will be tape recorded. I will inquire into the research participants living situations in Japan, with special attention to how well integrated they have become into Japanese society. I am especially interested in how their experiences with various social and other organizations have helped them to feel included within or excluded from Japanese society.

2. An **IRB Protocol Summary** of your project using an outline format.
 - I. Locate potential research participants using Internet sites, social clubs or sites that attract Westerners, and references from initial informants.
 - A. Screen for age (over 28) and length of continuous residence in Japan (at least 4 years).
 - B. Attempt to get a mix of racial-ethnic backgrounds, genders, Japanese language proficiency, and ages.
 - C. Attempt to get 25-35 total research participants.
 - II. Contact the participants and set up appointments for the interview in a quiet, semi-private location.
 - III. Explain purpose of the study and obtain informed consent.
 - IV. Conduct 60-90 minute informal, open-ended interviews in English, tape recorded.
 - A. Assign a number to each interview
 - B. Record the gender and race-ethnicity of participant.
 - C. Make a back-up copy of each interview.
 - V. After returning to the U.S., transcribe taped interviews electronically, then make corrections. Analyze the transcript data.
3. Any **Instruments** used for your research project (including recruitment scripts and/or documents, surveys, interview scripts, etc.).

The interview will be open-ended, with specific later questions based on a participant's earlier responses and not follow a specific script.

Types of questions:

What country were you born in? What is the nationality of your parents?

What country is your passport from?

Could you give me a short biography of your life prior to coming to Japan?

When did you first come to Japan? What was the situation or under what conditions? Why Japan?

How long have you permanently lived in Japan? What other countries have you lived in for a full year or more?

Are you married or in a cohabitation relationship?

If yes: Is your spouse/partner native Japanese or another nationality?

If no: How do you find the dating scene in Japan? What types of people do you date?

Do you have children?

If yes, could you tell me their ages?

What types of schooling arrangements have you made for them?

What is the mix between Japanese and non-Japanese friends of your child?

What languages does your child speak, and how well?

Is your child considered bi-racial?

Do you consider your child bi-cultural?

What is the level of your proficiency in Japanese (speaking/writing)?

What is your age?

What level of schooling have you completed? Where did you receive the schooling?

What types of employment have you had prior to living in Japan?

What types of employment have you had since living in Japan?

What have been your experiences with national government offices (e.g., tax, immigration, etc.)?

What have been your experiences with city or local government offices?

Have you participated in any neighborhood association activities? If yes, which ones? how often? results?

Do you belong to any voluntary associations, religious organizations, or clubs?

If yes, please list and explain how you first got involved and your involvement.

Do you participate in any services or activities specifically designed for foreign residents in Japan?

If yes, please list and explain how you first got involved and your involvement.

What educational, social service or health care activities (other than those specifically designed for foreigners) have you participated in?

Thinking of your 10 closest friends in Japan, what is the mix of their nationalities?

Do you feel you have ever faced discrimination for being non-Japanese? If so, please list the five incidents that stand out in your mind.

Do you feel your English language ability and "foreignness" has helped or hurt you in finding employment?

Do you feel your English language ability and "foreignness" has helped or hurt you in forming close relationships with native Japanese people?

What experiences have you had that make you feel included and a part of Japanese society?

What experiences have you had that make you feel excluded and not a part of Japanese society?

What are your main hobbies, forms of recreation or ways to relax?

Are there any Japanese-specific customs, activities, or sports that you participate in regularly (e.g., watch sumo, tea ceremony lessons, cherry blossom viewing parties, pachinko, onsen)?

What is your opinion about giving long-term residents who are not legal Japanese citizens the right to vote in local elections, the right to become a local government employee or teach in a public school?

How often do you leave Japan?

How often do you travel back to your home country, and for how long?

How often do you communicate (e.g., social media, phone, skype, etc.) with friends and relatives in your home country?

Do you have any family members (parents, siblings, aunts and uncles) who live outside their home country?

How would you rate yourself, on a scale of 1-10, where 1 = a complete foreigner and outsider and 10 = no longer an outsider but as completely Japanese as a non-native person can be.

Do you consider yourself to be bi-cultural?

During a typical day, about what percent of all of your conversations are entirely in English?

What are your future plans for staying in Japan or leaving?

4. Informed Consent.

I Agree Disagree to have this interview tape recorded?
(check one)

I understand that this interview is confidential and my name will not be directly connected with the publication or public release of any quoted material from it nor will it be attached to a summary of my responses.

NAME (print) _____ DATE _____

SIGNATURE _____