The Office of International Studies and Programs or OISP was established in 1968 through a collaboration of Illinois State University's faculty and students, with an objective for an international education exchange system for ISU faculty-students and for foreign students to study at Illinois State University.

The OISP program has committed itself in advancing the relationships amongst Illinois State University’s collegiate students and faculty with international students in three major ways. One way is to obtain knowledge about cross-cultural ideas and how they can create the norms of a society. The second way is how to develop contact and cooperation skills with international and national professors on research and teaching techniques. Finally, the third way is to provide knowledge about the political atmosphere of our global economy.

Nevertheless, OISP works closely with other student and faculty exchange programs on campus. These activities involve studying at other national universities, creating a mental sense of a globalize community, developing one's awareness of other foreign and local American cultures/ideas, and promoting a professional atmosphere through educational tours, seminars, and research activities.

Furthermore, the document assumes that the person wants to further their knowledge of the world by studying abroad, either as an American student or an international student coming to America. It also presumes that one is willing to learn about different world views and the political aspects that contribute to those views.

In stating, I believe the intended audience is anyone who desires to study abroad and who wishes to place an emphasis on academic curriculum. In doing so, the individual must have a strong ideal of their contribution to an inter-connecting society.
Ylanda Wilhite
Anthro 285
Sept 9, 2009

Research Topics of Journal #2

My emerging research project is about Illinois State University’s international students and why they choose to study at Illinois State University and in the United States of America.

Certain Questions are:
1. Why did you choose Illinois State University
2. Why did you want to study in America
3. Are the students and teachers at Illinois State University how you thought they would be?
4. Are there any similarities or differences between the students here and your home country?
5. How did your family feel about your decision to come to an American university? And why?
6. Do you think you made the right choice and if not how would you change it?
7. How did you feel when you first arrived on campus and how did you feel once the school year started?

I am interested in this topic because I am looking to travel abroad before I graduate from Illinois State University. I would also like to gain important advice from either an international student or from an American student who traveled here or abroad through the ISU program. I want to hear of their good and bad experiences and to know how they have dealt with them or how they are trying to overcome them.

Nevertheless I think I will find that most people will have enjoyed their stay in an abroad country and at Illinois State University because it is a grand opportunity to explore and learn about a different country and its customs. On the other hand, I also think that some people may have regrets about choosing Illinois State or America for their abroad education because of the different customs and people.

To further this understanding, I have chosen to first interview people I know here in my residence hall, because I feel that I will have a better chance interviewing someone I know then with a complete stranger. Afterwards, I will go to Manchester and speak to the RA of the international floor and see if it is possible to set up interviews with the international students on her floor, making it completely voluntarily.
International questions in Journal #3

The first research I looked at was titled “The Modern Day Study Abroad Experience: Truths in Recruitment and Research” by UIC’s Anthropology 411 class. From the abstract reading I noticed their methods of refining their project to certain questions that abstracts views from the international students, traveling and living in America, to the American students traveling abroad and learning in a foreign country. Due to reading this abstract, I also decided to ask the interviewee about the expectations they had before leaving their homeland and once they arrived to their abroad country. In stating, I decided a good question would be to see if the student has disregarded any prior myths or if they have obtained knowledge that was not previously known to them about studying abroad or culture in America.

Another great idea that this particular researcher did was to take facial photographs of the interviewee and have them make emotional faces to describe how they liked their trip. Although I thought that was a good idea, I am not so sure if I would want to follow this example, however; if so it will depend on the recipient.

The second research document I read was titled “Changes in cultural perceptions in study abroad participants.” The students for this project interviewed ten people, 4 females and 6 males and asked them about their global perceptions since traveling abroad. To further this, the researchers also commented on four developmental stages of the individual as personal, intellectual development, international perspectives, and professional role.

I thought these four developmental stages were a good idea to go about asking the interviewee because they focus on every aspect of one’s trip. For this reason, I have also decided to incorporate this concept in my own interviews as a way to show how their daily lives are affected while living abroad.

1. “The Modern Day Study Abroad Experience: Truths in Recruitment and Research”  
http://hdl.handle.net/2142/13195
2. “Changes in cultural perceptions in study abroad participants.”  
https://www.ideals.uiuc.edu/bitstream/handle/2142/13195/Research%20Process.pdf?sequence=2
As I was sitting down in Hewett’s Hall Vrooman Center, I was expecting to see multiple interactions from international students. Due to the international floor being moved to Manchester from Atkin Colby, I decided this would be a good area to observe how Illinois State University’s international students may act while they are surrounded by a large group of people from different countries or from their country. Although I was looking for individual reactions, I was also attempting to catch different languages and attempt to make note of the person’s descent.

Nonetheless, it was around noontime on Friday as many students were getting out of class and planning for their weekends. As usual this made the halls of Hewett-Manchester’s Vrooman Center extremely crowded, mainly with students checking their mailboxes, walking to Subway, working out in the fitness center, using the elevators and checking people in and out at the front desk.

Observations:

1.) A group (four) of Asian students talking...some seemed to be from Southeast Asia and others from northern Asia, either China or Mongolia.
2.) A group (six) of students and their parents leaving for the holiday.
3.) A group of students going to Watterson to eat.
4.) Two Asian male students sitting down by the Vrooman exit doors, studying for math
5.) Two Japanese girls, seemingly friends, holding hands and then began walking arm-in-arm. I assume this is based off a different cultural contact experience, in America we prefer a lot of space between individuals unlike many Asian countries.
6.) Two men of African heritage speaking in their “native” tongue.
7.) Many students of different backgrounds were checking their mailboxes and talking to the Vrooman front desk attendee.
8.) Many students were rushing out the building with luggage and books; assuming they were late to class or were late in catching the bus or train.

These eight observations were the main incidents that occurred throughout Friday in the Hewett-Manchester Vrooman Center. On the other hand, I saw two students arguing but I was too far away to make out what they were saying or what language they were speaking in. Overall, this observation did confirm my expectations of what I might find while living in ISU’s international residence hall.

In comparison to the Emerson reading “Fieldnotes in Ethnographic Research,” I noticed I became an observer for the moment and not a participant observer. I tried to maintain a mindset that did not judge the individual for what they were doing, but from how their actions could have stimulated out of their cultural upbringing. An example of this would be the two young Japanese students holding hands and walking side-by-side; I previously learned from a professor that Americans tend to be a more “spatial society,” we like our space. On the other hand, many Asian countries tend to concentrate less on special distance between two people.
Ylanda Wilhite
Anthro 285
September 12, 2009

My ISU: Campus Paths and Places

As I looked over the details of this assignment, I did not understand the true meaning of the assignment. Although I had been inside many buildings on campus, I could only associate them for what they looked like and what academic studies operated on the inside. In my eyes they were ISU buildings which were built for any academic study that ISU approved; it never appealed to me to that these buildings could represent much more than ISU’s approval.

When I finally started this assignment, I walked outside of Hewett-Manchester and glanced around at my most common routes. I decided to use my everyday route to Schroeder Hall and my Monday route to Williams Hall. As I began mapping out these significant buildings and the campus design, I started to look at the buildings and street signs in a different way. For example, at first I saw Hewett-Manchester as a technological building with “up-to-date” improvements, but then I saw it as a RA jail cell that tracks my everyday movements from Monday to Sunday.

At first, if someone would ask me to describe Hewett Hall, I would tell them how it is connected to Manchester Hall and was built in the 1960’s but has since been remodeled several times. It contains a kitchen, a fitness room, two game areas (1 per hall), Vrooman Hall (which gives tutoring), many computer rooms, classrooms, and an area for sitting areas for people to lounge and study. It is a vertical building with little beauty on the outside but a nice of updated and older architecture on the inside.

Hewett Manchester is also the international building that houses many of ISU’s international students who decided to live on campus. The international floors are located in Manchester Hall and have a number of students from Asia, Africa, Latin America, and Europe.

On the other hand, I first associated Schroeder Hall with its many academic departments and classrooms that it held, but now I see it as my main homework producer and the building of all my academic troubles. I, nonetheless, still picture Schroeder as a diverse building that celebrates the social sciences and natural sciences. In a likewise situation, I had never payed much attention to Williams Hall because this is the first time I ever had a class that was located in the building. I first thought of it as the Spanish Department building because Illinois State moved the Spanish Department into that building following the construction of Stevenson; this concept was important to me because I am a Spanish minor. However, I think it is an old but beautiful building and I hold no resentment towards it like I do with Schroeder Hall.

Nonetheless, I have begun to understand what Basso meant about the Apache conception of the landscape and how it relates to themselves. Due to the type of landscape that is continually around us, we began to base our everyday lives off of those elements. This concept of person-to-object relationship usually includes the people we come in contact with, how we began to see ourselves, and how we began to think of the world.

With this concept in mind, my perceived notions and feelings about what this university meant to me began to change. For the first time I saw the campus for what it represented to me, as a student and not what Illinois State University said it represented. I have now begun to look at ISU’s buildings with an idea of improvement and how I can change my relationship and my environment before graduation.
Since I am in the international group, which is one of the biggest research groups this semester in Anthropology 285. We have decided to split into two different groups, with one group researching “why international students come here to Illinois State University” and the other group discussing “why Illinois State American student decide to study abroad.” For this project I have joined the research group that will be discussing “why international students come here to Illinois State University.” For this reason, I have concentrated my research project to answer these particular questions:

1.) Did the individual come to America or Illinois State University improve their English language ability?
2.) Did the individual come to Illinois State University because it offered a degree in a much needed resource in the home country?
3.) Did the individual come to Illinois State University to learn a technique that would be beneficial to the growth of their home country?
4.) Did the individual come to Illinois State University because it was cheaper or safer for them to attend school in America?
5.) Was the student size of the college any reason for why the individual decided to attend Illinois State University?
6.) Did the individual come to Illinois State University to learn about American culture and how it compare or contrast with their own culture?

Overall, I think these are some extra questions that I could use with my research question. As of now, I see no reason to change my research questions since many international students seem to be willing to speak about their day-to-day life in America.

Nonetheless, if I do have any interviewing problems it might be with phrasings or sentence structures that the international student or I might not be familiar with. However, I do not think this would be a huge problem.

As a large group, the International Research Group decided to split into two groups and modify or even develop our research question last month on September 28, 2009. Once we split into two groups, group one (this is the number I am giving my side of the group) decided to modify its
research question to fit the questions that we were asking foreign exchange students who came to America. From this decision our modified research question now asked:

“For what purpose do international students come to ISU, and do their experiences help them to adapt both with American-style education and culture? And how is this experience helping them in the present and how will it help them in the future?”

Although, we had a hard time wording this question, we figured that it was an accurate question to ask. We thought this because we found that many international students came here with the intent or plan to study in America from an early age. We also found that many international students have family or close friends living in Illinois or in the Bloomington-Normal area; thus keeping close to someone they know from back home.

Furthermore, as an individual, this question is good for me to ask because I have noticed that many of the international students that I have interviewed are staying here over a course of 6 months to 4 years, but have every intention on going back home and using their new American degree. In the case of the two Nigerian students, 1 male and 1 female to date, both have made plans to go back home to Nigeria and use their degrees to help Nigeria’s national security problems, educational problems and its economical problems.

I also interviewed a Malaysian student, who expressed an interest in coming to America every since he was a child. He mentioned that he came here to learn a new environment and to learn a new culture that he would not have been exposed to in Malaysia. So in this case, the exchanged student not only wanted to come here because he had family here but to learn in a new country and its culture.

Subject: Journal 6: An Interview  
Topic: My Research Project  
Author: Ylanda Wilhite  
Date: October 4, 2009 10:07 AM

Ylanda Wilhite  
Sept. 21, 2009  
Anthro 285  
Hunter-First Interview with International Grad Student: Journal 6  
Location: Hewett-Manchester Office  
Date: 9-17-2009  
Time: 9:13 am-11:11am  
Interviewee- A Nigerian employee at Hewett Hall  

1. What is the biggest difference in America in comparison to your home country?

-Person A: “People are a lot more outspoken, they voice out their minds. There is a culture atmosphere to have fun all the time, positive, it’s a good thing.”

-Person A: “My judgment is based on Normal. It’s too quiet, everything seems like it’s working out right.”

-Person A: “There are so many policies, sometimes those things overwhelm me. There are a lot of cameras, a big brother thing that makes you want to live a life of perfection--an ideal thing in an unrealistic society.”

2. Why did you want to study in America?

-Person A: “There were personal reasons for coming here, I have connections here. There is a
difference between the international education scenes—the U.K system isn't the best in the world. They want money and online education is huge in England."

-Person A: “They don’t have assistantships; they don’t have different ways of payment. Here, they are flexible because you can pay almost at your on convenience—England has quarterly payments.”

3. Why did you choose Illinois State University?

-Person A: “I like IT Security and during my initial search I was doing IT Security; I was checking for maps. Nigeria messed up my transcripts to Penn State University for my PhD and when I missed that chance I just kind of took this one.”

4. How did your family feel about your decision to come to America?

-Person A: “My family was very positive—“In life you have conflicts of interest and my family wants me to stay here, but I would probably want to go back—they’re happy.”

-Person A: “There it is a collective thinking; they travel out of Africa and will become a big boy and will be moving on to a better life and get an assistantship.”

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Out of the many topics we discussed, the biggest thing that really enlightened me was when we spoke about the Nigerian rap music.

Music

The employee mentioned that many Nigerians are influenced by the American rap and R&B scene in America. He said that “we are wannabees,” meaning that most Nigerian rap artist try to copy American rappers in their dress, beats, musical taste, and attitudes. He stated that many have even traveled to America to attend rap concerts and talk to the local underground music producers.

This stunned me because here in America many rap artists are starting to get back to “real Hip Hop.” This means that many people in the underground rap industry and the black community is pushing for the degrading of women to end in rap, the glorification of drugs, violence and gangs to end, and a push to get back in reality with the people and talk about the up-lifting of our black communities and knowing your black roots. So I was stunned to hear that many Nigerians are trying to copy American rap music, when we are trying to revert back to the original foundation of hip hop music.

In further stating, this original foundation did not glorify drugs, gangs, and violence but spoke out against brutality; it did not degrade women but spoke about respecting and uplifting women’s status in the community. Nonetheless this was extremely interesting to me and much appreciated.

Overall in this interview, there were no problems that emerged but we both gained an understanding that we face many of the same problems, just underlined in different backgrounds.
Ylanda Wilhite  
Anthro 285/Hunter  
September 28, 2009  

Journal Entry #7: Data  

An interesting fact that I learned this past weekend was the rapid increase of international students around the world. As I read the blackboard article called Trends in Global Higher Education, I was shocked by how many students think to travel abroad; for an example the article mentioned that 2.5 million students are studying outside of their home countries and that the number is likely to increase to 7 million by 2020.

Although I had already known about globalization’s impact on nation’s societies, I had never realized how much personal travel mobility had increased amongst the student population. I had always thought of globalization with a trade-emphasis then with a population or ethnic emphasis.

So reading that article really helped me to understand the emphasis that globalization has had on education. To also further this point, I had just read that President Obama has proposed for schools to end three hours later then the norm, because American students are lagging behind Asian and European students in science, math, and language. I thought this was another interesting point that could fall in the spectrum of global competition.

Article URL:

Titled: More school: Obama would curtail summer vacation  

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Location: Manchester floor 9 (the international floor)  
Date: 10-1-2009  
Time: 3:50-4:30pm  
Interviewee- A Nigerian female, “Person B”

To further this, I thought I would add some data from my own research. In this interview there is a young woman from Nigeria who speaks about Nigeria's education and how the government rewards people for going abroad but puts little investment into the country's educational system, so it could attract foreign students to study in Nigeria; she also mentions the financial and social structure of the country.

1. Why did you come to Illinois State University?
-Person B: My dad wanted me to go to school where family was close by; my uncle is nearby.

2. What is the education like in your home country verses in America?

-Person B: Nigeria does not invest in their education process. The Nigerian government does not even elaborate on education based on Nigerian events and history.

-Person B: They just teach math and science, but no real history and they never teach about events in depth like the date and place that it happened.

-Person B: If you learn history about the country—it’s when you have entered college, you do not learn about African history when you are young, like here in America you learn about your history grade school; not in Nigeria.

3. What problems do you think America has in its education system?

-Person B: There are few teachers at Illinois State University that really teaches blunt history and challenges you to ask questions but in other classes I have been challenged to ask questions.

-Person B: Most teachers are nice and do not want to offend the students. However in Africa there was blunt teaching but no one challenged you to question. They do not talk about people’s mistakes; nobody wants to help change the status quo. I do not feel that the teachers are impacting the student’s lives.

-Person B: I feel that this American generation is set and fine. You believe you can change things because you question it, you study it.

4. What is your degree and your major?

-Person B: I have been here since freshman year and I went to high school and did a little college in Nigeria.

-Person B: I am a political science major and an economic minor. You see, they (Nigerian government, etc) love anything that’s out of Nigeria. They don’t want the public to know history, and they want to waste money in education. It’s all about oil and that is something to talk about.

5. What is the significance of oil in your country?

-Person B: First, it is finance. It is supposed to help my country; it is like our raw material and our revenue. To give a rough estimate, it brings in around 8 million dollars and that is enough to fix electricity in the country. Oil is a savior to Nigeria, but the government does not even invest in an oil refinery.

-Person B: Second, it is our natural resource, but the government does not share the profits with the people. The government takes it from Nigeria and refines it elsewhere, then they bring it back to sell in Nigeria—but then it’s too expensive to afford.

-Person B: Why doesn’t the government want to invest in building a refinery?—they don’t want to!

6. Besides oil, what would you say is wrong with your country?

-Person B: Poor leadership is the root of the problem, not just in Nigeria but in Africa as a whole.

7. Why did you come to America?

-Person B: I came here hoping to get the best, to justify an opportunity. I’ve learned that
Americans point figures a lot, however. They assume that you’re ignorant or that you are dumb, but I know that everyone has the opportunity to excel. And yet it was here that my thinking was challenged by certain people.

8. What is the difference between a Nigerian degree and an American degree?

-Person B: For Nigerians to stay here (America)—most of the time that puts you in a position to put you up (in social status); but why don’t the government invest in Nigeria?!

9. What do you see your impact being on Nigeria, due to studying in America?

-Person B: My impact is to invest in the education system, where everybody would want to get an education in Nigeria and international students would want to come here and study.

-Person B: But that will be difficult because the literacy rate is low—they (most Nigerians/Africans) don’t have the knowledge. Here is an example, there is a library in Malawi that has a couple of books, and it’s a small library. A man in Malawi built a windmill to generate electricity just by looking at the pictures, but he couldn’t read! Now just think what he could have done if he could read—amazing

-Person B: Nigeria has what it takes to do well as a country, it just needs people to come in and open those doors for it, and I going to start by being a professor and somehow work my way into the political system.

-Person B: They (Nigeria and Africa) have what it takes, it just needs open doors and for people to use their resources. Individuals are too scared to do anything—and in the meantime those raw materials just continue to lay there.

10. Is there anything else that possibly holds back Nigeria from developing?

-Person B: In some ways the tribal differences. If you are of a different tribe and you get a powerful political position, people get offended because it’s not their tribe in power. See there are 3 main tribes in Nigeria, the Igbo, the Yoruba, and Hausa. These tribes are so different in many ways that even their languages are hard to understand if you are not from that tribe. That is why the government adopted English as the official language, because you need a language to communicate in—a language that everybody could understand, and is this is because we were colonized by the British.

-Person B: But even with these 3 main groups, there are still over 250 ethnic languages in Nigeria and every ethnic language has its own tribe. This was the problem, because in the beginning the government didn’t know which language to use because if they picked someone’s ethnic language over another that could bring problems.

-Person B: But English is taught in the schools and everyone wants to speak English, but things are changing slowly. My generation isn’t looking at tribal differences much anymore—we are more engaging as oppose to our parents and grandparents. Things are changing.

Comments
Interview: Person C
Country: Malaysia (Male of Chinese Descent)

Here is a quote from the interview that I found interesting.

5. How many different racial ethnicities are there and what’s the real difference?

-Person C: I am Chinese descent. I think the Chinese is more—they work harder for what they get. Because my father always tells me, we have to work hard because we are living in someone else’s land. We are immigrants to this country, so we have to work harder.

-Person C: But the Malays are first, then the Chinese came, then the Indians came to Malaysia. There were many riots between the Malays, Chinese, and Indians so politicians began creating a lot of laws—at that time we were really living in a “second home”.

(A feeling of a second home is not a surface feeling, but you can get a feeling that you are living on someone else’s land—but you are still apart of Malaysian society.)

In question number 5, I was really interested when he explained to me that his father always tells him that he has to work harder because he is living in someone else’s land. I liked this quote because it gives the ultimate view of how a minority group or a group of immigrants might feel, even though they were born and raised in a certain country. It also can humble one because it entails them to respect the people that were there first, to honor what came before you. Nonetheless, it makes you realize that you must work for something in life, that nothing in life comes easy or free.

Location: Manchester floor 9 (the international floor)
Date: 10-1-2009
Time: 4:35-5:35pm
Interviewee- A Malaysian Male (Chinese Descent), "Person C"

1. What country are you from?

-Person C: I am from Malaysia and I planned to study in America. It’s like a plan—I really like America and I am Chinese descent.
-Person C: I also have an aunt that lives here and the education system is a little better, but it’s easier to find a job in Malaysia.

2. Is there something that you like better in Malaysia than in America?

-Person C: It’s a very conservative country—a lot of rules and regulations. It’s good because it restricts you from doing something bad, and it protects its image as a Muslim country.

-Person C: America is not too liberal as a country—I think the drinking limit is good because a lot of countries let you drink while you’re a teenager. It’s not that liberal-- you don’t see people walking in the streets naked! (Laughs) But it could censor its movies better.

-Person C: Also America can learn to respect its native people like Malaysia does with their traditional people like the Orang Asli (traditional farmers and live mostly in rural Malaysia.) The government is trying to make them contribute to Malaysia economically, while preserving their way of life.

3. How would you compare a Malaysian degree to an American degree from a university or college?

-Person C: A degree from Malaysia isn’t that bad—the American degree is good. But if I continued to study in Malaysia all my life, I wouldn’t be exposed to a lot of things. My parents wanted me to come here to view a different environment, a new culture.

4. How is Malaysian politics?

-Person C: Malaysia could learn more on politics. It’s recognized as a multi-racial country, but there is still racism. More than 60% Muslim—many Malays are, the rest are mainly Chinese or of Indian descent. Malaysia really emphasize that it’s a multiracial country.

5. How many different racial ethnicities are there and what’s the real difference?

-Person C: I am Chinese descent. I think the Chinese is more—they work harder for what they get. Because my fathers always tell me, we have to work hard because we are living in someone else’s land. We are immigrants to this country, so we have to work harder.

-Person C: But the Malays are first, then the Chinese came, then the Indians came to Malaysia. There were many riots between the Malays, Chinese, and Indians so politicians began creating a lot of laws—at that time we were really living in a “second home”.

(A feeling of a second home is not a surface feeling, but you can get a feeling that you are living on someone else’s land—but you are still apart of Malaysian society.)

6. Do you think there has been a major Chinese impact on Malaysia?

-Person C: In developing modern Malaysia, yes. Because we have to pay taxes and it’s part of government funding.

-Person C: We also celebrate the Chinese New Year in Malaysia and the government is supportive of the different cultures. They emphasize the culture-aspect of Malaysia and they try to unify the 3 races as well.
A Summary of:
A Comparison of International Student and American Student Engagement in Effective Educational Practices

Chun- Mei Zhao, who is a research scholar from the Carnegie Foundation for the Advancement of Teaching, conducted an international research which sought to compare the lives of American students at American universities and the lives of international students at American universities. The title of his research was called A Comparison of International Student and American Student Engagement in Effective Educational Practices. This research actively categorized three main points that Dr. Zhao wanted to study to determine the differences and comparisons of American college life and how it affects the student that participates within. The three main questions that guided this research were:

1. “To what extent are international students engaged in effective educational practices compared with their American counterparts? For example, how much do the two groups read and write, study, interact with faculty members and peers, engage in diversity related activities, and so forth?”

2. “Does the ethnic background of international students shape student engagement, satisfaction, and gains?”

3. “Does the relative “density” of international students (i.e., the proportion of international students on a campus) affect how international and American students spend their time and the extent to which they are satisfied and make progress toward desired outcomes?”

Furthermore, Dr. Zhao used one main method to answer the above three questions. This method consisted of using the College Student Report which was specifically developed by the National Survey of Student Engagement to measure how much students participate in educational practices. The College Student Report took surveys from 317 colleges and universities in spring of 2001 and around 175,000 students were randomly selected by the Indiana University Center for Survey Research.

As a result of this study, Dr. Zhao derived information detailing the differences and comparisons between college experiences amongst Whites, Blacks, Asians, and Latinos. He was then able to presume that one’s activities are affected by their cultural background and their capability to relate to their host country’s society and culture; the more the societies are alike the easier it is for the student to feel more accepted. This also shows that the more foreign students there are from a particular country, the more the student is less likely to feel depressed and alone.

Nevertheless, I believe this article helped prove vital to my research mainly because it deployed a tactic of trying to understand how international students spend their time in America and how they compare academically and socially to American students. This was useful because I did not think to ask how international students spend their free time, nor did I think to ask them how they
interacted with their college professors and American peers.

Journal taken from JSTOR
Issue Stable URL:http://www.jstor.org/stable/1371325

“A Comparison of International Student and American Student Engagement in Effective Educational Practices”
Published by: Ohio State University Press
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Ylanda D. Wilhite
Anthro 285/Dr. Hunter
October 12, 2009
Journal 13 (Summary 2)

A Summary of:
U in the USA Launches Programs to Assist International Students and Visitors

U in the USA is a fairly new organization that was founded by Jean-Marc Dedeyne in Los Angeles, California in January 2009 and was officially launched in the fall of 2009. U in the USA’s mission is to help the over 600,000 thousand foreign exchange students to find solutions to their challenges of studying in a foreign country.

The organization’s founder, Jean-Marc Dedeyne has successfully finished his undergraduate and graduate degree in France and has personally traveled to 25 different countries. He has stated that, “I bring an international perspective to the domestic experience that many Americans take for granted.”

Although this article is not an official journal, I would conclude that the author decided to create this organization to help the exchange student learn to overcome the problems of a new society and of the sub-American culture, while coming of age. I also believe that Dedeyne wants the student to feel safe, welcomed, and appreciative of the American culture but to also look at study abroad study as a well-needed opportunity to advance their knowledge of the world around them and to be able to correctly handle different situations in the future.

The methods that Dedeyne used to help mediate the thousands of foreign exchange students, was by cooperating through the American universities, government agencies, sponsors and nonprofit organizations. Even though the article did not provide any results of success or failures, I would presume that organization has already made a huge impact with helping exchange students to cope and feel successful in their new environment.

In the terms of key concepts, this article has guided me to think about the mental stress that international students might feel, especially if the society and the language are extremely different from their home country. It has also provided me with a website to use as a reliable resource, in order to find more information about the life of an international student and to either provide as a way of comfort in adjusting to a new society.

This article was taken from Reuters:
Journal 13 is has both articles on it.

GREAT. So the 3 questions that you identified in the first article seem esp pertinent to your study. Do you think it would work for YOU to ask one or all of these questions as part of your study? I think the issue of "density" of international students is particularly interesting bc I imagien that a foreign student in Chicago or at the UofI (which has a large # of internatioan; students) would have a very different experience than here at ISU.

Due to the importance of Illinois State University's international students and to its reputation concerning foreign affairs, I decided to discuss the importance of the Marilyn Boyd International House in the Manchester lobby. Although, the room was just opened in September and the international floor was just moved to Manchester early this semester, I figured that the Marilyn Boyd International House was a great way to show how the university is welcoming and compensating its international students at Illinois State University.

For this journal, I took two different angle shots of the international house. One picture represents the north corner of the room, showing everything from the front to the back and the other picture represents the southern area of the room, thus showing the back of the room heading towards the front. Nonetheless, I took two different angle pictures because I wanted to show everything that was entailed in the Marilyn Boyd I-House.

The first picture or the north corner angle, shows three tables and several (3) black leather couches; thus entailing that the Marilyn Boyd I-House is not only used for socializing but it can also be used for studying. Furthermore, the picture shows a book shelf, a small dresser drawer, and a
small computer area in the back of the room. These items can be used as a way of educating the international students of other student’s cultures-by showcasing the book shelf, the computer area, and by storing foreign memorabilia in the dresser drawer.

However, if you look at the other picture which represents the room from the back to the front, one will see several windows, a smaller brown table, a refrigerator, a coffee maker, and another computer like desk. From this angle one gets a better sense of the social atmosphere of the room. For an example, the room has three big windows, a coffee maker, and a refrigerator thus entailing it should be an open and friendly area.

Another example of how the room is used, that is not shown in the pictures, is the small office space in the back south east corner. This office space looked as if it belonged to a senior official in the international house and someone who possibly has daily interactions with the international students.

Method Analyses

Throughout the journal process for the international group, I basically focused on interviews and observations as my primary work and websites and scholarly journals for my secondary work. Nevertheless, I enjoyed the methods that were used in researching the International House and the international students. I think the international group and I have a lot of interesting data about one’s feelings for their home country and for America.

Also throughout this journal, I felt that I have maintained a consistent flow or information and thus never losing site of the original group question of: For what purpose do international students come to ISU, and do their experiences help them to adapt both with American-style education and culture? And how is this experience helping them in the present and how will it help them in the future?”

Nonetheless, the main methods of this study were interviews (1-on1) and public observations of the Marilyn M. Boyd room. I also think my secondary sources, including the many internet websites and the scholarly journals, had a significant role in helping me and my group come up with the information that we needed to better our research.
Thesis: 
As a group we have decided to use our abstract as a form of our thesis with the possibility of modifications.

Background Information: 
There was a number of historical information that was gathered off of the Milner Library site and from an international housing flyer that was posted throughout the Hewett-Manchester dorm. As part of the background within the international group’s project, we decided to place the historical and statistical aspect of the research into the background information.

Data: 
In respect to the collected data, we have chosen to combine our individual data and then place it into our rough draft as a whole. This data will not only provide international student’s interviews but also observations of the Marilyn M. Boyd room and observations Illinois State University international events.

1.) Index
   a. History of the International House at Illinois State University
   b. Secondary Data with inclusion of statistics
   c. Primary Data
   d. Interviews
   e. Opinions or Individual Ideas about Journalistic processes of the project

2.) History of the International House at Illinois State University
a. History of the International House (I-House)

3.) Secondary Data

a. Statistics provided by published authors
b. Statistics provided by Illinois State University International House
   c. Statistics provided by Illinois State University individual researchers

4.) Primary Data

a. Individual/Group data with the inclusion of numeral statistics
b. Individual/Group pictures, maps

5.) Interviews

a. Individual interviews
   i. Interviews by direct 1-on-1 speaking
b. Group/Individual Observations
   i. Area observations

6.) Individual or Group Opinions about Journalistic processes of the project

a. Group or individual opinions that have been collected throughout the project

The group outline will be posted after the November 2 class

I. Introduction
   A. Thesis
   B. State the question and reason
   C. Briefly discuss methods and techniques
      (start with story such as university, experiences, etc)

II. Date/Research/Content (divide up)
   A. Background (info on stats/historical)
   B. Methods/techniques of research (participants)
   C. Data found
   D. What this means
      (literature)

III. Conclusion
   A. Restate
   B. Summary
   C. Closure
   D. Recommendations to students and/or university

   (end with quote and maybe related research and an ISU comparison to other schools/ Reflection)

   - degree vs year-long students
   - personal
   - resume business academia
   - learn English/ real America
   - culture (how to get, America and other cultures)

   what do they get culture wise, resume wise, personal wise?
The History of Illinois State University International House

With the arrival of President Robert Bone to Illinois State University in the mid 1950’s, Illinois State Normal University had begun developing new ideas for rapid change. This change was seen within all aspects of campus life including the forthcoming name change from Illinois State Normal University to Illinois State University, the creation of new residence halls, dining halls, and lecture halls, and also a new and improved relation with the global world of international students and American students studying abroad.

In this journal I will concentrate on Illinois State University’s history of the International House and the many International Students that have chose to study at ISU since 1955. I also must mention that around this time, in the early 1960’s, President Robert Bone decided to take a 5 week trip to Egypt to promote Illinois State University’s willingness to welcome and accept the idea of international students and international studies.

This trip interned, helped in the inevitable growth of Illinois State University’s international student numbers from fewer than 12 in 1955 to 34 students in the 1966-1967 school year. Furthermore, ISU also established an official immigration advisor name Dr. Lela Winegarner from the English Department. Also in the 1967 school year ISU had established the international student advisor, which was ran by Robert Murley until 1975. In the following year of 1968, Illinois State had conducted its first international student orientation and within the early year of 1969 Illinois State had reported having 70 international students.
To further help and accommodate the growing influx of international students, Illinois State had decided to create the International House in 1970 which was located in the Van Buren house of Watterson Towers, where it housed 210 students. However this space soon became too small and the International House was then moved to Fell Hall in 1971, where a dedication ceremony was held on October 23 (United Nations Day).

From 1972 through 1982, the International House experienced dramatic changes in leadership coordinators and the incorporation of new offices like the international admissions, Coordinator of Foreign Student and Scholar Services, immigration advising and the Office of International Studies and Programs.

By spring of 1982, Illinois State University had begun to appear settled, with the new arrival of Marilyn Boyd as the Program Coordinator of International House. With Ms. Boyd’s leadership, it was decided to move the I-House from Fell Hall to Walker Hall, which also housed the Honors Program; thus by 1994 Illinois State University’s international student population was 327 with students representing over 50 countries.

Nonetheless the I-House did not stay in Walker Hall too long and was quickly moved to Atkin Colby Halls in 1996 where the school could easily accommodate international students with year-round housing and an inside food court. A little over a decade later in 2007 Illinois State’s Marilyn Boyd decided to retire from her position as the Program Coordinator of International House and the position was soon given to Sarah Jome.

However the influence of Marilyn Boyd was still being seen in Illinois State University’s International House, because in Fall of 2009 the I-House officially moved to Manchester Hall due to a coordination and agreement that begun with Marilyn Boyd and Maureen Blair (Univeristy Housing Services). Currently Manchester Hall has provided two residential floors (8th and the 9th floors) and a first floor lounge and office space. In concluding with the international student population, Illinois State University now has 487 international students which represent over 100 countries worldwide.

Last but not least, Illinois State housed a dedication ceremony on October 16, 2009 which named the International House lounge and office as the Marilyn M. Boyd International House.

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This information was taken from the International Week 2009 Handout and the Founding 10 ISU Video from the Milner Online Library
URL: mms://vanguard.lib.ilstu.edu/FoundersDay/Founding10.wmv

Attachments: Marilyn Boyd Internation House 2009 Flyer.jpg;

Comments
Forward

1
Author: Ylanda Wilhite
Date: November 13, 2009 2:21 PM

For the final we are going to put in a cover page and a table of contents

Subject: My Research Project
Journal #16
International
Ylanda Wilhite
Anth 285/Dr. Hunter
November 16, 2009
Journal #17-Recommendations

Regarding Illinois State University’s policies and practices I would recommend making the
International Program more known to students and residents on campus. I feel like Illinois State
University does not try hard enough to get international students and American students together.
I feel this way because every international student that I spoke to, was always excited to speak to
an American student, and they really valued having conversations.

Nevertheless, obtaining interviews were extremely easy for me because I am a RA in the Hewett-
Manchester residence halls—where international students are housed; however many of my group
members found it hard to accomplish, because they were unaware of the international student’s
locations.

Ylanda Wilhite
Anth 285/Dr. Hunter
November 16, 2009
Journal #17-Recommendations

Ethnography is the study of humans and their social interactions with others. It can describe verbal
or non-verbal contact and or phrases.

In explaining ethnography to a Freshman, I would try to use examples that could directly relate to
their personal life; this would hopefully give them a sense of self reflection of how they see the
world and how they think others might see the world around them.

In my research experience, I think that I have learned a lot about the International Student’s
topic, but not much more. I do believe I am better at research work, but there are more ways in
which I can improve.
Abstract: The purpose of this project is to study the international students at Illinois State University in order to understand what kind of experiences they hope to have at ISU in regards to culture and education. We will show through 6 interviews with international students and observations at international housing events what studying at ISU means to various students in terms of their world views and their future academic possibilities. This paper offers a specific look into the life of an international student at ISU.

Keywords: international student, Illinois State University, culture, study abroad

Attached is the final paper with cover page, table of contents, and biblio

The powerpoint, that was presented in class, is also attached

Attachments: ethno final paper with table of contents cover page citations.doc; hunter powerpoint journal 18.ppt;