I read and analyzed the Anthropology web page text “about the department”. On the page, the site lists the mission statement of the Anthropology department. The goals are to help the students in their learning and discovery, to maintain a good teaching relationship between students and teachers, and to encourage and reward the Anthropology staff. The page also highlights the chair person of the Anthropology department, Fred Smith. He invites individuals to explore the Anthropology site to learn more about what the department has to offer. It also highlights the teachers and how they are widely known for their research. The site uses many descriptive words that intrigue the viewer to explore, eventually, drawn to the Anthropology department.

Our research topic is "Why do students go home?" We will try to answer the questions of why students leave campus on the weekends and does this effect the university. What inspires me about this topic is the fact that no one really thinks about why people go home or leave school. I want to know the reasoning behind student's motivation. The fact that there are so many possibilities makes me want to really get in depth and dig deep into the student's mind at ISU. I think we will find that many student's have the same motivations for leaving the university. I think that we will have something like a “top 5 reasons” that will be common among the students that we research. I also think that students reasons for leaving may be personal or because they have made prior engagements off campus that they must attend. For instance, I believe that many students reasons to leave campus would be personal such as a death, or a family member becoming ill. These would require a few days at home and the students would be back on campus. Other personal reasons I would consider is just going back home to visit or for an occasion like a birthday, reunion or wedding. These I would expect to be only for a few days as well. Prior engagements may be concerts or visiting a friend at another university. These I believe would also only be a few days. I feel as long as it is not summer or winter break at ISU, then students tend to only leave campus for a few days such as a weekend at a time. I plan to research this with interviews, questionnaires, surveys and observation. Talking with students to really pick their brains I believe is the best strategy.
The first research I found that can relate to my topic about why students leave campus is work done about the study abroad community at UIUC. It talks about how the university is looking to double their students who study abroad percentage and move from #5 to #1. Studying abroad is leaving ISU to study in another country. This work shows that it is very important for the university, but how important to a student? Is studying abroad something that many students want to do? Do they often leave ISU to study abroad for a semester? year? a few weeks during the summer? Is it something that many students do? and when do they do it..freshman year or senior year? Studying abroad poses many questions to why a student would leave the university here to go somewhere else, and also how long.

http://www.ideals.uiuc.edu/handle/2142/3617

Another research I found that relates to the topic of why students leave campus is work done by Josh Rosen. He studied students jobs during the summer and also during the school year and found that many work fulltime during the summer since there is no school and only 10-20 during the school year. Does having a job effect going home because if you have a job you have less time? When would a student go home more..during the summer while working a fulltime job or during the school year when working 10-20 hours, but dealing with school? Do many students stay at school to work fulltime or go back home? Using information about students and their jobs can help the study to know if students can go home more often because of their job and they can't get off, or whether it has no effect at all. The type of job matters as well, whether it is easy to get days off or not so easy.

http://www.ideals.uiuc.edu/handle/2142/1862

The path I take most often is to walk down locust street, take a left on school street, go up the ramp next to milner library, take a left n the bridge over college street, take a right entering schroeder hall through the doors facing the quad. Go the the first floor and follow the hall to the elevators which I take to the 3rd floor.

I call all the streets by their name and all the halls jsut by the name without "hall". I call milner library, the lib and the 3rd floor of schroeder hall the anthropology floor.

Ive noticed that Schroeder only seems to have a lot of people in it either before or when a class lets out. I've noticed that Schroeder only seems to have a lot of people in it either before or when a class lets out. I've noticed that the 1st floor is much busier than the 3rd floor because the 1st floor seems to have more general classes and variety and the 3rd floor is more oriented towards the anthropology major students.

Basso says how the Apache name things according to the landscape and although i still call schroeder hall Schroeder, i often use the surroundings to describe it. I refer to it as the 1st hall to the right after you cross the bridge, before the flower beds that divide the sidewalk of the quad into left and right directions. I still think of the university the same way, but know that everyone refers to things differently, in a way that works for them individually.
Subject: Observation  Topic: My Research Project

Author: Tippy Erin  Date: September 14, 2009 12:24 AM

The place I chose to observe is my apartment because our research is to investigate why students leave campus and go home and I wanted to observe my roommates for a firsthand account and also witness people leaving from the parking lot to observe how much baggage they were carrying with them to try and judge how long they will be gone for. What I expect to see is that people will pack according to how long they will be gone, a small bag for about 2 days and larger bag for more than a few days. I observed on a Friday about 4pm, it was sunny. I was in my apartment by the window. My roommate was leaving for the weekend because she had a wedding to go to. She carried a backpack full of hw to take home and a small bag full of a few clothes for 2 days. It confirmed what I thought because she was only going to be gone for 2 days and did not need much clothes so she had a small bag with her. I noticed that she was really excited and was getting ready really fast to leave as soon as possible. She also kept asking if what she was going to wear to the wedding was appropriate and seemed to nervous that it was not. Emerson talked about how everyone had a different interpretation of what they were observing which I found out because no other roomate in our apartment thought she seemed nervous about what she was going to wear. I also wrote my observations down in a notebook which I'm sure was much easier than some of the fieldwork done in Emerson's article where people were having to jot notes to themselves in text messages to themselves.

Subject: Discussion  #6  Topic: My Research Project

Author: Tippy Erin  Date: September 14, 2009 9:47 PM

Our research question is why do students leave campus? We want to investigate this question in many ways such as surveys as to why people leave and how often, interviewing people to find out why they leave campus and for what reasons and observe people leaving and ask them questions. Our original question was why do students go home, but now we want to know why they are leaving campus and just where exactly they go and why. Problems we might run into is that most of our information may need to come from surveys and interviews because observation will need to lead to questions if we want to know where they are going and why.

Subject: Discussion  #7  Topic: My Research Project

Author: Tippy Erin  Date: September 14, 2009 11:36 PM

Interview with roommate:
Why do you leave campus?
--Work, approximately 3 days a week, dates with boyfriend and friends such as the movies, to dinner, shopping.
How often do you leave campus?
--approximately 3 days a week usually for a few hours of the day like when working or go shopping for the afternoon.
Do you like being on campus or off campus better?
--on campus because all my friends are here
What activities hinder you from leaving campus?
School everyday, work on nights and weekends, playing on the rugby team—practices and games on saturdays, friends because I wanna stay and hang out with them.

It was important to ask these questions to try to better understand the kinds of reasons people leave campus and why types of reasons keep them from going to farther places like home. I asked my roommate because I have know her for a long time and could rely on her for reliable information. I learned that work plays a major role to taking students off campus, but keeping them in town from going home. Also whether or not a students plays a sport for the University is also a factor because games and practices would also require them to be on campus more often. A major problem I encountered was that my roommate asked me what constitutes on campus and off campus and I did not know how to respond because the question stumps me as well. We came to the conclusion that we would consider the limits of the pub and downtown normal as on campus and anything past that as off campus and the interview was conducted and answered according to those guidelines. The problem is that everyone may have a different interpretation of what on and off campus is to them...so what does on campus mean?

**Author:**
Tippy Erin  **Date:** September 22, 2009 9:24 PM

New research question—What do students do on their weekends? focusing on what and how students define on and off campus.

Interview #2-roomate
What is on campus for you?
--dorms, classroom buildings the alamo...anything owned by Isu and Isu affiliated. Considers apartments n locust and other streets to be off campus.
How do you spend your weekends?
--homework, friends, relaxing
how often do you leave town?
--2 times a month, reasons: home, visit friends, and rugby games.

Interview #3
What do you consider on campus and off campus?
--Bone center, dorms, the quad is all on campus and apartments, like ours, is off campus.
how do you spend your weekends?
--Drinking, friends, playing rugby....all off campus activities.
How often do you go home?
--2 times a semester. reasons: holidays like thanksgiving
how long do you stay at home when you go?
--If its a holiday, then fr the whole break, otherwise just a weekend.
Our research question is what do students do on the weekends and is it on or off campus?

How do you spend your weekend?
---playing rugby, homework, hanging out with friends, working at the hospital.

What's on campus and off campus to you?
---on campus is where my classes are and off campus is anywhere off the quad

How do your friends spend their weekends?
---homework, working, playing rugby with me, clubs---one is on the dance team, hanging our with their boyfriends, going to the bars

Do you spend a lot of money around town?
---I try to avoid expensive places because funs are not high so when I'm at the bar I watch what I spend and that's pretty much where my excess money goes.

What kind of things keep you in town?
---friends are here and everything I need so I don't need to go home, plus, here places are open later like the bars and pizza places than back home.

Why do you think people leave Bloomington/Normal?
---To see family mostly, not so much recreational

Why do you leave Bloomington/Normal?
---To see family, get away from school if it's a tough week, see my brothers football games.

I interviewed a friend in her apartment and I thought the interview was very interesting than my previous. She said that she stays mostly in town and usually only leaves for a family function and her reasons are that everything she needs is here (mall, food, home, work, movies etc) and she really has no reason to leave town other than to see her family because that is the one thing that is not available to her.

1) The article is titled "The Relationship Among Self-Esteem, Acculturation, and Recreation Participation of Recently Arrived Chinese Immigrant Adolescents".

2) The main point of the article is that the Chinese immigrant adolescents have high self-esteem about themselves, but are not getting involved with very outgoing activities that get them involved with others.
3) The article says that Chinese immigrant adolescents have high self-esteem, but are spending their free time either alone or with other Chinese immigrants. They are not getting involved, other than some clubs, with other non-Chinese individuals and activities. They participate more in indoor/home-based activities or will be a spectator at an outdoor activity. They author conducted the study to find the reasons which is because of lack of English, opportunity, partners, and knowledge about the activities happening. The author conducted the survey of 117 Chinese students in NYC (58 males and 59 females, grades 9-12), by having them complete three questionnaires. Results were that Chinese adolescents were not often associating with non-Chinese adolescents, but if the Chinese immigrant adolescents were highly acculturated then they did participate more in activities.

4) The key concepts we can use are the reasons why that the Chinese immigrant adolescents were participating more in activities.

5) The key concepts will be useful because for students who are of different backgrounds at a university, these could be the reasons why they might go home and choose to not stay around and participate in campus activities that are happening. If the university can come up with activities that address the problems then more students may feel like they can, therefore, will participate in more activities and stay on campus.

1) The name of the article is called "Performing on stage, the field, or both? Australian adolescent extracurricular activity participation and self-concept".

2) The main point of the article is that adolescents who are participating in extracurricular activity are those who have a higher social and academic self-concept and self-worth.

3) The article says that students with higher self-worth and a higher social self-concept are more likely to participate in activities and those who don't usually have no participation. The author studies 1489 adolescents (56% female, roughly 13-14 years in age) through reports of extracurricular activity, academic and social self-concept and overall self-worth. The results were that extracurricular activities seem to be a way to gain self-concept socially and academically and self-worth.

4) The key concept that we can use is that the adolescents who are not involved usually have low social self-concept and self-worth.

5) We can use this concept because if a university can develop activities to break these people out of their shells then they would probably meet others, gain better self-concept along with friends and participate in more campus activities that will keep them on campus more.
anymore...people didn't come? lost interest? etc. we can also see which ones survived and see if people have always chose to go to them...why? and if that's the reason they still exist today.

Subject:
discussion
#11  Topic: My Research Project
visual
data

Author:  Date: October 22, 2009 8:40 AM
Tippy Erin

http://tempest.lib.ilstu.edu/cdm4/item_viewer.php?
CISOROOT=/isuhistory&CISOPTR=545&CISOBOX=1&REC=9

I have chosen a picture from the Illinois State archives of pictures that is an image of Hamilton-Witten and Atkin-Colby dorms. I chose a picture of the dorms because that is how a lot of people define as living on campus, by living in the dorms. Our research wants to study possibly why students living in the dorms leave campus on the weekends to go home rather then stay and participate in activities that go on on campus. With that question, the dorm life is where our research data will focus so the dorm picture is a perfect example of our site. Its important because we can study the activities and programs that happen with in the dorms and also find out the activities and programs that the dorms advertise for outside the dorm. Since students reside here, its easy to hand out surveys and ask questions going door to door, and even observe people when they leave for the weekends.
The ethnographic feedback we can get is why people are choosing to leave and why. We can get direct responses and direct observation can be done. We can notice if the students are driving home themselves, or being picked up by family members...which may be a determining factor in how often a student goes home. We can also find out why a student stays, and what type of student they are such as outgoing and confident, which is typically thought of as the type of person who is active in student activities. The dorm is where a lot of information can be gathered and will be the starting point of our research which will hopefully turn up why students are leaving their "new" homes for a home that they have chosen to branch out away from.

Subject:
Map a
space
discussion  Topic: My Research Project
#10--
Verbal
snapshot

Author:  Date: October 24, 2009 4:40 PM
Tippy Erin

For our research project, the fieldsite is the campus...particularly the dorms. the small portion of our site I choose to observe was the parking lot outside atkin-colby dorms. The most typical thing i saw was people entering into and out of the building when coming and going. I noticeds that the driveway to the dorm is very small and was cluttered with cars trying to maneuver in and out (friday afternoon). An unusual thing i noticed was the amount of the adults waiting in the cars outside the dorm. I saw students coming out and the adults(their parents) greeting them and then helping them to put their things in the car and leave. i got the nevrve to ask one girl if she was going hme and if those were her parents int he car picking her up and she replied yes to both questions. I noticed the same pickup pattern from adults a few more times. the driveway seemed...
loud because all the cars were running while waiting, which told me the pickup was meant to be a quick process. I noticed a lot of people walking around, in groups... these were the people that were not heading to the cars to go home. I asked a group of three girls if they were going home this weekend and they said no and then I asked why not, they said they wanted to party with their friends and that they didn't feel the want or need to go home yet. This observation took part around 3:30 on Friday afternoon. It was a rainy and gloomy day out. I am assuming that the parents are picking up their kids to take home for the weekend and am assuming that they will bring them back on Sunday before class.

Subject: Assignment #15-more data
Topic: My Research Project
Author: Tippy Erin
Date: October 27, 2009 5:55 PM

This is a picture of the kitchen area of Fell Hall from 1910, when it was the first dormitory hall. I chose this because there is some information that we have found in our research that suggest that students go home because the dormitory is not comfortable or "homely" to them. They claim that the dorms are nasty and that the kitchen area they don't like to use because it is nothing but a plain white room with a table and chairs, no color or home kitchen feeling. Therefore they don't do much like cook or bake other than using the microwave to make a prepacked meal they got from the heir rooms. Also, students have claimed they go home for home cooked meals because the campus food is not that great or it is just not like a home meal. These are both possible reasons for why students sometimes go home. This picture is of a kitchen and is very different than the kitchens in the dorms now. Comparing the kitchen in the dorms from then till now along with the foods served, maybe there is information along with how many students are eating in the kitchen on the weekends...more or less now since this picture? Our research question is now aimed at... Can the university make an impact to keep students on campus more, if they have changed the kitchen in the dorms... has that worked? What can they do now to adapt to what the students need?

Our methods so far has been meeting with the dean of students, director of housing, interviews with students, photographs and supporting articles. I think these methods so far are good... we intend to do surveys in the dorms, I am waiting to here back from Barb Dallinger for statistic information which I think will both give us a lot more information. We have found a lot so far that students seem to dislike the dorms that they get tired of the food and that the lounge areas are not well kept or home like... have white paint and chipping furniture. They also don't like paying to do their laundry and often wait to go home to do that or will make a special trip for the day just to do that so they don't have to pay. Students also go home for doctors appts because they like the doctors at home better and find it inconvenient to transfer records and such here. Family ties also has increased over the years, families are closer therefore students are going home more because they have much more ways to keep in contact with home such as texting, cell phones, computers, web cams. the activities on campus that students get involved in or go to seem to depend on the type of event and not necessarily if it takes place on the weekend or weekday. Much of the program targeting is towards dorm students because they are on campus the most since living in the dorms, the RAs plane floor activities and inform the students of upcoming events. The type of student that does not get involved and goes home more is the one that does not make the connection to the university, so housing tries to do the most to make the students feel that this is their home now.
I think that this is all good information and I think that this all falls under the university's impact, and if the students are not engaging there must be a reason. If the reasons can be sought out, the university can make adjustments to try and grasp more students to get involved on campus so that the students feel that this is their home and that all their amenities are here and there is not much need for them to leave...being around more gives them more chances to get engaged with activities that happen on campus on the weekends and programs that they might come to like.

Subject: journal
15-
Topic: My Research Project
Outline

Author: Tippy Erin
Date: November 2, 2009 8:10 PM

Outline

1) Abstract
2) Background/history
   previous research
   history of residential campus and why important
   What our contribution is
3) Introduction
   Our process: Why students go home on weekends question, led to interviews of friends (what we found), led us to define on and off campus (what that means and the different interpretations) and we finally defined it as, led us to ask what kind of programs and activities the university had for students which led to interviews with the dean of students and the director of housing (examples and information found).
   Thesis: Led us to the question of—Is the university trying to impact the reasons residential students go home?
   Abstract/overview of whole paper
4) Methodologies (statement of participants, IRB used-Pseudonames, how got data)
   used surveys, interviews, observations, photos, articles
   predictions we had
5) Housing/dorm information
   Interview with Maureen Blair
   Surveys done in dorm information
6) Programs and activities offered
   Interview with Janet Paterson
   Surveys done information
   Statistics from Barb Dallinger
   Photographs of past events
7) Perspective on why students go homecoming
   Interview with Sally Parry
   Surveys done information
   Scholarly journals of other cases
8) Data and analysis
   What all our data means---themes concluded from every section
9) Conclusion
   What we found
   What the university has done and what they could do, what it means for the university
   Answer why the university cares
   What this means/recommendations for future research and/or the university.
We have not decided on who will write what parts yet, we are meeting this week to decide

Recommendations that I would make to the Illinois State Administration would be to advertise the specialty floors more, I found a lot of students did not know about them. Also, a possible specialty floor that was a good suggestion was an all transfer floor for students who have all transferred from other schools because they are already making a hard adjustment and being on a floor with others who are dealing with the same thing students will more likely be able to bond on that level. Another good suggestion I got was roommate compatibility. It does happen that roommates do not get along and the selection is totally random. It might be a good idea when applying to take a personality test so that a compatible roommate can either be assigned or suggestion when it comes time to pick a room. I got a lot of complaints about having to check in after midnight, it might not be a bad idea to set back the time on that policy because at midnight there are still a lot of people about and things like IDs and keys are easy to be forgotten.

Attachments: ANT 285 final rough draft.doc;

Ethnography is a description of a society, a culture and people through writing. It is the method to which anthropologists describe “otherness”. Anthropologists study other cultures and groups of people in different parts of the world because they want to learn more about the society’s culture and ways of living. To get the best picture possible about the life of the people anthropologists are studying, anthropologists write ethnographies to tell the descriptive story about what they have learned about how the culture functions. I would explain to a Freshman that an ethnography is a story, written in a descriptive manner, about another culture and how the culture’s society functions. It tells about marriage practices, dominance patterns, rituals, traditions, exchange of goods, food patterns and daily life.

Through my research experience, I have learned a lot. I have learned a lot about the university that I did not know prior to doing the research project such as the types of programs and activities the university offers to try and get students involved like “late night at the Rec”. I also did not
know how much the RAs in the dorms were prepared and equipped with knowledge that could help students to become more involved or if the students are having any problems in general. The project also allowed me to interview faculty at ISU, which let me talk to people on a personal level about the university. This opened my eyes to see that faculty at ISU is really concerned about the students which I noticed by the passion in the faculty's voices while they were talking about what things they try to contribute through the university. I also realized that writing and researching about a topic is a very in depth process and requires a lot of hard work. I found that consent and following IRB protocol is something that needs to be done very precisely and accurately, which can be tricky.

Though the process may be long and the work may be a bit hard, the end results off having a conclusion about a topic that has required so much time to find is well worth it. It makes one feel complete that they have studied a problem or topic, put work into it, and then found something that resulted. Ethnography is really interesting and is something that should be experienced by everyone because it is a fun way of learning about something, and piecing things together to come to a conclusion.

Abstract: At Illinois State, student involvement is a major issue because the university's goal is to provide an enriched college experience beyond the classroom. With over 30% of students living in campus housing, it is still observed that students leave campus during the weekends. The purpose of the study is to study why students decide to "get involved" or not by interviews with students and staff, surveys of students, and observations of campus events. Who is involved and who is going home on the weekends can help the university to better learn how to capture the student’s interests to get them involved and want to stay on campus more.

Keywords: Going home, Student Involvement, Family Ties

Attachments: ANTH 285 - Final PowerPoint Presentation.ppt; Final ethnography paper.doc;