About the Author:

Keywords: Illinois State University, Bessa, Anth 285, Community, International Students, I-House, International House, International Studies,

Abstract:

Revised Abstract
Misunderstandings between cultures is a prime source of conflict which can be seen repeatedly throughout American foreign policy. Following the research conducted in the fall of 2006, this study tries to understand how community is developed in I-House and who is part of this community.

This research will investigate Illinois State Universities I-House and international student community. Building from previous research, which found a trend among International students to develop community with other International students, but not with American students. With this research I attempt to find an answer for why this trend is a common occurrence. Perspectives on the situation will include administrative persons of the Office of International Studies and Program at ISU and from International student living in and outside of I-House.

Initial Exercises: Analysis of University Documents

Document 1
from the G-spot web space. @ Ilstu health

http://www.shs.ilstu.edu/hpo/sexual_health/index.shtml

Once looking at the Sexual Health page of the G-spot's web space I found a series of very straightforward bullet points stating some of the concerns dealt with by the G-spot.

- HIV/AIDS and STDs/STI's (sexually transmitted infections)
- contraception (including emergency contraception and condom use)
- ways to make sex safer, more meaningful, and better
- building intimacy in a relationship
- becoming comfortable with your sexuality
• how to talk to your partner about sex
• ways to be intimate without having sex
• other men's and women's sexual health issues

Most interesting, especially when compared to my high school sex ed. class is that the G-spot concerns itself not only with physical health aspects of sex and safety but with emotional aspects of sex. the focus of comfort with one's one sexuality, and communication suggest that the G-Spot is making a judgement of whether or not sexual activity is wrong, but rather focusing on the idea that whatever one's sexuality dictates that they should be comfortable with it and that others should respect their choices and feeling.

Document 2

http://www.internationalstudies.ilstu.edu/ihouse/faq.shtml

For this exercise I am doing a quick analysis of the I-House web space located within the ILSTU parent site. The larger site for the OISP (Office of International Studies and Programs) makes very little sense there is a mission statement and navigation lists. These lists lead to areas of interest which often are pages containing much of the same information that can be found on other pages. The site navigation is extremely confusing as little about the program is explained in a straight forward manner and information is places within pages that it wouldn't be expected to be found. As a result of this I feel that International students who might be unsure of what information they need will wander the site aimlessly not really sure what is needed and where they need to look.

The visual element of the site is also greatly lacking in comparison to the greater Illinois State site. The OISP site's lack of Visual elements makes it look very unfinished. From looking at it one might make the distinction that International Studies and Programs are not seen as particularly important by the university.

(Note) After Speaking with a Study Abroad Program Coordinator that the OISP recognized the layout of the site as a problem and were already planning on its redesign.

Question:

Revised research Question
I will be working toward understanding What resources are available for international students. I plan to investigate what is the goal of the International Student Program at ISU and how the program meets its goals. Part of my research will be aimed at dealing with the problem
of the integrations of International students into the University Culture.
My reasons for conducting this research are varied but mostly because I am concerned that, this may be due to cultural norms outside of the U.S., while American students often seem to be quickly integrated with the cultures of the countries they are visiting, Foreign students seem to have more trouble making social connections that could help them see sides of American culture and attitudes that are not readily available through organized school functions. What I mean to say is that although International students are taken to see American museums and cultural sites, the heart of the American culture lies within what Americans do on a regular basis. Understanding how Americans spend their time, and develop social connections and networks will help international students in understanding how to better communicate with Americans. Hopefully this manner of research will be of aid in an effort to chip away at the all too common, "Us Vs. Them" mentality that limits much social interaction between cultures.

Questions
My initial Question is, what is the goal of the International Studies Program here that the university in regards to foreign learners coming here. from initial interviews I have surmised that there is a great deal of thought and planning put into the way that the Study Abroad program presents itself to ISU students who are interested in going abroad, despite this there seems to be less concern given to foreign students. Although some of the problems as far as this goes, should be handled from the end of the schools that are sending their students here, it is my personal opinion that as a host school we have a responsibility to our guests and to ourselves to ensure that the experiences of foreign learners are culturally enriching and worth while.
The question therefore takes the angle of not only "what is the goal of the study abroad program" but what are the goals concerning ISU students at home and abroad, and what are the goals apropos of foreign learner, respectively, and above all how do these goals compare in intention, and execution.
Beyond this The question must be asked from the other side, "how do foreign learners interpret ISU's attitude toward them," and how this differs from the perceptions among ISU students in regards to their status as international learners.

Final Revision of the Question
After having researched International students at ISU I have narrowed my question once again. Due to the information that I have collected from faculty at the ISU International Studies Office and
among international students I feel that the most pressing question is why are International Students living at I-House, as documented by another EUI student, only building community with international students. According to OISP's "Contributions to Educating Illinois" publication released in 2003, a primary goal of I-house is to promote diversity among students and to...

"contribute to international understanding through commitment to developing friendships, providing cultural learning opportunities, and offering programs which extend these primary goals to the wider university and the Bloomington/Normal Community" (OISP, 11)

In this light we see that the documented trend of I-House community building, excluding American students runs contrary to the goals of OISP.
On the global scale the repercussions of a study such as this could offer some insight on the development of empathy between American and International cultures.

Plan: Plans For the Week of Oct 15

Monday Oct 15 : a) Access Ideals  
b) Read Previous Research  
c) Set interview appointment with 1)V.K. Local Student  
2) R.S. International Student  
3)J.B. Study Abroad Coordinator  

Tuesday Oct 16 :  

Data: Observations  
09/19/07  
Exercise: Practice Observation  
Subject: G-Spot Kiosk

I observed the Gspot Kiosk from a quad bench about 20 yards away. Over the course of the 30 minutes that I watched the Kiosk 14 people had come up to the Kiosk. The Majority, at least nine (although for the first few I did not record the sex of the subject) were female. I only recorded 2 males. Of the 14 People who had stopped by the kiosk I could only confirm that two (one male, and one female) had walked away with literature from the G-spot. 8 individuals (one male, the others female I could confirm walked away with condoms after a brief stop.
1 female was at the Kiosk for an extended period of time (around ten minutes) but this seemed, judging from mannerism, a social acquaintance of one of the individuals at the Kiosk. I cannot report if she walked away with either literature or condoms. 2 females are unknowns as I cannot confirm if they took literature or condoms. My plan for my next observation is to petition James Almeda, peer education coordinator, for permission to spend time at the kiosk and see how students use the available resources.

**Analysis**

I honestly can't give a real analysis of what I was observing other than that a majority of interactions between students and G-spot personnel were brief, and that the majority of people who visited the G-spot were women. Also observed that the only personnel for that half hour were female. Neither of these points are definite as I only spent a half hour observing the kiosk so I don't know if the male personnel showed up later.

**Exercise: Observation**

**Subject: Global Review Event**

I've lurked around the Atkin-Colby basement trying to see if there was anyone in the I-house Office, enough times to take notice for the Global review, I keep coming back to the basement because I seem to miss the guy in the office or always catch him at a bad time, I kind of feel like the creepy guy that doesn't belong in a dorm full of freshmen and try to spend as little time as I can, on top of that the Office is down a turn with a women's room as the only other door. Everyone looks at me when I go to the office. After a few days of doing this I decide, ok, I'll check out this global review, from what I understand these events are part of the I-House experience and they are set up by the I-House coordinators. At this global review I going to see a an ex- CIA agent and a Founder of a Non-for Profit that works in Afghanistan. I'm surprised as I walk up to the old Main room in the Bone center, because I'm not seeing an Asian exchange student at the door, or a student from anywhere else, instead I'm seeing a middle aged American woman whose asking me to take a pamphlet for the League of Women Voters. I'm confused so i ask, "is this the Global Review?"

The Woman says yes. As it turns out this Global review was cosponsored by the LWV and
by the OISP (of which I-House is part). Walking into the conference hall I realize that something doesn't seem right. Instead of seeing students I have come upon a group of over fifty middle aged to elderly people. The few students that I did see I didn't take for international students. Maybe it was the I-pods blasting "The Shins" or the over abundance of Rage Against the Machine T-shirts among these young people, or perhaps the lacking of any accents that didn't originate from Chicago or St. Louis. I was positive that these students weren't internationals.
The truth was, there where no international students there that night. Although the OISP Coordinator who works with I-House was there, and so was the guy from the I-House offices, there were no international undergraduate students that I could readily pick out.

Analysis
I found it strange that, even at Global Review, an event sponsored by I-House that International Undergraduate Students proved to be so elusive, although in the context of the event I am not surprised. Although I found That days Global Review very interesting I also realized that few of my friends, having the option to go have fun would have opted to sit in. Beyond this the cosponsoring group was the LWV, which was a group made up of the elderly and middle aged, it seemed that the prospect of older Americans and college aged International students would be unlikely to socialize. I mean regardless of what we think of international youth, in term of being politically active doesn't change the fact the for the most part young people would still rather go have fun than sit in on such situation unless they have a vested interest.
Thinking back to an interview that I was engaged in with an International Student, I am reminded on how the student had commented that he would like for I-House to do more social things, when I asked how he would feel about co-sponsored events with other RSOs he seemed generally interested in the idea. His main interest, though, was not because he wanted certain topics discussed but rather that he would have liked the chance to meet more American students, and Bringing us back to the topic at hand, the global review seemed to offer little chance for interaction with american students.

Interviews

**Exercise: First Interview & Assignment #12**
Subject: International Student : Sweden

The student lived in an apartment just off campus. Even with my tape
recorder in one hand and my notebook in the other I was not totally comfortable. I had never recorded anyone. The apartment was designed for four people, but only my interview was home. I would have felt more comfortable in a coffee shop, but oh well. My interviewee overlooked the release form for the research. I explained to her the gist of it, and after she signed I turned on the recorder.

She had intoned how different it was being in an American school versus going to school in Sweden. She said she was very surprised by how different it was. When we discussed her social circle here at ISU she said that it was difficult at first to meet people in classes. Contrary to what she was used to in Sweden, at ISU it was more difficult than she thought it would be to meet people in class because according to her once the class was ended students at ISU would run away, indicating that there is a difference in between students attending her school in Sweden and and ISU student in that ISU students did not stay after class to discuss what had been discussed.

I asked her how, then, did she meet people if not from classes. She mentioned that her roommates had introduces her to people, and that from being invited by a friend of one of her roommates to a Hillel (the Jewish Students Union) that she had met people. Though it was not until I reviewed the tape that I realized she had said something very important. SHe mentioned briefly that she had met other international students (this becomes very important later).

We then discussed how it was different here at ISU. She described that things were much more relaxed, especially in the way people dressed. our interview suggested some of the differences between ISU and here school in Sweden including how people dressed down at ISU, and how excited people became over the school sport event. There was definitely a difference between the cultures that I had noticed as she began to describe how she had never encountered the idea of school spirit; people excited over school sports, wearing school colors and shirts.

The interview went a bit longer with what I thought, at the time, was little information. However i noticed that once I turned off the tape recorder and stopped playing the researcher I had a much more enlightening conversation with the interviewee which caused me to notice that I, and many of my American friends did very little with our time. When my Friends and I could have been going to the theater or to and ISU band orchestration we sat and watched TV. After TV we would go to the bars and that was about it.

**Analysis:**
Directly after the interview I was surprised to realize that as an American I did little else with my free time than go to bars and drink
(and never mind what else happened), however after reviewing the tape, much later, that I noticed something that was very important. She had mentioned, only briefly her friendships with other International students. this is very important as it is something that came up in interviews later. An in later interviews I realized that her connection to other international students that I would interview was possibly the element that made my research easier.

**Exercise: Second Interview**
Subject: Study Abroad Program Coordinator
I sat down with J (that's what I'm calling this person) in his office. I wasn't exactly sure what I should ask so we talked mostly about the program itself. During the Discussion explained how the Study Abroad Programs aim was to bring American culture abroad to other nations not only to introduce the culture to others but also to introduce american students to diverse world cultures. This interview introduced me to some of the benefits that ISU's study abroad program offered ISU students. One of these was that the student receives ISU credit while abroad through ISU's exchange program. During this interview it became obvious that although J had a great deal of knowledge about the program, and did have some insight into the experiences of American students abroad however after speaking with I learned that he did not have much contact with International Students and suggested that I speak with the Associate Director of the International Studies Program

**Analysis**
Although I found the interview enlightening for my own interest in the schools study abroad program, I knew that my question, although not fully realized by that time, would be centered around International Undergraduate Students at ISU and not around American students who have studies abroad. However this interview served as a jumping point from which I was able to have a better understanding of how the study abroad program worked, and where I might find the information that would be relevant to my research.

**Exercise: Third Interview**
Subject: Associate Director of International Studies

As I walked to Scheeder Hall at 9 in the morning wondering if maybe it wasn't a good idea to go out the night before, I begin to review many of the questions I would be asking in the interview. As I come closer to the office I become worried that maybe I should have brought the tape recorder, or that maybe I should have written out the questions that I was planning to ask. They were both methods that I
had earlier decided against. I decided against the tape recorder because it seemed to make interviewees uncomfortable as well as myself. I noticed during the last two interviews that the second the tape recorder goes off the interview becomes much more relaxed and I find out much more from the person through simply casual conversation, the only problem there is that it becomes difficult to remember everything exactly as it happens.

When I get to the office the Associate Director has no idea that we were supposed to meet, she checks the computer, and I don’t have an appointment. I tell her that I called before the weekend and that the secretary said she had set it up, but I offered to come back another day. She declined and told me it was alright, because it gave her a way to procrastinate on some other business that, she was worried, would take up more time than it should without resulting in anything. I thanked her and we began, covering several topics.

**International Students: finances, rules, and regulation**
According to the Associate Director in recent years studying in the US has become more difficult for international students. Due to recent increase of national security the US has made it slightly more difficult for International Students to study in the US, mandating the requirements of more permits, and papers, more red tape. In addition to this The Assoc. Director informed me about the financial and linguistic requirements that International Students must meet before they can be accepted into the university.

**Resources for International Student:**
The Assoc. Director discussed how before the International Students come to the university they are sent a pre-arrival packet containing information about health, safety, registration for classes. When the students arrive they are introduced to host families and are given an orientation, along other events that are meant to build community.

**Community at I-House:**
In regard to community at I-House the Assoc. Director seemed genuinely concerned. Because of staffing complications she indicated that she has not been able to concentrate as much time and effort to I-House as she would like. She mentioned that I-house has not, in recent years, been as active as it had been in the early nineties, and that community has not been nearly as tight as it had once been. She felt that a reason for this was the lack of social spaces. According to her the current location of I-House offers large and open communal spaces that are actually designed to be quite study areas. According to her, this is part of the reason that I-House lacks a strong sense of community, because there is no real place for that.
community to flourish. She did indicate that the OISP was working to have I-House moved to another residence hall in the hopes that community spaces in places like Watterson Hall might be utilized to foster the sense of community that I-House once enjoyed.

**Analysis:**
I left the interview optimistic but slightly discouraged, before the interview I had concerns that ISU had been, to some degree disinterested in the social well being of international student, this is a concern for me because studies of social connectedness has shown that people who lack social connection have difficulty in other areas of life. I originally thought that this was the case after having analyzed the OISP web site, and after my initial inter view with the Study Abroad Program Coordinator. However I learned after this interview that as in most cases it is some ones job to be concerned. The OISP is, if fact concerned and aware of the lacking sense of community and is making an effort to remedy the problem.

I was slightly discouraged though, as i became worried that any findings I might stumble upon where already known about to the OISP and thus my research might be fruitless.

**Exercise: Fourth Interview & Assignment 14**
**Subject: International Student : Serbia**

I walked to the coffee house. When I had first approached this student in my class about an interview he seemed uncomfortable. giving me a look that said, stop trying to pick up my girl friend. In retrospect I realize that the young woman sitting with him was not his girlfriend, but he was simply being protective, and that he thought I had nefarious intentions in mind. After having Facebook friended him we worked out a date to go get coffee and have an interview.

I noticed that once we sat down one of the first things he had asked my was how I knew a young woman from Monte Negro. I explained how she and I had randomly met in the library and had had a bit of a decent conversation. He seemed much more at ease.

I did not use a tape recorder this time as I had learned earlier that I am more comfortable without it.

I began immediately by asking him if he had an easy time meeting Americans.

According to my interviewee, He had met a few when he first arrived, and he spoke about his host family. In regards to American students, though he explained that the few Americans who he had met who lived in I-House he was not close with.

When I asked him why, he explained that although he did meet a few American students living at I-House, they never really hung around
long enough to get to know them.
I then asked him who he spent his time with, and what he did socially.
My interviewee explained that usually he and his friends, who he explained were other international students, would usually hang out and watch movies together, or study together. When I asked him where they did this I was surprised to learn that much of the socializing that went on not only happened in the I-House common area but it happened during in the evenings while most of the students where studying, he in fact said specifically that he and many international students would all get together to study in the evenings and this this was were most of the socialization happened.
I was surprised, because this ran contrary to what I was told during my interviews at the OISP. From what this student was saying there was a thriving sense of community at I-House. It just did not involve Americans.
When I asked where the American students were during all of this he said that he didn't know but only that they were never around.

Analysis
As I mentioned, during this interview I learned that there was in fact a strong sense of community not only from my conversation with the student but also from certain other elements. Although he did not say it directly, I noticed that he became much more comfortable after he had learned that I knew two of his mutual friends, one who is talked about in interview one, and the other who is discussed in interview five.
Although I cannot be sure of it, I can make the estimated guess that after we networked on Facebook, and these two mutual friends came up in our Mutual Friends List, that he was able to ask them if I was on the level and that whatever was said he was certainly more relaxed for it. Although it could have been other factors that played in he did ask how I knew at least one of the other International Students and my answer seemed to put him at ease.
Outside of the influence of Facebook this interview had hinted at community in other ways as well. The Interviewee had mentioned that he and the other International Students had visited Chicago and St. Louis together. Initially I thought of these as being like class trips where anyone from a loosely knit group would go, however the interviewee explained that these trips where often organized by host families or by the students themselves and usually the groups were tightly knit.
With this Interview I was beginning to see the importance of what my first interviewee said about other International Students. There was in fact a community and one that I was learning was very tightly knit, but that still did not explain why Americans where not involving themselves in it. I would not be until the next interview when that I
would suddenly have a better idea. The student did mention that he would have liked to see more social events planned for I-House, and responded favorably when I asked how he would feel if I-House had sponsored events with other RSOs.

**Exercise: Fifth Interview**
**Subject: International Student : Monte Negro**

I had met this student only a few days after I had begun my research. Every now and then we would meet randomly in the library and talk for a bit but it was not until after my fourth interview that I could actually set up an interview with this student. By the time I had interviewed this student, who I will call 5, I had a much better idea of what I would try to learn from the interview. Much of this interview mirrored what the student in interview four had said; that the common areas were often used for socializing and that the American students rarely were part of the community that had developed at I-House.

What was most interesting about this interview was 5's description of an interaction with an American student. According to 5 an American resident of I-House had come back to the dorms after a night of drinking while a number of international students where studying in the common area. As 5’s story goes, the American student came into the common area slightly drunk and began engaging the international students in conversation. According to 5 the student was very excited to meet international students from Germany as he was studying German. 5 explained that it was a little odd but that the student was quite friendly, and genuinely interested.

**Analysis:**
The interview for the most part supported what I had learned in interviews with other international students. From the how the community developed to attitudes about how things could be improved this interview was very similar, however the story of the American student struck me. It caused me to analyze my own experiences as a student meeting new people and realized that not only had I done the same thing, but I had experienced the same thing with new acquaintances. I found this very interesting and feel that if research on the community at I-House is continued by myself or others that American student living at I-House should be interviewed to better understand why they are not part of the community and if this is simply a sign of disinterest (which I do not believe it is) or if there are other reasons.

**Transcript of Interview**
Exercise: Interview one & Assignment #18
Subject: International Student: Sweden

Me: Um, So, there's not like specific questions I wanna ask, but how's your here... like so far been, like how long have you been here at ISU?

IS: Um, I've been here at the start of the semester... so its a... I think it's nine week... yeah and I like it, I like it, but I mean it's really different from from the Swedish... I mean I take all my, em ya know, I mean the American culture, I mean it's everything it's new for me not only ISU and the school system so... It's real different, and now I can like realize it because at the beginning, everything was new and everything was so good, and now i'm like, oh my God, it's really a school and i have to study and...

Me: what where some of the things that you noticed where different, like just between American culture and Swedish?

IS: Eh, yes Swedish um, are we talking only ISU or...

Me: Just the experiences that you've had, so at ISU for example.

IS:Yeah I, I mean eh, the first difference is you know at the school is when you read five differnt subjects or more and everything. eh, at the same time

Me: ok

IS: And that could be quite stressful because I'm not used to that so its like, you always get stuck with some new papers and stuff like that, so I don't know how much effort you supposed to, to write in a paper in english, it's hard, ya know, for me. and so, I guess that's the main difference between them, between school systems.

Me: um, do you feel as though you've made connections to students here?

IS: Um, yes I have but i thought it would be easier to connections through classes, but um... but here, like, people go to class and then they, like, run away.

Me: Ok, Ok.

IS: so, yes
Me: Ok. um where... where do you normally, like, have met, like, american students that you are, like have built connections to and have networked with and stuff like that, um how did you end up meeting them... if it was like... cuz you mentioned it was difficult meeting them in classes, so how did you end up meeting... making friends?

IS: Eh, yeah, I dunno, it was different between friends of friends, and um...it's different I mean my roommates here and, I kinda know some international students and um, the Jewish organization you know what they call it.

Me: Hillel

IS: yeah the Hillel and at the, em yeah know, at the bars and, yeah, just yeah.

Me: now are your current roommates are they international students or are they, like, like local ISU students?

IS: eh they are ISU students

Me: ok, ok

Context:
I had met IS at her apartment just off campus. She was the first person that I had interviewed and the only interviewee that I had recorded. IS was a female International student that I had met through a friend who at a meeting of the Jewish Students Union.

What is especially interesting:
I think that I learned relevant information from this interview immediately afterwards. Not because she didn't have any insight that would have helped my research, but rather because my interview skills where not very good. I personally feel at this point that there are some interesting points in her answers. These are when she mentions that she was friends with other international students and with her roommates, however had I been more perceptive at the time I would have asked who she spent her time with, and tried to learn the nature of her friendships. As it is my questions where unfocused and I lost an opportunity for valuable information. If I continue this line of research I will have to interview this student again and ask more poignant questions.

This interview was the only interview where I used the tape recorder. It is the only one because I noticed that while the tape recorder was on, both the interviewee and I seemed to speak as if we had to reach
a certain answer. After I shut the recorder off we sat and spoke, and I had learned more from the conversation than from the interview about how she perceived Americans and American Culture.

Visual Data

Exercise: Analysis of Visual Data
Subject: I-House Common Space
This visual data can be found in the files below titled "Common Space."
The photo shows the common area available to I-House. This area spans the height of two floors, the second floor is an elevated platform. The area is a designated "Quiet Lifestyle" space and is intended for study. I found it odd to learn that not only was the common area a quiet space but that the whole of I-House was under "Quiet Lifestyle Policy."
According to www.llstu.edu the "Quiet Lifestyle Policy" rules are as follows:

1. Quiet hours*: 7 p.m. - 10 a.m. weekdays, starting at 7 p.m. Sunday and ending at 10 a.m. Friday. Courtesy hours all other times.
2. Any noise (that is, stereos, televisions, radios, talking, etc.) must be kept at a level that cannot be heard by neighboring residents. Noise that is prolonged (30 seconds or more) and/or blatant (noise that enters another student’s room) is a violation of the policy. At the beginning of each semester resident assistants on all quiet lifestyle floors will meet with floor residents to explain enforcement of the quiet lifestyle.
3. With the approval of three-fourths of the floor residents and the residence hall coordinator quiet lifestyle floor lounges may be used for two group functions per semester.
4. Three quiet lifestyle violations will result in removal from the lifestyle.

It is felt by the administration that this space is not conducive to social interaction as it is a quiet space within private spaces that are under "QLP." Administrators interviewed at OISP expressed that these policies make it not only difficult for large groups of students to socialize in the common space, but because the policy extends to all of I-House students cannot use their rooms for larger group gathering either.
Initially I felt this this was a problem, but after interviews with international students I learned that there is actually a great deal of socialization that happens in these common areas. According to one student many international students use the common area to study in a social environment where they may help each other study or just
Reflections

Exercise: Reflection on the Moodle assignment #19

I have thus far found it difficult to arrange interviews with international students. I have tried to go to I-House but once on the floor I am confronted with a quiet dorm floor, and I really don’t feel comfortable knocking on the doors of unknown student and asking them to sit and talk. I keep getting Images of someone who barely speaks English opening a door and giving me a "you’re crazy" look. It is a little intimidating because I don’t feel comfortable just walking into I-House, as a twenty-five year old, I don’t feel comfortable walking into a dorm in the first place. However I will have to find international students somehow. I have already sent messages on Facebook to friends that, I feel, might know some international students. Also I will hopefully talk to the student from the first interview again, as the student will definitely know other international students.

Thus far I have still not been able to access the Ideals site and therefore have not had full access to the earlier research conducted on I-House. I feel that if I could access this research I would be a little further ahead and have a better idea of what questions I could be asking. As it stands now I have only interviewed one International student and two OISP administrators. I feel that I should interview a few more International students from I-House to get a clearer picture of what life is like for international students.

The place to start would be the two students from my class, I don’t know if they live at I-House, but they are international, and the class is a bit more neutral than walking to their dorm door and knocking on it.

I feel that for future interviews I will continue to take notes and not use the tape recorder. Although I can gain more accuracy with recorder I tend to have more relaxed and enlightening interviews when I am just taking notes. This may be my own fault as I feel under pressure to not engage in conversation with the interviewee while the recorder is on. but I feel that the interviewee is also put under pressure in the presence of the recorder and therefore does not speak as openly as when I am taking noted and engaging them in conversation.

Exercise: Situating the Project, Assignment #23
Since this country's advent there seems to have always been a strong anti-intellectual, Anti-everybody else/Pro-American attitude that has always seemed to permeate the culture. This may have started when Noah Webster rejected European education and created the American identity or it could have happened later, what I am sure of is it has become more noticeable after 9/11. To often have I heard Americans say the the U.N. should not try to tell us what to do, despite our insistence on being a global player we don't yet recognize that our actions have often had noticeable consequences for the international community. Thus I feel it is important for institutions of higher education, to promote cultural diversity. By promoting cultural diversity, universities may help Americans understand in a meaningful way how valuable the various cultures of the world are, and how our actions effect these cultures. Ideally through diversification the university might build empathy and help bridge the gap between Americans and the rest of the world.

**Archive Data**

**Exercise: Dipping into the Archives, Assignment #21**

The file (it is located in the files section) was taken from a document in the online Archives http://tempest.lib.ilstu.edu/index.php . The document discusses on campus student organizations during 1966. and briefly mentions that there is an international club. This tells us two things.

One, that Illinois State allowed International student to attend in the 1960's, but this is not uncommon as universities have always welcomed foreign learners. It also tells us that there were at least enough International students to have a community, as opposed to one or two individual students. Granted that this community may have been small, it was still there as a student organization.

**Discuss:**  

**Rough Draft**

**Title : Take a Picture : Foreign Learners at Illinois State University**

**Intro:**
American Culture has a long history of anti-intellectual attitudes, however my optimism suggests the trend seems to be changing as an increasing number of college students are becoming involved in Study Abroad and Student exchange programs. As the doors of the global communities have become increasingly open to American student so to have the doors opened for Foreign Learners to come to America.

I began my research after having read reports of international students finding it difficult to integrate into the culture. Although I
could not express it at the time, I felt somewhere that this was in some way a problem.

Previous work in this field through EUI have primarily dealt with the experiences of American students Abroad and with the Administrative processes of ISU's Study Abroad Program. Although I do not have access to it I am aware of one EUI project that looks at the experience of international students, and how those experiences shape the perceptions of international students toward american culture.

Over the past semester I have picked up in the same direction while at the same time going a step further and trying to understand how the University assists international learners in reaching their goals.

Data:
Hard numbers:
Steady increase in the percentage of international in total enrollment starting at 8.5% in 1995 to 14.6% in 2004
Undergrad internat. represent about 7% of total undergrad while 37% of grad. at ISU are International

Resources:
I - House offers a place for international students, where they can be in contact with other international students along with American students who are interested in international life. Offering Community spaces and events I-House offers a social outlet for international students who have not yet built connections at ISU.

Goals:
After having spoken with a coordinator of the ISU study Abroad program it was brought to my attention that, my belief that the university should help international students integrate into the culture was actually very biased. Through interviews I have learned that it is often a goal of not only some student but their respective parent countries to keep from integration into the culture. In these cases schools of the parent countries encourage their students abroad to socialize with other students from their countries. In these cases, I-House would ideally provide a space in which these students could meet with each other away from the general population of ISU, where they are free to express themselves in a safe place.

Beyond this there are many students for whom integration is not important, though they may not be adverse to it, while some students may feel that it is very important. These goals are important when understanding how I-House is used by the international students.
Obstacles:

there are a number of factors that factor in as stressors for international students.

as it stands international students, who are not part of an exchange program, must be able to prove that they have over 30,000$ available on hand, before they can study at ISU. This financial burden would pose a difficulty for any student from a less affluent family or for students from less affluent countries.

International students then must struggle with the language barriers. and although the University does offer english language courses, these courses are often not part of the curriculum the the students chosen field of study.

The culmination of these two issues could create a situation in which a student must take the choose between taking fewer hours of required courses, or take the normal amount of required courses and additional english courses while trying to find time to hold down jobs. This could leave the student with a schedule that offers little time to experience the aspects of the study abroad program that might be important to them, such as learning about the culture.

The location of I-House is in itself its own problem, according to Study Abroad Program Coordinators, I-House currently lacks a sense of community. It is felt that a reason for this is because there are no functional community spaces at the dorm where I-House is located. The spaces that are available are a large shared spaces that are actually meant for quite study. Although these spaces can hold many people, my personal experience with these spaces have informed me that students will often prefer to use their rooms with their close knit networks. The use of rooms tends to create a barrier to social interaction that results in the creation of new social connections

Perceptions:

Having spoken with several international students it seems that they perceive American students at ISU as uninterested in global events. This is typified at the I-House Global Review nights where there are very few american students. Also these Perception stem from the feelings, of international students, that American are uninterested in welcoming them into the culture and uninterested in the stories of outside culture.
Global Implications:
As the modern world becomes increasingly globalized, we see in a microcosm at ISU that, from an official standpoint, we make sure that we are culturally sensitive to international cultures through policy. Even the obstacles of I-House, I was told by Study Abroad Program Directors, are being remedied as there are plans to relocate the ISU I-House to a residence hall that will provide optimal spaces, for international students to feel not only safe, but also offer them interaction with the culture (smaller communal spaces with international and US national students. However, the current practices tell a different story. Although our policies consider our guests, we still see that practical application leaves international students feeling that American culture cares little for them. This happens not only because of our general disinterest but also in the way that the resources with which we profess to show consideration are often inadequate, ill thought out, and pose difficulties for people who are new to the culture and its norms.

EUI Links:
Previous student research

Study Abroad and the Creation of Global Citizens: American Students


This student's research investigated how Study Abroad helped to create "Global Citizens" and "what kind of experiences and emotions" helped to achieve the goals of creating "Global Citizens." The student focuses on the experiences of American students in Britain, in comparison to those who have studied in France, during the post-9/11 environment. The student hypothesizes that the varying opinions of the British and French nationals, would vary greatly in regards to America's actions with the post 9/11 war. The student states that because Britain supported the US overseas, that British students would voice their disagreements to American students less aggressively, while French students would be more aggressive in their opinions because of France's open disagreement to the war. These varying degrees of aggressiveness will greatly influence, according to the researcher, how students perceive other cultures. From the student's interviews, the student speculated that attitudes and home toward other cultures and toward the nature of debate, made it difficult for both of his interviewees to integrate into the cultures. He discusses some reasons why this might be happening but in the end, the student admits that the sample is far too small to
make any conclusive study. Reading this report has encouraged me in my endeavor to study similar concepts but from the point of view of foreign learners at ISU. I feel that I will have similar results, but first that I must take into account the goals not only of the Study Abroad program in regards to Foreign Students but also the goals of these students as they study abroad.

**Analysis of International Admissions at the University of Illinois as an Activity System**


This project concentrates on the admissions process. The format of the report is very straightforward offering statistics, with charts and graphs, of how many International persons are at the university. The statistics place the number of international persons between 13% and 14%. The research then goes on to explain some of the financial, social, and educational requirements that are placed on the international person at ISU.

How the tools and requirements effect international persons at ISU is further investigated through interviews with faculty and International Students. The study is directed primarily toward the institutions and resources of OISP, and how these burden international students ability to become enrolled at ISU, and shows concern that international students might get the short end of the stick.

**The experiences of international students at ISU**

http://www.ideals.uiuc.edu/handle/2142/1831

I felt that it was necessary for me to discuss the abstract for this document, as it deals directly with topic I am currently researching. I feel that this is an excellent direction to follow up in as it has helped my narrow one of the parameters of my question. I suppose I can say that the abstract showed me a better way to ask one of my questions.

After taking into account the goals of both Foreign students and the Study Abroad Program, how do Foreign students perceive American culture, and is this perception what the Study Abroad Program would like it to be, is it what the Foreign students expected it to be before they came to the university, and is the perception that the Foreign students are leaving with what we as Americans would like it to be?
Reflect:

Recommendations: My recommendation to the university are outlined in the final paper.

I feel that there is reason to believe that the American student rooming at I-House cannot be simply described as uninterested. Instead, from comparing the descriptions of the actions of American students (given be international students) to my personal experiences with social interaction (this includes my own actions and the actions of others), I suggest that American students are simply involved in social connections and responsibilities that they have established in previous semesters. However this would require further research into the social connectedness of American students living in I-House. If it is the case that American students living at I-House are simply too busy to be involved, then the university must find another way to encourage diversity. My recommendation is for the coordinators of I-House to give I-House residence a chance to get involved in the interests of American students by cosponsoring events with RSO’s at the university.

By co-hosting events that include the organizations of which American students a part, opportunities may for interactions and diversity may open. These events should include some active element that incorporates teamwork, cooperative skill, and possibly group learning. Incorporating these elements would be beneficial as they will push students, American and International, to interact in a meaningful way.