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Title: The Reality and Multiculturalism of ACES Study Abroad
About the Author: I am a freshman majoring in Agribusiness Markets and Management in the College of ACES at the University of Illinois at Urbana-Champaign. This is a first time that I conducted an ethnography project. I enjoyed the process of it and learned a lot; not just the whole campus but also how individuals’ perspective and their cultures different for others on campus and around the world. I want to work on this project is for various reasons. First of all, being a student of College of ACES, I really want to find out more about my college. Also I want to study abroad to seek experience toward my major as well as to learn about different cultures from different countries.
Keywords: ACES Study Abroad, the reality of studying abroad, multiculturalism, heritage, cultural differences
Abstract: Throughout of research project, I discovered many issues that are involved in ACES Study Abroad programs. In order to do my project, I interviewed the Dean of the ACES Study Abroad, analyze the texts of ACES studying abroad, survey couple of students, and search some related information from the IDEALS and UIUC library. After all these methods I have done, I was able to write my research paper with tons of information on my hand. I divided my paper into six different parts; introduction, cultural diversity and multiculturalism of studying abroad, family issues/background of study abroad, cultural differences, finding one’s own heritage when study abroad, and conclusion. After the research, I found out that the mission of ACES Study Abroad Program is to help students for global citizenship, guiding them to a greater understanding of world and domestic cultures. ACES Study Abroad also
increases the sense of multiculturalism for the students by providing many different countries for students to study abroad. I also found out that most of the minorities, especially African American students are not able to study abroad due to their family financial problems and their parents’ conservative thinking that studying abroad is not safety and it is big step to let theirs to study far away from them. After this project, I investigated that some students don’t want to study abroad because of cultural differences and barrier. They are afraid of that they do not know how to communicate with other people whose cultures are completely different from them. Also most of the students tend to study abroad to a place that is not too foreign them. They want to study abroad at a place that they can find their own heritage.

Initial Exercises: Journals

Week one Journal

I read couples of ethnography papers and one interests me is “Cultural Mapping of Dorms” by Juan Pablo Herrera- Urizar & Josh Myers. In this paper, they tried to show the audience about the social and cultural mapping of the dormitories at Urbana Champaign. In doing so, they both interviewed the RD of FAR and other students of various backgrounds from the dorms. They believed these interviews would help them to get the different perspectives about the cultural and social mapping from each person they interviewed. In their paper they state that the dorms have unequal distribution of students because of the race and ethnicity. They also urged that Six-Pack has higher population of white students compare to the FAR and PAR which have more international and minority students. I agree with what they said because I am living in FAR and there are actually more international students than the others. After I read their paper, I learned a lot about the dormitories in the campus. I also got the actual meaning of the word “ethnography.” At first I have no idea what this word means because I haven’t seen it or used it in my life. These two students were really descriptive on their paper. They listed out the questions to survey students to make their paper stronger. They also took a picture of FAR dining hall of two students sit in the table. I
believe they tried to show the segregations between students. Another ethnography papers that grabs my attention is “Ethnography of the University of Illinois the Admission” by Kathryn Flint. In this essay, the author tried to show if the Admissions Department at the University of Illinois has upheld its original purpose of admitting students due to the changing demographics over the years. The author listed out a lot of reasons to show that U of I has continued it the path of its original purpose. Flint state that there are a lot of applicants each year and the need for stricter requirements has been needed. And as the admission of U of I is becoming stricter, it created a problem regarding admission criteria for potential incoming students. Flint used the points like class rank and high school performance to show how the Department of Admission determined the students' admission. Flint interviewed with Abel Montoya and they concluded that the class rank is primarily a big factor when considering a student' status, but nothing is set in stone. I agree with that because I believe class rank shows your level of intelligence. In this essay, I learned a lot like how U of I continue its original mission and how Flint used previous evidence to support her claim. I can see how much work that Flint put on her essay. She created an individual title page and table of contents. She listed out all the interview questions and the references she used. Her essay is so organized. By looking and reading her essay, I got an idea of how ethnography should looks like.

Week Two Journal

After I finished the activity of racial classification, I found out that it is hard to classify people’s race by looking at their physical appearance. Out of 20 people, I only got 8 people that matched with the right race. Out of the 5 different races, I did pretty well on the blacks. I guess because they all have same kind of hair which it is easy for me to identify their self-identity. According to the video "Race Power of Illusion," it states "Physical difference don't make race." This quote supports what I said above that it is really hard to determine people's race just by looking at their appearance.

This activity gives me a sense of power toward the different races. It could tell where somebody is from and what their culture is. In the conclusion of this activity, a statement that rings true for me is “But it can tell you who is being discriminated against and who lacks certain opportunities.” This is a strong and true statement that I believe it is still applies to this world today and throughout the history. There are still people who are being racism. Sometimes people discriminate at you just because you are different race from them. Also you would
have less advantages or benefits if you live in a foreign place. From the reading “Models of American Ethnic Relations: A Historical Perspective” by George Fredrickson, Fredrickson states “The first immigration law passed by Congress in 1790 specified that only white immigrants were eligible for naturalization. This provision would create a crucial difference in the mid-nineteenth century between Chinese “sojourners,” who could not become citizens and voters, and Irish immigrants, who could.” This passage shows the segregation between the difference races. Notice Fredrickson uses the word “specified” to help the audience understand how race shows our ethnic hierarchy. This means that different race of people should place of on the different level of the ethnic hierarchy.

Week Three Journal

Browsing through the links to UIUC had given me tons of information and ideas about the ethnography project. There are a lot of issues to talk about within the university such as different ethnic clubs, diversity programs, etc. It is hard to say which one is more interesting to me since I am not coped with the environments around U of I because I am a freshman. However, when I was browsing the websites, one thing grabbed my attention was the diversity research and opportunities in different colleges like college of agricultural, consumer and environmental sciences and college of engineering. This gave me an idea of how I might work on my ethnography project. I think I am interested in investigating information from different colleges to find out their diversity programs. I think it is kind of too broad to talk about it. I might narrow it down to make it more concrete. I might talk about what race or ethnicity would more likely enroll to which college and which colleges offer diversity programs and scholarships to increase their cultural diversity in the undergraduate student body. I think it is interesting to find out which college has more Whites and which college has more Asian or African-American. I try to find out that if all the colleges in U of I shares equally race or not. I am not sure what I was saying above that could form an ethnography project.

Week Six Journal
Reading the document of “Nondiscrimination Statement” gives me a feeling of comfort as well as it highlights the sense of hope toward every ethnic group. In this document, the University of Illinois declares to us that discrimination should not be allowed in any place in the campus. The author of this document uses the words like “race”, ‘color”, “religion”, and “sexual orientation” to show us the misery of being discriminated against each other. The word “discrimination” or “race” guide the audience to feel sadness and anger because these two words connotes deception, slavery, injustice, bombard, pressure, and poverty. The author addresses to us that this kind of action should be stop. The author’s choice to use the word “nondiscrimination” for the title is to help us understand that everyone in this society or in the campus is created equal. The word “nondiscrimination” connotes happiness and freedom. At the beginning of the document, the author uses the phrase like “academic freedom, equality of opportunity, and human dignity” to create an atmosphere of hope toward everyone in the University. For example the word “equality” gives us the feeling of content because it connotes hopefulness and emphasizes the idea of “all men are created equal”.

**Question: Research Question:**

This project will discuss how the College of ACES increases their cultural diversity through program of study abroad. I will talk about how the College of ACES uses this program to show how multiculturalism of studying abroad creates a college environment that values differences among students. This project also discusses the requirements and benefits for studying abroad as well
as how individuals gain variety of different cultures from different places. I will also talk about the people in term of ethnicity tend to study abroad and to what country. I will discuss about the students’ interactions with people from the host country as well as their opinions on the host culture and their own culture. In addition, I will talk about how the cultural differences play a role in shaping students’ experiences.

Plan: Research Plan:

♦ I will set up an interview with the Dean Andrea Bohn who is in charge of ACES Study Abroad Program to discuss about the university-wide study abroad requirements, the difficulties students face abroad, and the activities organized by ACES.

♦ I will set up another interview with my friend who studied abroad before to talk about her views of studying abroad and how did studying abroad help her to enhance her knowledge toward the place she studied.

♦ I will also plan to analyze official University documents on WebPages. I will browse the ACES Study Abroad Program website to investigate more information about studying abroad. I will go to the ACES Study Abroad Office to get some of the brochures to analyze the information.

♦ Finally I will survey couple of students in my dorm to get their perspective toward studying abroad.

Data: Research Reports
Interview with my junior friend:

I called my friend Amanda to see if I can conduct an interview with her. Luckily she was able to spend time with me to discuss about the trip she had last year. So I made an appointment with her and decided to meet at the Café Espresso on the campus. The interview was about a half hour. Before the interview, I planned a list of questions to ask her regarding the stuff she experienced while studying abroad. The questions are as the following:

1. What’s your major?
2. Where did you study abroad?
3. What made you want to study abroad?
4. How did you feel about it?
5. What did you learn?
6. Can you tell me more about the culture of the place you studied abroad?
7. How did you interact with the foreigners?
8. As the result, how did studying abroad help you toward your college education?

I asked the questions one by one and my friend tried to remember the events or experience she encountered during her trip. She described her progress of studying abroad with much information as she can remember. Her major is food science in the College of ACES. At first she didn’t know everything about studying abroad or she hasn’t thought about it because she has trouble leaving everything behind and thinks the price of it is just too expensive. However after
she declared her major as food science and she found out about the ACES Study Abroad Program, she changed her mind about studying abroad. She became more interested in studying abroad. So she went to the ACES Study Abroad program and realized that it is a best resource to look for when she wants to study aboard.

After all the information given by the ACES Study Abroad Program, she then decided to study abroad in Barcelona, Spain. She told me she wanted to visit Barcelona for a long time since high school because she watched couple TV shows that were introduced Barcelona. She wants to know about the culture and people’s eating habits from Barcelona. She told me there were about thirty people who studied abroad with her. Within this amount of people, half of them are Whites. There were about four Asians and the rest were Latinos. This information shows Whites are more likely to study abroad. She was happy and exciting about the trip because she made couple of friends while experiencing new cultures at the same time. She also learned a lot from Barcelona and gain a lot during the trip. For example she learned that Barcelona is a very international city. They had a lot of tourists coming to visit. The people in Barcelona consider themselves as Catalan, not Spanish. They speak two different languages, Catalan and Spanish. The food they eat is traditional, and a little salty than what she ate before. Their eating periods are different too. They eat their dinner at 9PM. She also found out that Latinos and Whites speak well Spanish. Since she is the foreigner to Barcelona, she doesn’t really know how to interact with Spanish
people. She told me the Latinos and Whites were usually translate the language for her. She told me that the trip is not completely related to her major, but she actually enjoyed the trip because she learned about the culture of Barcelona and increase her communication skill.

Near the end of the interview, my friend asked me to study abroad and tell everyone about how helpful and fun studying abroad is. She told me that study abroad will expand our knowledge about certain things that we never know before and open our eyes as well as extend our view toward the global issues. We will become more confident with ourselves because study abroad strengthen our knowledge to the point where we are capable to speak about what we had learned in front the large group of people, telling them study abroad can enhance our leadership skill as well as our communication skill. We can also engage the networking with other race of people which makes us be more united and eventually there will be less isolation or segregation between different races.

**Interview with Dean Andrea Bohn of ACES Study Abroad Program:**

I made a phone call to the office of Studying Abroad and booked an appointment with the Dean, Andrea Bohn on Thursday at 11 AM. Before the appointment, I listed several questions about my project, prepared to ask her. The questions were:

1. How does the College of ACES encourages students to study abroad?
2. What are the statistics for the studying abroad?

3. Do you know anyone felt regret of study abroad and who were they?

4. I know there are many countries for students to study abroad, what country would be most likely for the students to pick?

5. What is your ethnicity?

6. Did you study abroad before? If so, where did you go?

   The office of Andrea Bohn is located at 109 Mumford Hall. When I got there, I introduced myself to her and told her the purpose of this interview. I told her that my Rhet 104 class required us to conduct an Ethnography project and I decided to work on the ACES Study Abroad, trying to find out the multiculturalism of the studying abroad and how students learn about different things from the program of studying abroad. As we sat down to begin the interview, I told her that how much I appreciated her participation. Then she said that my topic is interesting and would be pleased to help me out with everything she knows.

   I asked Andrea to briefly describe the steps for applying to study abroad. First of all, she told me the mission of the ACES Study Abroad program is to prepare students for global citizenship and guiding them to a greater understanding of world and domestic cultures as well as to build up their knowledge toward their majors. Then she pointed out that there are several of steps that student need to do when applying for studying abroad. Students should plan ahead and here is how to prepare:
♦ Visit a study abroad fair at the Illini Union

♦ Go to the Study Abroad Office reference room in 115 to get more resources and decide which place you want to study abroad.

♦ Meet with Dean Bohn in 109 Mumford Hall to talk about your plan, application, and scholarship opportunities.

♦ Talk to students who have already studied abroad and talk with family and friends to get their support.

♦ Apply for a passport or have your old one renewed.

Later on in the interview, she told me that the College of ACES increases the diversity of studying abroad through a course of ACES100, send out emails to the ACES students, and Study Abroad clubs to recruit people. As a student of ACES, I took ACES100 last semester. This course gave me a fundamental knowledge of what College of ACES really is. I remember one of homework in this class was a paper about studying abroad. I faintly remember that I wrote something about a place that I wanted to visit is Japan because I like to shop there. I also like their food and how their culture is kind of similar to my own culture. Andrea said that students like to travel abroad to a place where students able to connected to; like their cultures similar to the place they choose to study abroad.

As the interview moved along, I mentioned a topic about the statistics of the studying abroad where I was very curious about for this project. Then she got up her seat and went to her computer, trying to pull out the statistics for me. After a while, she finally found a sheet of statistics that she thought might be helpful to
me. When I was scanning through the sheet of statistics, I was a little disappointed because I cannot find any statistics about the ethnicity. Then I asked her if she has any statistics about the races who studied abroad before. She told me that they don’t collect ethnicity data. She informed me that University Study Abroad Program located at International Studies building on the campus may help me out if I really want know about the statistics of ethnicity. However, the sheet she gave me contains a lot of different statistics of study abroad. It has six different tables with different categories of statistics. For example, the first table shows the study abroad statistics by department. From this table, I can see the department of Animal Sciences has the highest percentage which is 37.3% out of the seven different departments in the College of ACES. Also the study abroad statistics by destination table shows Europe has the 48.6% which considered the highest out of other countries. In addition, I found out the female in the University are participated more than male. About 72.6% of female were participated in study abroad in year 2006-2007 whereas only 27.4% of male were joined.

Although Andrea doesn’t have any statistics to show the ethnicity of students who studied abroad before, she was able to tell me that Whites, Asians, and Korean are the most frequent race for studying abroad through her experience. She also told me that there were few African American were joined the study abroad. She told me the reason is not because they are not interested in study abroad, but because their parents don’t let them and don’t have enough fund to
afford them. Usually African American students are the first family member to go to college and their parents think it is a very big step to let their kids to study abroad. Andrea said that there is not enough scholarships to offer to every student and that eventually become a problem to recruit students to study abroad because most of students cannot afford the expenses of studying abroad. She also talked about how there were two White students came to her office complained about their trip. She told me those two students felt regret to study abroad. One of the students was a male American said that he hated it because of the culture differences. Another female American went to Spain for two weeks and became homesick. This information guides me to understand not every student likes to study to abroad and each student has their own reason. Well, I think it is really depends on whether you pick a right place to study abroad; a place that would be fun for you and easy for you to adapt the culture shock.

Near the end of the interview, I asked Andrea two questions such as her ethnicity and the place she studied abroad as my closed end questions. She told me she is a White Caucasian. As a child, she lived in Germany and move to India when she was a teenager. A place she wanted to study abroad was America. She loves America very much especially its culture.

Throughout the interview with Andrea, I obtain a lot of information about different aspects of studying abroad. I believe the information she gave me is very helpful for my project. Also at middle of the interview, she told me the University Study Abroad Program may have the statistics I wanted. So I went to the International Studies Building and a student who works there gave me a small booklet that has some statistics about the studying abroad. Here are the statistics that I think is very useful to
my project:

Some statistics of Study Abroad of College of ACES

Study Abroad Statistics by Department
Department

Year 04/05

Year 05/06

Year 06/07

Agricultural and Biological Engineering

5.10%

1.90%

2.90%

Agricultural and Consumer Economics

22.30%

27.40%

24.20%

Animal Sciences

29.40%

35%

37.30%

Crop Sciences

2%

1.50%
Discuss: The Reality and Multiculturalism of ACES Study Abroad

Introduction:

College life is full of exciting and challenging opportunities for students to gain more knowledge. One of most anticipated programs is studying abroad. This program is another effective way for students to learn that they wouldn’t able to find out from the books. It is chance for students to experience what real life is. The phrase “study abroad” reveals the intention of students to gain knowledge outside of their own country and study in a host country. ACES Study Abroad program is a best resource to look for when students want to study aboard. It helps them to understand that study abroad isn’t that hard because ACES Study Abroad program will support them with their best services. Before I haven’t search the information from ACES Study Abroad program, I was concern about all the expenses, safety, and worry about whether I will graduate on time. However, ACES Study Abroad program from College of ACES is able to solve all these problems. It provides scholarships to cover more than half of your expenses. Also you will graduate on time because most of the travel experiences don’t have to be a year or even a semester and you can earn credit while abroad. In addition, you can buy travelers insurance through the University. Most of the trips are led by faculty and you will have the information about how to stay safe as well as you will given shots if necessary.

The mission of ACES Study Abroad is to prepare students for global citizenship, guiding them to a greater understanding of world and domestic cultures. ACES Study Abroad encourages the students to share that understand with theirs host
abroad and communities at home, so the students emerge wiser and more engaged citizens. ACES Study Abroad also increases their cultural diversity and multiculturalism by providing many different countries for students to study abroad. College of ACES uses this study abroad program to create a college environment that values differences among students. ACES Study Abroad program then uses the booklets, brochures, emails, and class presentations to encourage students to study abroad to increase their sense of multiculturalism. However, study abroad is not completely suitable and comfortable for all the students because of the various issues that involved in studying abroad such as the cultural differences/shock, family issues and lack of funding due different race privileges. Therefore ACES Study Abroad tries to encourage to students to broaden their cultures by learning others’ heritages and cultures in different places or take some classes that related to your destination before study abroad, so the students will be more multicultural and engaged global citizens.

**Cultural Diversity and Multiculturalism of ACES Study Abroad:**

Internationalizing the US social work curriculum with programs of study abroad is an effective method to develop students' awareness of the importance of global interdependence and increase multicultural knowledge (Faurchild, Sherry). ACES Study Abroad Program provides 34 programs in 15 different countries for students to explore as well as to strengthen their international experience and increase multicultural knowledge (ACES Booklet). This offer guides the students to understand the diversity of studying abroad and give the students a
chance to learn more about other cultures while learning more about their career interest. Studying abroad is a lifetime experience. Students not just improve the foreign language and communication skills, but also learn how others live, what values they hold and why. According to article called “Study abroad and the creation of global citizens - American students in Europe post 9/11,” the US is in need of citizens that are sensitive to languages, traditions, religions, morals, and values of cultures other than their own and the only way in which institutions can promote this sensitivity is by providing undergraduate students with the opportunity to study abroad (IDEALS, unknown author). A student named Stephanie Lukas says “Spending time abroad can be an incredible learning and growing experience. You learn about a new land, new people and new cultures, and along the way, you learn a lot about yourself” (ACES Booklet). Also my junior friend named Amanda says that she enhanced her leadership skill and communication skill as well as host cultures after studied abroad (Kong). Another student named Carl Winch said “It was an experience that I wouldn’t trade for anything” (ACES booklet). This implies that students are very enthusiastic and passionate with studying abroad and shows how it increases students’ learning ability toward their education and their sense of multiculturalism that makes them different amongst other students. For example my friend Amanda told me during the interview with her that she feels more globalized than other students. She learned something that she never experienced before. She learned that Barcelona is a very international city. They had a lot of tourists coming to visit. The people in Barcelona consider themselves as Catalan,
not Spanish. They speak two different languages, Catalan and Spanish. The food they eat is traditional, and a little salty than what she ate before. Their eating periods are different too. They eat their dinner at 9PM. She also found out that Latinos and Whites speak well Spanish. Since she is the foreigner to Barcelona, she doesn’t really know how to interact with Spanish people. She told me the Latinos and Whites were usually translate the language for her. Although this trip didn’t really related to her major but she was able to learn about the cultures of Barcelona. Due to experiences that Amanda encountered in Barcelona, Spain, she is obviously increased her cross-culture communication skills and became multicultural.

The locations for the students to explore are diverse such as Norway, Germany, France, the Netherlands, Brazil, Israel, England, Korea, South Africa, Portugal, Honduras, Japan, Greece, Argentina, and the Caribbean. ACES Study Abroad Program also provides semester programs, summer programs, and Internship programs. Students are able to choose either one of these. Also currently the top ten destinations to study abroad are Spain, United Kingdom, Italy, France, China, Australia, Austria, Germany, Brazil, and Ireland. Study abroad is a very popular program in the United States. The number of U.S. students who study abroad continued to grow in 2005. It increased 8.5 percent over the previous year. Also most popular destination for students enrolled in American colleges is Western Europe and the top four choices were Britain, Italy, Spain, and France (McMurtrie, Beth).
Also according to the statistics that I got from Andrea Bohn during the interview, the number of ACES undergraduate students who study abroad increased dynamically. 188 students studied abroad from 2003 to 2004 compared to 263 students from 2005 to 2006. In addition, the department of Animal Sciences has the highest percentage which is 37.3% out of the seven different departments in the College of ACES. The statistics show Europe has the 48.6% which considered the highest out of other countries. The female in the University are participated more than male. About 72.6% of female were participated in study abroad in year 2006-2007 whereas only 27.4% of male were joined.

Spain, Germany, Europe, and France have been the popular places for students to oversee in the College of ACES (Bohn). Almost half of the emails that Andrea sent out to the ACES students about studying abroad were going to the Spain, Germany, and France. The Dean Andrea Bohn usually encourages students to study abroad by sending out emails to the students. She believed it is most convenient and effective way to inform students about the study abroad program. I think it is true because I always open her emails when the subject says “College of ACES” which I often assumed it is the important message that my College sent it to me. So I will read the email without any hesitations. In the emails, Bohn usually discloses the realities and benefits of the studying abroad to promote the program. She wants students to understand the truth of the studying abroad. The emails typically state “many classes abroad fulfill graduation requirements and some students study abroad 2 or 3 time and still graduate in 4
years. Financial aid and scholarships are available too! You can stay in touch with family by phone and make new friends abroad! In today’s global market, having meaningful experience abroad makes you a more competitive applicant and makes you different from others due to the cultural knowledge that you gained when you study abroad.” I think this is an efficient way to help the College of ACES to increase the cultural diversity of the study abroad.

Another effective way to increase the cultural diversity and multiculturalism is through a class of ACES100 (Bohn). College of ACES created this class to help all the ACES students to understand the fundamental knowledge and awareness of College of ACES. As a student of ACES, I took this class last semester and I remember one of homework in this class was a paper about studying abroad. The instructor asked us to look over the ACES study abroad program websites and write a paper about our own opinion toward study abroad. I faintly remember that I wrote something about a place that I wanted to visit is Japan because I like to shop there. I also like their food and how their culture is kind of similar to my own culture.

**Family Issues/background of Studying Abroad:**

After all the surveys, the result shows that not all students are able to study abroad due to their background. I surveyed two Asian males, five African Americans (three females and two males), and five White Males. Almost all the White males are interested in studying abroad. Three of the Whites who were
actually studied abroad before said that study abroad is fun and they obtained a lot; not just made some new friends but also learned about the multiculturalism from different countries through the program of study abroad. The two Asia males said they would like to study abroad so much because they want to tour around the world and get to know how other cultures are different from their owns. However, three African Americans did not really care about it and even never think about to study abroad. They said that study abroad is just too expensive and complicated. According to what Andrea Bohn said, African American students are usually the first family member to go to college and their parents think it is a very big step to let their kids to study abroad. Andrea also states that there is not enough scholarships to offer to every student and that eventually become a problem to recruit students to study abroad because most of students cannot afford the expenses of studying abroad because they have low income and even the financial aid doesn’t really help them out since so many students want to study abroad. The dominate groups who studied abroad the most were Whites (Bohn). Andrea thinks that because Whites are rich compare to the African Americans. This shows that Whites obviously have more privileges than other races.

Many parents don’t let their kids to study oversee because they don’t have enough money to support them, especially African Americans. African American student enrollment at UIUC is low and that ultimately seems that there is low enrollment of African American students in study abroad program
The number of the African American students who enrolled in the University as of fall 2004 was only 89 (Nyaberi, David). Also Nyaberi in his research report states that International Office at UIUC should provides more opportunities from African Americans, so they are able to participate as much as possible in the internationalization and globalization of the University.

Although the number of study-abroad students has risen steadily, the percentage of all college students who go abroad remains very low. Hispanic and Black students are those who tended not to study abroad because of the difficulty in finding the resources and because of the family financial problem (McMurtrie, Beth). The study abroad fee plus the college tuition drive the parents crazy. The colleges are still charging students the same amount of tuition. Parents were complaining about the unfair billing practices for charging full tuition plus room and board. Many parents went to public with objections to the practice of charging the home institution’s tuition for credits earned overseas (Fischer, Karin). Many students don’t study abroad is not because they not interested in it but because their parents are unable to support them, especially for those low income minorities like African Americans.

_Cultural Differences:

When students go study abroad, they may experience many cultural shocks in a foreign place (ACES cultural- shock). We are comfortable with the culture we have grown up with because our values and attitudes about who we
are and how things should be have been shaped by our experiences in our native culture. However, if we are study abroad in a host country, we might have strange feeling and don’t really know how to adapt the unknown culture due the differences between our own customs and the customs of other ethnicity.

Cultural Shock can be defined as “a logical reaction to differences we encounter in a foreign culture” (ACES cultural-shock). Many of students have different feelings about the different cultures. Some students might feel strange and discomfort about other cultures in a different places because they see people’s daily living styles, gestures, and words are no longer familiar to them. For example, Amanda who studied abroad in Barcelona, Spain, felt scary when she first stepped in Spain. She did not know anything about Spain and she was afraid she could not adjust and cope with the culture of Spain (Bohn). Also according to the interview with the dean, two students felt regret after they studied abroad. One of the students was a male American said that he hated it because of the culture differences. Another female American went to Spain for two weeks and became homesick (Bohn). Well, I think it is really depends on whether you pick a right place to study abroad; a place that would be fun for you and easy for you to adapt the culture shock.

However, cultural shock and differences also benefit students too. Discovering cultural differences and experiencing culture shock are both powerful learning tools (ACES cultural-shock). To explore the unfamiliar customs, it will expand our views and add wealth of another culture to our
experience which ultimately increased our sense of multiculturalism when study abroad in different countries. Individuals may gain a high degree of self-understanding as well as to increase their personal growth. Studying abroad may be really fun and exciting, but understand the place you study and its cultures are also really important too because you need to mingle with people whose values, traits, and characteristics are completely different from you. As Amanda said “we can engage the networking with other race of people which makes us be more united and eventually there will be less isolation or segregation between different races” (Kong).

**Finding Own heritage when study abroad:**

Many students use the study abroad program to seek their own heritage. They would look for a foreign destination that isn’t too foreign to them when they study abroad (Neff, Alex). Studying abroad has become the purpose of learning about one’s own ethnicity. Students like to travel abroad to a place where students able to connected to; their cultures similar to place they choose to study abroad (Bohn). For example, I remember Amanda told me before that she would like to study abroad in China next time (Kong). She believes study abroad in a place that the culture is familiar to her will be fun and more understandable. She will feel more comfortable and will give her a sense of belongingness. Rather than choosing to study somewhere that is different and unfamiliar, a large number of U.S. students choose to study in countries where their families have roots (Neff, Alex). Heritage seeking also is a motivation for African American
students. From the survey that I conducted, I remember one of the African American students states “I would like to study abroad if the destination give me the feeling of comfort and I can able to communicate with other people in that place.” That’s shows some students want to study abroad is to pursue their own heritage where they can able to learn more about their own culture. College of ACES hopes students to aware of their own culture and then to experience others’ cultures in order to have the students to be more multicultural and globalized. Just like Fairchild and Noble said, study abroad programs and programs is now an integral part of higher education in the United States. In general, the objectives of study abroad programs include the improvement of multicultural and global competence (Fairchild, Sherry R., Vijayan K. Pillai, and Carolyn Noble).

However, it is often hard to find a special bond of ethnicity with people in another country even if you originally belong to that place. For example, Korean Americans who have grown up in the United States and find that Koreans in Korea view them with some suspicion (Neff, Alex). Students who were born in a place where their ethnicity is different from that place are often viewed as foreigner when they go back to their own country. Likewise, African Americans, so long severed from their linguistic and cultural roots in Africa, often find they have more in common with their White classmates than their African hosts (Neff, Alex). So that’s why ACES Study Abroad is here to help the students to understand their own culture as well as others. ACES Study Abroad Program
suggests students should study abroad around the world regardless where they originally from, to increase their sense of multiculturalism. In that way, students are not only able to find their own heritage but also understand the cultures from other countries which eventually makes them values different from other students because they have became multicultural on the campus whereas the students don’t have this knowledge when they don’t study abroad.

**Conclusion**

Students’ awareness and knowledge of multiculturalism was increased through the program of studying abroad. One of the purposes of ACES Study Abroad is designed to measure an individual’s attitudes regarding multicultural awareness, knowledge and cross-cultural communication skills level. Although studying abroad is popular, but there is still little amount of students, particularly minorities have problems to study abroad due to their family issues like financial problems and cultural barrier. Students worry about the expenses and it is the big step for their parents to let their kids to study abroad. Some of the students usually utilize the program of ACES study abroad to help them find their own heritage while studying abroad in their homeland. They want to know more about how their own culture looks like compare to the culture of the place where they grown up. There are also lot of myths for students to studying abroad such as it is too expensive and don’t know how to communicate with other people. Well, the realities are that ACES study abroad offers financial aid and scholarships. College of ACES view study abroad as priceless and valuable
experience because students will know how rich they will be when they come back. ACES Study Abroad Program helps students to feel the intercultural differences between motherland and the country where they are studying. Many students choose to study abroad because of the potential benefits. Some students want to learn a second language and believe that it would be worth while and more interesting for them to learn it in the native country. Some students choose to study abroad to learn about cultures first hand rather then through a text book. So College of ACES encourages students to study abroad to increase their sense multiculturalism and other skills by telling them the realities and benefits of studying abroad.

Work Cited Page


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Reflect:

Reflection

This ethnography project guides me to understand the word “investigation.” I learned the word have more meaning behind it than I ever thought before. This project requires a lot of research and I need to go around the campus and investigate the information for my project. I have to interview people and analyze the documentary texts of the University. I also need to look over the IDEALS website to see how the previous students did on their project. Overall, I think the process of the ethnography project went great for me. However, the hardest part, which is the biggest part of this project, was to gather the information about my project around the campus.

The process of doing this project was kind of difficult because I have encountered many different struggles when thinking about the topic and the methods to investigate my project. Fortunately, my rhetoric teacher Sam Looker gave me many different advices and helpful ideas for my project, making sure I am on the right track. Although the process was full of many obstacles, I enjoyed it very much because I obtained a lot. Sam asked us to conduct four research reports during the process of this project. My four research reports were annotated bibliography, interview with the dean, interview with the friend, and analysis of ACES study abroad booklet. I spent a lot of time on every research report and I felt happy that every report is full of very useful information about
my project. I think it was very helpful when Sam asked us to post the research reports on Moodle and let my group members make comment on them. The comments were helpful and gave me more idea of how to make my project better.

In the process of the ethnography project, Sam also asked us to give a mini presentation about how much we did so far for the project. The mini presentation was great because I was able get different feedbacks from the classmates. Those feedbacks were also helpful. I also remember at the beginning of this ethnography project, Sam brought us to the University Archives to prepare our project. The Archives store a lot of events and information that were happened in the University. I think it is a helpful and worthwhile place to go when students want to conduct any research project about the University.

Finally, I think the Moodle is a very convenient and useful website for students to post their works. It is very organized and easy to use. In this class, we used the Moodle a lot. We used it to post our journals and to see our peers’ comments. We also used it to post our entire ethnography project. I think the Moodle is very helpful for the students who want to archive their project because it already formatted everything for the students. The students just need to copy and paste their works to each appropriate category. I really like to using Moodle when doing something like that.

Overall, I am proud of myself that I put much effort on this project and I
am happy that my project will be archived. I was diligently working on this project and I am proud of myself that I finally finished it. I feel so happy that I totally forgot all the struggles and frustration that I went through for this project.

**Recommendations:**
I think the University should provide more scholarships and financial supports for those low-income students who want to study abroad.