INTERNATIONAL GRADUATE STUDENTS' RISK AND VULNERABILITY TO SEXUAL VIOLENCE AND VICTIMIZATION

by

Emily J. Bonistall Postel

A dissertation submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Sociology

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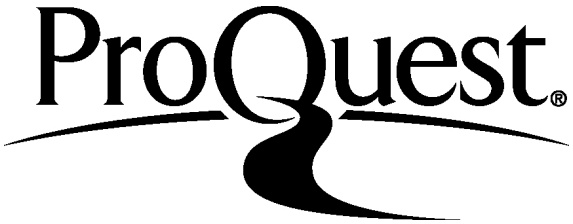

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by

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DEDICATION

This dissertation is dedicated to the courageous young men and women who came to the United States to follow their dreams. Thank you for teaching me so much and for trusting me with your stories. I hope I have done justice sharing your voices and your experiences, and I hope this project benefits future international graduate students. You have undoubtedly shaped my life for the better.

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ABSTRACT

International students bring money to our economy, diversity to our classrooms, and talent to our graduate programs. Despite these benefits and their increasing representation on university campuses, international students are largely left out of research due to the complexity they bring to the research process compared to their domestic counterparts. For this reason, this dissertation project was greeted with skepticism because there was no research in the extant literature to indicate that international students, let alone international *graduate* students, faced victimization – or offending – risks on campus. This is not because there is no vulnerability, but because this population had been left out of our understandings of campus life. This dissertation seeks to understand certain acculturation processes of international graduate students and how it may affect their vulnerability to sexual violence (both victimization and offending issues) because this population has been overlooked in the literature. The existing research on international students indicates that their experiences are different than their domestic counterparts, and the sparse literature on graduate students indicates their experiences are different from their undergraduate counterparts. A specific focus on the intersection of these two identities, *international graduate students*, is almost completely absent from the literature.

Due to the lack of research in this area, the sensitive nature of the subject and respondents' reticence in revealing their experiences, and cultural and language barriers, a mixed methods approach was best suited for the purpose of this study. Triangulation, meaning there were multiple approaches used to investigate the

research topic (Corbin & Strauss, 2008), was achieved using in-depth interviews with institutional professionals (n=11), a survey of international graduate students (n=367), and in-depth interviews with a subset of female and male international graduate students (n=28). Together, the triangulation of data allows the findings to offer a more comprehensive understanding of international graduate students' experiences. The research questions that guided this project include: 1) how do international graduate students learn, encounter, and make sense of American college culture, including the drinking and hook up culture; 2) to what extent and how does international students' exposure/involvement in American college culture affect their risk or vulnerability to sexual assault; 3) how do other social locations (e.g., race, class, gender) of international graduate students influence their risk/vulnerability to sexual victimization; 4) how do international graduate students make sense of consent, and to what extent does their acculturation influence how they understand, use, and perceive consent; and, 5) what formal and informal help seeking behaviors do international graduate students utilize?

The survey and the interview data indicate that international graduate students, both male and female, have experienced victimization since their arrival in the US. Their experiences include street harassment, sexual harassment, dating violence, and sexual assault, at the hands of advisors, bosses, coworkers, partners, friends, acquaintances, and strangers. All five of the research questions aimed to understand a small component of the overarching question: what factors, if any, make international graduate students vulnerable to victimization and perpetration? This research finds seven different components that may influence such vulnerability, including students' perceptions of the US, friendship groups, adjustment issues, help-seeking behaviors,

alcohol, consent, and the hookup culture. This research project provides the first step in understanding the complexities of international graduate students' experiences and their vulnerability to sexual violence. It uncovered factors that influence students' vulnerability and isolation, as well as protective factors that help reduce their risk and provide support in the aftermath of victimization. In addition to adding new knowledge to the gender-based violence literature, these research findings add to our sociological understanding of intersectionality and gendered institutions. Finally, from this data, tangible recommendations for universities and colleges have been developed to address this issue.

Chapter 1

INTRODUCTION

> "I'm so free—free here. I'm free here, I think. I can just do whatever I'd like, and back in China, you have your parents, ok, "you can do this, you can do that, it's not proper to do that, it's good to do that." And over here it's just—I think it's because a cultural thing. Yes Americans, you, you kinda like do whatever you want. There's not a right way or wrong way. You just do whatever you want, you like. And I feel yes, this is what I'm looking for."
> – Shakira (female, China)

Shakira decided to come to the United States to study finance, but she was looking for much more than just a degree. She wanted to live the American lifestyle and she embraced its culture from the day she stepped foot in the States. Shakira is not alone, as United States colleges and universities have experienced a steady increase in international student enrollment. According to the Institute of International Education, there are an estimated 4.5 million students pursuing an education in a country other than their own, with 886,052 of them studying in America (2014). International students bring money to our economy, diversity to our classrooms, and talent to our graduate programs. Despite these benefits and their increasing representation on university campuses, international students are largely left out of research due to the complexity they bring to the research process compared to their domestic counterparts. With few exceptions, researchers use samples of domestic students to generalize findings to the population of students in higher education. However, the diversity of international students challenges that generalizability. The increase in the number of international students pursuing graduate education is so significant that a recent report indicates that some graduate programs have more

international students than domestic students (Anderson, 2013). For example, international students account for 70% of the full time graduate students in electrical engineering programs, and 63% of students in computer science programs (Anderson, 2013). Therefore, research samples that do not include this group are missing a critical mass of the study population.

As international students come to America to pursue their education, they bring with them expectations and ideas of what American life will be like. These beliefs are either confirmed or challenged in the process of acculturation, where individuals learn about culture through experience, observation or instruction. Acculturation has been largely studied in the field of cross-cultural psychology, where scholars seek to understand the influence of culture on individual human behavior. Berry (1997) explains that the goal of acculturation research is to understand: "what happens to individuals, who have developed in one cultural context, when they attempt to live in a new cultural context?" (1997: 6). Do individuals maintain their previous behaviors in their new setting, do they change their behaviors based upon the new setting, or is it some variation of change? The psychological literature on acculturation is vast, outlining the difference between cultural acculturation at the group level (i.e. a change in the culture of the group) versus psychological acculturation (i.e. a change in the psychology of the individual); an important distinction because not all individuals will participate in the acculturation of a group (Graves, 1967). Acculturation frameworks identify multiple layers and components, such as that presented in Berry (1992) which identifies situational variables, person variables, structural and process features. This approach suggests that there is a multitude of components to be taken into consideration when understanding

acculturation of populations, such as their society of origin, their society of settlement, the length of time, their acculturation strategies, coping strategies, social support, as well as demographic variables (age, gender, language, religion), among others. As you will see in this dissertation, these components are taken into account when understanding international graduate students' acculturation processes in the society of settlement (the United States, and more specifically, the university at which this research was conducted). Because international students who come to the US to pursue graduate education spend the vast majority of their time at the university, the campus community serves as a unique microcosm to which they experience the host country. For this reason, the processes this research project specifically studies are the certain aspects of American culture that have been identified in the literature as being associated with college campuses, such as drinking, socializing, and the hookup culture.

Guided by overexposure to Hollywood versions of the US and TV shows like "Sex and the City" and "Friends", international students' perspectives of American culture may be very different from what they will actually encounter as graduate students. For some international graduate students, American college culture, which is associated with drinking and casually "hooking up" (defined as having casual sexual encounters with someone you are not in a relationship with), may be similar to their cultures; for others, it may be worlds apart. The diversity within the population of international graduate students further complicates any generalizability of the population due to their heterogeneity. For example, at the current study's university, the 2014 University data indicates that international students comprise 34.4% of the graduate student body and hailed from 90 different countries, including large

representations from China, India, South Korea, and Saudi Arabia. Thus, when international graduate students arrive in the United States to pursue their degrees, they bring with them their own cultural, dating/relationships, and religious beliefs from their home countries, in addition to their expectations and preconceived beliefs about American life.

This dissertation seeks to understand the acculturation processes of international graduate students and how it may affect their vulnerability to sexual violence (both victimization and offending issues) because this population has been overlooked in the literature. The existing research on international students indicates that their experiences are different than their domestic counterparts, and the sparse literature on graduate students indicates their experiences are different from their undergraduate counterparts. A specific focus on the intersection of these two identities, *international graduate students*, is almost completely absent from the literature. The proposed study seeks to fill this specific gap. These individuals have unique social locations across race, class, gender, sexuality, ethnicity, culture, graduate student and immigration statuses, and their voices and experiences have not been heard.

An intersectional framework considers the multiple identities and social location factors in a way that identifies how the simultaneous and overlapping categories shape the experience of all people and groups (Crenshaw, 1989; Collins, 1993). An intersectional approach is one that critically examines how race, class, and gender operate simultaneously on multiple levels of social life. Scholars have argued that intersectionality can be extended to other categories of social location, such as sexuality (Seidman, 2003). This study will extend the intersectional framework by

including international student status and graduate student status in order to see if the intersection of these categories influences their experiences, especially regarding their vulnerability to sexual victimization and their understandings of consent. International graduate students have been excluded from the analysis of sexual victimization on college campuses, and including them will help scholars understand whether the experiences of this population are reflected in the findings of the extant literature by addressing the risks of misunderstanding sexual cues and any increased vulnerability to victimization. Recognizing that most international graduate students may not experience or disclose victimization, this dissertation looks generally at how this population (men and women) make sense of American college dating culture and the associated norms regarding gender roles, drinking, sexual and dating norms, and consent. This study utilizes a multi-methods approach and is guided by the following research questions:

1. How do international graduate students learn of American college culture, including the drinking and hook up culture, and, given their older and 'foreign' status, what are their experiences with it? How do they make sense of college culture?
2. To what extent and how does international students' exposure/involvement in American college culture affect their risk or vulnerability to sexual assault?
3. How do other social locations (e.g., race, class, gender) of international graduate students influence their risk/vulnerability to sexual victimization?
4. How do international graduate students make sense of consent, and to what extent does their acculturation influence how they understand, use, and perceive consent?
5. If any, what formal and informal help seeking behaviors do international graduate students utilize? How are those help seeking behaviors informed by their race, class, and gender status? In other words, why do they pursue (or not) those particular behaviors?

Limited research exists that explores sexual victimization vulnerability and sexual offending of international graduate students. However, there are a number of

reasons why vulnerability to sexual victimization is enhanced for international graduate students. First, research by Farris (2008) reveals how convoluted the issue of consent is - for both men and women - and the pervasiveness of misperceiving sexual intent. Many international students who come to America for graduate school have not yet mastered the intricacies of American culture and socialization, which could further exacerbate misperceptions of social cues regarding sexual norms. Thus, their social location may make both men and women more vulnerable for misperception by either unintentionally conveying signs of intent or misperceiving signs of intent. Additionally, many students come from countries where the notion of consent within sexual relationships is non-existent, which only compounds this issue.

Second, the literature demonstrates that risk of sexual victimization is highest for first year undergraduate students because of their lack of knowledge about and inexperience with drinking alcohol; international graduate students could face similar risks. Although the average age of graduate students is higher than 21 (indicating more opportunities to experiment with alcohol than the incoming first year student who would be 18 years old), many international students do not drink alcohol, or lack the knowledge of how alcohol content in America is different from their home country (i.e. grape wine – which is more potent - versus rice wine). Although first year students are often exposed to alcohol education programs, graduate students are not.

Third, Searles and Follansbee (1984) discuss the role of socialization in teaching women to be passive and dependent, which has been linked to heightened vulnerability to sexual victimization. While many of the international graduate students at the University of Delaware come from countries where this is not the case (such as those coming from Western Europe, Canada or Australia), many other

international graduate students come from other cultures where women are socialized to be very quiet, passive, timid and private (such as those coming from China or Saudi Arabia). As Lee and Rice (2007) indicate, the international student experience is not universal. Thus, the international students from cultures similar to the United States (ie Western Europe) may have an easier time with the acculturation processes of American college life compared to students from cultures very different to US culture. This difference may shed light not only on risk of victimization for female students, but also risk of perpetration by male students. If international male students are coming to the United States with preconceived notions of what American women are like (i.e. promiscuous), it could heighten their risk of misperceiving sexual cues with potential dating or sexual partners. Understanding the acculturation processes by which international graduate students confirm or challenge their existing beliefs on American college culture, especially within the context of the gender socialization of their native culture, will be an immense addition to the literature. By including immigration status, home country, and cultural beliefs, this analysis considers how cultural differences affect gendered risks and consequences of victimization.

Finally, the literature indicates there is a need for culturally sensitive prevention programming that addresses rape myths, patriarchal beliefs, and victim blaming (Ahmad et al., 2004; Lee et al., 2005). At the University where this research was conducted, this programming does not exist for incoming graduate students because their status as a graduate student exempts them from sexual assault prevention and alcohol education programming. Those programs occur at the undergraduate level, so theoretically students entering graduate school have already undergone such training. However, many international graduate students do not earn their bachelor's

degrees in the United States, and therefore never received comparable prevention programming.

College campuses are not always welcoming to international students. Research on international students indicates that they often experience hostility and aggression in the host country; endure adjustment issues, and subsequent mental health problems. Additionally, the few studies on sexual victimization that have included international students indicate the need to understand how their cultural differences may increase their vulnerability for sexual victimization, their engagement in victim blaming, and their willingness to seek help if victimized. Due to the dearth of studies about international graduate students' experiences, the next chapter provides details about research on dating norms and sexual violence on college campuses, highlighting the hookup culture, the role of alcohol in these social settings, and the gendered nature of higher education. These factors combine to increase the risk of victimization vulnerability and miscommunication in intimate interactions for all students, a risk that is exacerbated for students from foreign countries. Chapter 3 provides detailed descriptions of the multi-method approach utilized in this study, including an overview of the research sample, as well as data management and analysis for each method. The findings from the survey data are presented in Chapter 4, and the interview data findings are presented in Chapter 5. The final chapter provides discussion of key research contributions, in addition to recommendations for future research and policy implications.

Chapter 2

RELEVANT LITERATURE

Intersectionality

The concept of intersectionality, as it was introduced by Crenshaw (1989) and elaborated furthered by Collins (1993), is the theoretical framework utilized in this research study. An intersectional framework is used for examining how socially constructed categories – such as race, class, and gender – interact and contribute to an overall system of domination. This framework acknowledges that social location factors are simultaneous and overlapping categories that shape the experience of all people. This brings to the forefront the way these social location factors structure society, influence cultural norms and ideologies, and therefore constrain agency. Including a focus on intersectionality is imperative to show how experiences differentiate due to the way these socially constructed identities work simultaneously on multiple levels of social life.

Empirical studies use an intersectional framework to highlight the way these social categories operate to shape the experiences of different people. For example, studies on the gendered nature of work environments, such as Pierce's (1995) study of female lawyers. Miller's (1999) study of gender and community policing, and Britton's (2003) study of female correctional officers, show how gendering practices of the organization thwart women's success in the workplace. However, studying work environment through an intersectional lens illuminates how women's race and class work together with their gender, affecting job training (Jones-Deweever et al.,

2009), the hiring process (Reskin, 1998), and workplace policies (Manuel and Zambrana, 2009). For example, acknowledging the way race, class, and gender act as overlapping categories allows for a clearer picture of the lived experiences of black, lower class women. Thus, without an intersectional framework, the way the role of social categories operates differently in groups of people is overlooked.

An intersectional framework is imperative for this research study because it is possible that the social location factors, or the dual identities of being a foreigner and of being a graduate student, are the critical components that influence their unique risk of vulnerability. While this study accounts for race and class through a variety of measures, for this sample they were not as informative social categories as have been found in other studies. For international students, the cultural norms of their sending country may be more influential in their experience than their race while in a host country. Additionally, class may not be a particularly informative social category for this project since international students must have a certain level of financial means in order to study here. Therefore, the major social categories that provide distinguishable differences in their experiences are gender, culture, and their identity as graduate students. Providing an in-depth understanding of the way these categories interact will illuminate how their experiences are different than undergraduate populations and will identify the way that international students may be particularly vulnerable to victimization and offending risks.

International Students

The term "international student" is defined as an individual enrolled in an institution of higher education who is on a temporary student visa and is a non-native

English speaker (Andrade, 2006). In order to be admitted entry to the United States, international students are permitted certain visas, including visas for academic study (F-1 visa), for vocational study (M-1 visa), and for cultural exchange (J-1 visa). If the student has a spouse or children, they may accompany the student under a "2" status (i.e., F-2, M-2, or J-2 visa). As aforementioned, there is a substantial amount of international students in the US, who provide needed revenue but also contribute to a diverse learning environment in a world focused on globalization. Given this focus on recruiting and admitting international students, it is important that universities consider the students' educational and cultural experiences once they arrive in the host country (Andrade, 2006).

In order to provide students with academic support to fulfill their educational goals, universities must focus on helping the international students adjust to the new culture. Many of the adjustment issues that international students face include difficulties with language (Ramsay et al., 1999; Robertson et al., 2000), lack of social support (Hechanova-Alampay et al., 2002), loneliness and homesickness (Rajapaksa and Dundes, 2002), and anxiety and lack of confidence (Robertson et al., 2000). Some universities have adopted social support programming to help international students with the adjustment process, such as pairing volunteer "host" students with international students (Abe et al., 1998), offering outreach counseling support groups (Smith et al., 1999), and creating online orientations (Murphy et al., 2002). It is unclear whether or not international graduate students utilize such social support programs as they tend to place less priority on social adjustment and more priority on adjusting to academic life (Lewthwaite, 1996). Even with the multitude of resources

available on campus, most international students prefer to turn to their family or friends for help with personal problems (Zhai, 2004).

These support systems that have been put in place at many institutions are well founded. Despite the rise of international students coming to study in the US, research shows that many international students do not receive a warm welcome to the host country. Lee and Rice (2007), in their study of international students' perceptions of discrimination, included graduate students from an array of countries (including Asia, India, Latin America, Europe, Canada and New Zealand). Their findings indicate different experiences for white international students and those of color. Students from countries like Canada, Europe and New Zealand did not report negative experiences based on their race or culture and found the host country to be warm and welcoming. International students of color, such as those students from Mexico, the Gulf Region, and India, reported feelings of inferiority, hostility toward non-fluency in English, and general racial discrimination. International students revealed feeling discomfort in the classroom due to language barriers and exclusion from other students, in parking lots due to safety concerns, and with American culture in general. The authors describe an Indian male respondent who felt uncomfortable with the culture because he was "surprised by the 'incredible' amount of partying and drinking involved in undergraduate life and was shocked with the open sexuality of American culture. He feels excluded from friendships and gaining the type of experience he hoped for because he doesn't partake in the usual activities of his peers" (2007: 397). These feelings may be more significant for students who arrive from countries that are very dissimilar to the United States, such as the Indian student in the aforementioned study. According to the World Health Organization report on alcohol consumption

and patterns in 2010, only 1.7% of the population in India engaged in heavy drinking behavior, and 84.9% of the population abstained from drinking. Compared to the United States, where 16.9% of the population engaged in heavy drinking and 31% of the population abstained, it could certainly seem like a stark contrast for that student when he arrived in the US. This could be particularly true for students who come from dry countries, such as Saudi Arabia, where <.1% of the population engaged in heavy drinking and 94.2% of the population abstained. These students may face greater adjustment challenges than students from countries like Germany or France where the alcohol norms are not wholly distinct from those in the US. France, for example, had 29.4% of the population who engaged in heavy drinking and only 5.2% who abstained from drinking. The influence of the cultural norms from one's home country should be accounted for in their adjustment process.

In addition to feeling discomfort due to cultural differences, the international students in Lee and Rice's (2007) sample reported being verbally assaulted, physically assaulted, and even sexually harassed by their professors. Lee and Rice (2007) stress that not all international students endure the same hardships; students from Western cultures and English speaking countries experienced minimal or no discrimination at all. Given these negative experiences many do encounter, however, it is not surprising that many international students experience adjustment issues in the host country.

Consequences of Victimization

International students face greater adjustment issues when moving to the United States than do their domestic counterparts (Pederson, 1991), yet they report similar rates of mental health problems (Hyun et al., 2007). Despite similar rates,

international students (especially international Asian students) are significantly less likely to use counseling services (Hyun et al., 2007), which may be due to language barriers and cultural differences (Mori, 2000). Many cultures view seeking mental health services as a weakness or an individual failing that brings shame to themselves and to their families (Flaskerud, 1986). Therefore, scholars have called for culturally responsive counseling practices that meet the cultural needs of international students, such as locating the counseling services near non-psychological services, proactive approaches by counselors to increase the visibility of the counseling services, networking with medical professionals, conducting needs assessments, and presenting at international student orientations (Mori, 2000).

Developing culturally responsive counseling practices has very real implications for international students who have been sexually assaulted, as they may be mandated by visa regulations to seek medical or psychological help. The immigration implications of SEVIS (the Student and Exchange Visitor Information System) for international students who are sexually assaulted are outlined by Lin et al. (2013). Due to the stringent immigration regulations, international students who are victims of sexual assault face logistical barriers in trying to cope with their victimization. For example, if the victim finds it difficult to maintain a full course load, s/he must get approval by the university and is often forced into sharing the assault in order to prove her/his need for a reduced course load (Lin et al., 2013). Other possible outcomes of sexual victimization, such as changing one's address or name, needing additional time to complete course requirements, or even transferring schools, all require the international student to notify the university based on SEVIS regulations. International students are encouraged to work with a counselor to

approach the university, however this is something that research shows international students are uncomfortable doing (Flaskerud, 1986).

Though research conducted by Lin et al. (2013) provides a policy perspective on international students and sexual assault, the voices of international graduate students are largely missing from the research literature so our understanding of how sexual victimization affects international graduate students is limited. Although the few published studies almost exclusively rely on samples of Asian students, the findings reveal that international students have different perspectives of sexual violence than their domestic counterparts. For instance, Lee and colleagues (2005) found that Asian students are more likely than Caucasian students to blame the victim for sexual assault or rape, which may be due to the Chinese cultural blame for rape as the woman's failure to protect her virginity or chastity. These negative cultural reactions may contribute to Asian victims' hesitation to seek counseling or other forms of help. Lee et al. (2005) also found stronger beliefs of rape myths, specifically that rape is perpetrated by strangers, which they argue could lead Asians to be more vulnerable to acquaintance rape. They found that the men in their study view sex as the primary motivation for rape, had stronger beliefs than females did that victims cause rape, and had more negative attitudes toward women after rape than female students did. The research by Lee and colleagues (2005) is an especially important piece of scholarship because it is one of the few studies to include male and female graduate students in the sample.

Ahmad et al. (2004) provide an investigation of the relationship between women's patriarchal beliefs and their own perceptions of women's victimization. Their study on South Asian immigrant women found that the stronger the immigrant

woman's patriarchal beliefs, the less likely she was to see spousal abuse as such. Even though many of the international graduate students do not come to the US with a partner, this finding may mean that women who are being abused may not see it as abuse and will therefore not seek help. Additionally, these patriarchal beliefs may lead her to negate others' experiences as abuse. A similar study by Yamawaki et al. (2009) explains that the male and female Japanese students in her sample were more likely to dismiss or downplay domestic violence compared to Caucasian students (although she excluded international students from the sample). Their findings indicate that higher scores on the Gender Role Traditionality scale, which is connected to traditional patriarchal beliefs, may contribute to victim blaming and minimizing domestic violence. Their data also indicates that men tend to blame the victim of domestic violence more than do women (Yamawaki et al., 2009).

Studies like Yamawaki et al. (2009), Ahmad et al. (2004), Lee et al. (2005) and Lin et al. (2013) provide great insight into the influence of cultural differences on sexual victimization, rape myths, and victim blaming. Given the small number of studies that include my specific population of interest, I next discuss research related to the campus social and dating culture that international students may encounter.

Campus Culture

An individual's cultural ideas and norms from their home country provide a lens through which they incorporate and assimilate experiences from their new country. The culture of campus life in American higher educational institutions has been the context of sociological studies for quite some time as scholars explore the gendered nature of the university setting, the prevalence of alcohol in social situations, as well as sexual and dating norms. It is likely that international graduate students will

be exposed to American campus culture at parties, bars, and other campus and off campus functions.

The nature of the university institution influences the social relations within campus culture through educational work groups, faculty-student advisor pairings, and graduate support networks are often gendered. Thus, for an institution to be organized along gendered lines reflects that the conception, definition, domination, and interpretation of institutions have been done by men and in the absence of women (Acker, 1992; Pierce, 1995; Risman, 2004; Britton, 2003). Schools are one example of a gendered institution because of how the patterns and arrangements of events, curriculum, pedagogy, and sports perpetuate heteronormative gender expectations (Pascoe, 2007; Garcia, 2009; Wilkinson & Pearson, 2009). This exerts an effect on individuals seen as "other", such as international graduate students, because they may face organizational barriers, lack of mentoring, unfriendly work environments, and feel as though there is a lack of respect toward their research and scholarship (for an example of how this plays out for women of color faculty members, see Thomas and Hollenshead, 2001). Park (1996) examines institutionalized sexism inherent in the masculine ideologies within university promotion and tenure policies and how a gendered division of labor values research ("men's work") over teaching and service ("women's work"), hindering women's professional advancement in academia. Given the close relationship of graduate students to their faculty advisors, the gendered nature of the faculty experience may influence the interaction, mentorship, and socialization of graduate students. The symbolic and social power associated with men in our society, coupled with the organizational power associated with being an advisor, may operate in a way that makes female students vulnerable. For female

international students whose funding, and therefore visas, are tied to a male advisor, this could be exceptionally problematic.

Sallee's (2011) research on the gendered socialization of doctoral students highlights the masculine and heteronormative values that await students entering certain disciplines. Values and ideologies of competition, intellectualism, independent discovery, hierarchy, and lewd humor are woven throughout the institutional, interactional, and individual levels of graduate student socialization (Sallee, 2011). These aspects of the gendered institution may be especially pertinent for international graduate students who are here to study in predominately male dominated fields (i.e. electrical engineering and computer science, Anderson, 2013) where these values may be even more pervasive than in the average graduate program and where students may be more likely to have a male faculty advisor. Although Sallee's (2011) findings reveal the gendered nature of graduate school socialization, they are not generalizable to international students because of the removal of international students from the sample population, despite that they comprised the majority of students in the department. Sallee (2011) justifies their exclusion: "If gender differs by context, as theories of gender performance suggest, definitions of ideal masculinity will be different for American men than for Indian or Chinese men" (197-198). This comment illuminates not only the challenge of including international students, but also the importance of understanding that masculinity differs cross-culturally. Cross-cultural expectations and ideals of masculinity, as well as gender roles and dating norms, must been taken into consideration when international graduate students are included in a research population.

Cross-cultural expectations of dating norms and gender roles are explored in several studies with international students, such as Lee et al. (2005) and Yamawaki et al. (2009). Their findings demonstrate that victim blaming may be more pervasive in Asian students because of the Chinese cultural expectations that women must protect their virginity, and if a woman is raped, she bears the responsibility for failing to prevent it. This is a reflection of the emphasized femininity within Asian cultures, which place high value on chastity and provide clear gender roles for women to act as sexual gatekeepers. It is not surprising then that Lee and Rice (2007) discovered that the international students in their sample felt discomfort with the drinking and sexual activity that is so openly discussed in American culture. In research on campus life, this has been referred to as the "hookup culture"; although there is not one established definition of the hookup within the literature, scholars agree that hooking up consists of casual sexual activity, ranging anywhere from a kiss to intercourse, between nondating partners outside of the context of commitment (Armstrong, England, and Fogarty 2009; Bogle 2008; England and Thomas 2006; Glenn and Marquardt 2001; Paul, McManus, and Hayes 2000). Understanding the intricacies of the hookup culture provides context for the campus culture that international graduate students may encounter on campus. Though there is no existing research that indicates whether or not international graduate students participate in the hookup culture, Lee and Rice's (2007) respondents indicate that they still encounter and learn about the contours of campus hookup culture, even if not active participants. The hookup typically begins at a party or a bar where there has been flirting and usually drinking, and the individuals move to a more private location such as a room at the party or a dorm where the sexual activity occurs (Bogle 2007; England, Shafer and Fogarty 2008). Although

most graduate students do not live in dormitories, many universities do offer on-campus housing for international graduate students, including at the University under study.

While the literature of the hookup culture focuses primarily on gender, and sometimes includes class (Hamilton and Armstrong, 2009; Hamilton and Armstrong, 2013) in heterosexual relationships, most other social locations, such as race and sexual orientation (Heldman and Wade, 2010), and graduate and international student status, are excluded from analysis. Hamilton and Armstrong (2009, 2013) discovered that women from privileged backgrounds were attracted to the hookup because it facilitated sexual liberation without the constraints of a committed relationship that might detract them from their career plans. Their research found that less privileged women did not view college as a time for merely career and professional development, but also as a time to develop serious relationships that could end in marriage. This desire to move into adulthood faster than those from privileged backgrounds made hooking up less appealing to less privileged women. Hamilton and Armstrong's (2014) more recent work on the social mobility pathways of universities focuses on the role of class in achieving high social rank on campus. They argue this combination facilitates sexual assault, as it stems from a "high-stakes status competition" (Hamilton and Armstrong, 2014: 93). The evidence of the hookup as a classed phenomenon, and one that influences sexual assault, shows the importance of including social location factors into research. If there are significant differences in class, it is worth examining if there are significant differences in other social location variables – including graduate student and international student statuses.

As Lee et al. (2005) indicated, just as there are gender role expectations of Asian men and women, there are also cultural expectations of dating/sexual norms for American men and women. Research on sexuality consistently finds male endorsement of the belief that men are expected to desire and pursue sexual opportunities (Bogle 2008; Kimmel 2008). Conversely, women are expected to want love, romance, and relationships (Hamilton and Armstrong 2009; Holland and Eisenhart 1990; Martin 1996; Simon, Eder, and Evans 1992). When they do engage in sexual situations, men are given increased social status, and women are labeled with the slut stigma – a label so powerful that "*slut* was the worst thing a girl could be called" (Pascoe 2007, 56). The slut stigma is so pervasive that Hamilton and Armstrong (2009) found that the women in their sample constrained their sexual behavior in order to avoid being labeled a slut. Other research indicates that changing behavior is not the only option; other women do not change their behavior, but instead strategically use the vague term of "hooking up" to maintain impression management of femininity (Currier, 2013). By walking a thin line between hooking up "enough" and "too much", the women in Currier's sample used the vagueness of the term "hooking up" to their advantage by complying with the sexual scripts of hooking up while protecting their feminine identities to avoid being labeled a slut. Such strategies can be seen in samples other than college students, as Lamont (2013) indicates that her respondents engaged in efforts to conceal nonconforming behavior in courtships post-college. Contrary to the image of the American woman embracing her sexuality and promiscuity put forth by shows like "Sex and the City", the women in these research samples take steps to hide their gender role nonconformity. However, Levy's (2006) work challenges this by presenting an empowered sexually liberated woman who is in

charge of her sexual activity while in college. Thus, there may be a disconnect between the preconceived ideas of American women and the reality that male international students encounter during their enculturation processes.

Strategies of ambiguity are not just used by women. Currier (2013) found that just as women used strategic ambiguity to imply they were not having sex and shore up their femininity, men engaged in strategic ambiguity to imply that they were having sex. Thus, men used the vague term "hooking up" to embrace their social identity in line with the American hegemonic masculine values of hypersexuality. The women's use of strategic ambiguity demonstrates why many scholars use a problem-oriented lens on the hookup culture, thus creating the moral panic about hooking up (Stepp, 2007). Scholars present the findings of emotional distress among women that stem from their experience with hookup situations that leave them feeling isolated and lonely (Paul 2006; Heldman and Wade 2010), and disconnected from their sexual partners (Wade and Heldman, 2012). Other scholars indicate that women often find hooking up "confusing, hurtful, and awkward" (Glenn and Marquardt 2001, 20), harmful to women (Eshbaugh and Gute 2008; Grellow, Welsh, and Haper 2006), objectifying and disempowering (Wade and Heldman, 2012), or as a negative experience in general (Bogle 2008; Owen, Rhoades, Stanley, and Fincham 2008). Given these negative outcomes of hooking up, and the concomitant confusion associated with this aspect of college culture, it is important to explore trauma and other consequences of sexual victimization among international graduate students.

For male international graduate students who are introduced into a less restrictive dating and sexual atmosphere than in their home countries, the situation may be as bewildering and difficult to navigate for them as it is for female graduate

students from similar countries. The hookup culture maintains the gender order of hegemonic masculinity, where men should want to engage in sexual activity, and emphasized femininity, where women comply with the gender order (Connell, 1987). Using the framework of hegemonic masculinity for her study of hooking up, Currier (2013) explains, "Although there are variations of hegemonic masculinity and emphasized femininity, there are commonly accepted and expected displays of both, grounded in time- and culturally specific contexts" (2013:706). For instance, her interviews with students reveal how the meaning and significance of oral sex has shifted since their parents' generations, indicating that the hook up script is grounded in a time-specific context. Currier (2013) and other scholars' research does not account for a more nuanced understanding of how it is a culturally specific context that varies by country of origin. Students from Western Europe, Australia, and New Zealand may experience similar hook up cultural scripts in their countries while students from countries where hookup scripts are not likely (such as China, India, or Saudi Arabia) may learn about, adjust, reject or perhaps even engage in the hookup culture while here in America. Although their research included only domestic students, Wade and Heldman's (2012) research raises many important questions for the international student population. They found that students' anticipation of college sexual culture was shaped by media portrayals of college life as a "wild, sexual party scene" (p. 134). Do international students come to America with preconceived notions of American college sexual culture based on what they have seen in movies and television shows? Wade and Heldman (2012) also found that the freedom in college life, such as no curfew or no accountability to parents, facilitated the ease of hooking up. Many international graduate students come from countries like China where

females are accountable to their parents' curfews while in their home country and are expected not to engage in sexual intimacy outside of marriage. Do these women and men experience new-found freedom as did the first year undergraduates in Heldman & Wade's (2012) sample?

Currier (2013) discusses the difficulty that her American students experienced when trying to describe and define what hooking up means because of its normalized and taken-for-granted nature. However, Lee and Rice (2007) suggest that the hookup culture is not normalized or taken-for-granted by international students, so discovering how outsiders learn of the hookup culture could contribute to a new understanding of risks and campus cultural norms. Instead of leaving international students out of the analysis (Sallee, 2013), studies should include them. Doing so could highlight the culturally specific context of college sexual norms, the processes by which international students learn of the hookup culture and scripts, and their level of engagement in the culture.

Understanding how international graduate students encounter the hookup culture is important because studies demonstrate that the hookup culture facilitates sexual assault (Armstrong & Hamilton, 2009; Flack et al., 2007). Flack et al. (2007) found that in their sample, 78% of the coerced sex occurred while hooking up, and that one fourth of the students who had hooked up also reported being raped (compared to zero rape reports from their non-hooking up counterparts). Scholars have found that rape is often attributed to misperceptions of consent (Farris, 2008), alcohol (Martin and Hummer, 1989) and gender socialization (Searles and Follansbee, 1994).

Farris (2008) studied the way misperception of sexual intent led to aggression and violence by considering men's inability to distinguish women's sexual interest

from platonic interest. The data indicated that men perceive more sexual intent in women's behavior than women intend in their own behavior (Farris 2008). The author also found that misperception of sexual interest was often caused by alcohol consumption, which impairs individuals' ability to clearly express their desire to participate or abstain from sexual acts (Farris, 2008). This misperception may be tied to the learning curve of the hook-up scripts, which disadvantages first year students who do not know yet how to say "no" or may hope that their engaging in sexual acts will lead to a relationship (Bogle, 2008). If misperception of intent and adherence to cultural scripts emerge in research findings for first year students, it is worth examining if they are similarly experienced by international graduate students. Other scholars have also found an important link between alcohol use and sexual assault (Martin and Hummer, 1989; Sanday, 1990; Schwartz and Nogrady, 1996). The male respondents in Martin and Hummer's (1989) research said that alcohol is the major strategy used to gain sexual access to women who would not otherwise have sex with them. Sanday's (1990) research discovered that men's taking advantage of a drunk woman in fraternity parties was widely accepted. Research by Schwartz and Nogrady (1996) indicates that the primary predictors of sexual victimization are the perceived peer support of exploiting women through alcohol, in conjunction with the amount of alcohol consumed by the individual when he is drinking, and lack of institutional controls. In addition to alcohol's influence on male action in sexual assault situations, victims' use of alcohol reinforces victim blame. Sims et al. (2007) also found that victims who were drinking were held more responsible for the rape by their peers.

Alcohol also lessens one's ability to defend against unwanted sexual advances (Gidycz et al., 2008). Other scholars argue that timorous socialization of women

prevents an effective defense against unwanted advances. For instance, Searles and Follansbee (1984: 66) discuss that "Traditionally, women have been socialized to believe that they are the 'weaker sex.' Females […] have been taught to be passive, dependent, emotional, helpless, inadequate, ladylike, inactive, and incapable of protecting themselves." From this finding, women appear to lack the self-confidence, assertiveness, and technique with which to clearly articulate that they do not want the sexual activity or advance. Other research findings indicate that being unable to communicate non-consent could reflect true inability to verbally or physically communicate. In a study of rape victims, 31% of the women who reported no communication described their reactions as "freezing" where their bodies could not move and they could not yell out loud (Bucher and Manasse, 2011). This is why the goal of many self-defense classes is to teach women that they can use their voice and bodies as a weapon against unwanted attacks (Hollander, 2004), and to empower women to be more assertive (Brecklin, 2008). Women's responses to unwanted sexual advances are important to explore with international graduate students as these effects may be exacerbated for women socialized in passive/docile cultures where women are subordinated such as China and Saudi Arabia.

This dissertation explores how the campus sexual culture and gender behavioral norms affect male and female international graduate students and how they make sense of and assimilate into American college culture. Are their risks for victimization and perpetration enhanced because of cultural differences in gender roles, drinking and consent, sexual and dating norms? These are the types of questions that guide the data collection and analysis processes, which are outlined in the following chapter.

Chapter 3

METHODS

As stated, this research project seeks to understand the acculturation processes of international graduate students to best shed light on their academic experiences and vulnerability to victimization in the host country of the United States. This population has been overlooked in the existing research due to the challenges presented from studying such a heterogeneous group (Sallee, 2010). Thus, it is unclear whether the extant literature can be generalized to this unique population, or if their experiences are distinct from domestic undergraduate populations. Due to the lack of research in this area, the sensitive nature of the subject and respondents' reticence in revealing their experiences, and cultural and language barriers, a mixed methods approach is best suited for the purpose of this study. First, a quantitative approach was necessary in effort to provide as much generalizability as possible. However, rooted in feminist methodology (DeVault, 1996; Harding, 1987), a qualitative approach was also utilized for the purpose of exploring an understudied area (Fine, 2003) as it allows for the voices of this population to be heard in a way that produces rich, thick data. Therefore, in order to achieve the best of both quantitative and qualitative data collection methods, data was triangulated, meaning there were multiple approaches used to investigate the research topic (Corbin & Strauss, 2008). Key stakeholders were also interviewed in order to better understand the institutional and administrative experiences and perspectives. Thus, triangulation was achieved using in-depth interviews with institutional professionals, a survey of international graduate students,

and in-depth interviews with a subset of female and male international graduate students. Together, the triangulation of data allows the findings to offer a more comprehensive understanding of international graduate students' experiences.

The design of this research project, including each data collection method, was guided by principles of feminist methods and methodology. Smith (1990) encourages researchers to challenge the extant knowledge, which was created without women's input and narratives, by placing women in the center, and in doing so, she seeks to undo women's alienation from the sociology of knowledge. However, within some populations, *both* groups of women and men have been absent from the literature, as is the case with regard to the international graduate student population. Unlike domestic students, which comprise the majority of US campuses, international students' presence began as a temporary addition (often for a single semester) and matriculate overall in smaller numbers. In addition to their transient and minority statuses on campuses, this group has been absent from this existing work largely due to the challenges they bring to the research process (Sallee, 2011) based on their cultural differences and heterogeneity as a group.

However, it is crucial to recognize that international students are a significant population in US colleges whose numbers are increasing; they will continue to be members of our campus communities. Placing them at the center of this research project seeks to undo their alienation and expand the extant knowledge. This research is rooted in social location (Sprague, 2005) and understanding how their unique social location (i.e. international status and graduate student status) impacts their experiences and influences our understanding of the social processes that affect their lives. Notably, given the topic of this research, gender will be a major component in

understanding how their acculturation processes and how their vulnerability to victimization is influenced by their gender since women are disproportionately victims of sexual and intimate violence; respondents' views on consent are also contingent on understanding both the roles of culture and gender. This dissertation addressed the challenge of incorporating an entirely overlooked population while ensuring that women are kept at the center of analysis. In addition to including international graduate students' lives and concerns in this body of scholarship, feminist methodology guides my efforts to minimize harms of research, and to support changes that will improve their lives (DeVault, 1996). The ways in which I place the subject on the same plane as the researcher during the interview process, my reflexivity regarding my role in the knowledge creation process, and how I minimize harms of research (Cancian, 1992; Harding, 1987) are detailed later in this chapter. Finally, one of the key elements of feminist methodology that guides this work is the goal of using science for social justice change that emphasizes empowerment and activism (Harding, 1987). The way in which this scientific research helps inform policy and programming is addressed in the final chapter of this dissertation.

The following sections detail the methodological approaches used in this research study. Each data collection method is discussed in detail, outlining the sampling and recruitment strategies, as well as the respondent characteristics for each sample. Second, data management and analysis are discussed in detail for both the survey and interview data, noting the statistical software, coding techniques, and analytical strategies used to examine the data. Finally, this chapter concludes with a reflexive discussion of my role as the researcher in the data collection and analysis process.

Data Collection Method: Administrator Interviews

Sampling and Recruitment

The first component of data collection was for exploratory purposes to provide education to me as the researcher. Before I could ask appropriate questions about the experiences of students regarding resource offices and prevention programming, she first had to understand what was in place. Interviewing administrators provided her with a foundation for this knowledge, which better situated the recommendations that emerged from this data. This data is not presented in this dissertation. This round of data collection used a purposive sample comprised of institutional administrators that included individuals who have specialist knowledge of the research issue (Oliver, 2006). Institutional administrators were initially identified as holding positions on campus where they interacted with or had oversight over the international student population; they were invited to participate since they could contribute rich information regarding the international student body. The invitation to participate through emails and personal phone calls clarified that they were included based on said criteria. Although the recruitment strategy was designed as a snowball sampling strategy, where the individuals could recommend others on campus whose positions would make them beneficial members of the sample, no additional recommendations were suggested during these interviews. All individuals contacted agreed to participate in the interviews.

Respondent Characteristics of Administrators

Ten interviews were conducted with eleven individuals, with one interview consisting of two participants. The administrators who were interviewed included five men and six women. The group was homogenous and consistent with higher-level administrators at Universities nationwide. Included in this sample is every administrator intricately involved in international graduate student life, including health, counseling and wellness, academics, and immigration services, among others. To protect confidentiality of the individuals interviewed, their specific titles and departments will not be listed.

Interview Characteristics of Administrators

All interviews took place in person and the location depended on respondent preference. Administrator interviews were held either in their office or in my private office. A privacy noise machine was placed outside of the room to mask any ability to hear what the respondent was sharing. The average time for the administrator interviews was 31 minutes, ranging from 17 minutes to 63 minutes. Each interview was structured similarly with an interview guide (see Appendix D) that steered the conversation to cover the necessary topics while still allowing for follow-up questions and probes. The interviews began by inviting the respondent to describe her/his role on campus and how long s/he had been at the University. They were asked to discuss their interactions with international students in their position and to explain why that student population might contact their office. They described their understandings of any challenges the international students faced and also what challenges occurred in relation to their specific administrative office (i.e. how students' cultural differences may influence access to health care). We discussed American college culture and

their perceptions about if/how international students participated in the hookup and binge drinking culture, and whether that had an effect on international students' vulnerability to sexual victimization. They were asked about their awareness of any prevention programs and whether they would consider adopting new policies or programs if my research showed it would help international students. Finally, they were given the opportunity to recommend other relevant administrators to be interviewed.

Data Collection Method: Survey

Sampling and Recruitment

The second component of data collection uses a survey designed for international graduate students. All matriculated international graduate students were considered eligible to participate in the study (n=1152). In order to test their facility with the wording of the questions and their comprehension of concepts, I conducted a focus group with international graduate students from the University's English Language Institute (ELI). These individuals eventually matriculate into graduate school, but first must pass the ELI assessments. Therefore, they were ideal candidates for a focus group since they were international graduate students but were outside of my research population. Additionally, their enrollment at ELI was due to their lack of strong English language skills, providing a baseline for comprehension of my survey. Theoretically, any matriculated graduate student would have more proficient English skills. Thus, if the focus group was able to understand the wording and comprehend survey questions, I assumed proficiency would be achieved with matriculated international students as well.

I recruited the students at an ELI class. The focus group was very small by design to allow for ample discussion and consisted of four male international students from Brazil, Saudi Arabia, and China. A female student was recruited but did not participate due a last minute scheduling conflict. This was not ideal, given the questions that focus on victimization, but sufficed for purposes of understanding the wording of questions. The students began by taking a paper copy of the survey and were asked to note places where they had any questions or confusion throughout the survey. Survey completion time ranged from twenty minutes to one hour, indicating that matriculated students would most likely be able to complete the survey in well under an hour. When they were finished, we went through the survey page by page and they raised questions they did not understand or needed further clarification. Prior to the focus group, I had concerns about comprehension of wording in a few of the questions (i.e., the term "leisure" and their ability to understand the Informed Consent form) and was able to use this opportunity to confirm that they had no difficulties. Using their comments, I made eleven changes to the survey. Their feedback included changes in wording, such as adding "straight" or "gay" with the heterosexual and homosexual options since they were unfamiliar with the official terminology. Other changes were structural; based on the survey nomenclature used in their home countries, survey responses are often structured in a different order, from "strongly disagree" first to "strongly agree" last. Reorganizing the survey to reflect more resonant cultural understandings eliminated barriers so respondents could focus on content. To my surprise, they did not mention having any trouble with Koss's (2007) Sexual Experiences Scale, which explicitly describes unwanted sexual experiences and is vital to the research questions addressed in this study. Feedback from the focus

group was incorporated before the official survey invitation was sent to the research population.

The survey invitation went out to the 1,152 international graduate students at the University (see Appendix A for the survey). The call for participants was sent via email (see Appendix E) through the University's Qualtrics system, and stated, "You are receiving this email because our records show that you are an international graduate student at the University". Two reminder emails (see Appendix F) were sent out and the survey was closed after three weeks, and all participants received a follow-up message that included a list of resources they could access if the information in the survey caused them distress (see Appendix G). The final sample consists of 367 students, representing a 31% return rate. Implications of the return rate are addressed in a later chapter. All recruitment for the survey was done through the mass-emailing however, the subject line of the email was intentionally written in a way that would attract as much interest as possible. I held two major roles on campus that paved the way for many interactions with the international graduate student community: New Graduate Student Orientation Coordinator and the Graduate Student Government President. Thus, many of the individuals in my population were familiar with her name, and it was thought that they might be more likely to open an email that said, "Opportunity from Emily Bonistall" instead of "Request for Participation in Dissertation Survey." Indeed, many students sent personal emails after filling out the survey asking how I had been since seeing them last. The survey recruitment strategy also offered respondents the opportunity to win a gift card for participating in the study. All individuals who *completed* the survey were entered into a random drawing for one of ten $50 Amazon gift cards.

Survey Respondent Characteristics

The respondent pool for the surveys was very diverse, with individuals originating from 54 unique home countries (see Table 1). The vast majority of the respondents identified as Asian (223 individuals, 69.7%) but there was other racial/ethnic diversity with 48 (14%) identifying as White, 21 (6%) Hispanic, 9 (2.6%) Middle Eastern, 16 (4.8%) Black, and 14 (4.2%) who identified as Other. There were 162 females (48%) who took the survey and 179 males (52%), which is consistent with the overall gender breakdown of all international graduate students (54% male). The vast majority of the students identified as heterosexual (96%) with 6 students (2%) identifying as homosexual and 6 students (2%) identifying at bisexual. The mean age of the sample was 26.9 years and the ages ranged from 21 to 44. There were 140 master's students and 210 doctoral students. 107 students (31%) were in their first year of study, 103 (30%) in their second year, 50 (15%) in their third year, 36 (11%) in their fourth year, 29 (9%) in their fifth year, and 16 (5%) who had been in their program for longer than five years. Students identified their major colleges, with the most students enrolled in the College of Engineering (122 students, 35%), followed closely by the College of Arts and Sciences (104 students, 30%), and the College of Business (71 students, 20%). The other four colleges comprised the remaining 15% of the survey population. The majority of the population was funded[1] students (74%) with only 91 students not receiving funding for their graduate education. Respondent characteristics are outlined in Table 1.

[1]Funding situation was included due to the potential concerns of vulnerability for international graduate students in STEM fields whose admission and funding in the program is often tied to their advisor's grant money, making them particularly vulnerable to abuse of power.

Table 1 Survey Respondent Characteristics

CHARACTERISTIC	VALUE
Unique Countries of Origin	54
Male Respondents	52%
Female Respondents	48%
White Respondents	14%
Black Respondents	4.8%
Asian Respondents	69.7%
Hispanic Respondents	6%
Middle Eastern Respondents	4.8%
"Other" Respondents	4.2%
Mean Age	26.9
Number of Master's Students	140
Number of Doctoral Students	210

Data Management and Analysis

This study seeks to understand international graduate students' acculturation processes as well as what factors may influence their vulnerability to victimization. Details on the construction of the dependent and independent variables used in this study are addressed in the following sections. See Table 2 for descriptive statistics for key variables.

Dependent Variables

To measure hookup behavior, participants were asked how often they hook up (defined as having casual sexual encounters with someone you are not in a relationship with) since beginning graduate school at this university. The categories were: never,

rarely, sometimes, and a lot. Values ranged from 1 to 4 with higher values indicating more frequency of the behavior; however, no respondents were in the highest category. A dummy variable (hookup_dummy) was created to account for those who had hooked up (coded 1) and those who had not (coded 0).

Victimization was measured based on the Koss (2007) Sexual Experiences Survey Short Form Victimization (SES-SFV), which consists of behaviorally specific descriptions of acts of unwanted sexual experiences. Respondents mark the number of times each experience happened to them, with instructions that if several experiences occurred on the same occasion then they were to check multiple boxes. Each sub-category of the SES-SFV was considered its own variable, so a master variable was created to account for victimization experiences. Any respondent who marked affirmatively to any of the victimization behaviors were captured in the final variable (USvictim, coded 1 for those who had experienced victimization and 0 for those who had not). The number of victimization experiences ranges from 1 to 43, and 11.1% (n=23) of the sample had experienced victimization since beginning graduate school.

Two strategies were used to measure *drinking behavior*. First, respondents were asked how frequently they drank alcohol since beginning graduate school. The categories were: never, rarely, sometimes, and a lot. Values ranged from 1 to 4 with higher values indicating more frequency of the behavior. These variables were collapsed into three dummy variables: *frequentdrinker* captured the 8.1% (n=22) who drank "a lot", *casualdrinker* captured the 68.6% (n=186) who drank "sometimes" or "rarely", and *notadrinker* captured the 23.2% (n=63) who never drank. The second strategy used to measure drinking behavior was not about frequency of drinking, but about level of intoxication. Students were asked how many times they had been drunk

or high on alcohol in the past 12 months, with answer options: never, 1-3 times, about 1 time per month, about 2-3 times per month, and about 1 time per week. Values ranged from 1 to 5 with higher values indicating the respondent had been drunk more frequently. A dummy variable was created to capture those who had been drunk (0=no, 1=yes) in the past 12 months. Just over 31% of the sample (n=85) had been drunk in the past year.

Independent Variables

Many of the independent variables addressed demographic information. Respondents were asked to indicate their *sex* (0=male, 1=female), year in their academic program (first year through 5+ years), and sexual orientation (0=heterosexual, 1=other). Country of origin accounted for the top two sending countries of China (*fromChina)* and India (*fromIndia*), but could not be done for any other countries due to low numbers. In this sample, 43.4% came from China and 16.3% from India. Respondents were asked to identify their racial category, coded dichotomously, including 13.1% *White* (1=white, 0=other), 63.5% *Asian,* 5.7% *Hispanic*, 2.5% *Middle Eastern*, 4.4% *Black*, and 3.8% *Other*. Students noted their *relationship status* as single, in a relationship, or married which was then collapsed into partnered (=0) or single (=1) where 41.7% of the sample was single. Regarding respondents' religious views, their specific religions were not utilized in this analysis. Instead, their level of *religiosity* was captured when they answered how important religion is to them. Categories were: very important, quite important, not important, have no religion, and don't know. This was dichotomously coded for religious or not (1=religious, 0=non-religious) where 32.3% of the students were religious.

In addition to drinking and hookup behaviors, two additional variables were used to measure acculturation. First, students were asked with whom they spend most of their leisure time, including people from their own country/culture, other international students from other countries/cultures, American students, or a mixed group of friends. The variable was collapsed to capture those who spend most of their time with American friends (*americanfriends)*, coded 1 for those who said Americans or mixed group, and 0 for those who said international students. In this sample, 44.7% spent time with American friends. The second variable that addressed acculturation was in regard to sexual partners. Respondents were asked to categorize their sexual partners with the same categories previously mentioned, and the variable was likewise collapsed. In this sample, 50 students (27.3%) had engaged in sexual relationships with American partners (*Amsexpart)*.

Finally, documenting the students' adjustment issues was captured in five variables. Students were asked how often in the past month they had felt: hopeless, exhausted, sad, depressed, and overwhelmed. Response categories included: all of the time, often, sometimes, rarely, and never. Guided by the sociology of health literature, two of these variables (sad and depressed) were included in logistic regressions and were dichotomously coded (1=yes, 0=no), and served as a proxy for measuring homesickness.

Table 2 Descriptive Statistics

Variable Name	Variable Description	Percent
HookUp	Engagement in hookup behavior (1=has hooked up)	14.44%

US Victim	Victimization experience since arrival (1=has been victimized)	11.11%
Gender	Gender of respondent (1=female)	47.51%
Year	Year of respondent (1= first or second year student)	61.58%
From China	Respondents from China (1=Chinese)	43.38%
From India	Respondents from India (1=Indian)	16.31%
From Other	Respondents from countries other than China or India (1=other)	40.49%
FrequentDrinker	Frequency of drinking alcohol (1=a lot)	8.12%
CasualDrinker	Frequency of drinking alcohol (1=sometimes or rarely)	68.63%
NotADrinker	Frequency of drinking alcohol (1=never drinks)	23.25%
Drunk	Had been drunk in the past 12 months (1=has been drunk)	31.37%
American Friends	Spend time with American friends (1=American friends)	44.71%
AmSexPart	Engaged in sexual relationship with American (1=American sex partner)	27.32%
Religiosity	Importance of religion (1=religious)	32.34%
Relationship status	Relationship Status (1=single)	45.54%
Sad	Felt sad in the past month (1=yes)	51.62%
Depressed	Felt depressed in the past month (1=yes)	44.55%

Data Analysis

The data analyses focus on answer the following research questions: 1) how do international graduate students learn, encounter, and make sense of American college culture, including the drinking and hook up culture; 2) to what extent and how does international students' exposure/involvement in American college culture affect their risk or vulnerability to sexual assault; 3) how do other social locations (e.g., race, class, gender) of international graduate students influence their risk/vulnerability to sexual victimization; 4) how do international graduate students make sense of consent, and to what extent does their acculturation influence how they understand, use, and perceive consent; and, 5) what formal and informal help seeking behaviors do international graduate students utilize? All analyses of the survey data were analyzed through SPSS Version 22, a statistical software program commonly used in the Social Sciences.

Analyses include basic descriptive statistics and logistic regression models to answer the research questions[2]. Multiple regression models are used to examine the influence of acculturation on hook up behavior, and vulnerability to victimization. All regression models underwent diagnostic tests, which are detailed in the following chapter. In addition, the survey contained some open-ended questions that was also analyzed. Although some responses to the open-ended questions were brief, other participants wrote longer phrases or sentences; these were analyzed using both initial

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[2] The low sample size did not allow for adequate power of detecting a meaningful difference between means, and thus, t-tests were not run in these analyses.

and focused phases of coding (Corbin and Straus, 2008; Charmaz, 2010). In the initial phase, text was read reflectively to identify relevant categories and all initial codes were provisional and grounded in the data. The focus was on fit and relevance, so initial codes were temporary and some were not included in the final reporting of data. In the focused phases of coding, the more significant and frequent codes were used to sift through the data, and codes that were analytically noteworthy despite lower frequency were still included. As new themes emerged, they were explored through recoding of all comments until saturation emerged (Corbin & Straus, 2008). This process allowed for the codes, themes, and findings to emerge from the data, which are reported in detail in the next chapter. All qualitative data from the survey was coded and analyzed by hand and tracked in memos.

Due to the length of the survey and the sensitive nature of some questions, there are cases of missing data. All missing data was excluded from analyses as system-missing (.) so as not to bias analysis. The challenge this presents is that some analyses and findings are presented based on many more cases than others, but I opted not to disregard respondents who only provided partial data due to accounting for it using system-missing. There is a substantial amount of cases excluded from the analyses for victimization as 160 (43.5%) responses were missing. The survey was designed to establish a level of comfort before delving into such personal and difficult questions; however, the location of these questions at the end of the survey may have led to significant missing data due to survey fatigue. The missing data may also be due to the respondents' reticence to answer such personal questions; however, there were no apparent gendered processes at play regarding answering this question. There were 62 female responses and 72 male responses, representing 38% response rate of

the female respondents and 40% of male respondents. Given the lack of research in this area, and the importance of this question, I decided to include this variable in the analyses, and does not believe that the missing data affects substantive results.

Data Collection: Student Interviews

Sampling and Recruitment

The final component of data collection entailed in-depth interviews with international graduate students. All male and female international graduate students who took the Qualtrics survey were invited to participate in an in-depth interview to further explore the survey topics. The last survey question asked, "Would you be willing to be interviewed on these topics?" and interested students could leave their email address. The informed consent stated that if they chose to provide their contact information for the interview, it would nullify the anonymity of their survey; however, their confidentiality was still guaranteed. Forty-eight students left their e-mail addresses and indicated their potential interest in an interview. In addition to those who self-selected to participate, I engaged in snowball sampling with international graduate students I knew. All interviews were conducted in the summer between semesters, which somewhat limited availability of interested students. In all, 28 in-depth interviews were conducted.

Interview Respondent Characteristics

The respondent pool for the interviews was very diverse. Of the 28 total interviews, 12 respondents were female and 16 respondents were male. Based on the nature of the topics addressed in this research, additional female respondents were

recruited but no new interviews came to fruition. Possible reasons for this are discussed in detail later in this chapter. Due to concerns regarding the cultural hesitations some male respondents may have in discussing sensitive topics with a female researcher, male respondents were given the opportunity to be interviewed by a male researcher. Ultimately, none of the male participants requested a male interviewer. Since more men completed interviews than did women, which was contrary to expectations, I engaged in reflexive journaling to shed light on why this may have been the case. This is discussed in detail later in this chapter.

There was significant ethnic diversity within the interview respondent sample. The respondents hailed from 15 different countries: Saudi Arabia, China, India, Jordan, Taiwan, South Korea, Portugal, Belguim, the Netherlands, Germany, Korea, Russia, France, Australia, and Nigeria. China and India were the two countries that were represented by multiple respondents, which is not surprising considering they reflect the two biggest populations within the international graduate student population at this university. Other respondent characteristics can be seen in Table 3, such as the breakdown of master's and doctoral students, departments, and number of years the student had been in the United States and at the university.

Table 3 Interview Respondent Characteristics

Characteristics	N
Male Respondents	16
Female Respondents	12
Unique Countries of Origin	15
Chinese Respondents	9
Indian Respondents	6
Unique Departments*	20
Number of Master's Students	7
Number of Doctoral Students**	20
Time in the US	Range: 1– 20 years
Time at the University 1 year = 9 students*** 2 years = 8 students 3 years = 2 students 4 years = 5 students 5 years = 3 students	Range: 1 – 5 years

*Finance, Sociology & Criminal Justice, Computer Science, Electrical Engineering, and Political Science & International Relations were departments with multiple respondents
**Included EdD
***One respondent was the spouse of a student and had applied to a program but had not been accepted. She is included in this group because she completed a graduate program in the US and has been living in the local college town.

Table 4 Detailed Respondent Characteristics

Gender	College	Degree	Country
Female	Education and Human Development	EdD	Saudi Arabia
Female	Business and Economics	MBA	China
Male	Engineering	PhD	China
Female	Arts and Sciences	PhD	China
Male	Arts and Sciences	PhD	China
Male	Engineering	PhD	India
Female	Business and Economics	MBA	China
Female	Arts and Sciences	PhD	China
Male	Health Sciences	PhD	Jordan
Male	Engineering	PhD	India
Male	Arts and Sciences	PhD	China
Male	Engineering	MA	India
Male	Business and Economics	MBA	India
Male	Arts and Sciences	PhD	Taiwan
Male	Health Sciences	PhD	South Korea
Male	Arts and Sciences	PhD	Portugal
Male	Engineering	PhD	Belgium
Male	Engineering	MA	India
Male	Arts and Sciences	PhD	Germany
Female	Arts and Sciences	PhD	Korea
Female	Arts and Sciences	PhD	Russia
Female	Arts and Sciences	PhD	France
Female	Health Sciences	MA	China
Female	Engineering	PhD	India
Female	Education	MA	Australia
Female	Business and Economics	PhD	China
Male	Engineering	PhD	Nigeria
Male	Engineering	PhD	Netherlands

Interview Characteristics

All student interviews took place in person and were held at the Sociology Graduate Student office in a private room. A privacy noise machine was placed outside of the room to mask any ability to hear what the respondent was sharing. The student interviews lasted an average of 58 minutes, with a range of 27 to 108 minutes. The in-depth interviews were semi-structured which allowed me to guide the interview while still being conversational (Rubin and Rubin, 1995) and allowed the topics discussed to emerge organically. All but one respondent agreed to have the interview recorded using a digital recorder. The one respondent who did not want to be recorded still engaged in the full interview. Extensive notes were taken during his interview and typed immediately following the conclusion of the interview so that few details were lost. All other respondents (students and administrators) were audio recorded and their interviews were transcribed.

Following the same topics as the survey, and given the sensitive nature of discussing the topics in person, the interview guide was structured to start with more general background questions and move toward increasingly more difficult questions. Each interview was structured similarly with an interview guide that enabled the conversation to cover the necessary topics while still allowing for follow-up questions and probes. Interviewing in-person facilitated the collection of detailed information that is not captured in survey research. The students provided information about their department, degree program, and how long they had been studying at the university. They were then asked to share where they were from, and to address how their home country was similar to or different from the United States. Moving to more personal information, they discussed their program in more detail, including their funding status, relationship with their advisor, and the culture of the program. When asked

about whether their gender influenced how they were treated in the department, most students did not believe it did; however, it was brought to my attention that their international status might influence how they were treated in their department. A new question about this was included in the interview guide in subsequent interviews. They described how they spent their leisure time, and their cultural expectations of American life both before and after their arrival. Respondents were asked about their adjustment process and where they sought help when facing problems. Alcohol consumption was discussed in regard to comparison with their home country, as well as their alcohol use in the US. Respondents were asked about the hookup culture, consent, and victimization/perpetration experiences. The students were thanked for discussing sensitive topics and the interview ended by asking them to share both their biggest challenge and favorite part about being in America.

Data Management and Analysis

Interview Data

The audio files were stored on a flash drive that was hand delivered to a hired transcriber who saved the files only to the flash drive which was then hand delivered back to me. These files were backed up on an external hard drive for safekeeping. All respondents were given the option of choosing their own pseudonym, and twelve respondents provided preferred pseudonyms. It is important to note that many of the respondents who selected their own pseudonyms chose American names. All other respondents were assigned a pseudonym that reflected their native culture and hand selected by me. Given the exploratory nature of this research project, transcripts were

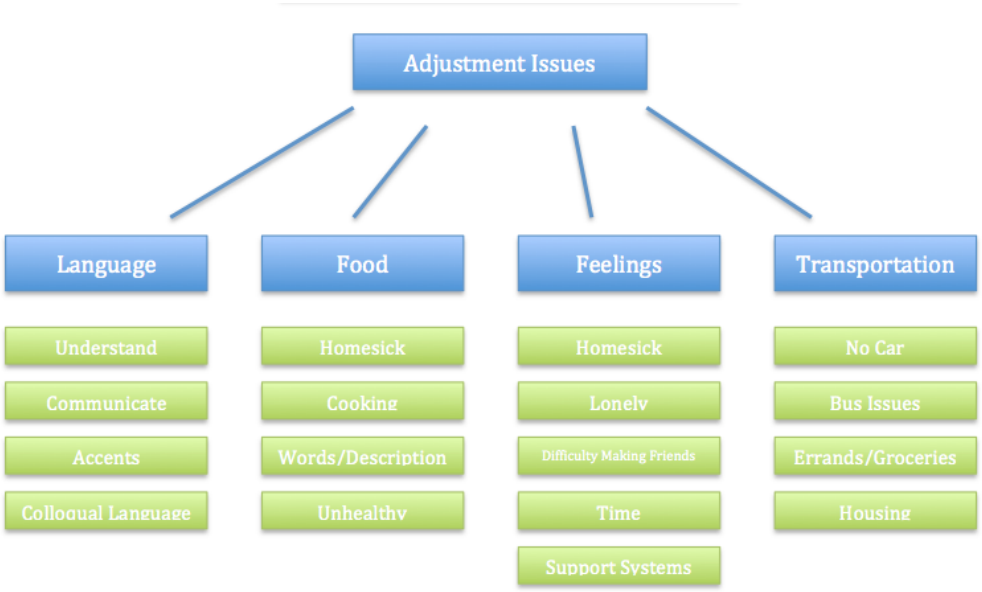
analyzed in a number of ways, ranging from focused/deductive coding to more open/inductive coding. The first round of analysis was founded within the research questions, where general themes based in the questions were used as analytic foci. These included: help seeking, cultural differences, friends, ideas of America, adjustment issues, drinking, hook up culture, consent, victimization, and offending. To use the theme of adjustment issues as an example, each of the 28 transcripts was deductively coded for this general theme, where examples of adjustment issues, guided by the literature, were noted by hand on each transcript. For example, these included respondents making note of being homesick, having language difficulties, struggling in classes, and having difficulty making friends.

The transcripts were then analyzed using an inductive coding technique where new codes and themes emerged from the data. As new themes emerged, they were explored through recoding of all comments until saturation emerged (Corbin & Straus, 2008). For example, it was noted that many students mentioned cooking, not being able to find their own food at the grocery store, or not having sufficient transportation options. These were codes that frequently arose from the data that were not part of the analytic foci as it was initially guided from the literature.

This process was used for each interview, in an order that clustered similar respondents' transcripts together to allow for specific focus and comparison of themes by country. After these earlier rounds of coding, a master document was created with each of the codes and concepts. I then went through each interview again, and pulled segments of the interviews that fit within those concepts. At this stage, it became apparent that some of the inductive codes were emerging in tandem with the deductive codes to create overarching themes. For example, it became clear that students were

not merely mentioning cooking, but were discussing it in a way that addressed their adjustment issues (either in regard to having to cook because they did not like American food or that it was an adjustment to have to learn to cook for themselves). Coding flow charts were used to better understand the data as it emerged from the coding process and was prepared for the analyses. The coding flow chart for the adjustment issue theme presented in this section is in Figure 1. This process ensued for each category to identify emergent themes. Those themes are presented in the following chapters. I chose to do all coding by hand to engage more deeply with the data because the transcriptions were done by an outside source.

Figure 1 Example of Coding Flow Chart



Reflexivity

It is imperative for researchers to engage in reflexivity to acknowledge how they may have influenced the research process (Corbin & Straus, 2008). I engaged in reflexive journaling to understand how my sense of self might influence the study. While I am not an international graduate student, in my graduate student government position, in my position with the graduate office, and in my graduate social networks, I have had many personal experiences with many international graduate students that have shaped my beliefs and ideas. Indeed, those experiences are what led to this dissertation topic; thus, understanding how my previous experiences may have influenced this project is critical.

My social identities may have influenced the interactions with my subjects. My racial, domestic, and advanced doctoral student statuses may have lent credibility and professionalism. In addition, my gender identity may have operated in a different fashion. For example, during the focus group there were no concerns raised about Koss's (2007) Sexual Experiences Survey despite the very explicit nature of the questions. I wondered if they did not raise these concerns because of discomfort talking about the subject with me as a female, based on Middle-Eastern and Asian cultural norms of the taboo customs of discussing anything of a sexual nature. However, when asked, they were very open in discussing that part of the survey, leading me to conclude that there was no masking of miscomprehension. My awareness of my gender was also important during the interview phase as an interview with a Saudi Arabian male made me very aware of how my dress may have influenced our interaction. He was speaking of his American wife and shared that he had asked her to dress appropriately based on his county's cultural norms, which included wearing long sleeves and pants even in the summer months. As he shared this, we

both looked at my exposed arms, and I realized that I had not considered what I should wear for the interviews that would make my respondents most at ease. In all future interviews, I wore long sleeves and pants, despite that the interviews were conducted in the summer months.

Although I had concerns that cultural beliefs regarding appropriate topics of conversation with women may limit male involvement in the research, the number of male interview respondents surprised me. I noticed that many of the students mentioned something about being aware of me or meeting me in my role in their transition to the university when we met for the interview. Comments included referencing my role in their New Graduate Student Orientation, meeting me at the New Student Welcome Center, or interacting in the Graduate Student Government. Some of the men had experienced challenges when arriving the US, which I was able to help address, and another respondent said simply, "I signed up for an interview because I know you." Reflexively, I worried whether this personal connection to me influenced their participation in the research project, their responses in the interviews, and whether that would bias my data. Since many of them saw me in an authoritative role, I had to acknowledge that there might have been a power dynamic at play in the interviews (Anderson, 2009). However, in discussing this with a respondent who said she participated because she knew me, she said that it positively affected her willingness to speak honestly and truthfully because she felt comfortable with me. Given the sensitive nature of the topics addressed in the survey and the interview, I believe that those who did know me felt safe and answered with greater honestly. However, this could have been a gendered effect, where female respondents felt more comfortable with me and more willing to disclose victimization experiences but male

respondents were hesitant to admit any offending behavior since they knew me. Despite my efforts to create an open and non-judgmental environment, no male respondents disclosed offending behavior during the interviews. This may be because they had not engaged in these actions, but it could also be a function of social desirability. Although I do not believe that a power dynamic caused interview-respondent bias, I cannot completely account for the way I influenced the data. I do believe that my connection to the population enabled me more access in a way that would not have been granted to a complete stranger.

The final component of reflexivity involves the protections in place for my respondents throughout the process. As mentioned, my connections and experiences with this population are what led to the interest that my research might uncover vulnerability and risks so that academic institutions can plan risk reduction/prevention strategies with greater efficacy. In that vein, I ensured that my respondents felt safe and comfortable throughout the research process. Before engaging in my research, I completed the University's Protection of Human Subjects and Responsible Conduct in Research trainings. Additionally, I received the University's IRB approval ensuring compliance with the institution's regulations. During the interview process, I provided tissues and water at the interview site to help the respondents feel more comfortable, and they were told in the informed consent form, which was reinforced by my statements, that they could refuse to answer any questions and end the interview at any time if necessary. Additionally, resource lists were provided that offered local and community information and contact phone numbers/websites if the research process upset the respondents.

Chapter 4

SURVEY DATA FINDINGS

As outlined in the first chapter of this dissertation, this research project seeks to understand the acculturation processes of international graduate students, especially as it relates to their vulnerability to sexual violence (both victimization and perpetration issues). The existing research on international students indicates that their experiences are different than their domestic counterparts, and the sparse literature on graduate students indicates their experiences are different from their undergraduate counterparts. A specific focus on the intersection of these two identities, *international graduate students*, is vastly missing from the literature. Recognizing that most international graduate students will not experience or disclose victimization, this dissertation looks generally at how this population (both men and women) experience acculturation to American culture – how they make sense of American college dating culture and the associated norms regarding gender roles, drinking, sexual and dating norms, and consent. In this chapter, findings are presented from the online survey that was taken by 367 students. The survey includes both forced-response questions as well as open-ended questions. The findings from the data begin to answer the research questions presented in earlier chapters.

The research questions will be further addressed in the next chapter in the analysis of the in-depth interview data. This present chapter begins with a discussion of how international graduate students make sense of American campus culture and then addresses how that may influence their risk of sexual assault. Their

understanding and use of consent are analyzed, especially as it relates to acculturation. Finally, this chapter looks at their help seeking behaviors to better understand whether and why they pursue particular paths of assistance.

How International Graduate Students Learn of American Culture

To address the first research question of understanding how international graduate students make sense of American campus culture, analysis will begin with learning where their ideas are formed. In an open-ended question, respondents provided comments explaining where they got their ideas about what American college life was like. For example, one respondent said "TV and movies ingrained pre-conceived notions about U.S. party culture at campus settings." Although television series and movies were the most common responses, one respondent mentioned American magazines, and another stated, "My knowledge comes from my friends and family members stories who went to college in the U.S."

Respondents provided additional information in another question on the survey where they were provided a list from which they selected items where they learned about American culture (see Table 5). Methodologically, a forced-choice list provided ease in gathering of data for a robust sample size, but additionally, it was used as a tool to assist non-native English speakers. Conceptualizing ideas in one's native language and translating that into another for a survey response can be cumbersome; therefore, a predetermined list of ideas to choose from was used to help non-native speakers and facilitate gathering of such important data. The respondents were encouraged to consider many options, and they revealed again that much of their perceptions about American culture were formed by movies and television. However,

many of them also learned from the news, from family and friends, and from their English textbooks. The 23 "other" responses included books (n=5), classes about English or American culture (n=2), the internet, their field of study, interactions with Americans (n=4), and visits to the US as a tourist or short term visits (n=6).

Table 5 Socialization Measures

Description	Response	Percentage
Movies and/or television shows	243	87%
The news	164	59%
Stories from family and friends	102	37%
English Textbooks	70	25%
Other (please specify)	23	8%

How International Graduate Students Make Sense of American College Campus Culture

Most of the students in this sample already had an idea of what American campus culture was like before they arrived in the States as evidenced by their responses. Only forty-five students, or 25% of the respondents in this question, said that they did not have any thoughts or beliefs about college campus culture before arriving in the US. The other 75% came to the University with various preconceived ideas of what to expect. The open-ended responses to this question were coded following a grounded theory approach to allow for themes to emerge from the data. This approach identified three major themes from the open-ended responses regarding expectations of college campus culture: academics, freedom, and partying/drinking. A few sub-themes that emerged will also be discussed. There were no substantive

gender differences in the themes that arose; however, the gender of certain commenters is with their quotes to provide additional context.

Academics

When sharing their thoughts or beliefs about college campus culture, 25% (n=45 comments) of the international graduate students' comments reflected something about their expectations for academic life. Of these 45 academic related comments, 31% (n=14) addressed the perceived high quality of students in an American college, noting that students study hard, that American universities are a place where "very smart people go", and that students "are very self-motivated and open-minded". Eight comments reflected their expectations of having to work hard, and that their workload would consist of a lot of homework, projects, and tests. Two of these comments noted that due to the workload, many students "work until late at night" or will engage in "all-nighters at the library."

Despite their expectations that school would be challenging, nine respondents (20%) mentioned having a more holistic experience with a focus on extracurricular activities. One respondent described this work and fun balance saying, "Besides education, their [sic] are lot of other things like sports, music, entertainment, or any other activities other than education, plays important role in academic success." These nine respondents mentioned that they believed campus culture would have "lots of sports and activities", people would be more engaged, that they would have some leisure time, and that generally, there would be a "wide variety of ways to interact with people and get involved."

Although only a handful of students (n=5) mentioned that they expected the campus culture to be competitive, six respondents (13%) offered positive comments

about the collaborative role of peer education in that they expected to learn not only from professors, but from other students as well. These comments were indicative of peer education in the classroom, reflected in this respondent's comment when speaking specifically about life as a graduate student: "students play an important part too, not only teachers, i like that. it make me think more what i learned and what i want to learn [sic]." In addition to peer education in the classroom, three of the six comments conceptualized peer learning outside of the classroom, as one respondent said she thought she "would have lots of friends from varied culture [sic] and might be happily sharing loads of knowledge and happenings about our culture." Although only three students explicitly alluded to a multicultural melting pot in this open-ended question, this topic is discussed in further detail subsequently in this chapter.

Nine of the comments (20%) discussed the academic infrastructure of American colleges and universities as they compare to their home countries. For example, four respondents specifically noted expectations about in-class interactions, and three mentioned that it would be individualistic, perhaps reflective of their expectations of US society more broadly. Three respondents commented on the role of the professor, saying that in the US, professors might be more understanding, that students have good relationships with their teachers, and that students would have "a lot of chances to work with professors." This comparison of academic infrastructure to home countries was reflected in one respondent's poignant comment: "Students feel free to challenge professors in the classes and being very active to participate in discussion. Chinese colleges are not like that." This difference was addressed by an administrator in the Graduate Office who indicated that the difference between the structure and expectations of professor-student interaction here and in countries like

China is often challenging for new international graduate students. Their native culture does not encourage students to ask professors questions or show weakness to professors during office hours; however, at this University, professors expect students to seek help if they are struggling. Responses from these three open-ended comments indicate that perhaps some students are, in fact, aware of the professorial/student differences between university expectations in the United States and in other countries.

Freedom

Many of the respondents raised the notion of freedom in their responses to their expectations of American campus culture. More than 15 respondents (8.4% of all comments) mentioned simply the freestanding word "free" in their description of campus culture. Others elaborated on their concept of free and freedom. For example, many students mentioned that they believed American campus culture to be more free-minded, such as one respondent who described it as "open to discussion, thought provoking, and independent thinking". This was a recurring notion, where respondents mentioned "free" as in meaning the ability to be open-minded and creative. Some respondents mentioned freedom in the sense of the ability to study what they want, to say what they want, and "free to challenge professors in the classes." Other students mentioned "free" as in leisure time to experience new things such as clubs and activities. One female Muslim student from Bangladesh focused on freedom in regards to gender: "College campus culture allows free mixing of men and women". A major component of this theme of "freedom" was about the openness of American campus culture, especially in regards to "open academics", "open to

discussion", being "open-minded" and generally, the freedom to think and speak what you want.

Parties and Drinking

The third major theme that emerged from the open-ended responses focused on campus parties. Thirty-two comments specifically mentioned partying or drinking, encompassing 18% of the total comments. The drinking and party culture was a component of campus life that they recognized – not necessarily with a positive or negative connotation attached to it. Many of the 32 comments were about the sheer presence of it, such as "full of parties", "lots of drinking and parties going on", "i knew that they party a lot", "lots of heavy drinking." Others discussed the party culture positively, such as one male respondent from Italy who said he had "positive thoughts on the campus 'party' life." Other respondents described the parties as "fun" and one described the culture as "exciting", saying it was a "work hard, play hard" culture. Another student echoed that mentality saying, "Study hard. Party hard. You can only choose two out of the three: study, sleep, social life." The respondents who commented on the presence of partying came from a variety of countries. However, the two comments that specifically endorsed party culture were from male respondents from Italy and the Netherlands, which was not unexpected given the findings in the World Health Organization report discussed in Chapter 2.

Despite the positive views expressed about the party scene that awaited them in the US, two students voiced concerns about this aspect of campus culture. One female respondent from Brazil said the campus culture was "too liberal and open regarding sex and drugs amongst teens". This view was not relegated only to females, as shown by one Muslim male's comment about his family's concern for his arrival

here. He stated, "My family were worry [sic] about me getting involved with sexual sins or live the undergrad life." This was the only respondent who explicitly mentioned family concerns during this open-ended question about expectations for campus life. Interestingly, although the existing literature looks at both drinking and hooking up as major aspects of college campus culture (Armstrong, Hamilton, & England, 2010; Bogle, 2008; Farris, 2008; Martin and Hummer, 1989), only two respondents noted this sexual aspect when asked generally about expectations for campus culture. Given that there were only two comments and that they came from different genders and different cultures, no generalizable finding can be taken from this. Based on research studies that address Asian cultural expectations around dating norms and gender roles, such as the high value on chastity and women as sexual gatekeepers (Lee et al., 2005; Yamawaki, 2009), it was surprising that the comments did not come from respondents from Asian cultures. It was not unexpected, however, that one comment was stated by a Muslim respondent, given the strict gender roles and accompanying expectations of that faith.

Based on just two comments, it is unclear why respondents did not raise the issue of sexuality or hooking up in this open-ended question, although it could be that their cultural norms make them reticent to bring up such topics. It may be that the international student perspective of campus culture is predominately one of drinking and partying, and that the hookup culture is not something they are familiar with before their arrival. However, it may also be that the party culture as they know it is inclusive of the hookup culture and so by discussing "parties" in their responses, they were including this component as well. This will be discussed in further detail in the next chapter using data gathered from the qualitative interviews.

Other Ideas and Beliefs

As mentioned, there were sub-themes that arose from the open-ended responses that did not emerge with the same level of recurrence as the larger themes but were noteworthy topics, nonetheless. The quote about the family's concern for his engaging in undergraduate life was one of the few comments that differentiated campus culture into undergraduate and graduate life. One other comment stated that the respondent thought "even grad students enjoyed as much as undergrads" and the final comment specific to graduate school life was about the difficulty of making friends at the graduate level. This is noteworthy because it is unclear whether international graduate students see graduate education as distinctly different from the undergraduate experience. Since many of them referenced movies as the source of their perceptions and expectations for campus culture (discussed in detail later in this chapter), this conflation may be due to the fact that popular movies about campus life are not generally focused on graduate education. Thus, if movies were students' source for understanding campus culture, then it follows that they would not have specific ideas of what *graduate* campus life will be like. However, it is unclear from the data whether they have similar partying and drinking expectations of graduate life as well, or if they were responding to the question generally about US colleges.

There were a few comments that discussed negative expectations of campus culture that were troubling. First, one student from India mentioned that she had a "slight fear of being bullied", however she stated later in the survey that "People here are nicer than I had expected and easy to approach." Another respondent mentioned that her belief of campus culture was that the native students did not like Chinese students. However, she mentioned later in the survey, "Most of Americans in campus treat Chinese students pretty good." Both concerns seemed to be alleviated once

students arrived. Though only a few students raised these concerns, they should not be overlooked given Lee and Rice's (2007) findings that international students faced a range of negative experiences, from hostility to feelings of inferiority, exclusion, and assault. It appears that the two students' concerns did not come to fruition once they matriculated into graduate school in the US, although there is no certainty as to whether they were answering honestly or if it is a reflection of social desirability bias. It is a shortcoming of the survey design that a question was not asked specifically about concerns they had prior to their arrival, which would have provided more data on this topic.

Finally, some students discussed American campus culture as being a place of multi-culturalism. Respondents referred to campus as "diversified", a "multicultural environment", and hoped that they would have "lots of friends from varied cultures." This was not necessarily what they found to be true once they arrived at this University, as one student noted, "I thought to have varied cultured friends, but I did not get as I expected." Most students socialized and studied within their same cultural groups.

International Graduate Students' Experience with College Campus Culture

To answer the first research question, I sought to understand how this population learns of college campus culture, how they make sense of it, and what are their experiences. To address this latter part, the research is guided by the literature that identifies drinking and sexual activity as common components of American college campus culture to inform the perceptions that international graduate students hold. In research on campus life, this has been referred to as the "hookup culture" (Armstrong, England, and Fogarty, 2009; Bogle, 2009; Glenn and Marquardt, 2001).

Although there is not one established definition of the hookup within the literature, scholars agree that hooking up consists of casual sexual activity, ranging anywhere from a kiss to intercourse, between nondating partners outside of the context of commitment (Armstrong, England, and Fogarty 2009; Bogle 2008; England and Thomas 2006; Fielder & Carey, 2010; Garcia et al, 2012; Glenn and Marquardt 2001; Paul, McManus, and Hayes 2000). Though there is no existing research that indicates whether or not international graduate students participate in the hookup culture, Lee and Rice's (2007) international respondents indicate that they still encounter and learn about the contours of campus hookup culture, evidenced by their discussion of the international students in their sample who felt discomfort with the drinking and sexual activity that is so openly discussed in American culture. Of course, at this university, 'international students' is not a homogenous group from China or India, but one representing over 50 countries of origin. As discussed in the previous section, some students viewed the party culture positively and characterized it as "exciting." It is possible that the lack of extant research on international (graduate) student participation in the hookup culture is not due to their lack of participation but instead due to the lack of inclusion of this population in such research. Therefore, this research seeks to fill this gap by asking international students in both the survey and in-depth interviews explicitly about their engagement in drinking and partying, as well as their involvement in the hookup culture. Results from the survey are presented in the next two sections.

Drinking and Partying

In addition to understanding their involvement with the drinking culture, this research also attempts to understand student views and perspectives on alcohol.

Extending Sims et al.'s (2007) research on the role of alcohol in victim blaming and crime, if international graduate students have more conservative views on alcohol, they may be more likely to engage in victim blaming if the victim had been drinking. This could include self-blame if victimized, which may influence help seeking behaviors. Therefore, respondents were asked to share what their views were on alcohol before their arrival in the US. The question was open-ended to avoid leading their responses, and it was coded using a grounded theory approach from which three major themes arose. Students discussed alcohol as part of social life or as a social lubricant tool (n= 35 comments), as an appropriate behavior if used in moderation (n=32 comments), and others presented the negative side of drinking, including health risks and religious concerns (n=34 comments).

The theme of alcohol as a vibrant part of social life was raised extensively by the international students. Many students explained that alcohol was used during celebrations, such as one said, "you can drink it when you celebrate or have a special reason," or another who said that alcohol is used "to make everyone happy when holding parties." One respondent called it a "vital part of partying" indicating the intertwined notion of alcohol with parties. The majority of the comments indicated that alcohol was a helpful tool for helping them to open up in social settings. For example, one student said, "it's a means to socialize. It's a good way to relax and get to know people." Another respondent said, "It's a good thing to drink with your close friend which is able to make your relation closer." Some of the comments hinted at the use of alcohol in helping with social anxiety, such as alcohol is "helpful to open conversation" and is a "catalyst of entertainment and fun." For these respondents, alcohol was not raised as a concern, and had a useful place in their social toolkit. This

is not unlike the perspective of domestic students who have been widely studied in the extant literature. Although much of the research focuses on student perspectives of negative consequences, research also indicates that most students also report positive associations (Lee et al., 2011; Park, 2004; Mallett et al., 2013). Park (2004) shows that college students are motivated to drink for celebratory and social enhancement reasons, which is not dissimilar to the findings presented here.

Other students' perspective on alcohol was dependent on its use in moderation. There were 32 comments that focused on the importance of drinking in moderation, such as "a little bit is ok" or pointing out that alcohol is "not to be excessively consumed." One student said "nothing wrong with it, if used responsibly" and another said "never overuse or get drunk." For these students, small amounts of alcohol were fine as long as the individual does not "become out of control" or "intolerable." For some respondents, the concern about alcohol was related to the consequences of overconsumption, such as "it makes us unconscious", "it is harmful to health", and a concern for alcoholism. Again, their comments showed both positive and negative sides of drinking, and with most placing an emphasis on moderation.

For 34 of the respondents, however, their views on alcohol were purely negative. More than one-third of these negative comments (n=12; 35%) focused on concerns regarding the effects of alcohol on one's health. For example, students said "alcohol is bad for health", "it is unhealthy," and "I don't drink alcohol because I want to live in a healthy way." Unlike some of the comments previously identified that focused on the positive effects of alcohol on one's health if used in moderation, these students were only focused on the health risks associated with alcohol. Eight students discussed negative views of alcohol because of the taste, such as one who said it

"tastes funny, don't understand why it is popular." Four students mentioned alcohol being "bad" in some way, such as a student who shared that her father had been in a drunk driving accident, or another student who claimed that alcohol was "destroying the humanity." Finally, three students shared negative views on alcohol use because of their religious or cultural beliefs, such as "it is against my culture and religion," "it is prohibited," and "in our religion it is not accepted and I do practice my religion willingly!" It is interesting to note that there were almost exactly as many students who had negative opinions on alcohol as there were students who had positive views when not considering those who focused on moderation.

It is not surprising that many of the individuals who shared negative perspectives on alcohol did not engage in drinking behaviors. Since beginning their graduate programs, 23.2% (n=63) had never drank alcohol, which is generally consistent with other reports of drinking on the college campus.[3] There were 19.1% (n=52) who reported not drinking at all in the past 12 months, which could indicate that first year students did drink in the months leading up to the start of their program. Despite the varying perspectives of alcohol, many of the international graduate students in this sample avidly participate in drinking culture. In the past 12 months, almost 30% (n=80) drank 1-3 times, almost 20% (n=54) drank about 1 time per month, 11.8% (n=32) drank 2-3 times a month, and almost 20% drank weekly. About one-third of the students (32.8%, n=89) rarely drank since beginning graduate school, 35.8% (n=97) sometimes drank, and 8.1% (n=22) self-identified as drinking alcohol "a

[3] The 2014 College Risk Behavior Survey (CRBS) was administered to full-time, undergraduate students at the same institution where this dissertation data was collected, and found that 22% of students reported abstaining from alcohol. The CRBS data presents a monthly view, compared to the way the question was asked in this data.

lot" since beginning their graduate programs. These individuals who drank "a lot" were those included in the dummy variable "frequent drinkers". Just as those who had negative views on alcohol were not drinkers, those who were frequent drinkers tended to have more positive views on alcohol before arriving in the US. Interestingly, 38% (n=7) of the 18 comments left by frequent drinkers were about drinking in moderation. Thus, just because they drink frequently does not necessarily indicate they engage in binge drinking behaviors, which is discussed in detail below.

When the students drank, 42.4% had just one drink, 33.6% had 2-3 drinks, and 5.2% had 4 or more drinks. In the past year, 24.4% of them had been drunk 1-3 times, 3.7% were drunk about once a month, 1.1% were drunk 2-3 times a month, and 2.2% were drunk about once a week. Students also reported their frequency of drinking prior to coming to the United States, which was used to understand if behaviors had changed since their arrival in the US. Table 6 shows the percent change, which indicates that international graduate students' drinking behaviors are changing since coming to the United States.

Table 6 Drinking Behavior

Frequency	Native Country (n)	In the US (n)	Percent Change (%)
Never:	70	50	-28.6%
A few times a year:	106	107	+.01%
One or twice a month:	60	63	+.05%
Once or twice a week:	32	45	+40.6%
Almost every day or every day:	3	5	+66.7%
Total:	271	272	

For some categories, such as “a few times a year” and “once or twice a month” there was minimal change in the overall number of students who identified their drinking behaviors in that category. For others, however, there was substantial change. The category of those who never drink decreased by almost 30%, and drinking once or twice a week rose by 40%. Although the percentage change of those who drink almost every day was very high, the n is very small. Unfortunately, the data does not indicate generalizable categorical changes. For example, it can't be determined if students gradually moving down the chart (i.e., someone who never drank now drinks a few times a year, and someone who drank a few times a year is now drinking once/twice a month) or whether there is more substantial change (i.e., someone who never drank is now drinking weekly).

What the data does show is students’ intentions to get drunk when they do drink. When asked, “do you drink to get drunk?” 13.4% said they always or sometimes do whereas 86.7% said they rarely or never do. 13% of them had “blacked out” or were unable to remember a night due to drinking. Comparing the data of how often students drank with how many drinks they had offers compelling information. Only 5% of the students who drank *at all* (from only once in the last year to those who drank daily) had 4 or more drinks in a single setting. The vast majority of the students who drank either had just one drink each time (42.4%, n=115) or 2-3 drinks (33.5%, n=91). The numbers of students who are drinking minimal amounts of alcohol are reflective of their comments regarding the importance of drinking in moderation. When compared to the data from the 2014 College Risk Behaviors Study (CRBS), the numbers show a stark difference between our international graduate students and our

domestic undergraduate students. This data indicates that 78% of students reported drinking in the past month and 61% of them binge drank, or had 5+ drinks in a single setting. Again, compare this to the 5% of international graduate students who had 4+ drinks in a single setting in the past *year*. The comparison of data is not perfect given that this dissertation asked about drinking within the past year, not the past month. Despite this, it is clear that our international graduate students may not participate in the binge drinking culture anywhere near the same numbers as our undergraduate students. This is not entirely unexpected given the age difference, the workload associated with graduate education, and the cultural influences of international students.

I engaged in interactions with international graduate students at events prior to the start of this project where alcohol was served, and an Asian female reported being drunk after drinking only one glass of wine. She explained that she was used to drinking rice wine in her home country, and therefore, American grape wine affected her differently. Therefore, the way the literature conceptualizes binge drinking as 4+ drinks in a setting may be problematic and not entirely generalizable to this population. Data was compared between how many times students reported being drunk and how many drinks they had per setting. Not surprisingly, a total of 136 students reported never being drunk, including 94 who typically had 1 drink per setting, 40 who had 2-3 per setting, and 2 who had 4+ per setting. What is more noteworthy is the number of students who reported being drunk on much fewer drinks than four. Of the students who reported being drunk at all in the past year, 21% (n=18) students were drunk 1-3 times and usually had 1 drink per setting, and 45.8% (n=39) reported being drunk who usually had 2-3 drinks. Of the 115 students who

typically had 1 drink per setting, 18% (n=21) reported being drunk at least once in the last year. This data cannot conclusively show whether the night they were drunk was an outlier evening of drinking more than they typically do, or whether they were drunk on just one drink. If the latter is the case, "binge drinking" for some of our students in this population may involve much less than the standard 4+ drinks. This is important for understanding how drinking may influence risk of victimization. For this population, using frequent or heavy drinking as a variable may be a less effective predictor than a variable that captures being drunk.

Another important component of understanding how international graduate student drinking behavior may be different than their undergraduate counterparts is to understand *where* they are drinking, especially when linked to sexual activity. The literature shows that the hookup typically begins at a party or a bar where there has been flirting and usually drinking, and the individuals move to a more private location such as a room at the party or a dorm where the sexual activity occurs (Bogle 2007; England, Shafer and Fogarty 2008). Therefore, understanding where drinking is happening is important. Although there is graduate student housing available, it is limited in comparison to undergraduate housing. For example, in the current academic year, housing is at 100% capacity and can only hold 70 graduate students. To understand the context of where students were drinking, they were asked to note all of the places where they typically drank alcohol in the past thirty days (see Table 7).

Table 7 Drinking Location

Where did you usually drink alcohol?	Response (n)	Percentage (%)
I did not drink alcohol in the past 30 days	98	37%
At my home	91	34%
At another person's home	48	18%
At a restaurant	50	19%
At a bar or club	71	26%
At a party	38	14%

The most frequent place they drank alcohol was at their house, followed by a bar or club, at a restaurant, another person's home, or at a party. This pattern was reflected in the qualitative interviews with students as well. Unlike many domestic undergraduate students who drink at their home or a friend's house as pre-gaming, where they have many drinks before going to the bar scene, the students in this survey sample mentioned enjoying a glass of wine at home but infrequently attended parties due to their workload. Many of the qualitative interviews discussed going to bars during happy hour with their classmates – so although the numbers show that some international graduate students are drinking in public spaces (i.e., bars and clubs), the context may be different than the typical domestic student. One student shared that in the US, "your friend circles are decided by alcohol" in the sense of whether you go out drinking or not. She explained that people who make drinking the main event will continue to go to the same types of events (i.e., bars) and "if you're not a big drinker or if you're not drinking you're not going to have fun. So, you will be invited for the first five, but by the sixth one they will be like 'yeah, she just has that one glass of beer

after like four hours' (Apra)". Instead, she has found a group of friends who make food the main event, sharing recipes from their cultures, and trying new things together. Alcohol is there at the home while they cook, but it is not the main event. Again, this may be different than the typical domestic student experience where drinking is the focus of the evening.

Relationships and Sexual Activity

Like all social beings, international graduate students seek to create a full life during their time in the United States. Extending beyond the main aim of education, these students travel, try new foods, experience new things, develop deep friendships, date, and may even meet lifelong partners. Many students bring with them partners from their home country who may or may not be matriculated students as well. At the time of survey administration, 45.5% of the students were single, 34.8% were in a relationship, and 19.6% were married. Since their arrival in the United States, 57.3% have had intimate relationships, including 96 male responses and 92 female responses. This included 40.7% (n=42) of the first year students, 59.8% (n=61) of second year students, 58.3% (n=28) of third year students, 73.5% (n=25) of fourth year students, 74% (n=20) of fifth year students, and 85.7% (n=12) of those who have been in their programs longer than five years. It is not surprising that the percentage of respondents involved in relationships increases with length of time in the US, but it is more noteworthy that almost half of the first year students had some kind of relationship. Of those who have had intimate relationships, 66.6% of them were with people from their own country/culture, 7.5% were with other internationals but not from their own country/culture, and 19.9% were with Americans. Of the first year students who had

been in intimate relationships, 42% were with people from their own country/culture, 7% were with other international students from a different country, and 29% had been in intimate relationships with Americans. Of all students who were in intimate relationships, 60% of men had relationships with others from their country/culture and 23% with Americans, while 71% of women had relationships with others from their country/culture and 16% with Americans. Thus, although women were engaging in relationships with Americans, a greater percentage of male international graduate students were doing so.

Additionally, 60% of this sample has had sexual experiences (defined as "kissing, touching, oral sex, or sex") since arriving the United States, including 96 men and 93 women. Of the students who had engaged in sexual experiences, at the time of the survey, 31% of the respondents were single, 45% were in a relationship, and 24% were married. Of those who have had sexual experiences, 61.2% of them were with people from their own country/culture, 7.7% were with other internationals but not from their own country/culture, and 26.7% were with Americans. Although the majority of the international graduate students who are in relationships and/or sexual experiences are doing so with intra/intercultural international students, more than a quarter of them are engaging in such behaviors with Americans. Of all students who had sexual partners, 30.1% of men and 22.8% of women had American partners. This number is higher for first year students. Of the 44 first year students who had sexual partners, 34% (n=15) of them had American partners.

Thus, international students have sexual experiences, but this does not necessarily mean they are hooking up as we understand it from the literature. However, when asked, "Since beginning graduate school at UD, how often do you

hook up (have casual sexual encounters with someone you are not in a relationship with)?" the responses indicate that international graduate students *are* engaged in this behavior. The vast majority, 85.6% of them had never hooked up, but 9.6% had ("rarely") and 4.8% responded "sometimes". Thus, 14.4% (n=39) experienced at least one casual, non-committed hookup.

Of those who had engaged in hookups, 28.2% were first year students, followed by 25.6% of both second and third year students, 12.8% of fourth years, 7.7% of fifth years, and 0% of those who had been in their programs longer than 5 years. This data is particularly interesting in that those students who have been on campus the shortest amount of time have the highest percentage of experience with casual hook up behaviors, which may be reflective of the extant literature that shows that students are the most vulnerable to sexual assault in their first year. Overall, 12.6% of the first year students had engaged in hookup behaviors. Of all the students who had hooked up, two-thirds of them were men, and one-third were women. This substantial amount of women engaging in hookup behaviors was surprising given the extant literature on the gender roles of women in other cultures (Lee et al. 2005; Yamawaki 2009). However, the countries of origin of these women included: Belgium, Canada, China, Columbia, Ecuador, France, Germany, Greece, India, Iran, Italy, Korea, Netherlands, Pakistan, Spain, Sri Lanka, Taiwan, and Turkey. While some of these countries are not surprising to see on the list due to their similarity to western culture (i.e., the Netherlands, Belgium, Germany, Italy), it is noteworthy that China and India were the two most frequent countries of origin, albeit they are the two largest populations in the graduate student body.

Table 8 Cross Tabulation: Sex by "How often do you hook up?"

Sex	Never	Rarely	Sometimes	Total
Male	114	19	7	140
Female	117	7	6	130
Total	231	26	13	270

To answer the first research question of understanding how international graduate students encounter the hookup culture, a logistic regression was used to determine what factors might be predictors of hookup behavior. The dependent variable was "hook up behavior" coded dichotomously for those who had engaged in hookup behavior before and those who had not.

The first model (Table 9) included the dependent variable of hookup behavior with drinking behavior, given the established connection between the two in the literature. To address the independent variables of drinking behavior, "FrequentDrinker" was a dummy variable created to capture respondents who reported drinking "a lot", "CasualDrinker" was for those who reported drinking "sometimes" or "rarely" and "NotADrinker" was for those who reported never drinking. In this first model, the frequent drinking group was held out as the reference. A variable for whether the student had been drunk in the past twelve months was created based on the discussion earlier in this chapter. This dummy variable captures those who have ever been drunk and those who have never been drunk. Diagnostic tests were used to check the model. The Omnibus Test shows the model was significant at the .000 level, and the Nagelkerke R Square was .210 showing that only 21% of the variance in the dependent variable is explained by the predictor variables. The Hosmer and Lemeshow Test was above .05 (p=. 94), indicating the model is significant. The

classification table shows that 86.7% of the outcome was correctly predicted by the model.

Table 9 Results from Model 1 on Hook Up Behavior

Variable	Coefficient	Standard Error	Exp(B)
CasualDrinker	-1.811***	.47	.164
NotADrinker	-3.41***	.836	.033
Drunk	1.24***	.408	3.45
LR chi2= 33.979	Log likelihood = 189.014		N=270
*p<.05; **p<.01; ***p<.001			

In this first model, membership in all three drinking categories were significant predictors of hookup behavior, both at the p=.000 level. Students who were casual drinkers were less likely to hookup compared to those who drink frequently, and those who do not drink were even less likely. Those students who had been drunk were significantly more likely to engage in hookup behaviors. The odds ratio indicates that students who had been drunk were 3.45 times more likely to hookup than those who had never been drunk in the past year. This supports the connection of alcohol and hooking up that has been previously set forth in the extant literature. This also supports the earlier suggestion that frequency of drinking may have less explanatory power than level of intoxication. This data demonstrates very salient findings because it indicates that the alcohol/hook up connections in the literature may be generalizable beyond domestic undergraduate students. However, given that the model only describes 21% of the variance in the dependent variable, additional models were run for higher predictive ability.

To further understand their engagement to address the research question, a second model (Table 10) was used that included additional variables that were associated with American Culture. These variables were "AmSexPart" which was coded dichotomously for respondents who had American sexual partners, and "AmericanFriends" which was coded 1 for respondents who reported spending most of their leisure time with Americans or mixed groups. In this model, the dummied variable for having been drunk was the only drinking variable included, and gender was included as a variable in the final model. Diagnostic tests were used to check the model. The Omnibus Test shows the model was significant at the .000 level, and the Nagelkerke R Square was .369 showing that about 37% of the variance in the dependent variable is explained by the predictor variables. The Hosmer and Lemeshow Test was above .05 (p=.652), indicating the model is significant. The classification table shows that 85.8% of the outcome was correctly predicted by the model.

Table 10 Results from Model 2 on Hook Up Behavior

Variable	Coefficient	Standard Error	Exp(B)
AmSexPart	1.76***	.55	5.84
AmericanFriends	-.19	.56	.83
Gender	-1.07*	.49	.344
Drunk	1.61***	.50	5.05
LR chi2= 42.849	Log likelihood = 118.166		N=162
*p<.05; **p<.01; ***p<.001			

Results from the logistic regression yielded that three variables were statistically significant. Having American friends was not a predictor of this behavior, indicating that being exposed to the hookup culture through friendships is not having

an effect on individual hookup behavior. However, once moving beyond a friendship, the American distinction does play a role. The results indicate that having American sexual partners was a significant predictor of hookup behavior (p=.001). The data doesn't allow for an understanding of whether their hookup behavior was with an American partner so it is unclear whether the hookup happened with an American or if the relationship between the two variables is time invariant. Irrespective of this, the data indicates that students who have American sex partners are 5.8 times more likely to hookup than students who do not have American partners.

Level of intoxication remains an important predictor in this model (p=.001), as those individuals who have been drunk in the past 12 months were 5 times more likely to engage in hookup behaviors than those who had not been drunk. Additionally, in this model, gender was also a significant predictor (p=.028). This indicates that women were 65.6% less likely to hook up compared to their male counterparts.

A final model (Table 11) was used to further explore the role that any other variables play with influencing international graduate student involvement in the hookup culture. This third model included demographic information such as year in the program, and relationship status. The literature addresses the connection between cultural values and religiosity, so a variable addressing the importance of one's religion was included in this model. To address another important demographic component, dummy variables were created to account for country of origin. Due to the lower numbers of students from other countries, country variables were only created for the two largest sending countries, China (n=141) and India (n=53). Students who were first or second years were coded as 1 and students who were in their third or more years were coded as 0. Respondents were coded as religious if they

said their religion was very important or quite important, and were coded 1 for single and 0 for married or in a relationship. The final model was checked with diagnostics. The Omnibus Test shows the model was significant at the .000 level, and the Nagelkerke R Square was .487 showing that about 49% of the variance in the dependent variable is explained by the predictor variables. The Hosmer and Lemeshow Test was above .05 (p=.656), indicating the model is significant. The classification table shows that 83.4% of the outcome was correctly predicted by the model.

Table 11 Results from Model 3 on Hook Up Behavior

Variable	Coefficient	Standard Error	Exp(B)
Drunk	1.40*	.58	4.07
AmericanFriends	-.39	.69	.67
Gender	-1.04	.58	.36
AmSexPartner	2.18**	.69	8.80
FromChina	-.09	.64	.92
FromIndia	-1.49	.94	.22
Religiosity	.02	.65	1.02
RelationshipStatus	1.72***	.52	5.59
Year	-.82	.57	.44
LR chi2=57.486	Log likelihood = 98.52		N=157
*p<.05; **p<.01; ***p<.001			

In this model, three variables were significant, and one fell out of statistical significance. First, the intoxication variable remained significant in this model at the p=.015 level, indicating that those who had been drunk in the last year were 4 times more likely to engage in hook up behaviors compared to their counterparts. These findings indicate that the extant literature on the connection between drinking and hooking up may, in fact, be generalizable to this population. Additionally, having

American sexual partners remained statistically significant (p=.002). In this model, individuals who had American sexual partners were 8 times more likely to engage in hooking up. Perhaps most importantly, the strength of the American sex partner variable in the outcome of hooking up cannot be ignored. Although a causal relationship cannot be identified indicating that the hookup occurred with an American partner, it does seem that international graduate students are entering the world of the hookup culture through American partners. This is a unique finding that needs to be further explored to understand whether international students seek out American partners for casual hookups or whether natives who see them as vulnerable are preying on them.

Relationship status was a significant predictor (p=.001) indicating single people were more 5.5 times more likely to engage in hooking up than those who were married or in a relationship. If students' year had been significant as well as relationship status, it could indicate that as students mature and settle down, they are less likely to engage in such behaviors. However, this indicates that relationship status is a significant predictor of hooking up and age was note. The fact that relationship status was a significant predictor but age (via the proxy variable of year in program) was not significant is an interesting statement countering the idea of graduate school as an extension of the undergraduate culture. That is to say that if first or second year students were more likely to engage in the behavior, it could be due to their continuation of undergraduate behaviors, before they settle down with a partner. This finding indicates that the results are not conflated with undergraduate campus culture, and that the hook up behaviors of graduate students are distinct.

Finally, it is important to note what was not significant in the model. First, gender fell out of statistical significance in this model, indicating that it was not a predictor when accounting for other variables. It is also interesting to note that country of origin was not a significant predictor. Based on the extant literature highlighting the Chinese cultural expectations (Lee et al. 2005; Yamawaki, 2009) that place strong emphasis on virginity and sexual gatekeeping, it was a surprising finding that being from China was not a statistically significant factor. It was equally surprising that religiosity was not a significant predictor, given that some religions forbid behaviors such as drinking or premarital sex, as was mentioned in the survey as a reason for not drinking. This indicates that the cultural norms and expectations that international students bring with them to the US are not as influential in their decision to engage in hooking up as are the acculturation measures of drinking and having American partners. Finally, although the cross tabulations of the data show that the largest percentage of students who engage in hooking up are first year students, this model does not indicate that as a statistically significant predictor when accounting for these other variables. Again, this analysis indicates that drinking to the point of being drunk, and having American partners, are the two key predictors of engaging in hookup behavior.

Understanding the Risk and Vulnerability of Sexual Victimization

Understanding international graduate students' participation in the hookup culture is important because studies of American undergraduates demonstrate that the hookup culture facilitates sexual assault (Armstrong & Hamilton, 2009; Flack et al., 2007). Flack et al. (2007) found that in their sample, 78% of the coerced sex occurred

while hooking up, and that one fourth of the students who had hooked up also reported being raped (compared to zero rape reports from their non-hooking up counterparts). To understand how the hookup culture may facilitate sexual victimization within this international student sample, cross tabulations and logistic regression were utilized.

Respondents answered Koss's (2007) Sexual Experiences Survey Short Form Victimization (SES-SFV), which consists of behaviorally specific descriptions of acts of unwanted sexual experiences. Respondents mark the number of times each experience happened to them, with instructions that if several experiences occurred on the same occasion then they should check multiple boxes. Although the short form was utilized, it still amounts to thirty-five questions. The overall survey was designed to establish a level of comfort before delving into such personal and difficult questions; however, the location of these questions at the end of the survey led to significant missing data due to survey fatigue (totaling 207 responses compared to the 367 who started the survey). Although only one female respondent reported affirmatively to the question "Have you ever been raped?", 23 respondents (11.1%) reported victimization experiences *since beginning graduate school* with a range from 1 experience to 43 total experiences. Of the 23 victims, 10 of them were male and 13 were female. Of these experiences, the relationship between the victim and perpetrator varied: for victimizations, 5 were by strangers, 6 by acquaintances, 6 by friends, and 6 by intimate partners. The gender breakdown of this indicates that a friend more often victimized men, and acquaintances or intimate partners more often victimized women.

Table 12 Cross Tabulation: Perpetrator Relationship and Gender

Gender	Stranger	Acquaintance	Friend	Intimate Partner	Total
Male	2	1	5	1	9
Female	3	5	1	5	14
Total	5	6	6	6	23

Given the well-established connection in the literature between hooking up and sexual victimization, a simple cross tabulation was run between those who had engaged in hookup behaviors with those who had been victimized to see if there were any relationships in the data. As revealed in Table 13, 29% of the respondents who had engaged in hooking up had also been victimized since they started graduate school.

Table 13 Cross Tabulation: Victimization and Hook Up Behavior

	No Hook Up	Hook Up	Total
No Victimization	162	22	184
Victimization	13	9	22
Total	175	31	206

To address the second research question of further understanding the relationship between hooking up and victimization, a logistic regression was used to determine if hooking up was a significant predictor of victimization. Using the dichotomous variable of victimization as the dependent variable, hooking up was a significant predictor ($p=.001$). Thus, those who hook up are more 5 times more likely

to experience victimization. This finding reflects the extant literature of the relationship between hooking up and sexual assault (Flack, 2007) and indicates that the existing research may be generalizable to this population.

Table 14 Results from Model 1 where the DV is Victimization

Variable	Coefficient	Standard Error	Exp(B)
HookUp	1.62***	.49	5.098
LR chi2=10.026	Log likelihood = 129.956		N=206
*p<.05; **p<.01; ***p<.001			

To answer the third research question, and guided by the literature, additional variables were added into the model that may be predictors of victimization. In this model, American culture variables were included (such as drinking behavior, hook up behavior, American sex partners, and American friends), as well as demographics such as relationship status, religiosity, year, country of origin, and gender. Dummy variables for "sad" and "depressed" were added into the model based on the established literature connecting mental health with both hooking up and sexual assault (Burnam et. al, 1988; McLeer, Deblinger, Atkins, Foa, & Ralphe, 1988; Menard, 2001; Messman- Moore & Long, 2002; White, Halpin, Stromg & Santilli, 1988). The final model was checked with diagnostics. The Omnibus Test shows the model was significant at the .000 level, and the Nagelkerke R Square was .450 showing that about 45% of the variance in the dependent variable is explained by the predictor variables. The Hosmer and Lemeshow Test was above .05 (p=.919), indicating the model is significant. The classification table shows that 87.6% of the outcome was correctly predicted by the model.

Table 15 Results from Model 2 on Victimization

Variable	Coefficient	Standard Error	Exp(B)
HookUp	1.43	.89	4.17
Gender	1.67*	.81	5.33
Religiosity	-2.76*	1.21	.06
RelationshipStatus	2.49***	.78	12.16
Year	.72	.80	2.07
AmericanFriends	-.58	.85	.56
Sad	1.17	.80	3.22
Depressed	-2.34**	.89	.09
Drunk	-.18	.87	.84
FromChina	-.36	.82	.69
FromIndia	-1.89	1.38	.15
AmericanSexPart	-.15	.95	.86
LR chi2=33.855	Log likelihood = 60.672		N=124
*p<.05; **p<.01; ***p<.001			

When accounting for these other variables, hook up behavior was no longer a significant predictor of victimization. However, there were four other variables that were predictive of victimization experience, including gender (=.038), religiosity (p=.022), relationship status (p=.001), and depression (p=.009). In this sample, women were 5 times more likely to be victimized than men, which was consistent with the previous model. Relationship status was significant, as single people were more 12 times more likely to be victimized compared to their partnered counterparts. This is a very interesting finding in that it supports the idea of acquaintance or stranger rape being more likely for single students who may be meeting up with others or spending time with acquaintances one-on-one.

Based on the literature, it was expected that depression would be linked with sexual victimization in that individuals who have experienced victimization are more

likely to experience emotional effects such as depression (Saunders et al., 1992; McGuigan, 2005). Since there are disclosures of multiple experiences of victimization, depression was included to determine if there was a similar connection. However, in this sample, depression seemed to work as a protective factor in that those who were depressed are 90.4% less likely to be victimized. Many international students experience depression upon arrival in their host country due to the isolation, so this result is perhaps reflective of less social engagement. Religiosity worked in a similar fashion, as those who were religious were 57.6% less likely to be victimized. This supports my hypothesis that those with stronger religious beliefs would be less likely to engage in drinking or hook up behaviors, which in turn would make them less vulnerable to victimization. However, the lack of statistical significance of those two variables challenges this connection. It may be more in line with Ahmad et al.'s (2004) study of the relationship between women's patriarchal beliefs and their own perceptions of victimization. For example, students with strong Muslim faith may have been less likely to disclose victimization experiences.

Finally, it is perhaps most important to note that none of the acculturation variables were significant predictors. Although drinking behavior and American sex partners were predictors of hooking up, and hooking up was a predictor of victimization before all other variables were accounted for, these fall out of statistical significance. There are a number of possible explanations for this. First, it may be that the small number of victimization (n=23) in this sample does not allow for a more nuanced understanding of victimization risks and vulnerability, which is why the only significant predictors are being female and being single. Future studies using larger populations, which would yield higher numbers of victimization, may be able to parse

out more of this information. Second, it could be that the connections that have been made in the literature using samples of undergraduate domestic students are not generalizable to this graduate and international population. The assumption at the beginning of this study was that engagement in similar behaviors would yield similar vulnerabilities. Therefore, if the data showed that this population was engaging in drinking and hooking up, which has been shown to increase risk of victimization, then the same risk would be true for this population. However, this data reveals that although this population is engaging in the behaviors, they are not risk factors for their victimization. Unlike undergraduate students, when international students imbibe in a few drinks (albeit still sometimes getting drunk), they are more likely to be drinking at home or at happy hour with colleagues. So although they are engaging in the behaviors, it may be qualitatively different than how we understand vulnerability for undergraduate students. This indicates that for this population, drinking and hooking up appears to be a more consensual activity. If this is the case, the unique risk factors for their victimization are still unknown and should be further studied.

Understanding the Role of Consent

Scholars have found that rape can be attributed to misperceptions of consent (Farris, 2008), which leads to the fourth question of understanding how international graduate students make sense of consent. To determine this, data was collected to understand how their acculturation may influence how they use, understand, and perceive consent. Given the many definitions of consent in the literature, legally, and within policy, for the purposes of this research the definition of consent is from the university policy. It reads,

"Consent is an affirmative decision to willingly engage in mutually acceptable sexual activity given by clear words or actions. It is an informed decision made freely and actively by all involved parties. In order for a sexual encounter to be consensual, each participant must agree to engage in each act of sexual activity in the sexual encounter. […] Conduct will be considered "without consent" if no clear consent, verbal or non-verbal, is given. In some situations, an individual's ability to freely consent is taken away by another person or circumstance. Examples include, but are not limited to, when an individual is incapacitated due to alcohol or other drugs, scared, physically forced, intimidated, coerced, mentally or physically impaired, passed out, beaten, threatened, isolated or confined. (Section P. Subsection 2.)"

To garner knowledge of students' understanding of consent, they were not given the university policy definition of consent on the survey, but instead were asked to share how they personally define "consent/agree" as it relates to sexual experiences. Of the 180 comments, 9.4% (n=17) did not understand what consent meant or did not know how to define it, as evidenced by comments such as "…no idea…". "don't know", and "I don't know how to define it." The other 163 comments displayed a range of answers and ways of defining consent. A majority (n=92) of the answers either used the word "mutual" or discussed both partners, such as "both parties are willingly engaged into sexual activities." Eleven of the comments defined consent regarding age, mentioning that the partners had to be of a certain age or had to be adults. There were 24 comments that explicitly mentioned the importance of having a clear mind or being sober, such as one respondent who defined consent as, "A mutual agreement to have sex between two people who are SOBER" or this respondent's definition, "when two adults agree freely to have sex, without the influence of alcohol or drugs." Although a few students mentioned that consent only had to be given before the activity began, 7 students focused on the affirmative decision of both parties during *all* points of the sexual experience, such as this respondent's comment, "A single "no", expressed or implied at any time means exactly that there is no

consent." One student mentioned that consent existed as long as she did not say no, however, many other students (n=17) noted that not saying no was not the same thing as saying yes: "consent is enthusiastic, pronounced yes" and "no means no, and so does not saying yes". Finally, 18 students discussed the role of coercion or force, saying that consent is sex that is "not forced", where the "partner said yes without being pressured" and noted that consent is what "differentiates making love from rape."

Despite that almost 71% of the respondents did not know what American laws are regarding consent, the vast majority of the sample was able to identify some of the major components of consent, which is not unlike what we would expect of our domestic students. In this open-ended question, there was only one response that showed tendencies toward victim blaming and a misunderstanding of consent laws: "Both partners consciously want to do it. 'Consciously' is a vague term though, but let's say if a girl got drunk and agreed to have sex, but when she got sober she thought it was a bad idea/not her fault, it does not mean she was raped." According to the University student code of conduct, if the victim has been drinking, she is unable to give consent. Given that there was almost 10% who had no idea what consent meant, and some who were unsure of their response ("I would say.." and "Is it when…"?), it is clear that not all students come to the US with full understanding of consent. However, this data indicates there is a fairly high level of understanding about consent among a majority of the students.

In addition to gathering their understanding of consent, I wanted to know if expectations of consent in their native country were different than their understanding of expectations of consent in the US. When asked whether consent needed to be

established before engaging in a sexual experience in their native country, the response ranges were similar to the question outlined above – some respondents were very sure, others were "pretty sure", and some had "no idea." The vast majority of the respondents (n=141) indicated that consent was expected in their home country with responses such as, "yes", "absolutely", "definitely", and "always." There were many students (n=27) who were not certain but wrote some variation of "I think so" or "probably yes." There were 18 respondents who had no idea what the expectations were surrounding consent in their native country. Some responses (n=5) discussed the role of marriage; such as one comment from a student from Bangladesh who said "It is illegal to have sexual relationship outside marriage." There were 12 students who said simply that consent was not needed in their home country, such as an Indian male who said, "Are you kiddin'? [sic] No.". This data shows a wide variety of understanding of consent relations in their home country, with some respondents even saying that consent is not needed. Therefore, individuals, both male and female, bring with them the expectations of their native country, and could face challenges engaging in sexual relations while in the US. If they are not used to getting consent or respecting a partner's desire to stop or not engage at all, they could face serious consequences while here in the US.

In addition to learning about international graduate students' knowledge of consent laws and expectations in their native and visiting countries, data was also collected about their experiences asking for and giving consent. The responses to the questions indicate a potential disconnect between understanding the importance of consent and their behaviors regarding asking and giving consent. For example, 30% of them agreed that asking for consent is awkward, and almost 22% agreed that they

would have a hard time verbalizing their consent because they are too shy. However, 49% did agree that they feel confident they would ask for consent from a new sexual partner, and 58.7% would ask for consent from a current partner. About half of the sample agreed that it is more necessary to obtain consent in a casual sexual encounter than it is in a committed relationship, and 27% think it is sometimes okay to not ask for consent. Of the 53 respondents who said they were too shy to ask for consent, 73.5% (n=39) of them were Asian. This is not surprising given the existing research on cross-cultural differences regarding openness of sexuality in Asian culture (Lee and Rice, 2007).

The questions presented in the survey are from Humphreys and Brousseau (2010) Sexual Consent Scale, which has three subscales that assess perceived behavioral control over sexual consent negotiations, beliefs about establishing consent before engaging in sexual activity, and beliefs about consent norms. However, this scale, among others, has been criticized for being culturally incompatible with non-western cultures. For example, Ghorashi et al (2014) argue that this scale's sexual consent and refusal is culturally defined in a way that is not compatible with Iranian culture. They explain that due to the privacy of these issues, the ways Iranian couples negotiate their sexual encounters is an unknown and secret process, one that would not be translated appropriately in this context. Again, the lack of prior research incorporating multi-cultural populations presents unique challenges. Despite the potential incompatibility, this scale is utilized in the present study to shed light on consent behaviors, but it is done so with an understanding of the challenges of accuracy or generalizability that surface during this exploration.

Help Seeking Strategies

Finally, the survey data was analyzed to answer the fifth research question that seeks to better understand international graduate students' help seeking behaviors. Existing research addresses the adjustment issues international students face when arriving in a new country, such as difficulties with language (Ramsay et al., 1999; Robertson et al., 2000), lack of social support (Hechanova-Alampay et al., 2002), experiencing loneliness and homesickness (Rajapaksa and Dundes, 2002), anxiety and lack of confidence (Robertson et al., 2000). What is missing from the extant literature is a better understanding of the experiences of international *graduate* students regarding the adjustment issues they face since most studies have used exclusively undergraduate students. Additionally, it is not known how and where they seek help in regards to both formal and informal sources, and whether this varies by their social location statuses. Knowing about help-seeking efforts is useful when thinking about what victims may need.

First, students were asked questions about the adjustment issues they had experienced, including how often they had felt hopeless, exhausted, sad, depressed, and overwhelmed in the past month. Students reported feeling exhausted (72.3%) and overwhelmed (60.5%) all of the time, often, or sometimes in the previous month, which were not surprising findings given the nature of graduate education. Additionally, 44.6% of the sample (n=139) reported feeling depressed in the previous month, with 3.2% of them feeling so all of the time, 9.3% feeling so often, and 32.1% feeling depressed sometimes. Additionally, 51.6% of them reported feeling sad (all of the time, often, or sometimes), and 30.3% reported feeling hopeless. These findings are not unexpected given the focus in the extant literature of the influence of being in a new country, feeling homesick and isolated. However, contrary to expectations, this

data shows that first year students felt the least amount of depression or sadness. Of the 139 students who felt depressed, 37% of them were first year students, and of the 159 who were sad, 34% were first year students. The numbers are much higher for those who have been in their programs for five years or longer, as 40% were depressed and 60% were sad. It could be that the newness and excitement of being in a new country has worn off for older students and they are left with these more negative feelings. There were no noticeable gendered differences between those students who felt sad and depressed, as they were almost exactly 50% men and women who experienced these feelings.

Existing research has shown that even with the multitude of resources available on campus, most international students prefer to turn to their family or friends for help with personal problems (Zhai, 2004), which was reflected in this data. When asked, "where do you typically turn for help?" 60.5% of them said they turn to a friend, followed with 45.5% who turn to family, and 38.1% who turn to their spouse or partner. Only 10.9% would turn to their academic advisor and 4.4% would go to the counseling center. Almost equal numbers of women and men said they would turn to their partner/spouse (53% female), family (52% female) or their friends (53% male). There were equal numbers of students who said they would turn to the counseling center (8 males and 8 females). The only gendered difference was with academic advisors, where men reported higher rates of turning to their advisors (62.5%).

Surprisingly, only one student said they would turn to the Graduate Office and two students said they would go to the Office of International Students and Scholars. This was surprising based on interviews with administrators from both of those offices who reported feeling confident that students know they can come to the offices for

help and support. However, this ease was not reflected in this data. Given that the quantitative data cannot capture context, it is unclear how students interpreted the question. In the qualitative interviews, students initially said they would not go to these two offices; however, that reluctance often changed when clarifying what type of problem they had. For example, one student said that where she goes "depends on different problems" and clarified that she would go to her professor to discuss her career, she would go to her friends for "the daily life, like the small things", and she would go to the international office for visa or other paperwork issues (Shakira). Other students reported that the offices had not been previously helpful when they did seek assistance (Finn), and one student said "You know, honestly I don't know what…what…what resources they would offer" (Kwan). Generally, students reported wanting more in-depth help than what the offices could offer, which is why they turn to friends or peers who have gone through similar situations.

Another interesting finding from the data is in regards to involvement with counseling services. Research has shown that international students (especially international Asian students) are significantly less likely to use counseling services (Hyun et al., 2007), which may be due to language barriers and cultural differences (Mori, 2000). Many cultures consider seeking mental health services as a weakness that brings shame to themselves and to their families (Flaskerud, 1986). Only 4.4% of the sample said that they would go to the counseling center, and when asked "if you would not seek counseling, why not?" 101 open-ended responses were provided that are consistent with the extant literature.

Many of the reasons provided were that they simply did not feel that they needed help because they felt supported by friends or family (n=12). One-third of the

responses (n=33) focused on the desire to handle issues on their own, such as one student who said, “I am quite confident that I can manage these things.” Almost 15% of the students felt these issues were “too personal” or private to share with another person, especially a “complete stranger who knows nothing about me.” Men more frequently stated the desire to handle issues personally, and women more frequently stated that issues were personal or private. Therefore, although both genders were unlikely to seek counseling, their reasons tended to be different.

There were some students (n=8) who were unsure how counseling could help or were suspicious that they would gain anything from it especially as it related to taking time out of their schedules, and cost of services. Culturally related hesitations were frequently mentioned (n=15), including lack of trust, general cultural differences, language barriers, and shame. Students reported a lack of trust as a reason for not going, such as a student who said “I don’t trust Americans” and one who said “I wouldn’t trust them for a solution anyway”, all shared by female respondents. An additional cultural difference was the concern that the counselors could not relate to them or would not be aware of international student issues. One respondent called it “useless” and said “no one understands international stresses” and another said, “I am not sure the counselors would be able to relate to me.” Related to this hesitation was a concern about the “language problem” in that it is hard for students to share their feelings in their native language, and having to share it in English is an additional challenge, concerns raised only by female respondents. One student said, “I don’t think I’d be able to explain in English” and another said, “its [sic] hard for me to explain why I feel that way even in my native language.” Furthermore, the culturally

relevant hesitations for not seeking counseling were predominately held by female respondents.

Also raised were cultural differences in international graduate students' perspectives of counseling, such as this female Nigerian student who said, "I come from a culture that typically does not seek formal counseling." A female student from India said, "In our culture […] we do not share usually." Connected to this were concerns of counseling as being shameful or as one male student said simply that the reason he would not seek counseling is "humiliation." There were concerns that peers would "judge" them about seeking counseling. These responses of cultural concerns, language barriers, and shame are all supported in the existing literature (Flaskerud, 1986; Mori, 2000).

Shifting the focus to the 4.4% of the sample who said they *would* seek counseling will help address the final research question of understanding how help seeking behaviors may be informed by their social location factors. Logistic regressions did not show any significant predictors of counseling behavior, which may be a limitation of the sample size and the total number of students in the dependent variable. Cross tabulations of the data indicate that 90% of those who were victimized say they would seek counseling if they had been raped, and 50% would seek counseling if they were sad. Their actions also supported these claims, as 45% (n=5) of the students who had been to the counseling center were students who had been victimized. Particularly noteworthy is that four of the five respondents were male victims. Contrary to the men's earlier comments that they can handle their problems on their own, experiencing victimization might be outside their realm of self-efficacy.

This will be addressed in more depth in the next chapter using the qualitative interview data.

Summary

A survey design was used to address the research questions this dissertation seeks to uncover in a way that provides a broad range of information. Indeed, the data from the 367 survey responses inform all five research questions, which have been presented in this chapter. First, the survey data provided insight to the anticipatory socialization of international graduate students including how they learn of US culture and what their expectations and attitudes were about campus life. Anticipatory socialization has been defined as the "prior knowledge of cultural aspects of colleges and universities" (Shields, 2002: 367). Shields' work indicates that there are multiple ways that students are prepared for university life, such as through the experiences of their family members and through their own experiences prior to the start of their college enrollment. Although the familial impact of anticipatory socialization was less evident in this data, the media's role in the international graduate students' anticipatory socialization is unmistakable. In this data, the primary way this population learned of American culture was through television shows, namely the TV series *Friends*. They also learned about the US through movies, the news, from family and friends, or in school. Their anticipatory socialization provided them with preconceived ideas of what to expect upon their arrival to campus, specifically with regard to academics, parties and drinking, and a newfound sense of freedom.

With a better understanding of what they expected to encounter in the US, this chapter then outlined the ways in which international graduate students engage in

campus culture, specifically in regard to drinking and sexual activity. The students had varying views on alcohol and drinking behavior, ranging from negative views and abstention from drinking to positive views and frequent drinking. The majority of the students (80%) had drank alcohol in the past year, and 8% self-identified as drinking "a lot". Despite the frequency of drinking, this sample had a strong focus on drinking in moderation, and when students drank, 42.4% had just one drink, and 86.7% said they rarely or never drink to get drunk. The numbers show a stark contrast between the university's international graduate students and domestic undergraduates: 78% of undergraduate students reported drinking in the past month and 61% of them binge drank, or had 5+ drinks in a single setting compared to 5% of international graduate students who had 4+ drinks in a single setting in the past *year*. This is not entirely unexpected given the age difference, the workload associated with graduate education, and the cultural influences of international students. Finally, the data from this research indicate that frequency of drinking and counting the number of drinks may not be the best methods to understand risky drinking behaviors for this population, when compared to using a variable that measures intoxication.

In addition to drinking behavior, respondents' engagement in the "hook up culture" was included as another measurement of acculturation. More than half of the respondents (57.3%) had intimate relationships since arriving in the US and 19.9% were with Americans. This was higher for first year students (29%) and men were engaging in intimate relationships with Americans at a higher rate than were women. There were 60% of the respondents who had engaged in sexual experiences, 26.7% of who had American partners. This was higher for first year students, as 34% of first years that had a sexual partner had been with an American. Recognizing that sexual

experiences does not equate to the uncommitted hookup as it has been explained in the literature, students were asked explicitly whether they had "hooked up" and 14.4% of the population had since arriving in the US. Overall, 12.6% of the first year students had engaged in hook up behaviors. Thus, the survey results provide what may be the first available statistical information on international graduate students' involvement in the hookup culture. Given the connection in the extant literature between hookup behavior and victimization, this is a crucial discovery that will need to be further explored.

Predictive models were run to determine what factors may influence such behavior. The intoxication variable indicated that those who had been drunk in the last year were 4 times more likely to engage in hook up behaviors compared to their counterparts. These findings indicate that the extant literature on the connection between drinking and hooking up may, in fact, be generalizable to this population. Additionally, individuals who had American sexual partners were 8 times more likely to engage in hooking up. Perhaps not surprisingly, single people were more 5.5 times more likely to engage in hooking up than those who were married or in a relationship. There were three variables that were not significant predictors that were expected to be, including gender, country of origin, and religiosity. This indicates that the cultural norms and expectations that international students bring with them to the US are not as influential in their decision to engage in hooking up as are the acculturation measures of drinking and having American partners.

A major component to the research questions asked in this research concerns perceptions about unwanted sexual experiences, so understanding the respondents' knowledge and use of consent was a critical undertaking. The students had a variety

of understanding about consent, with some not knowing the term or concept and others being able to provide a perfect definition. This data reveals a wide variety of understanding of consent relations in their home country, with some respondents stating that consent is not needed. Therefore, individuals, both male and female, bring with them the expectations of their native country, and could face challenges engaging in sexual relations while in the US.

Although the extant literature has found hooking up to be a predictor of victimization, it was not a significant predictor when accounting for all other variables. However, there were four other variables that were predictive of victimization experience, including gender, religiosity, relationship status, and depression. Women were 5 times more likely to be victimized than men, and single people were 12 times more likely to be victimized compared to partnered students. Religiosity and depression worked as protective factors, in that people who were depressed and people who were religious were less likely to be victimized. Most notably, none of the acculturation variables were significant predictors. Although drinking behavior and American sex partners were predictors of hooking up, and hooking up was a predictor of victimization before all other variables were accounted for, these fell out of statistical significance. This may be due to the small number of reported victimization experiences or it may be that the extant literature is not generalizable to this population. So although they are engaging in the behaviors, it may be qualitatively different than how we understand vulnerability for undergraduate students. This indicates that for this population, drinking and hooking up appears to be a more consensual activity. If this is the case, the unique risk factors for their

victimization are still unknown and should be further studied. To summarize, being female and being single are the only two predictors indicated by this data.

Finally, this data seeks to better understand the experiences of international *graduate* students regarding the adjustment issues they face since most studies have used exclusively undergraduate students. Students in this sample faced many adjustment issues, such as feeling exhausted (72.3%), depressed (44.6%), sad (51.6%), and hopeless (30.3%). However, contrary to expectations, this data shows that first year students felt the least amount of depression or sadness, and that the percentages were much higher for those who have been in their programs for five years or longer (40% were depressed and 60% were sad). It could be that the excitement of being in a new country has worn off for older students and they are left with these more negative feelings. There were no noticeable gendered differences between those students who felt sad and depressed, as they were almost exactly 50% men and women who experienced these feelings.

However, there were gendered differences regarding students' help seeking strategies. Generally, most students would turn to a friend (60.5%) if they had a problem, followed by their family, partner, academic advisor, and then the counseling center. Almost equal numbers of women and men said they would turn to their partner/spouse (53% female), family (52% female) or their friends (53% male) and there were equal numbers of students who said they would turn to the counseling center (8 males and 8 females). There was a gendered difference with regard to academic advisors, where men reported higher rates of turning to their advisors (62.5%). Only 4.4% said they would go to the counseling center, and students who would not go cited reasons such as feeling like they have enough support, unsure how

counseling could help, lack of trust, general cultural differences, language barriers, and shame. Men more frequently stated the desire to handle issues personally, and women more frequently stated that issues were personal or private. Therefore, although both genders were unlikely to seek counseling, their reasons tended to be different. Furthermore, the culturally relevant hesitations for not seeking counseling were predominately held by female respondents.

Overall, the survey was able to provide a broad range of information in a way that answered all five research questions. However, there are limitations to this research method that should be addressed here. First, the context for much of the data is lost with the quantitative approach. *What* are students taking away from television in regard to anticipatory socialization and do they recognize that television is not reality? How have their expectations corresponded with reality since arriving in the United States? In regards to the acculturation measures, the data does not allow for temporal order to be taken into context, something that could be addressed in in-depth interviews. The survey data provided interesting information regarding victimization experiences but did not uncover unique variables that may exert an influence on risk and vulnerability. Additionally, understanding *how* and *why* students choose the help-seeking path they do cannot be answered with the survey data. To provide more context, rich, "thick" data that allows for a deeper understanding is necessary. Thus, the data from the in-depth interviews is presented in the following chapter.

Chapter 5

INTERVIEW DATA

The primary objective of this project is to explore the acculturation experiences of international graduate students to American campus culture, especially as it relates to their vulnerability to victimization and perpetration. While the five major research questions were answered using the survey data presented in the previous chapter, themes were expanded within in-depth interviews. The rich data gleaned from the in-depth interviews accomplishes the secondary objective of this research, giving voice to a marginalized population that has been previously overlooked in the literature; this chapter presents the respondents' narratives of their experience and my analyses of the themes that emerged.

As outlined in the Methods Chapter, this project follows a grounded theory approach and thus, a preset list of codes was not utilized. Instead, categories that were generated during the coding phase of analysis allowed for connections between concepts. Although pre-established codes were not used, general themes based in the research questions were used as analytic foci. These included: help seeking, cultural differences, role of friends, ideas of America, adjustment issues, drinking, hook up culture, consent, victimization, and perpetration. Focus was on these general themes, while still allowing for the flexibility of free coding to uncover new themes and concepts that were truly grounded within the data (Charmaz, 2010).

Demographics

Before delving into the themes, it is important first to address the demographic profile of the respondent pool to place their experiences within the context of their social identities. There were 28 in-depth interviews conducted, 16 of which were with men and 12 with women. There were six interviews with Indian students, seven with Chinese students, and the rest of the interviews were with respondents from varying countries, including: Portugal, Taiwan, South Korea, Korea, Nigeria, Belgium, Germany, France, Saudi Arabia, Jordan, Russia, the Netherlands, Hungary, and Australia. As such, some students came from cultures that were very similar to the United States, such as Finn from the Netherlands who said, "I would say there are way more similarities than there are differences between the two countries" or Sebastian who said, "When you compare Germany to the United States, it's much more similar than people probably think in a lot of areas […] overall, I would say it's the same sort of culture, young people do the same things they do here, they listen to the same music, they do the same things for fun." However, most students came from cultures where differences did emerge compared to the United States, such as the education system, appearances and dress, younger drinking age, and cultural expectations around money. There were a small number of students that came from countries that were very distinctly different culturally from the United States, such as Jawa from Saudi Arabia. She explained the gender segregation of her culture which separated men and women in different schools and offices, and even within the home where men were given priority to eat first and the women get to eat what is leftover. Additionally, Saudi Arabian women have male chaperones who must give permission in order for them to travel overseas, get a job, drive a car, open a bank account, or get married. The majority of the students had never traveled to the United States before arriving at

the University for their graduate work, although seven students had received another degree from a US institution. Twelve of them were conducted with students from STEM fields (one female), and 15 interviews with non-STEM fields.

Friendship

To address acculturation influence and social support in regard to help-seeking behaviors, respondents were asked about their friendship groups. In general, most of the students stated that they have friends here, although two students could not identify anyone they considered friends, such as Jawa (female, Saudi Arabia) who said "my husband is all I have. I don't know how to make friends. Some of them are so different from you." Of the students who had friends, most of their friendship groups comprised a mix of students within and outside of their department, although five students mentioned that all of their friends were in their department. Respondents were split between having predominately international friends, and those who had a mix of international and domestic friends, with one student identifying her friendship group as mostly domestic. Almost all students' friendship groups were made up of graduate students, but two students had a mix of graduate and undergraduate friends, and one person's closest friends were undergraduates. Five of the respondents were, or had been, in relationships with Americans. Neal and Sebastian had female undergraduate American girlfriends, Alice had an American boyfriend who was also a graduate student. Richey was engaged to an American female, and Khaled was recently married to an American female who had been an undergraduate when they met.

Some students chose their friendship groups based on convenience of culture, such as Minsheng who said his friends are from China or Taiwan since "it's easier for us to communicate. Yeah, just speak Mandarin so it's easier." Language was one important component of culture, but for other students, cultural connection was much deeper than a common language. Apra (female, India), reflecting on her friendship groups, said that in her first year, most of her friends were other international students because, "to be honest, and this is gonna sound terrible, but when I first came in I thought that how would any other human being who doesn't have the same culture as me or the same experiences … how can I relate to them and talk to them? Like, they won't get where I come from." She described how her friendship group had evolved over four years in the US, once she realized that she could form deep friendships even across cultures, and now her best friend is an American.

Peer socialization and acculturation through friendships groups emerged as meaningful themes. Apra explained that she had contemplated leaving the PhD program due to a "rough patch" in research and with her advisor, until her domestic friend had a shouting match with her advisor on her behalf. She said that it was because of "being surrounded by [American female friends] that [she] knew early on what is okay and not." Apra's example indicates that friends from the dominant culture help set boundaries for international students, and explain what behavior is appropriate and what is not, even within the context of interactions with authority. This was also seen with regard to Shakira's domestic friends who helped her set boundaries when her boss was sexually harassing her. Her situation is detailed later in this chapter.

Shakira had a similar experience with the American friends she met during her second-year internship at a local nationally renowned company. She described the experience as transformative because it gave her real life experience in a working environment that cannot be taught in a classroom. In addition, she met many American friends, as she describes in the following:

> "I learn a lot, they teach me a lot. Like politics, they talk and I learn. I try to think. And like, how they eat. Oh that's really—they took me to a lot of restaurants. Oh my god! Like every kind of food—Mexican food, Malaysian food, Indian food, everywhere they took me, and something—they send me gifts. Like, the graduation gifts […]. That, it's just, they share a lot about their lives, and where they live, and where they go for traveling. They shared me the photos. That's the real—and they teach me how to work professionally, how to communicate professionally, how to email other people professionally." (Shakira).

Shakira also discussed how they taught her about American ways of drinking alcohol by taking her to happy hour and bars, teaching her how to choose beer, how to order, and how to drink shots of alcohol. She said that it was not until she met these American students that she experienced any of this. Referring to her first year of graduate school, she said, "I have been here for one year and nobody took me there – nobody took me to the bar." Most of the students did not have predominately American friends, but these two experiences indicate the ways in which domestic friends can help to socialize an international student to US culture, in that Apra's friends taught her what behavior was appropriate between an advisor and a student, and Shakira's friends taught her about American drinking culture.

Ideas of American Culture

One of the clear findings from the survey data was that students predominately got their views of America from television shows, particularly the sitcom *Friends*. This was certainly reflected in the interviews as well, as all but three students referred to *Friends* as the main way they learned about US culture. The benefit of asking this question in the interview is that it allowed for probing in discussions to gain more insight and context as to why television shows were such an important and popular vehicle for learning American culture and also how realistic their expectations were, based on their exposure. One female Chinese student said, "American shows is basically like the textbook for all the Chinese people to learn English" (Yunru). When asked why television shows were so popular, she responded, "No matter which teacher, whatever, as long as from senior school, high school, middle school, university, even outside, as long as you say you wanna learn something like really local English, and they say, 'start with Friends,' watch 10 times and you can talk" (Yunru). In fact, students reported watching the entire ten-season series multiple times, such as Jiao who had seen it "three times from the first season to the tenth."

Although the intention was to watch the TV show to learn English, many students mentioned that after awhile, they realized they understood American culture because of this exposure. Yunru explained, "when you start watch movies for fun and for language, it's not really many people think about the culture, but after awhile […] you didn't notice that you know about the culture." Indeed, Neal said that because he had watched several American sitcoms he was "decently well acquainted with American culture." Students shared that they found their expectations of American culture based on these sitcoms to be relatively accurate of their experiences since they have been in the United States. Richey described an interaction with the cab driver

that picked him up his first time arriving in the United States. Richey said, "He looked to me and he said, 'Oh, so it's your first time in America' and I said, 'Yes, it is,' and he said, 'what do you think?' and I said, 'Seems like time in American movie.'" He said his understanding of even "what is a cab?" came from American media, as did his expectations of African-Americans. He said, "the first person that I talk with in the US was an Afro-American, I didn't understand the bullshit that she was telling me. And it's like in the movies, when they talk in the movies that way—yeah, it's the same way!" This, of course, may be problematic given that certain populations are often misrepresented in stereotypical ways in American media, detailed over the years by Kilbourne's *Killing Us Softly* documentary series as well as in the literature (Coltrane and Messineo, 2000). This could lead to racist beliefs, evidenced by one student who said she did not want to go to Baltimore because "my friends told me there are a lot of like black there. Yes. So I'm a little scared" (Jiao, female, China). Stereotypical misrepresentations of populations in the media provide an additional, and problematic, socialization of international students prior to their arrival in the US.

Other expectations students mentioned based on their media viewing include one Asian student's concern about starting school in the United States because of the way the movie *Mean Girls* had portrayed Asian girls as a clique that did not fit in with the rest of the school, something she did find to be true at her US undergraduate institution. While most students mentioned that they found the depictions of America from media to be generally accurate, they recognized that often the situations were overly dramatic or inaccurate. For instance, Shakira explained that she mistakenly thought it would be like her favorite show, *Sex and the City*:

"Shakira: [Sex and the City is] the one I really think—that's what it's like over here.
Interviewer: That's what you thought it was like, because of the show? When you got here, is that what you found it to be like?
Shakira: Uh, no. There were high heels everyday, but I couldn't find anyone wear high heels everyday!
Interviewer: Right, who has high heels and who is like drinking a martini at noon, right?
Shakira: No way! And they have a cab all the time—I don't see any cab here!

Shakira's search for the "fancy" lifestyle lived by the four women in *Sex and the City* turned up empty, even when she went to New York City for the weekend in hopes of finding it. Another student mentioned that it isn't entirely accurate because in *Friends*, "they hang out at the bar; they all look sober. That's not realistic. When you go to a bar where people are hanging out and talking, they're not sober most of the time" (Shen).

Although not in the same level of recurrence, students mentioned using other modes to learn about the US such as newspapers, the Internet, movies, music, documentaries, and in the classroom. Students who learned English in school specified that they did not learn about US culture. One student explained that in school the only thing he learned about the US was in regards to war (RK), and another said he was taught English but only learned about England, not the United States (Veeran). It is clear from the interview data that students are predominately getting their ideas about what life in America is like based on what they see in the media, which may be problematic if they do not understand that Hollywood and other entertainment venues often present a misrepresentation or glorification of reality.

Adjustment Issues

Based on the cultural differences, and as described in the extant literature, many of the international students in this sample experienced a range of adjustment issues after their arrival in the United States. Many scholars have addressed the difficulties international students face with regard to language (Ramsay et al., 1999; Robertson et al., 2000) and this was certainly true of the research population. There were a range of issues in regards to language that emerged from the interviews, including difficulty understanding, difficulty communicating, and an inability to understand colloquial language. First, students described the difficulty they had understanding others, especially in the classroom. Jawa's description of her language struggles show how deep and difficult the experience was, as she said, "I remember that you know, I used to cry, can't – I had no idea what they're talking about." Manshik explained that because he had such a difficult time understanding English, it affected his ability to keep up with the lectures. He said, "I really did have trouble speaking English with my advisor and my friends. Following the classes, lecture, it was really hard. So I spent most of time to study the lecture" (Manshik). Students whose first language is not English face an additional barrier to succeeding in an already challenging graduate program, and some of the students discussed the amount of time outside of class they had to spend trying to understand the content of lectures.

In addition to the struggle of understanding others, many students discussed the challenge they faced with others understanding them. Some students described how challenging it was to communicate in English, despite having scored well on their English testing. Wutong explained her surprise: "First I come to this country, I remember like at that time, I thought my English is very good as a China student because I really score very high, but I cannot talk to people, and the most I speak…the

most is like thank you, excuse me, sorry, a lot of things like that" (Wutong, female, China). This sentiment was echoed by Minsheng who said, "I pass the test, the English test, but still I feel like I cannot speak English. At the beginning at least. Yeah, so I kind of afraid to talk to like the people here, kind of like I don't want to embarrass myself, you know?" The difficulty communicating was expressed poignantly by Isabella as she said, "I want to express myself, mostly I keep it to my mind, to myself. I can't really because I … my words cannot catch up with my thoughts. So most times I just keep quiet. It's not really comfortable."

For these students, their challenge was the ability to speak the language well, whereas other students believed the challenge in communicating was not necessarily about speaking English, but about the barrier of understanding their accents. Apra reflected on her first semester in the program and laughed about how none of her friends really understood each other, which she described saying, "The funniest thing is when we all came in together […] none of us understood what the other person was saying. And the first semester, it was just ridiculous. Like we used to say whatever and everybody would just say 'yes, yes' 'cause you know the accents are so heavy when we first come in." Neal explained how difficult it is for Americans to understand his name and said, "generally I think I can speak proper English, but sometimes like people just don't understand accent." Similarly, Veeran said he had to repeat himself "twice or thrice, though I speak English […] the way I say it and the way you say it is totally different." Wilfred explained how he sometimes began to doubt his English speaking abilities when others would ask him to repeat himself multiple times. He said, "sometimes you say something to somebody and like you have to like say it three times and the person still doesn't get what you're saying and you have to convince

you're speaking right English!" These language challenges had a tangible effect on their adjustment to the area, as it influenced their studies, ability to make friends, and their general level of happiness. It served as a constant reminder that they were not in their home country. These feelings of isolation based on language could influence their ability or willingness to seek help if they are victimized, given that English would be the way in which they would have to communicate their concern or problem with any official resource office.

The final language theme that emerged from the interview data was the difficulty that students experienced understanding colloquial language. Neal described how it was hard to mingle with others at parties where there was loud music because of his accent, but also because he rarely knew the types of topics they were discussing. Wutong described the same issue saying "language is not the barrier […] but the topic they talk about and you talk about probably different" because the movie stars, television stars and singers are people she was not familiar with. In many countries, sports do not carry the same level of importance, described by Wutong, "Chinese student are not sporty at all. They don't know – they don't know sports at all, but in the United States it's serious focus on sports a lot." Even the terms used in sports was foreign to Khaled, as he said,

> "sometimes you use terms like about names of the football games, teams, ok—they start talking about like Red Socks—ok, what, red socks is—what's them? Is it the clothing piece? Sometimes or like Falcon or Steelers or Eagles—sometime or they talk about part of the games or names of the players, things like that, or they use certain terms, it's like something I never heard it or never learned it in the school or—sometime it's like frustrating when you cannot, like when you start think what, what do you mean? (Khaled)

In addition to social settings, these issues arose in other settings as well. For example, Jawa described her challenge with various appointments, where she did not know how to communicate what she needed or was feeling, and did not understand what the doctor was telling her. She said:

Jawa: Yeah, like if you in customer service or something, if you need to return something and you want to explain and you can't, and you know, if you wanna make a dentist appointment it's easy, but to explain the pain, what's going on, you know. Like for example we're going to get you numb. I have no idea what that is—
Interviewer: (Laughs) "We're gonna use Novocain." "What?"
Jawa: I know! (laughs) And like root canal and stuff, every time before I go to like a dentist appointment or any doctor appointment, I read. I try to read as fast as—before I go to haircut, to get haircut, I try to read about like haircuts, like the particular bang and stuff.

Again, the challenge the students faced in regards to language permeated every aspect of their lives – socially, in the classroom, and in their everyday interactions. Jawa's description of having to spend time researching things like haircuts before her appointments shows how far reaching language barriers can be. Students described their challenges with language as having an effect on their performance in the classroom, and their ability to make friends.

Homesickness and loneliness has been documented in the literature as a typical adjustment issue faced by international students (Rajapaksa and Dundes, 2002). Not surprisingly, this was something many of the students mentioned during the interviews. Many students shared feelings of loneliness, sadness, and even depression, feelings that could have an effect on students' vulnerability. For some students, time was an important factor in that these feelings were triggered in later years, and not right in the beginning. Sophie said, "Um, I would say I was so busy the first three

years that […] now I have more time to think about it." This may be because of the excitement of arriving in a new country and having new experiences kept the feelings at bay initially, as Anna described, "I was not that homesick in the beginning actually. I got more homesick later. I guess because first you just have … it's an adventure kind of." One of the Chinese students, who knew many students arriving in her cohort from China, said she did not experience these feelings her first year because of the support from those people. However, in her second year, when she started an internship where she was the only Chinese person among all American strangers, she felt sad and lonely. Respondents often described feelings of homesickness, but after probing deeper, it turned out to be loneliness or missing someone important. Alice realized, "I never missed like…missed home. I mean I miss my parents, and so if my parents come here then I don't miss anything anymore. It's not that I miss ya know, city or whatever." Similarly, Manshik was not missing his home, only his fiancé who was still in his home country. With further probing, Veeran realized his feelings were not exactly homesickness, rather he said, "I couldn't understand how to live on my own, how to take care of things." Wutong described her loneliness as being due to not understanding the American culture and believed that increased her difficulty with forming friendships. For some students, joining services like match.com or eHarmony was a way to meet other people, with the added benefit of practicing their written English. Others would spend time on Skype with their family and friends from back home as a way to address their loneliness.

An important theme that arose from the data was the lack of support systems in the United States and the role it played in reinforcing feelings of sadness, loneliness, and helplessness. Wutong described a stressful event she encountered where there

were purchases made on her credit card that she needed to refute, but she did not know what to do about the situation. She explained, "So I'm kind of thinking like if I was in China, I have all the family support, I have all the network support, I know how to pursue some things, advance some things, and how to use all of the familiar resources, but here probably I don't know. I don't know how things works here, and I don't know how helpful it would be, even though I have some means. So at that time I really felt helpless" (Wutong). This sense of understanding the networks and the options of how to cope with problems in a new country led to a profound sense of difficulty, and sense of loneliness. This feeling would be exacerbated if a student became a victim or suspect of a crime, especially for some students who come from countries where there is a distrust of authorities, as Jawa (Saudi Arabia) and Khaled (Jordan) explained. They could be particularly vulnerable if they do not establish social support networks here and if they are unlikely to seek help through the authorities. Richey echoed Wutong's feelings:

> "And when you are not in your environment, when you have a problem in the US, the way that you experience your problem, it's much different than when you are at home. Because ok, you have—you have—you are in a bad day, you'll leave your working place, and you go home, but you go home and probably you will speak English instead of speaking Portuguese. You go home and you will eat food that is not—does not taste as good as yours, etc. You don't have your—that old network or etc, and so the problem is much more complex and it's much more difficult to cope with the problems."

In Richey's comment, the role of food comes up as yet another reminder to students that they are not in their home country. The impact of a lack of authentic food in the area was much more far reaching in this research population than has been noted in the extant literature. These students described the role of food as an

important impact on their everyday lives – especially in the beginning when they are transitioning to their host country.

The lack of culturally distinct food from their home countries increased students' homesickness. In fact, food was the most prominent adjustment issue that emerged from this data. Shen said, "food is definitely … that's like the number one problem. But the food is just something that … I still have to cook a lot to make up for that." Apra mentioned cooking as a source of social networking since her friendship group would cook together making recipes from their home cultures. But for most students, cooking their own food was something many students mentioned as both something that was an adjustment issue and a source of frustration. Isabella said, "Yeah, I don't have to cook when I was in China. Now I have to cook every meal and I'm so tired of it" but going out to eat was not an option because of the "fattening" food options and simply because she does "not really like the food here." Others had difficulty finding food options because they were vegetarian (Vallavan) or vegan (Sophie), and generally found that they had to change their food patterns in order to adjust to local food options (Neal). Some of the challenges were cultural differences, such as temperature of water. Shakira discussed that in China, they do not drink cold water or water with ice. Although it was not difficult to ask for water without ice, it served as another reminder that their native way of doing things was different. Numerous students yearned for authentic food from their home countries, with some driving all the way to New York City for it (Shen). Others found American food to be "very delicious, but the major problem is like it's gross – especially us gaining too much weight" (Wuton). This was an additional reason why students often chose to cook their own food instead of eating American food.

The challenge some students faced with food was connected to language issues. Jiao explained that she did not know the name of foods, and that "in China we eat Chinese food, and Chinese food is like each dish, and you can just call it name, and it will come up with all the things. Yeah, and now I have to order like what I want and what I don't like." This was what Wilfred (Nigeria) referred to as "the most challenging part" as he explained, "when I go to restaurant and make order, like, everything in the list I don't even know them. So how do you order? How do you make a choice of a list of stuff you don't know?" Jiao referred to how helpful it was when we shared a meal at a local restaurant because she could simply point at each of the toppings she wanted added to her sandwich despite not knowing the English word for it.

The final sub-theme that arose from the data in regards to adjustment issues was the challenge of transportation. Many international students have visa limitations on getting driver's licenses, and others simply do not have the funds to be able to purchase a car. Yunru described the transportation issue saying, "the most challenge thing – when I first came here, there's no car. I cannot go anywhere […] If I wanna go to this restaurant, I may need to change three buses, so it's really a huge thing, and it limited me to go anywhere, to know anything." One student found a house that he could share with someone he knew outside of Philadelphia. He commuted to campus every day of the week, which in a car would take roughly 40 minutes each way. Because he did not have a car, "it…it takes two trains and then the bus" each way, taking three hours each direction for a total of six hours of commuting per day (Vallavan, male, India). With the exception of Vallavan, students without cars were limited to finding housing options that were either within biking distance or were on

the bus route. Even still, tasks like buying groceries became a challenge, as they were limited in how much they could purchase and still carry back with them on their bicycles.

Students' social location identities influenced their adjustment processes. Students from countries similar to the US, such as Germany, Belgium, and the Netherlands, did not report having as difficult of a time transitioning. In addition to speaking English well, these individuals were also white, which may have made their adjustment easier compared to non-white students (Lee and Rice, 2007). For example, Minsheng experienced street harassment where students yelled racial slurs at him on campus (detailed later in this chapter), which heightened his feelings of isolation. Thus, for students who are not white or come from countries that are very different than the US, their adjustment issues are often greater and they may have less social support. There were no apparent gendered patterns in the adjustment issues the students faced, in that men and women equally reported the aforementioned adjustment problems. These issues combine to increase isolation and vulnerability. Despite these challenges, the students were positive and appreciative of the opportunity they had to study in the United States. One respondent said, "I have put much effort to come here, […] so I think I should stay up and hold up" (Renshu, male, China) indicating his determination in pursuing the degree and staying strong in light of the barriers he faced.

Help Seeking Behavior

When students are isolated or feel compromised in terms of language barriers, limited transportation, and social support networks, their abilities and opportunities to

seek help may also be diminished. Respondents were asked to share where they would turn if they ran into any issues or encountered any problems. Asking this question in person allowed for a deeper conversation and the ability to probe their answers, which provided greater insight than reviewing checklists on surveys. Not surprisingly, all students initially responded that where they would seek help was dependent on the type of problem they encountered. In general, students said that when they encountered academic problems, they would likely turn to their advisors. Students referred to their advisors as very supportive, kind, helpful, and positive motivators to their degree progress. Some students would rely on their advisors for more than just academic problems, such as one student who said, "He's super helpful and he's super supportive and I do, like, sometimes have some life problem, I would turn to him (Wutong, Chinese female). She described a time when she needed help disputing a charge on her credit card, and her advisor was critical for solving the issue. Two students talked about the role that their advisors played in their adjustment process, as Stan's advisor provided him with furniture when he arrived in the United States and Renshu stayed at his advisor's house until he found an apartment. The majority of the respondents, however, said they would only turn to their advisors for academic or funding related issues; but two students described their relationships as closer than that. Sebastian (male, Germany) said he is friends with his advisor "on a personal level" in that he house sits for him, and that they have listened and offered advice to the other with personal problems. He said, "I mean, there's enough – there's plenty of professionalism there because he is sort of on top of everything and you know, kicks my butt and says you know, you need to get this done, but there's also a personal. I mean, I'd probably call it a friendship there, that works, so it's a good relationship"

(Sebastian). Another student, Richey (male, Portugal) described his relationship with his advisor as more of a mentorship, where he can talk to him about family issues in addition to academic ones. A few students reported that when it came to academic issues, they would prefer to turn to their peers or older students in the program who may have had similar experiences, rather than advisors.

For personal or social issues, most students reported that they would go to their friends or family members for almost any issue they encountered, although there were differences that arose during analysis. When it came to personal or social issues, students reported turning to their friends for support before going to other avenues such as advisors or campus offices. Students often said that they believed their friends or older peers would better be able to help them navigate issues since they "may have gone through this process themselves" (RK, male, India) or because the issues were private. Many students said that they would turn first to their parents for support, such as Alice (female, Russia) who said that her parents have been crucial for providing positive reinforcement that she can finish the degree. Parental support was an important part of the adjustment process for Wilfred (male, Nigeria) who described loneliness as a major issue and would Skype with his parents "almost every other day just to hear them talk and make [him] smile for a while." Despite some students who turned to their parents when they were struggling, most students said that they would not go to their parents in times of difficulty. Neal (male, India) said he did not want to "burden them with information because they're just going to get really worried and sad." This sentiment was echoed by Vallavan who said that the geographic distance between him and his mother made it feel as though he would be "troubling her" if he shared his difficulties with her. Richey (male, Portugal) said "I never talk with my

family [about troubles] because it will be a factor of stress in their life." Perhaps not surprisingly, there was a gendered dynamic in this area. Those respondents who sought help from their parents or family were mostly female, and all respondents who did not share difficulties with their families were male. The single exception was that male students reported that they would discuss their financial difficulties with their parents, since their parents could provide additional funds. This indicates male respondents did not want to "bother" their families with issues that they could not help address, whereas female respondents turned to their families for emotional support despite any tangible outcome that may arise from the conversation. Despite the respondents' reliance on their families, this may not be the case if the respondent were victimized. Jawa explained that she made herself watch movies with "killing and murders and kidnapping" to scare herself in an effort to know if coming to the US was the right decision. For many students, the decision to come here was a family decision, and one of which families may be wary, such as Zak's family who is afraid for him in the US. So, if students experience victimization while they are here, especially if their families had previously exhibited safety concerns or hesitation about their coming to the US to study, they may be particularly unlikely to turn to their parents.

All of the respondents had to be prompted about whether they would seek help from campus offices, indicating that none of the students would turn to these offices as their initial point of help. Not surprisingly, most students said that if facing issues particular to their status as an international student (such as visa issues), they would turn to the Office for International Students. However, when I asked about their experiences with that office, the responses were varied. Some students had found the

office to be helpful with issues such as finding their visa and helping with travel help, the recurring sentiment was that the office did not provide help that was specific enough to the students' needs. One student said that he did not find them "necessarily particularly helpful" because the office tends to focus more on students "coming from very different culture, very different language with kind of more like the basic questions" (Finn, male, Netherlands). Given that his country's culture is not overwhelmingly distinct from US culture, he found the social environment was more helpful in answering his cultural questions. Students acknowledged how busy the office was, but continued to seek more direct and specific help, such as Wutong (female, China) who found their tax help to be insufficient. She referenced the workshop the office sponsored about understanding US tax laws, but said that learning "how the tax works in the United States, why you have to pay the tax and how the tax system is [was] not helpful at all" compared to providing more practical information about how to fill out one's taxes. In a similar fashion, Sophie (female, France) sought help about change in regulations for graduate assistantships and was directed to "look at [her] contract." She said, "... I am not a 17 year old undergrad, you know, treat me with respect as someone who knows what she's asking. You know, like I didn't feel like I was being respected at all" (Sophie). Generally, students did not feel that the office would provide them with individually specific help, but did see it as sufficiently helpful for maintaining the legal aspects of their international student status.

Despite the office's recent attempt to increase programming in an effort to support "camaraderie" among the students, only one student mentioned programs as a way in which they interface with the office. An administrator in the office recognized that international students do not often come to the office for personal help seeking but

that they engage with the office "for that social interaction" at events. Despite the high numbers of students in attendance at their events, this engagement was not reflected in my sample. This lack of connection is likely attributable to the fact that most of the respondents were not first year students, and the efforts to increase programming in the office are relatively new. Therefore, although they would be welcome at the events, these students had already interacted with the office in a way that was more instrumental, not social, such as visa processing. Asking this question again of a sample of students in three years will likely yield different responses.

When asked about campus offices that they *would* utilize, the place students felt the most comfortable seeking help was the graduate office. This is likely reflective of the office's role in admissions and orientation of new graduate students. Perhaps most notably, to these students, the graduate office was synonymous with one person, evidenced by Veeran as he said, "I know that there are places where they can help. I know one person, like Nancy Nelson[4], the graduate – whatever it's called." Students felt strongly that she was there to provide help, as one student referred to her as "the person who's really helpful, like you know listening, and wanting to help" (Sophie, female, France) and another whose "friends told [her] that if you have any problems, you can look for her" (Jiao, female, China). Despite the positive perspective on the office's help, it was clear to the students that the office was so busy that you can only see its director if the issue is an emergency (Apra, female, India). This was why one student said he had not utilized the office, because he had not experienced any issues major enough to warrant it, such as being "harassed by [their]

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[4] Name has been changed to protect her identity.

advisor" (Minsheng). Finally, there were some students who did not know what services the office could provide. Further analyses of these students indicate that they had been in their program longer, which is likely indicative of the recent implementation (less than two years) of a New Graduate Student Orientation to connect more interpersonally with international students, something in which they did not participate.

The last campus resource that students discussed in regards to help seeking behaviors was the student counseling center. Although some students were not aware of the counseling center, almost 20% of the respondents had accessed the counseling center, all of whom reported having positive experiences. Students said "it was nice" (Sophie), and that "it was helpful" (Khaled). Sebastian described his experience as "very, very positive" and said that he is "recommending it to everybody. 'Cause there's obviously there's still a little bit of a stigma I think associated with it, and I went there and it was really fantastic help and really professional staff." In discussing his adjustment issues, Veeran explained that the counseling center helped him realize he needed structure in his life, which he found very helpful.

Two students described their hesitation to seek counseling as due, in part, to their cultural beliefs. Vallavan said, "at least in India, what happens is if you put the word counseling into perspective then what immediately comes to people's minds is that oh I think he has some sort of psychological issue or something's really wrong with him." Wutong explained that "especially among Chinese students", it is a stigma and people may think you have a "serious problem." The cultural concern was reflected by a student who did use counseling services, saying "every moment I had to explain my cultural upbringing, to explain my background, and they didn't make it

difficult but I just found it like, too much" (Apra). This data supports the findings in the extant literature that international students may not access counseling services due to language barriers and cultural differences (Mori, 2000), as well as cultural perspectives of shame (Flaskerud, 1986). Other reasons for not seeking help at the counseling center were similar to the concerns brought up in the survey data, such as not knowing what counseling could do for them. This point was concisely stated by Neal who said, "I don't know what they could do. Again, like if you don't have friends, you don't have friends." Other students felt that they had enough support through their friends that "there is no need" (Shen). In describing her adjustment issues and struggling with loneliness, Kwan explained that although she was struggling, she "wasn't like crying every day, [she] wasn't depressed" and therefore her issues did not rise to the level of needing to seek counseling. Despite these hesitations, the fact that 20% of students had sought help from the counseling center bodes well for seeing counselors as allies in the case students experience victimization.

Whether students turned to informal networks or to formal offices on campus, all students in this sample interacted with and trusted social support systems of some kind. As one would expect, where they turned for help reflected the type of issue they faced. It was apparent from the data that newer students were more familiar with all three formal support offices on campus – a clear reflection of the newly implemented orientation program. Multiple students referenced learning about these resources during orientation despite never having taken advantage of them. This was in stark contrast to some of the older students who did not even know that some of these resources existed. It also appears that having the office representatives at orientation

helped addressed some of the reservations regarding cultural stigma of help seeking. Increasing access and understanding of the help these resources provide could be useful if students ever experience victimization or are arrested for crimes.

Alcohol

To better understand international graduate students' acculturation processes, they were asked to discuss their experiences with alcohol. Two students explained that their cultures and religion forbade them to drink alcohol at all. Jawa (female, Saudi Arabia) explained that in her home country, alcohol is prohibited and the police will confiscate it if it is found. Therefore, she has never tried alcohol either in her home country or since her arrival in the United States. Khaled, from Jordan, explained that his religion does not allow drinking, and so he also has not had any personal experiences. There were many other students who chose not to drink for personal reasons, namely that they did not like the taste of alcohol. Despite their choice not to drink, they were still bombarded with drinking messages and opportunities since their arrival in the US. Students were surprised at the pervasiveness of alcohol, from social events to departmental events, such as receptions and department happy hours. Veeran said, "Even in academic stuff, they have booze in it! It's like, wow!" Many students recognized such events as an important time to network or make friends, so they attended despite their decision to order a non-alcoholic beverage. Often, their choice of beverage was met with peer pressure, as one student said he was called a "loser" at a bar for ordering a ginger ale (Veeran). Apra explained that friendship circles are determined by alcohol, so if you want to "hang with the domestic guys, you go to happy hour." Students like Sebastian and Sophie mentioned the role of happy

hour as a means to build friendships and wished that their class schedules allowed for more of them. Wutong explained that her schedule made it so that she could not attend more functions like happy hours and parties, and said, "I want to say, I really really want to. But I don't have enough time."

It was clear that Asian students brought with them perspectives of their home culture's expectations on drinking. In Asian culture, guests are expected to drink in order to show that they are enjoying themselves. Wutong explained, "If you are a guest – you have to drink happy – drink happily and drink a lot. This is the way we perceive you really drink to satisfied." Kwan said "It's actually bad if you refuse to drink, like you'll be like a party pooper if you're not drinking." More than that, there are cultural expectations around age, and if an elder offers you a drink, you must drink it by turning around, holding the drink with two hands, and drinking it as a shot. Doing so in any other fashion connotes a sign of disrespect (Kwan). These cultural expectations are true among Koreans when they interact in America, which is one of the reasons why Kwan distanced herself from the Korean community upon her arrival. In a similar fashion, Asian students mentioned the cultural expectations around networking. Shakira described it, "If you wanna talk business, you will drink-drink. And that's a kind of way to express your sincerity – express you wanna make friends with your business partner." Shen explained that the reasoning for this is because "when two parties are striking a deal, for example, it's easier. People can get more honest with each other when they're really drunk […] it's an expected norm to just drink and if you don't drink with them, they would feel you are not sincere. So nobody wants to do it, but people do it." With the exception of networking, Asian drinking culture is predominately relegated to special events or celebrations. Every Asian

student interviewed mentioned this as a major cultural difference between their home country and the United States. Shen said, "People drink for fun only on more special occasions, like they don't drink for fun often" and Isabella said, "most of the time we drink on specially occasions like college graduation or birthday party or New Year. We don't usually drink like each Saturday." This likely influences Asian students' views on the definition of a "party." When I asked Jiao if she goes to many parties, she said, "Seldomly I think. And I think the parties – the definition of parties in the US and China is a little different. Will there be like the beer and wine in the parties in the US? Yeah, sometimes we call parties in China but there might not be beer or wine." Since alcohol is not as common a component of social gatherings in China, it may be that these students interpret the term "party" differently, which should be taken into consideration for future survey construction.

Two students specifically mentioned "pre-drinking" behaviors, which is a very American concept, related to binge-drinking (Wells et al., 2009). During a "pregame," students often drink rapidly before leaving the establishment to go to the bars or another party, and the drinking is often associated with playing a game. When asked if she drinks with her friends, Jiao said, "Only a little as a punishment. Like we do some game – gaming. And the games, like if you lose, you need a drink." Jiao described her friendship group as mostly other Chinese graduate students, which indicates that the predominately international group was engaging in these behaviors. Sebastian explained that twice a week, he and his friends "go out and drink to the point where you get drunk. 'Cause usually we pregame at the house where we meet somewhere, and we'll drink a little bit, and then we'll go out to the bar for an hour or two and come back." Sebastian described his friendship group as a mix of

international and domestic students. Although neither Jiao nor Sebastian mentioned the influence of domestic friends in their drinking experiences, other students did. Shakira, whose American coworkers were discussed earlier in this chapter, explained how her domestic friends taught her everything about drinking she would want to know, such as what kind of beer to order, how to order, how to take a shot, and general bar culture. Additionally, Neal said, "And then the weekends I usually … the American culture is that you go to … Friday night, Saturday night, you go to Main Street and you have a few beers and stuff, so, I … the more I got involved with the domestic students here, the more I started doing that." Therefore, for some students, American friends played a role in peer socialization regarding alcohol, although it was clear from the data that both international and domestic graduate students were drinking. The frequency of drinking reported in the interviews was similar to the survey data in that it ranged from not drinking at all, to drinking multiple times a week (to the point of intoxication), although those who drank most frequently were all male respondents. The average response was a more moderate frequency of drinking – about once a month, and just a few drinks each time – again focusing on the importance of moderation. It is well established in the research literature that drinking is correlated with both victimization and perpetration (Martin and Hummer, 1989; Sanday, 1990; Schwartz and Nogrady, 1996), so the fact that international students feel pressure to engage in heavy drinking – or drinking at all – demonstrates increased vulnerability for sexual violence.

The Hookup Culture

The second aspect of acculturation this research seeks to understand is in regards to the hookup culture, namely, how do international graduate students learn of it and how do they engage with it? The concern is that international students may not understand the social cues and expectations present with the campus culture of drinking and hooking up. Given the sensitive nature of the topic and the norms of discussing sex in some cultures, respondents were told, "I know that sex is not something that is openly discussed in a lot of cultures, but if it is okay with you I'd like to ask you a few questions" and were given the opportunity skip the questions at any point if they felt uncomfortable. Only one student shared his discomfort, saying that in his home culture he was taught at a young age that talking about sex was wrong, which he says was influenced by religion (Veeran, male, India). He said, "look, even now it's like I'm willing to talk, but somewhere I'm going ok, your talking isn't good, come on." When asked if the reason it "wasn't good" was because I was a woman, he clarified that the subject was uncomfortable because I was a stranger, and this was such a taboo and private conversation. The private nature of this topic led many students to not reveal much, simply because it was not something students would even discuss with their friends. Jiao said that she would be embarrassed to discuss this topic even with her closest friends, and Shakira said, "I never talk with them about this!" Kwan said if her friends were hooking up, she would not know because they would not share it with her; in fact, she has only discussed sex with three people before in her life. This was a clear cultural difference, described by Shakira:

"Even though you are so close sometimes, it's not like Americans, you can really talk. Like Sex and City, like the four girls you can talk a lot. It's not like that, at least I don't have any friends like that, like Chinese friends like that. But like Americans

definitely have that. They will talk, and they are very open, like they say, "Oh, I have my sex partner," or something like that. They will talk, and yeah. They will definitely teach me. (laughs)"

Again, we can see the influence of Shakira's American friends on her acculturation as they have talked with her about the topic of sex, something she would not talk about with her Chinese friends. This was a pattern apparent with other female international students who had domestic friends.

Whether or not they discussed these topics with their friends, many of the students in the sample were aware of the hookup culture before their arrival in the United States. More than 20% of the students said that they learned about hooking up from television or movies, such as one student who said, "Hook up? Like one night dating? Yeah, [I knew of that] from the movies" (Isabella, female, China). Despite seeing it in movies, Apra said that she "found it really shocking – and not shocking in a bad way, I just … You know things happen but they're not really true like in movies and stuff … I didn't think it really existed." Others learned of the hook up culture first hand, such as Kwan who found out her single undergraduate roommate was having sex in her room, or Alice who had a domestic friend point out the men she had slept with while walking down Main Street, or Neal who witnessed two people meet at a party, dance, and then start "making out right on the dance floor." Khaled, from Jordan, discussed that women in his home country are fully covered with the hijab, including their faces. For that reason, when he arrived in the United States, he said "it was hard for me like to be able to focus on studying and, at the age—I was 27 maybe, and I wasn't married and there are a lot of girls here, they are partying. It was a challenge from [a] sexual standpoint for me and for all of my friends who came—but it was challenging for me, and it was painful." These stories support the findings of

Lee and Rice (2007) who revealed that even if students are not participating themselves, they are still inundated with 'hooking up' information. Whether they learn of it through media or first hand, the vast majority of the international graduate students were familiar with and interacted with the hook up culture.

In addition to knowing about the hook up culture, many of the students reported knowing other international graduate students who had engaged in hooking up. For example, when asked if it was something he had seen firsthand, Finn responded, "Oh yeah, certainly" and shared that he knew both international and domestic graduate students who were hooking up. Students' responses to whether they knew of this happening were, "All the time. I have seen that, yeah" (Shen), or "I've seen it happening here in my circle of friends" (RK), and Apra said she "knew it was happening with [her] graduate student friends". Interestingly, Apra shared that some individuals she knew that were hooking up were in committed relationships.

Interviewer: So wait, are you saying that people in committed relationships are having sort of the one night stand with someone else?
Apra: Yeah. Because they are in a long distance relationship and sex is apparently like eating a meal… like, you know, I don't see it that way.
Interviewer: Sort of that mundane that it's not a huge deal.
Apra: It's okay if it happens once and like it isn't cheating because both the people … like the person you're in a relationship with is aware of it and they're doing it with their knowledge or whatever which makes me just very uncomfortable. I don't know I'm old fashioned. I don't know it's just weird.

RK explained further, "But yeah, there is this perception that it is okay to do certain things when in the US. I know of people who are married but their wife is back in India and then they like meet other people before she comes here. So I know of those cases of events." These were the only two cases that discussed partnered

individuals having non-committed sexual experiences with someone other than their partner, and the survey data showed that having a partner was a statistically significant predictor that an individual would be less likely to hook up. However, the reason this is notable is because of the influence of time. Shen explained that Chinese students may be more likely to engage in hookup encounters as opposed to relationships because many of them are in the United States for a one or two year program which lends itself to not making long-term ties to the area or to romantic/sexual partners. Apra's description was on the opposite end of the spectrum, where these students would be in the United States for a longer period of time pursuing their PhD while having a long-distance relationship. In fact, Apra has been with her long-distance boyfriend for seven years and typically sees him only twice a year. Thus, it appears that both long-term programs and short-term programs could influence students' willingness to engage in the hookup culture.

Based on the literature regarding Chinese cultural expectations and sexual activity (Lee et al. 2005; Yamawaki 2009), it was not expected that the Chinese students in the sample would engage in such behavior. However, this was not the case; in fact, there is an app that is similar to the US app "Tinder" called "MoMo" that exists for the purpose of hooking up within the Chinese community. The app, which literally translates to "meeting a stranger" (Shen), is used by Chinese people to get connected for a random hookup. There is also an English version of the app that is made for US users which is predominately used by Chinese people in the US and American men who "have an Asian fever – Asian fetish" (Wutong). The original app is used in China, where both Wutong and Shen said the hookup culture is similar to the US college culture, but using the US version allows them to connect with sexual

partners while they are here. Wutong explained that Chinese students "probably need some extra cues [but] actually, they want to do all of this." Shen said, "if they want, it's easy and accessible. […] And they're in a foreign country. Nobody's gonna know what they do here." This idea of a sense of anonymity for behavior that happens away from one's home country is what some students said enticed them.

Despite the conservative cultural upbringing in India, three of the male Indian students discussed how, in America, their friends were actively trying to participate in the hookup culture, although not successfully. Vallavan said, "What I can tell you basically is … hooking up for the Indian community is a bit difficult. I've seen guys trying to hit on girls and not succeeding a lot." I probed this response to ask about which type of girls were of interest, and he specified that it was American women, not Indian women. Pratap's comments supported Vallavan's, saying his graduate student friends fail at securing sex, he questions the truth of his friends' claims of successful hookup encounters. Neal explained that he thinks the thick accent of Indian men, with being an "outsider" to groups of domestic females, is what makes their attempts unsuccessful. Regardless of whether they are actually engaging in hook up behavior, it is clear from these students' accounts that they are trying to participate in the culture – specifically with domestic women. Their intention to engage sexually with American women could be due to their anticipatory socialization based on TV shows, such as *Sex and the City,* where the women are frequently engaging in uncommitted sexual activity. Thus, these students could face offender risks if they do not understand risks with consent and take action based on their generalized perceptions of American women's willingness to engage in such behaviors.

The opportunity to hook up in the US, not only with Americans, but also in a way that offered some level of anonymity, was frequently mentioned throughout the interviews. As described by Neal, who responded to a question about engaging in activities here that they would not do back home, "there's so much sexual availability and then you're like, oh, why would I not take advantage of that?" Another component to opportunity was based on the structure of the campus set up. Sebastian likened it to summer camp, saying "You just get all these people and put 'em into this really confined space, then everybody ends up knowing each other and things happen, right?" Kwan explained that it is custom in Korea to live with your parents until you get married, making it more difficult to hook up, which is not the case with American campuses. Richey discussed the bars and club scene as being important components in providing hook up opportunities. He said:

"if you want to fuck go to Kildares and you will fuck. (laughs) […] N: Yeah, it's—I think it's very easy almost. And I'm sorry for some of the girls because ok I'm a man, I'm 31, and many of them that go over there, they're very young. So it's very easy to manipulate them, honestly. And I think—I'm quite a conservative guy in some things. And I think that some of those girls, their level of exposure is very high, because they are extremely young, they are away from the parents, they are under the influence of friends, and they are not allowed to drink, but some of there they can—they are allowed to drink—[…] I saw people there completely crazy. You know, and when people are crazy and they are not aware of what is going on, it's very easy to do something, you know. So what I've—so I was there, I saw, you know, I look to asses and boobs, etc, like any man, you know, I try to understand the environment and I realize that it's very easy to have sex here, just to—you know, you know! You know, you start touching and the smile and it's done. It's true!" – Richey

His comments about the vulnerability of the young women he sees at the local bars are in alignment with the extant literature. He described it as "sexual availability"

to be taken advantage of, and thus, there is a need to bring this focus on vulnerability and subsequent risk of offending and law-breaking to incoming male students.

There were no explicit disclosures of international female graduate student activity in the hookup culture by either male or female respondents. However, many students mentioned that they had friends who were engaging in such behaviors, and it is possible that is inclusive of women. However, it may also be that female students are not engaging in the behavior, perhaps due to the double standard of women needing to maintain their virginity in various cultures which makes them "very protective of who they have sex with" (Neal). Indeed, Jiao described the importance of virginity in her home country and said, "So sometimes like we are very careful, yeah. That's why I never go to bars […] but sometimes like in our mind, it's like if you haven't met your boyfriend or girlfriend's parents, yeah and you've only been in together for like a month, and you just get that … it's not acceptable." For this reason, women could be engaging in the behavior but not disclosing due to social desirability. Their reticence to share such experiences with me could be because of the strong cultural norms or their uncertainty regarding my personal opinions. This is evidenced by one student who asked my opinion: "I learn from the TV series, it's like you can have sex activity with your boyfriend or girlfriend before getting married. Yeah, is that like, acceptable to think to you, or not?" (Jiao). Not disclosing personal encounters may be a way to save face and avoid shame from the researcher, especially given that 23 women anonymously disclosed their hookup behaviors in the survey. This finding supports the research design for a mixed-method approach.

Consent

To understand how international students' cultural perspectives may influence their understanding or use of consent when engaging in sexual activity, students were asked a number of questions about the topic. Similar to the survey data results, responses ranged from being completely unfamiliar with the term "consent" to being able to describe it in detail. Two students did not even recognize the term, as one student said, "What's a consent?" and the other said, "Consent? No, what?". More than 25% of the students said they knew about consent because of the survey, which they said sparked research and conversations on the topic. For example, Jawa described a conversation she had with her sister in light of the topic of consent introduced by the survey. She said:

"You know when you told me about, when I took your survey I talk to my sister, and then and there's a question that like I answered wrong, like, "Is that in your country?" I said yes, because this is what I thought, like with my husband you know, I was like this is what should happen. And you know, I talked to my sister and asked her that, and she mentioned like how her husband just, she doesn't want sex, he wants sex, you know […] Being used like sexual object more than human being […] So I said ok, that's what Emily's survey's about."

Jawa said that she is familiar with stories of Saudi men in the US who treat women the same way they would back home, she said, "Yeah, they think it's their country." It is clear from her comments that the concept of consent as it exists in the US is different from that in her home country. Similarly, Khaled from Jordan said that after learning about the topic of consent from the survey, "it's something new to me." While he discussed consent in terms of not forcing someone, especially someone underage, it was clear that there was a distinction in regards to marital relationships. Earlier in the interview when discussing his views on how women's dress may be

connected with their victimization, he asked "Are you agree—abusing—sexual abuse for women. Are you with or against that?" Later in the interview, I had a chance to probe further with that statement, in the following interaction:

Interviewer: That's ok, so you mentioned about—you asked me that question about sexual abuse of women. And one of the things that I have learned about the Quran was that, essentially if the man desires sexual activity, then the woman has to give in. Is that correct?
Khaled: What do you mean, like in which case?
Interviewer: Like if they're married, or—
Khaled: If they are married.
Interviewer: If they're married, is that true?
Khaled: Yeah, it is true.

The idea that within a marriage, the woman must take care of her husband's sexual needs regardless of her own desires, was also confirmed by Wilfred (Nigerian) who described the role of religion in his culture's perspective on consent:

Wilfred: There is no law or whatever that says you need permission, you need consent before you have, especially when you're married. But the way most people go about it, they go about it like from a Christian point of view, like you don't impose yourself on your spouse and you don't deprive …you don't deprive your spouse the privilege of having you because when you got married, the both of you became one so it's both way. So the husband and the wife, you don't impose yourself, if you think, if you know that he or she is not in the mood, it's something you should restrain from just from a godly point of view that yeah…
Interviewer: So it's sort of from the religious side of things.
Wilfred: Religious side, yeah. So there's no like social, whatever says that's wrong or whatever.

Despite the few students whose home countries had differing perspectives on the role of consent within sexual relationships, most students believed their home countries followed similar expectations as US law. Neal said, "I didn't read the laws

or anything. It's clear if someone says yes, someone says yes. If someone says no, someone says no." This was a consistent response that students had not read the laws either in their home country or here, but felt that they understood the role of consent, evidenced by Stan's comment, "I mean, for me myself, well, coming from Western Europe, I think I have a good moral value regarding that so I didn't even bother looking that up because I knew I wouldn't do it wrong. I mean, if I wouldn't do it wrong for my own point of view, I don't even care about the law."

Although students did not frequently discuss consent with their friends, a few students shared stories of discussing consent with their partners. Anna said, "I've had experiences of people asking for consent with the partners I've had" and Stan said he asked his girlfriend before they had sex for the first time. Sebastian was the only respondent who shared openly about his casual hook ups and how he handled the issue of consent. He said, "for myself the rule that I have given myself is when I'm with somebody in a casual hook up, I always ask them if I can take their underwear off. That's what I do, it's like, 'is it ok if I take your underwear off?' and if they say yeah, then go from there, if no, then that's the boundary. So I think I've actually done this every time" (Sebastian). Given that Sebastian was the only male student who provided such a clear description of a time he asked for consent, it begs the question whether other international male students do the same. Again, if the expectation is that American women are sexually open, men may not see the need to understand US consent laws or to ensure they are getting consent in sexual situations. This may be particularly true for students who come from countries where the role of consent is not as clear-cut as it is here (albeit it is not even as clear-cut as it could be in the U.S). Understanding that consent is what distinguishes consensual activity from unwanted

sexual experiences, or victimization, this is a critical component of potential offending behavior.

Victimization Experiences

After asking the respondents about their understanding of consent, they were then asked if they or anyone they knew had nonconsensual sexual experiences. Two students shared stories of situations that reveal the intricacies of understanding consent when intoxicated. Shakira was at a party and witnessed her friend engage in a drunk hookup that Shakira thought was consensual. She explained that she had seen them together and they moved to the floor, but the next day when it was just the two of them she said, "I say, 'why you look not good?' She said it's not what she want, because we all feel like drunk, and she was so drunk that time—that day. So drunk. And when finished, [he left] and left her very sore, too, […] and I feel what if I, if I know it's not your cons—like consent, I could definitely help. Because I just don't wanted to embarrass you." Given that Shakira did not know about US consent laws, especially as it relates to alcohol, until taking this research survey, Shakira did not realize that her friend was not in a state to be able to give consent. She also explained that she did not want to embarrass her by letting her know that she was aware what was happening; however, because she did not say anything, she carries around guilt that she should have done something to help her friend. Anna described a similar story of a friend who:

"hooked up with this guy and then the guy asked her like does she want to try something new, you know? And she said yes to it, but she wasn't really sure what he means; they were both drunk a bit. Yeah, and then he just did anal on her, you know,

and she wasn't consenting to it. […] she tells this story to some people and but like, you gave consent, you said yes, you know?"

This limited understanding of consent as a one-time exchange that happens before the act often leads to victim blaming, in that the students do not recognize that they can say no at any point during the encounter. Victim blaming was not a pervasive theme that arose from the data, with the exception of the earlier comment made by Khaled about women's clothing influencing their victimization, and a comment made by Alice. She said, "I mean it's um, I guess... yeah, it's kind of like a psychological problem. Some women get into these situations because if you... if you're confident and like you know what you can do, what you should do... that will never happen." This type of victim blaming is not uncommon to see among women, as it serves as self-protection in that she can believe she will not be victimized as long as she behaves differently than said victim (Janoff-Bulman, 2002).

Both men and women acknowledged that they experienced different forms of harassment. Street harassment was disclosed by some respondents, such as Minsheng who said people have shouted racist comments at him from cars as they drive down the Main Street in the university town. Sammo had a similar experience but it was sexual harassment, "I was walking home from here one day and was followed by a car with someone inside who yelled out… some creepy, 'you wanna have sex?'" Sexual harassment experiences were not relegated to the streets, but were committed by advisors as well. One of Apra's friends was sexually harassed by her advisor, leading her to change majors. Jiao referenced a public case in China where a graduate student was sexually harassed by her advisor. She said, "If you are a graduate student in China, you have an advisor and he is just over you, and everything is – it just –you

need to do whatever he tells you to do. Yes. And if you wanna graduate, he is the boss. So I think that's why they say yes." This vulnerability is especially true for international graduate students here in STEM fields whose admission and funding in the program is often tied to their advisor's grant money, making them particularly vulnerable to abuse of power. This highlights the importance of the victims' experiences, such as those described by Shakira and Apra whose domestic friends helped them navigate the boundaries of the gendered institution of higher education, especially as it relates to appropriate socialization with an advisor. Students without the social support of domestic friends, or who do not receive any such information otherwise (perhaps through orientation), may be particularly vulnerable to abuse of power by an advisor.

A student reported sexual harassment in the workplace as well. Shakira shared multiple stories of experiencing sexual harassment in her internship by both her boss and her coworkers. She explained that her new boss invited her to lunch and dinner, which she said, "at first I felt ok because he's a supervisor, I have to do that. Just express my respect and also you are new here, I can show you something America." However, one day in the office near the end of the day, he tried to hug and kiss her on the cheek, which made her very uncomfortable but she was relieved no one in the office saw it. After that,

> The supervisor, he asked me ok, this Friday is my birthday, could you come with me? And he sent me a clothes—the Indian traditional clothes—and he said you will wear this. And I said, "ok, will anybody else come?" Anyone that is in the office—it's not like I have my own room, it's cube, you know, the cubicles. Everybody can hear what you are talking—I mean you will make a phone call, everyone can hear you—so he ask me standing beside me, ask me, "ok, Friday is my birthday, will you come?" And I am aware this, and I say, "will anybody come?" And he say, "no, just you and me," he said that! Everybody listened! (gasps) And I feel so embarrassed—it's like I'm that

kind of girl, it's—you know what other people will think I'm that kind of girl, and I couldn't say something rough because he's my supervisor at that time. And I said, "I don't think that that is appropriate." I said that, I said that. And he said, "Why not? Just come." Something like that, and I said, "No, I'm sorry, if you invite some of the others I will come with you, but not you and me." And he just left, you know what—gave me the angry face."

Shakira's experiences raise the unequal power dynamics that exist in a supervisor/employee relationship. This relationship is similar to an advisor/advisee relationship, but without the institutional support of the university. As an intern at a major company, Shakira was unsure where to turn for help or how to handle the situation within the business world. She was able to rely on to her domestic friends and they validated her concerns. Unfortunately, Shakira's experiences of sexual harassment also extended to her male coworkers. She said that she would go to lunch or dinner with some of her male coworkers who were married men, and they discussed topics that made her feel very uncomfortable. For example, they would discuss their sex lives with their wives or would tell Shakira she should be single. She explained that it made her very uncomfortable but she was new to the company, did not yet have any friends, and worried about repercussions if she declined their invitations. She said, "Yeah, you can say no, but at that time I was new here, new in the working environment, I know nobody…" As she explained, she was the only international Chinese person in her local office and did not yet have a support system in the office, which perhaps contributed to her vulnerability to workplace sexual harassment.

Sophie described two unwanted experiences that occurred while she was younger in her home country of France. When she was only 11 years old, a man pressed his penis against her while she was standing in line with her cousins. Four

years later, she was walking on the street and two bullies from school came toward her. She said,

"this one guy had his finger out like that, and I was just like what is he doing? And, then when he came to me he just like didn't let go of his finger, and he touched my pubic with it, you know? And, I was really really uncomfortable, and like... but I was bullied at the time, so I was just like well this is just part of bullying, and I was just like... it was really... I felt really uncomfortable, like you know thinking it was my fault and all that."

Sophie had never before disclosed her experiences to anyone, but realized what had happened to her only while she was filling out Koss's Sexual Experiences Survey questions. Sebastian experienced a similar realization moment during the interview. When asked if he knew of anyone who had sexual experiences without consent, he said:

I know for myself, I can think of—there's one particular instance I think where I was—and that was because I was so drunk that—and it wasn't really—I never thought about it as being that big of a deal because it was somebody that I knew, it was a friend of mine, and she—we had had sex before casually, and she picked me up from the bar. It was like a day-drinking event, something—beer Olympics or something, I'd been drinking all day and I was really drunk and I was super tired and she picked me up early in the evening and took me over to her house and like I took a shower and I like woke up in the process of her on top of me, and I was like, "what's going on?" and I mean yeah. But that was like the one time I definitely know that I didn't give consent, like I didn't know that that happened.

Sebastian explained that "it was fine" because if he had been sober, he would have wanted the encounter to occur. I asked if that experience was anything he ever conceptualized as a sexual assault, and he said "I think it's a double standard there. I think if my friend – if my girlfriend or my female friend would tell me that story, it

would be hard to not think of it as some sort of instance of sexual assault." He explained that for him, labeling it a sexual assault would take away the gravity of the experience from "true" victims; however, he said he would never do to another girl what happened to him, recognizing that the behavior was non-consensual.

Multiple students disclosed situations of intimate partner violence or marital rape. Minsheng mentioned that one of his friends was in an abusive relationship. He said, "her boyfriend will hit her or try to like harass her, stalk her, yeah. I think at that time she want to end the relationship, but her boyfriend doesn't want to, so that puts a lot of issue." In another situation, although she was not aware of physical violence, Jawa discussed her sister's husband was treating her like a sexual object instead of a human being. Similarly, Wutong had a friend in China who was forced to have sex with her boyfriend. Here, Wutong had an international undergraduate friend who was living with her boyfriend when he started getting violent with her.

"she told me one night she was sleep and suddenly she would wake up because the guy like knocked her door very violent—violently, and she didn't know happened, and—but she get so afraid, she don't—she didn't dare to open the door because she don't know what happened, and also a lot of the things happened lately to her, a lot of like fight, physical fight, physical slap, a lot of things. So she don't know what his mental state at that time, so she didn't want to open the door, but the guy said like if you don't open the door I'll just keep knocking until you open the door, and the guy kind of like become crying, like really shed a tears and like begging, ask her if she can open the door. So she—so she thought he's kind of like calmed down, so probably she could talk to him, so she open the door, but things get worse like he want to have sex, but she said no because next day she will have final exam. So this is how the conflict begin. So he pulled her hair and put her head in the closet, and he slap her and she really get the bleeding nose, a lot of things. Like a lot of bruise on the arms, and she run away."

Her friend moved in with another friend but continued paying rent on her original apartment due to her lease obligations. Wutong said she did not report the situation to anyone, such as the police or the offices on campus.

One respondent disclosed multiple experiences of victimization over the course of her life, beginning with rape as a teenager, to multiple experiences of sexual coercion, sexual harassment, and sexual abuse as an adult (Sammo, female, Australia). As a nontraditional student at age 53, all of her experiences happened prior to her enrolling as an international student. Despite this, she interacts with campus resources as a survivor of victimization. Part of her healing process involved taking part in the counseling center's group therapy for victims of sexual assault, something she had not done in her home country. She explained that although none of her own victimization experiences occurred while at the University, she was aware of victimization incidents with young Indian and Hispanic girls here in the US who disclosed their own shame and also concern for shaming their families. She said, "the collective family mattered to her more than she did, than her own individual self. I mean, I don't know what it feels like, to feel like if you have been sexually violated that you have shamed your whole family. And so I know what the shame feels like, but to, to carry the shame of, of the whole family…"

The rate of disclosures of victimization in these interviews shows that not all students experience victimization (or are not willing to disclose if they have had these experiences). However, the disclosures that are revealed in these interviews indicate that some international graduate students experience a wide range of victimization while in the host country. The experiences presented here include street harassment, sexual harassment, dating violence, and sexual assault, at the hands of advisors,

bosses, coworkers, partners, acquaintances, and strangers. Although the data does not allow for predictive findings of what variables influenced risk of victimization, the data reveals that for some students, increased isolation tended to increase their vulnerability to victimization, such was the case with Shakira. What was clear from the interviews was the important influences of social support networks in helping students identify inappropriate behavior as such (Apra, Shakira), helping them escape dangerous situations (Wutong), and helping with the healing process (Sammo). Thus, social connection may work as both a protective factor from victimization and they may be equally crucial for post-victimization help.

Perpetration Experiences

None of the respondents explicitly disclosed perpetration experiences. Most respondents simply answered "no" when asked if they or anyone they knew had been in a sexual experience with a partner who did not consent. Wilfred said, "I think I've been hanging around very decent guys." But one respondent engaged in conversation about risk of perpetration at a deeper level. Richey's comments on the ease of hooking up, especially at local bars, was shared earlier in this chapter. He recognized the vulnerability of young women and acknowledged how easy it was to be able to hook up with them. He said,

"So I have my ideals and my principles and my values, and I'm a guy that believes in love in relationships, and of course, I also had my one-night stands, ok, [but its another thing] to go—for me, other thing is to go to a disco with that goal in mind and only that. Ok, that's different, ok. […] and probably they are not aware that there are people that are going with that intention, and they are extremely exposed to that."

By talking about the vulnerability of young women, he also reveals how easy it would be for perpetrators to take advantage of their vulnerability.

Richey shared an example of a time he was intimate with a woman and he wanted to go farther and she did not. He respected her wishes, and explained, "But I did not force because you have to respect the other person, but I did not know that—the risks that I was exposed, in this case. Because as you know, for international student if we screw up here, they take us the visa and you are done." Here, Richey brings up an important piece of the discussion regarding offending for international graduate students, one that he learned in the process of this research project. Prior to the survey and this interview, he did not know the risks associated with nonconsensual activity, in that international students can face serious consequences such as revocation of their visa status.

The lack of sexual prevention or risk reduction education on how this might influence international graduate students' ability to maintain legal status is compounded with the beliefs from their home countries and their expectations of American women. By not providing accurate prevention education or information, any university commits a disservice to the campus community, and to these international students invited to study here. Addressing how international students' cultural beliefs interact with their perceptions of American women's participation in the hookup culture, in addition to the consequences of perpetration, could help reduce the risk of offending within this population. Ultimately, this attention could diminish the vulnerability of both domestic and international students' victimization on campus.

Summary

Although the sample size for in-depth interviews was relatively small, the data is rich and provides a much more detailed understanding of the research questions this project set out to answer. This chapter outlined how international graduate students choose their friends, and the important role that domestic friends can play in helping international students identify inappropriate behaviors. In this chapter, students' relationships with their advisors were addressed, including those that were problematic, highlighting the vulnerability of some students to their advisors' behaviors. The many issues that international graduate students raised in adjusting to life in America were discussed, such as homesickness, language barriers, and isolation, all of which could serve as risk factors to vulnerability of victimization. Help-seeking behavior was discussed in detail, outlining where and why students turn for help in times of need, and the role that victimization plays within this decision making process. This chapter overviewed their acculturation with regard to alcohol and the hook up culture, showing the impact of their anticipatory socialization and cultural beliefs. The interviews provide a lens into international graduate students' understanding of sexual violence issues, such as consent, victimization experiences, and offending implications. The interviews provide evidence that international graduate students experience victimization while studying in the US, and highlight potential risk of offending, as well as the ambiguity surrounding the students' understandings of these issues. In the final chapter of this dissertation, the findings from the survey data and interview will be integrated and policy recommendations will be discussed.

Chapter 6

DISCUSSION/CONCLUSION

This document has presented the findings from a triangulated research project seeking to understand the acculturation processes of international graduate students as it relates to their vulnerability on campus. The research design allowed for both breadth and depth of knowledge through surveys and interviews, and the results of each method were presented in the previous chapters. These chapters provided detailed understandings to each of the five research questions set forth in this dissertation. In this final chapter, the results of both survey and interview analyses are integrated to provide an accounting of research contributions, and recommendations will be presented based on these findings.

When this project was first proposed, it was greeted with skepticism: there was no research in the extant literature to indicate that international students, let alone international *graduate* students, faced victimization – or offending - risks by engaging in the campus hookup culture. Additionally, *if* such behavior was happening, it was expected that international students would not disclose this information based on the cultural norms of privacy and secrecy around such topics. Despite this, many students were eager to participate in the process, both to help a fellow graduate student with her research, and to share the experiences of international graduate students. Though not all students had stories of victimization to share, they each had stories to tell about their experiences coming to the US for graduate education. Having someone listen to his or her story was empowering, as Shakira said, "I am so happy that I met you and

share with you my story!! You are the best listener!!!" This population had been left out of our understandings of campus life, and their voices deserved to be heard. The complexities of including international students in a research sample are vast (Sallee, 2010) and this research project shed light on the heterogeneity of such a group. Despite these complexities, this research reveals the experiences of international graduate students, their adjustment challenges, and their vulnerabilities to victimization and offending. It is just the first step in what, hopefully, will be a growing area of research.

Vulnerability to Victimization and Perpetration

The survey and the interview data indicate that international graduate students, both male and female, have experienced victimization since their arrival in the US. Their experiences include street harassment, sexual harassment, dating violence, and sexual assault, at the hands of advisors, bosses, coworkers, partners, friends, acquaintances, and strangers. All five of the research questions aimed to understand a small component of the overarching question: what factors, if any, make international graduate students vulnerable to victimization and perpetration? This research finds seven different components that may influence such vulnerability, including students' perceptions of the US, friendship groups, adjustment issues, help-seeking behaviors, alcohol, consent, and the hookup culture.

Students' vulnerability may begin before they even arrive in the United States based upon their anticipatory socialization, including how they learn of US culture and their expectations about campus life. In both the interviews and the survey, students reported learning of US culture in a number of ways, including the news, from friends

and family, music, and in school. What emerged was that the vast majority of students learned of American culture through television shows, specifically the TV series *Friends*. In the survey, 87% of respondents said they learned about American culture from television or movies, and 100% of the interview respondents responded similarly. The interviews provided additional context to the information presented from the survey regarding the influence of television, as students explained that TV shows provided them with understanding of what Americans were like. For example, Shakira expected American women to be like the four friends in *Sex and the City,* wearing high heels, having many sexual exploits, and drinking martinis all day. Thus, when international students arrive in the United States to pursue their degrees, they bring with them their own cultural beliefs from their home countries, but also their expectations and preconceived ideas of American life. This may be problematic if students do not understand that Hollywood often presents a misrepresentation or glorification of reality, which could influence how they perceive certain populations who have been misrepresented in the media (Coltrane and Messineo, 2000). This could also be problematic if their perceptions of women are based on those views presented in *Sex and the City* or *Friends*, and if those views are used to by men to influence interaction with domestic females, as evidenced by Pratap, Vallavan, and Neal who discussed their anticipated engagement in the hookup culture with American women. These findings indicate that students could misunderstand the nature of consent, and the social script of the hookup culture, making them more prone to offending behavior. Additionally, this could increase students' risk of victimization if their views of sexual relationships are based on non-consensual depictions from television shows or movies.

Students' friendship groups played an important role in many ways. There was a wide array of people with whom students spent their time, including friendship groups that were predominately international, predominately domestic, and a mix of both. Almost all students' friendship groups were comprised of only graduate students, though a few were friends with undergraduates as well. Students discussed having a difficult time making friends, due to language or cultural barriers. As Jawa (Saudi Arabia) said, "I don't know how to make friends. Some of them are so different from you." For these students, the challenge of making friends led to isolation, which could increase their vulnerability for victimization as well as influence their help seeking strategies if they needed assistance. The way that adjustment issues (such as language barriers, transportation, food, homesickness, and depression) influenced the isolation of international students was detailed in Chapter 5. The role of social support emerged as a key finding from the interview data, in that social support connections worked as both a protective factor from victimization and was equally crucial for post-victimization help. Recall, Apra and Shakira's experiences show how their domestic friends helped them identify inappropriate behavior and set boundaries with members of authority. Wutong's story shows how social networks played a role in helping a student escape a dangerous situation from an abusive boyfriend, and Sammo's experience shows how the formal offices on campus greatly contributed to her healing process. Thus, the more isolated students are, the more vulnerable they may be both before and after victimization.

Social networks introduced other influences as well, described by some students who had domestic friends that helped socialize them to US culture. For example, Shakira's friends taught her about American drinking culture, including how

to order at a bar and how to take shots. While American friends played a role in peer socialization regarding alcohol for some students, for others, drinking was independent of American friendship influence. In fact, more than 80% of the students in the survey reported drinking in the past 12 months, with 8.1% of them saying they drink "a lot." However, as presented in detail in Chapter 4, just because they drink frequently does not necessarily indicate they engage in binge drinking behaviors that often characterizes campus life. There were also many students who had negative views on alcohol, ranging in reason from the effects of it on one's health, to drinking being against their religion or culture. In fact, 23.2% of the survey population had never drunk alcohol before, and 19.1% of the respondents had not drunk alcohol in the previous year. Regardless of their personal drinking behaviors, students reported being inundated with drinking culture in the university setting, following the pattern discussed in Lee and Rice's (2007) work. The inundation of alcohol, compounded with pressure to engage in drinking, demonstrates increased vulnerability for sexual violence, a correlation well established in the literature (Martin and Hummer, 1989; Sanday, 1990; Schwartz and Nogrady, 1996).

This pattern of being exposed to American campus culture regardless of participation was also true of the hookup culture. Khaled is a prime example of someone who did not engage in informal sexual behavior but still was affected by the culture: "it was hard for me like to be able to focus on studying and, at the age—I was 27 maybe, and I wasn't married and there are a lot of girls here, they are partying. It was a challenge from [a] sexual standpoint for me and for all of my friends who came—but it was challenging for me, and it was painful." The vast majority of the international graduate students were familiar with and interacted with the hook up

culture. Respondents' disclosure of their own involvement may be underestimated due to the private nature of the topic in many cultures, evidenced by many students who said they would never talk about sexual activity (consensual or non-consensual) even with their friends. This reticence could be compounded by cultural expectations of virginity and women as sexual gatekeepers (Lee et al, 2005) in that students may not have disclosed experiences in order to save face or prevent them from feeling embarrassment or shame in the interview. This situation of underreporting demonstrates the benefits to using a mixed-methods approach because students disclosed this behavior under the anonymity of the survey.

Based on the survey numbers (12.6%) and the information provided in the interviews, it is clear that international graduate students *are in fact* participating in the hookup culture, as we understand it from the extant literature. Hooking up also occurs within unexpected populations, such as Asian students, who discussed using an app for such behavior. This finding was reinforced in stories about how socialization by domestic friends played a role, as students explained that they would talk with American friends about these topics despite their reluctance in talking about it with other international friends. Yet, the survey analyses showed that having American friends was not a significant predictor of engaging in the hookup culture. Analyses did reveal that intoxication was a predictor, as those individuals who had been drunk in the past 12 months were 5 times more likely to engage in hookup behaviors than those who had not been drunk. Additionally, having American partners was a significant predictor of hookup behaviors, as the data indicates that students who have American sex partners are 5.8 times more likely to hookup than students who do not have American partners. This finding may reflect the theme of freedom that emerged

from both data sets, in that being in the US provided some level of anonymity for international students to engage in behaviors they would not do otherwise in their home country. This was particularly true for male respondents, as women were 65.6% less likely to hook up compared to their male counterparts.

Within the hookup behavior analyses, there were three variables that were unexpectedly *not* significant predictors, including gender, country of origin, and religiosity. This indicates that the cultural norms and expectations that international students bring with them to the US are not as influential in their decision to engage in hooking up as are the acculturation measures of drinking and having American partners. Although drinking behavior and American sex partners were predictors of hooking up, and hooking up was a predictor of victimization before all other variables were accounted for, these fell out of statistical significance in larger models. Given that this is in contrast to the extant literature, this is a particularly interesting finding that should be further explored, as the experiences of this population may be qualitatively different than how we understand vulnerability for undergraduate students.

It is a key finding of this data that this population engages in hookup behavior given the connection in the literature between hooking up and victimization (Armstrong & Hamilton, 2009; Flack et al., 2007). Within this data, hookup behavior was not a significant predictor of victimization when taking into account all other variables, but simple cross tabs showed 29% of the respondents who had engaged in hooking up had also been victimized since they started graduate school. Compared to the cross tabs data which indicated that 1 in 10 experienced victimization (11%), this hookup related cross tabs indicates 1 in 3 had experienced victimization. Thus,

although the logistic regressions did not show hookup behavior to be a statistically significant predictor of victimization experience, this data shows otherwise. The in-depth interviews revealed correlations between the two, such as Sebastian who revealed his victimization experience with a casual hook up partner. Thus, although the survey data does not demonstrate predictive influence, vulnerability remains a factor with which to contend based on the qualitative data.

There were four variables that were predictive of victimization experience, including gender, religiosity, relationship status, and depression. Women were 5 times more likely to be victimized than men, and single people were 12 times more likely to be victimized compared to partnered students. Protective factors included depression, where those who were depressed were 90.4% less likely to be victimized, likely due to isolation. Religiosity was also a protective factor in that those who were religious were 57.6% less likely to be victimized. Reasons for this were outlined in Chapter 4, and may be due to the relationship of religion and patriarchal beliefs in influencing women's own perceptions of victimization. Most notably, none of the acculturation variables were significant predictors of victimization. This data indicates that for this population, drinking and hooking up appears to be a more consensual activity. If this is the case, the unique risk factors for their victimization are still unknown and should be further studied, given that being female and being single were the only two predictors indicated by this data.

Understanding consent knowledge is a key component of this research as it is the distinguishing factor of unwanted sexual experiences. From both the survey and interview data, there was a range of ways that students understood what consent means, as well as knowledge of what constituted consensual relations in their home

country. Some respondents stated that consent is not needed in their home country, and others explained that it is unnecessary to get consent within marital relations. In addition to being unfamiliar with expectations of consent in the US, both men and women bring with them the expectations of their native country. Similar to the efforts of teaching undergraduate students about consent, international graduate students should be taught that they have the right to say no in the US and that they must respect a partners' decision, regardless of the consent expectations from their native culture. Since universities have identified this as a problem within domestic student populations, it is not surprising that it would be particularly necessary to talk about with students from varying cultures. If they are not given this information, it could present challenges when they engage in sexual relations while in the US, with regard to potential victimization, but also to potential offending.

Chapters 4 and 5 outlined students' help seeking strategies, where generally, most students would turn to a friend (60.5%) if they had a problem, consistent with previous findings (Zhai, 2004), followed by their family, partner, academic advisor, and then the university counseling center. The interviews illuminated gendered differences in the reasons students turn to their parents, where men sought tangible help (i.e., financial) and women sought emotional support regardless of tangible benefits. Despite females' greater willingness to turn to their parents for help, this may not be the case with sharing victimization incidents, especially if their families had previously shared safety concerns about their coming to the US. Few students said they would seek help through formal resource offices, and only 4.4% said they would go to the counseling center. Students who would not go cited reasons such as feeling like they have enough support, being unsure how counseling could help, lack of trust,

general cultural differences, language barriers, and shame, which is consistent with the existing research (Hyun et al., 2007; Mori, 2000). Men more frequently stated the desire to handle issues personally, and women more frequently stated that issues were too personal or private. Therefore, although both genders were unlikely to seek counseling, their reasons tended to be different. Furthermore, the culturally relevant hesitations for not seeking counseling were predominately held by female respondents. Students who had been in their programs longer were not as familiar with the resource offices on campus, likely due to the recent implementation of an orientation program that only reached newly matriculated international students. Since formal resource offices can play a major role in helping students who have been victimized, increasing access and understanding of the help these resources provide could be useful if students ever experience victimization or are arrested for crimes.

Research Contributions

Although this research did not provide clear predictive factors for victimization risk of this population, there emerged both vulnerabilities and protective factors salient for international graduate students. This is a population that has been previously overlooked in the literature about the hookup culture and victimization vulnerabilities, which is one of the key components of an intersectional approach. Choo and Ferree (2010) identify three styles of practicing intersectionality in sociological research, with the first being the choice of subject where the emphasis is on the inclusion of the voices and experiences of multiply-marginalized populations. By placing their experiences in the center of the research, this project has succeeded in challenging their omission from the sociology of knowledge (Smith, 1990). Scholars have been

calling for a focus on social location for decades, looking to understand how the intersection of identities influences one's lived experience (Crenshaw, 1990; Collins, 2000; Sprague, 2005). Indeed, intersectionality scholarship has focused on the roles of race, class, and gender, with discussion of including other categories, such as sexuality (Andersen, 2005). This research pushes that understanding of social location identities to include domestic/international identity. As Choo and Ferree (2010) identify as an additional key component of intersectional approaches, there must be a focus not only on the categories that make up the multiply-marginalized experience, but also on the way in which those categories work together in a process of dynamic forces. Indeed, this research does not speak to the experiences of international graduate students generally, but identifies the way that the status or identity of being international influences the experience of graduate students. The adjustment challenges they face go beyond the challenges of difficult classes and relocating to a new home; they include serious language barriers, isolation, extreme homesickness, and more. These challenges reflect their international status and exert an influence on their vulnerability to victimization. Additionally, their position as graduate students exempts them from exposure to campus alcohol and sexual violence prevention education. Thus, their unique experience in regard to their vulnerability to sexual victimization and offending is based not only on their gender, but also on their non-domestic and graduate statuses. These identities interact in processes in a way that creates a unique experience – the gendered immigrant experience. Therefore, this research not only includes a population that has been previously overlooked, but also adds to our theoretical understanding of intersectionality and the role that identities play in our experiences.

This research also adds to the extant literature on gendered institutions. In the extant literature, this area of research identifies the way institutions are gendered masculine and therefore influence women's experiences. This dissertation adds to our understanding by identifying a new population that is disproportionately affected by academia as a gendered institution. Particularly, international graduate female students who are in STEM fields may be uniquely affected by the gendered institution of higher education, but also affected by the masculine values and norms within their departments. Coupled with the likelihood of having a male advisor, this structure of gendered institutions may lead these students to be more vulnerable to abuse of power.

Recommendations

This project has implications both for future research conducted with this population, as well as tangible benefits that can help address the vulnerability of this population. First, regarding methodology, it is recommended that future research use a variable for intoxication instead of variables that account for number of drinks or frequency of drinking. As evidenced in Chapter 4, those two variables are not as effective for understanding the role of intoxication for this population. Additionally, when studying this population, it is crucial to use a mixed method approach because in-depth interviews provide context that cannot be achieved through surveys, while surveys provide anonymity for this population on sensitive topics. For example, the survey did not show any indication that students were engaging in pre-gaming, but the interviews revealed such behavior. When a respondent said that she was "drinking for punishment," the interviewer was able to probe her descriptions to understand that she was, in fact, discussing pre-gaming behavior. The hookup disclosures serve as an

additional example of why the use of mixed methods is effective. Given cultural norms that reinforce the private nature of the topic and expectations of women, respondents may under report certain activities in interviews to save face. Surveys, however, provide anonymity that encourages more accurate reporting. Therefore, a mixed-methods approach provides the context and the anonymity to get the most complete accounts of behavior from respondents.

Other recommendations that emerged from these findings will provide tangible benefits for the university and other universities nation-wide. First and foremost, there was clear indication from this data that a newly established graduate student orientation was effective in providing students with resource information. It is recommended that orientation models add components on alcohol education, consent, risks, and sexual violence education. Instead of using the pre-existing models such as "Alcohol Edu", it is recommended that this program be re-mapped to be more culturally sensitive and based within an inter-cultural perspective. Since it is clear that not all students come to the University with much knowledge of expectations of consent (in their native country or the visiting country) or understanding of risk and vulnerability to victimization, orientation discussions about how US consent expectations and risks may differ from their native country could prove beneficial. Connecting consent with the risks and consequences associated with offending behaviors is a critical missing piece in existing orientation models.

Finally, it is recommended that the counseling center, both at this University and on other campuses, add staff from varying cultures who are well-situated to address the cultural issues and concern that impede students' help-seeking. The ways in which language barriers reinforced student isolation and help seeking strategies

cannot be ignored. Having counselors on staff who can speak the languages of international students would be an immense help so that students can speak in their native language. Additionally, providing resource information, such as pamphlets or websites, in their native languages could be similarly helpful. The effects of this effort would be far reaching in helping to create an environment that is welcoming and supportive of international students, and one that recognizes the influence of language barriers on students' experiences and their help-seeking strategies.

Limitations and Future Research

There were limitations with this research to address. First, the sample used for this project was from a large university in the mid-Atlantic region, which may not be generalizable to the experiences of international graduate students studying in other regions in the United States. Although captured in the interview data, it is a limitation of the survey data that time in the US prior to their start of graduate school was not accounted for. This information would have allowed for a comparison of students who had been in the US versus those who were having their first residential experience in a western country. This would have provided rich context for understanding how time in the US may influence the specific acculturation processes before the start of their graduate education. Additionally, the sample size is small, representing only a 31% response rate on the survey and 28 in-depth interviews. A much larger sample size, especially one that is nationally representative, is recommended for future research. A larger sample would reveal more victimization experiences, enabling a better understanding of risk factors. It is a limitation of this data that only gender and relationship status were significant variables of prediction,

and future research should use a much larger sample to uncover other unique variables that may influence vulnerability to victimization.

Future research with this population should further explore the role of race in the experiences of international graduate students. Unlike Lee and Rice (2007) who found that non-white international students experienced hostility and discrimination based on their race, race bias was not prominent in this research study, compared to country or cultural influence. In fact, the few times race was mentioned in interviews, students discussed their own racism against other groups. Only one student mentioned experiencing harassment based upon his race. This difference may be that the university or region where this data was collected is more diverse and therefore more welcoming of non-whites, compared to the region or university where Lee and Rice (2007) collected their data. Given the important role that race has played in intersectional research, this would be a critical component of future research. Additional research should also explore in more depth how the role of American partners plays out in international students' hookup encounters. This data indicated a correlation between American sex partners and engaging in hook up behavior. However, this data does not provide the ability to determine a causal relationship, i.e. that international students are hooking up *with* Americans. The correlation does seem to show that international graduate students are entering the world of the hookup culture through American partners. This is a unique finding that needs to be further explored to understand whether international students seek American partners for casual hookups or whether natives who see them as vulnerable are preying on them.

This research project provides the first step in understanding the complexities of international graduate students' experiences and their vulnerability to sexual

violence. It uncovered factors that influence students' vulnerability and isolation, as well as protective factors that help reduce their risk and provide support in the aftermath of victimization. Armed with this new knowledge, scholars should begin to include this population in their research on campus sexual violence, and universities should increase resources for this population in an effort to address their vulnerabilities. We have welcomed this student population to our country, and universities can do a lot better to protect them while they are here.

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Appendix A

DISSERTATION SURVEY

Thank you for agreeing to participate in my survey. I am a doctoral student in the Sociology Department and I appreciate your participation in my dissertation research. My dissertation explores the enculturation processes of international graduate students. Your responses will help in my exploration of understanding the experiences of international graduate students who are studying in the United States. Your responses will be anonymous so I hope you will answer these questions honestly. I sincerely appreciate your openness and willingness to be a part of my project.

Description and Procedures of Research You are being asked to participate in a research study. This study will look at the acculturation processes of international graduate students to American culture. The focus will be on your experiences as an international student studying at the University of Delaware and your thoughts about the process of transitioning to life in America, especially regarding socializing, dating, and victimization. Results from this study may be published and will maintain your confidentiality. The results will be presented to my dissertation committee, to other professionals at conferences, and to the public through educational programs. You were invited to participate because you are 18 years or older and are an international graduate student pursing graduate education at the University of Delaware. Your participation in this study is completely voluntary and will not affect your academic standing in any way. If you decide not to participate, you can decline without penalty. Anonymity and Confidentiality In an effort to encourage honest responses, your responses to this survey will be anonymous since you will not provide any identifying information. Your survey results will be assigned a number code so that your results will not be traceable to your email address. All data collected from this research will be stored in a locked filing cabinet or on a password-protected computer that is only accessible to the Principal Investigator. Please note that in this survey you will be asked if you would take part in an in-depth interview. If you choose to provide your contact information for an interview, your survey data will no longer be anonymous; however, it will remain confidential and your name will never be revealed. Again, your participation in this project is voluntary. You can refuse to participate in this research study with no penalty. You can choose to not answer any question or withdraw from the study at any time without penalty. Benefits and Risks Completing this survey, participants may gain insight into their experiences of transitioning to life as a graduate student in America. There may be topics in

this study that make you uncomfortable or you find to be sensitive issues. Some of the questions you will be asked are very personal and may cause you embarrassment or stress. You do not have to answer any questions that make you uncomfortable. After you take the survey (even if you do not finish the full survey), you will receive an email with referral phone numbers and information that may be helpful if you experience any distress from the survey questions. Contact Information If you have any questions about this research project contact Emily Bonistall, M.A., Department of Sociology and Criminal Justice, University of Delaware, Phone (302) 468-7131 or Susan Miller, Ph.D., Department of Sociology and Criminal Justice, Phone: (302) 831-1562. If you have any questions regarding your rights as a participant, you may contact the Chairperson, Human Subjects Review Board, 210 Hullihen Hall, University of Delaware, Newark, DE 19716, (302) 831-2137.

- ❍ I have read the consent form and agree to participate in the research study.
- ❍ I do not agree to participate in the research study.

In which college is your major?

- ❍ College of Arts and Sciences
- ❍ College of Agriculture and Natural Resources
- ❍ Alfred Lerner College of Business and Economics
- ❍ College of Earth, Ocean, and Environment
- ❍ College of Education and Human Development
- ❍ College of Engineering
- ❍ College of Health Sciences
- ❍ Other

What is your degree program?

- ❍ Doctoral
- ❍ Masters
- ❍ Professional
- ❍ Certificate
- ❍ Undergraduate (4+1 Program)
- ❍ Undergraduate

Are you a funded student? (i.e. are you on an assistantship?)

- ❍ Yes
- ❍ No

Do you receive any additional income while you are here in America (for example, from your family or a job).?

- ❍ Yes
- ❍ No

Approximately how much additional income do you receive per month?

What year are you in your program?
- ❍ First year
- ❍ Second year
- ❍ Third year
- ❍ Fourth year
- ❍ Fifth year
- ❍ I have been in my program longer than 5 years

How old are you?

What is your sex?
- ❍ Male
- ❍ Female

What is your country of origin (where do you come from)?

What is your religion? (If you don't have one, write "none").

Is religion an important part of your life?
- ❍ Yes, very important
- ❍ Yes, quite important
- ❍ No, not important
- ❍ Have no religion
- ❍ Don't know

How do you identify?
- ❑ White
- ❑ Asian
- ❑ Hispanic
- ❑ Middle Eastern
- ❑ Black
- ❑ Other

What is your relationship status?
- ❍ Single
- ❍ In a relationship
- ❍ Married

How many children do you have?

- ❍ None
- ❍ 1 child
- ❍ 2 children
- ❍ 3 or more children

What is your sexual orientation?

- ❍ Heterosexual (straight)
- ❍ Homosexual (lesbian/gay)
- ❍ Bisexual
- ❍ Other (Please specify) _____

Since arriving in America, with whom do you spend most of your leisure time?

- ❍ Undergraduate students
- ❍ Graduate students
- ❍ Non-students

Since arriving in America, with whom do you spend most of your leisure time?

- ❍ People from my own country/culture
- ❍ Other international students, but not from my own country/culture
- ❍ American students
- ❍ Mixed group

Since arriving in the United States, have you had any intimate relationships (including a boyfriend/girlfriend, partner, sexual partner, or spouse)?

- ❍ Yes
- ❍ No

Have the persons you have been in intimate relationships with been from:

- ❍ Your own country/culture
- ❍ Other internationals but not from your own country/culture
- ❍ Americans
- ❍ Other (Please specify) _____

Since arriving in the United States, have you had any sexual experiences (such as kissing, touching, oral sex, or sex)?

- ❍ Yes
- ❍ No
- ❍ Other (Please explain) _____

Have your sexual partners been with:

- ❍ People from your own country/culture
- ❍ Other internationals but not from your own country/culture
- ❍ Americans
- ❍ Other (Please specify). _____

In the past 12 months, have you had an emotional or stress related problem that significantly affected your well-being and/or academic performance?

- ❍ Yes
- ❍ No

Do you know of another student who, in the past 12 months, has had an emotional or stress-related problem that has significantly affected their well-being and/or academic performance?

- ❍ Yes
- ❍ No

In the past 12 months, has a supportive individual (friend, partner, family member) suggested that you seek counseling or psychiatric care?

- ❍ Yes
- ❍ No

How frequently do you have contact with your friends and family?

- ❍ Daily
- ❍ 2-3 Times a Week
- ❍ Once a Week
- ❍ 2-3 Times a Month
- ❍ Once a Month
- ❍ Less than Once a Month
- ❍ Never

In the past month, how often have you felt:

	All of the Time	Often	Sometimes	Rarely	Never
Hopeless?	❍	❍	❍	❍	❍
Exhausted?	❍	❍	❍	❍	❍
Sad?	❍	❍	❍	❍	❍
Depressed?	❍	❍	❍	❍	❍
Overwhelmed?	❍	❍	❍	❍	❍

Where do you typically turn to for help?

- ❑ Spouse/Partner
- ❑ Friend
- ❑ Family
- ❑ Academic Advisor
- ❑ Counseling Center
- ❑ Grad Office (Mary Martin's Office)
- ❑ Office of International Students and Scholars
- ❑ Other (Please specify). _____

Would you seek counseling if:

	Definitely would	Probably would	Don't know	Probably would not	Definitely would not
You were feeling hopeless, exhausted, sad, depressed or overwhelmed?	❍	❍	❍	❍	❍
You had problems related to financial status?	❍	❍	❍	❍	❍
You had issues in your personal relationships?	❍	❍	❍	❍	❍
You had been physically assaulted?	❍	❍	❍	❍	❍
You had been sexually assaulted?	❍	❍	❍	❍	❍

If you would not seek counseling for any of the above reasons, why not?

If you would not seek counseling for any of the above reasons, who would you turn to for help instead, and why?

Is there competition between students in your program?
- ❍ A lot of competition
- ❍ Some competition
- ❍ No competition

I have a good relationship with my advisor.
- ❍ Agree
- ❍ Disagree

My advisor is the same sex as I am (i.e. you are both males, or you are both females).
- ❍ Yes, we are both the same sex
- ❍ No, we are different sexes

I am confident I have what it takes to earn my degree.
- ❍ Strongly Agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

Earning this degree will be worth any struggles I may face in the process.
- ❍ Strongly Agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

I will bring pride to my family by earning this degree.
- ❍ Strongly Agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

I worry that my ability to perform well is affected by my gender.
- ❍ Strongly Agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

I worry that my ability to perform well is affected by my nationality.

- ❍ Strongly Agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

How often has it been hard to get along with others because you don't speak English well?

- ❍ Always
- ❍ Sometimes
- ❍ Rarely
- ❍ Never

How often has it been hard to get good grades because of problems in understanding English?

- ❍ Always
- ❍ Sometimes
- ❍ Rarely
- ❍ Never

How often have you had problems with your family because you prefer American customs?

- ❍ Always
- ❍ Sometimes
- ❍ Rarely
- ❍ Never

How often do you feel that you would rather be more American if you had a choice?

- ❍ Always
- ❍ Sometimes
- ❍ Rarely
- ❍ Never

How often do you get upset at your parents because they don't know American ways?

- ❍ Always
- ❍ Sometimes
- ❍ Rarely
- ❍ Never

How often do you feel uncomfortable having to choose between non-native and native ways of doing things? (native meaning your home culture)

- ❍ Always
- ❍ Sometimes
- ❍ Rarely
- ❍ Never

How often do people dislike you because you are foreign?

- ❍ Always
- ❍ Sometimes
- ❍ Rarely
- ❍ Never

How often are you treated unfairly because you are foreign?

- ❍ Always
- ❍ Sometimes
- ❍ Rarely
- ❍ Never

How often have you seen friends treated unfairly because they are foreign?

- ❍ Always
- ❍ Sometimes
- ❍ Rarely
- ❍ Never

What language do you prefer to speak?

- ❍ Your native language
- ❍ Both your native language and English
- ❍ English

When you are in the US, what language do you speak at:

	Your native language	Both your native language and English	English
Your Home/Apartment?	❍	❍	❍
Your Work?	❍	❍	❍
With friends?	❍	❍	❍

I feel that my home country/culture is very different than U.S. Culture

- ❍ Strongly Agree
- ❍ Agree
- ❍ Neither Agree nor Disagree
- ❍ Disagree
- ❍ Strongly Disagree

Please describe the biggest difference between your culture and U.S. culture.

The perceptions I had prior to coming to the US about American culture I learned from:

- ❑ Movies and/or television shows
- ❑ The news
- ❑ Stories from family and friends
- ❑ English Textbooks
- ❑ Other (Please specify). _____

Before arriving in the U.S., did you have any thoughts or beliefs about what American WOMEN were like? If so, what were they?

Before arriving in the U.S., did you have any thoughts or beliefs about what American MEN were like? If so, what were they?

Before arriving in the U.S., did you have any thoughts or beliefs about college campus culture? If so, what were they?

Since arriving in the U.S., I have found my perceptions of American campus culture to be:

- ❍ Exactly as I thought
- ❍ Similar to what I thought
- ❍ Different than what I thought
- ❍ Not at all what I had thought

Please describe the biggest difference between your perceptions of American campus culture and what you have learned about it since arriving.

I think it is important to "live like an American" while I am studying in the United States.

- ❍ Strongly Agree
- ❍ Agree
- ❍ Neither Agree nor Disagree
- ❍ Disagree
- ❍ Strongly Disagree

Please explain how you have "lived like an American" since arriving in the United States.

Please answer the following questions about YOUR HOME COUNTRY.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
In my home country, it is acceptable for a man to decide whether his girlfriend/wife should work outside the home.	❍	❍	❍	❍	❍
In my home country, it is acceptable for a man to decide whether his girlfriend/wife should go out in the evening with her friends.	❍	❍	❍	❍	❍
In my home country, it is sometimes important for a man to show his girlfriend/wife that he is the head of the house.	❍	❍	❍	❍	❍
In my home country, it is acceptable for a man to have sex with his girlfriend/wife	❍	❍	❍	❍	❍

when he wants, even though she may not want to.					
In my home country, it is acceptable for a man to decide how much money a woman can spend on herself.	❍	❍	❍	❍	❍

Please answer the following questions about the UNITED STATES.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
In the United States, it is acceptable for a man to decide whether his girlfriend/wife should work outside the home.	❍	❍	❍	❍	❍
In the United States, it is acceptable for a man to decide whether his girlfriend/wife should go out in the evening with her friends.	❍	❍	❍	❍	❍
In the United States, it is sometimes important for a man to show his girlfriend/wife that he is the head of the house.	❍	❍	❍	❍	❍
In the United States, it is acceptable for a man to have sex with his girlfriend/wife	❍	❍	❍	❍	❍

when he wants, even though she may not want to.					
In the United States, it is acceptable for a man to decide how much money a woman can spend on herself.	❍	❍	❍	❍	❍

Are there any differences between what is acceptable in your country and what is acceptable here in the U.S.?

Please answer the following questions about YOUR BELIEFS.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I think it is acceptable for a man to decide whether his girlfriend/wife should work outside the home.	❍	❍	❍	❍	❍
I think it is acceptable for a man to decide whether his girlfriend/wife should go out in the evening with her friends.	❍	❍	❍	❍	❍
I think it is sometimes important for a man to show his girlfriend/wife that he is the head of the house.	❍	❍	❍	❍	❍
I think it is acceptable for a man to have sex with his girlfriend/wife when he wants, even though she may not want	❍	❍	❍	❍	❍

to. I think it is acceptable for a man to decide how much money a woman can spend on herself.	❍	❍	❍	❍	❍

During the past 12 months, how often did you drink alcohol?

- ❍ Never/not at all
- ❍ 1-3 times
- ❍ about 1 time per MONTH
- ❍ about 2-3 times per MONTH
- ❍ about 1 time per WEEK
- ❍ about 2-6 times per WEEK
- ❍ about 1 time per DAY
- ❍ about 2-3 times per DAY
- ❍ about 4 or more times per DAY

Think of all the times you have had a drink during the past 12 months. How many drinks did you usually have each time? A "drink" is a glass of wine, a can or bottle of beer, a wine cooler, a shot glass of liquor, or a mixed drink.

- ❍ 0/none; I did not drink any alcohol during the past 12 months
- ❍ 1
- ❍ 2-3
- ❍ 4 or more

During the past 12 months, how many times have you been drunk or very high on alcohol?

- ❍ never/not at all
- ❍ 1-3 times
- ❍ about1 time per MONTH
- ❍ about 2-3 times per MONTH
- ❍ about 1 time per WEEK
- ❍ about 2-3 times per WEEK
- ❍ about 4 or more times per WEEK

Before coming to the United States, how often did you drink alcohol?

- ❍ Never
- ❍ A few times in a year
- ❍ Once or twice a month
- ❍ Once or twice a week
- ❍ Almost every day or every day

Please explain what your views were about alcohol before arriving in the U.S.

Have your views on alcohol changed since arriving in the U.S.?

Since coming to the United States, how often do you drink alcohol?

- ❍ Never
- ❍ A few times in a year
- ❍ Once or twice a month
- ❍ Once or twice a week
- ❍ Almost every day or every day

Do you drink to get drunk?

- ❍ Always
- ❍ Sometimes
- ❍ Rarely
- ❍ Never

During the past 30 days, where did you usually drink alcohol?

- ☐ I did not drink alcohol in the past 30 days
- ☐ At my home
- ☐ At another person's home
- ☐ At a restaurant
- ☐ At a bar or club
- ☐ At a party

Have you ever "blacked out" or were unable to remember the night before due to drinking?

- ❍ Yes
- ❍ No

If something bad happens to someone who has been drinking, it is his or her fault.

- ❍ Strongly Agree
- ❍ Agree
- ❍ Neither Agree nor Disagree
- ❍ Disagree
- ❍ Strongly disagree

Since beginning graduate school at UD, how often do you do the following things:

	Never	Rarely	Sometimes	A lot
Speak English with your friends	❍	❍	❍	❍
Socialize with Americans	❍	❍	❍	❍
Go to parties	❍	❍	❍	❍
Drink alcohol	❍	❍	❍	❍
Go to bars	❍	❍	❍	❍
Hook up (have casual sexual encounters with someone you are not in a relationship with)	❍	❍	❍	❍

How would you define "consent/agree" as it relates to sexual experiences?

Do you know what the American laws are regarding consent?

- ❍ Yes
- ❍ No

When in your native country, does consent need to be established before engaging in a sexual experience?

In America, you have personal rights that protect your mind, your life, and your body. You have the right to make decisions that affect your body, including the right to say “no” to sexual experiences that you do not want, or the right to say “yes” to sexual experiences you do want. Saying “yes” is called consent, and it is an affirmative decision to willingly engage in sexual activity. The following questions

are going to ask you about consent. I know that these are personal questions. Keep in mind that your information is completely confidential. I hope that this helps you to feel comfortable answering each question honestly.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
In sexual situations, I would have difficulty asking for consent because it would spoil/ruin the mood.	❍	❍	❍	❍	❍
I think that verbally asking for consent is awkward.	❍	❍	❍	❍	❍
I would have a hard time verbalizing my consent in a sexual encounter because I am too shy.	❍	❍	❍	❍	❍
I feel confident that I would ask for consent from a new sexual partner.	❍	❍	❍	❍	❍
I feel confident that I would ask for consent from my current partner.	❍	❍	❍	❍	❍
I feel that sexual consent should always be obtained before the start of any sexual activity.	❍	❍	❍	❍	❍

I believe that asking for consent is in my best interest because it reduces any misinterpretation that might arise.	❍	❍	❍	❍	❍
I feel it is the responsibility of both partners to make sure sexual consent is established before sexual activity begins.	❍	❍	❍	❍	❍
Not asking for sexual consent some of the time is okay.	❍	❍	❍	❍	❍
I think that obtaining sexual consent is more necessary in a casual sexual encounter than in a committed relationship.	❍	❍	❍	❍	❍
I always verbally ask for consent before I initiate a sexual encounter.	❍	❍	❍	❍	❍
I believe that sexual intercourse is the only sexual activity that requires explicit verbal consent.	❍	❍	❍	❍	❍
I have discussed	❍	❍	❍	❍	❍

sexual consent issues with a friend.					
I have not given much thought to the topic of consent.	❍	❍	❍	❍	❍
I do not believe that I need to ask for consent.	❍	❍	❍	❍	❍

The following questions will ask you about sexual experiences that you may have had that were unwanted. I know that these are personal questions and your information is completely confidential. I hope that this helps you to feel comfortable answering each question honestly. Place a check mark in the box (□) showing the number of times each experience has happened to you. If several experiences occurred on the same occasion—for example, if one night someone told you some lies and had sex with you when you were drunk, you would check both boxes. "Since beginning graduate school" refers to all of the time you have been a graduate student at the University of Delaware. "In your home country" refers to when you were living in your home country.

Someone fondled, kissed, or rubbed up against the private areas of my body (lips, breast/chest, crotch or butt) or removed some of my clothes without my consent (but did not attempt sexual penetration) by:

	How many times in your home country?				How many times since beginning graduate school?			
	0	1	2	3+	0	1	2	3+
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍
Taking advantage of me when I was too drunk or out of it to stop what was happening.	❍	❍	❍	❍	❍	❍	❍	❍

Threatening to physically harm me or someone close to me.	❍	❍	❍	❍	❍	❍	❍	❍
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	❍	❍	❍	❍	❍	❍	❍	❍

Someone had oral sex with me or made me have oral sex with them without my consent by:

	How many times in your home country?				How many times since beginning graduate school?			
	0	1	2	3+	0	1	2	3+
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍
Taking advantage of me when I was too drunk or out of it to stop what was happening.	❍	❍	❍	❍	❍	❍	❍	❍
Threatening	❍	❍	❍	❍	❍	❍	❍	❍

to physically harm me or someone close to me.								
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	❍	❍	❍	❍	❍	❍	❍	❍

A man put his penis into my vagina, or someone inserted fingers or objects without my consent by:

	How many times in your home country?				How many times since beginning graduate school?				N/A I am a man
	0	1	2	3+	0	1	2	3+	N/A
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍	❍
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍	❍
Taking advantage of me when I was too drunk or out of it to stop what was happening.	❍	❍	❍	❍	❍	❍	❍	❍	❍

Threatening to physically harm me or someone close to me.	❍	❍	❍	❍	❍	❍	❍	❍	❍
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	❍	❍	❍	❍	❍	❍	❍	❍	❍

A man put his penis into my butt, or someone inserted fingers or objects without my consent by:

	How many times in your home country?				How many times since beginning graduate school?			
	0	1	2	3+	0	1	2	3+
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍
Taking advantage of me when I was too drunk or out of it to stop what was happening.	❍	❍	❍	❍	❍	❍	❍	❍
Threatening	❍	❍	❍	❍	❍	❍	❍	❍

to physically harm me or someone close to me. Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	❍	❍	❍	❍	❍	❍	❍	❍

Even though it did not happen, someone TRIED to have oral sex with me, or make me have oral sex with them without my consent by:

	How many times in your home country?				How many times since beginning graduate school?			
	0	1	2	3+	0	1	2	3+
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍
Taking advantage of me when I was too drunk or out of it to stop what was happening.	❍	❍	❍	❍	❍	❍	❍	❍
Threatening	❍	❍	❍	❍	❍	❍	❍	❍

to physically harm me or someone close to me. Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	❍	❍	❍	❍	❍	❍	❍	❍

Even though it did not happen, a man TRIED to put his penis into my vagina, or someone tried to stick in his fingers or objects without my consent by:

	How many times in your home country?				How many times since beginning graduate school?				N/A I am a man
	0	1	2	3+	0	1	2	3+	N/A
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍	❍
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍	❍
Taking advantage of me when I was too drunk or out of it to stop what was happening.	❍	❍	❍	❍	❍	❍	❍	❍	❍

Threatening to physically harm me or someone close to me.	❍	❍	❍	❍	❍	❍	❍	❍	❍
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	❍	❍	❍	❍	❍	❍	❍	❍	❍

Even though it did not happen, a man TRIED to put his penis into my butt, or someone tried to stick in his fingers or objects without my consent by:

	How many times in your home country?				How many times since beginning graduate school?			
	0	1	2	3+	0	1	2	3+
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	❍	❍	❍	❍	❍	❍	❍	❍
Taking advantage of me when I was too drunk or out of it to stop what was happening.	❍	❍	❍	❍	❍	❍	❍	❍
Threatening	❍	❍	❍	❍	❍	❍	❍	❍

to physically harm me or someone close to me. Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	❍	❍	❍	❍	❍	❍	❍	❍

Did any of the previous experiences happen to you one or more times?
- ❍ Yes
- ❍ No

What is the sex of the person or persons who did them to you?
- ❍ I reported no experiences
- ❍ Female only
- ❍ Male only
- ❍ Both males and females

What was your relationship to the person or persons who did them to you?
- ❍ Stranger
- ❍ Someone I know casually (such as my classmate or acquaintance)
- ❍ Someone I know well (such as my friend)
- ❍ My intimate partner (such as my boyfriend, girlfriend, or spouse)
- ❍ For multiple experiences, please list the relationships here. _____

Have you ever been raped?
- ❍ Yes
- ❍ No

Based on what you know about US laws regarding consent (that consent must exist for the other person to willingly engage in sexual activity with you, and that individuals who have used drugs or alcohol cannot consent to sexual activity), have you ever engaged in sexual activity with a partner who did not consent?

- ❍ Yes
- ❍ No
- ❍ I'm not sure

Based on what you know about US laws regarding consent (that consent must exist for the other person to willingly engage in sexual activity with you, and that individuals who have used drugs or alcohol cannot consent to sexual activity), have you ever forced someone to engaged in sexual activity with you in your home country?

- ❍ Yes
- ❍ No

Based on what you know about US laws regarding consent (that consent must exist for the other person to willingly engage in sexual activity with you, and that individuals who have used drugs or alcohol cannot consent to sexual activity), have you ever forced someone to engaged in sexual activity with you since you have been a graduate student at the University of Delaware?

- ❍ Yes
- ❍ No

Is there anything else about this set of questions you'd like to share?

Would you be willing to be interviewed on these topics?

- ❍ Yes
- ❍ No

Please leave your email address so you can be contacted about setting up an interview.

Appendix B

SEMI-STRUCTED INTERVIEW GUIDE WITH FEMALE INTERNATIONAL GRADUATE STUDENTS

1. Tell me about yourself. Where are you from and how long have you been in the United States? Would you say that your home country/culture is very different from US culture? Why or why not? Can you provide any examples?
2. Are you married? Do you have children?
3. What program are you in and what degree are you seeking?
4. Are you a funded student? Are you serving as a TA, GA, or RA?
5. What is your relationship like with your advisor? Are they the same sex as you? Do you feel that you have his/her support? Would you feel comfortable turning to him/her if you had any problems?
6. I'd love to hear more about your program. What is the culture of the program? Is it competitive? Do students support each other?
7. Are there a lot of people in your program like you? (same gender, same home country, same language, same religion); who are your friends/who do you socialize with?
8. Do you think that your gender influences the way people in your department treat you? Why or why not?
9. What kinds of things do you do when you are not in class or studying? (Probe on: parties, bars, concerts, sight-seeing trips, etc.)
    a. Who do you spend most of your time with? Are most of your friends other graduate students, undergraduates, or non-students? Are most of your friends from your same country/culture? (probe: inter/intra group dynamics).
10. Before coming to the United States, where did you get your ideas about what American life was like? (probe: movies, tv shows (ask which ones, if they can remember)). Have you found your perceptions of Americans/American culture to be as you expected? Why or why not? Can you provide any examples?
11. I think it is incredibly courageous that you moved to a new country. Do you feel like you are adjusting well? What has been difficult for you to get used to

(ie food, language, etc). What kind of adjustment issues are you having (if any)?

   a. Since you've arrived in the US, have you had any major stressful or emotional problems that significantly affected your well-being or your academic performance?
   b. Research shows that as international students adjust to the new country, they often feel homesick, sad, and even depressed. Have you been feeling this way at all? If so, have you sought help from anywhere?

12. If you had a problem, where would you turn if you needed help? Friends, family, your advisor, counseling center, OISS, Grad Office? Why would you choose that route over the other available options?
13. Did you know that we have a counseling center on campus? Are there any kinds of problems would you seek counseling for?
14. I'd like to switch gears a little bit and talk about alcohol. What is alcohol use like in your home country? Is it culturally acceptable? Before you came to America, did you ever drink alcohol? How frequently? Before you came to America, how frequently did you think Americans drank alcohol?
15. Since coming to the US, how often do you drink alcohol? Have you ever gotten drunk? Have you ever blacked out? Where do you typically drink alcohol?
16. If you don't drink alcohol, why do you choose not to drink alcohol? (probe for religion and Gender Role Traditionality)
17. Do you think that people who black out or drink excessively are irresponsible? Do you think that when bad things happen to people who have been drinking that it is their fault?
18. Would you say that since coming to the US, your views on alcohol have changed?
19. I know that sex is something that isn't openly discussed in a lot of cultures, but if it's okay with you I'd like to ask you some questions about your experiences.

   a. College campuses (including ours) are known for drinking and hooking up. Have you heard of this at all? Seen it first hand? Did you know this before coming to the US? Tell me more (probe here for where/who they learned about it, where they've witnessed it, their thoughts on it, if they have friends who engage in it, if they have ever engaged in it, why or why not, etc.).
   b. Do you know what American laws are regarding "consent"? Do you think that people should ask for consent before engaging in sexual

relations? Is that context specific (ie relationship versus casual encounter)? Is this something you've ever discussed with your friends? Have you had any experiences where someone did, or did not, explicitly ask for consent? How do you know that someone is (or isn't) giving consent if it isn't explicitly discussed? Have you, or anyone you know, ever had a situation where someone misinterpreted your intent?

c. Have you, or someone you know, ever engaged in any type of sexual experience that you didn't want to **back in your home country**? If you're comfortable, can you tell me more about what happened? (probe for drinking, force, relationship with perpetrator, power position, etc).
d. Have you, or someone you know, ever engaged in any type of sexual experience that you didn't want to **here at UD**? If you're comfortable, can you tell me more about what happened? (probe for drinking, force, relationship with perpetrator, power position, etc).
e. If you, or someone you know, has had an experience like that, did you/they seek help? Where did they turn for help? Did you/they seek any sort of legal action?

20. Thank you for talking to me about this, I know that these discussions can be very difficult. Before we end, can you tell me about your favorite thing you've experienced so far in America? Are there any exciting plans you hope to do while you're here (like travel to NYC, etc)?
21. Is there anything else you'd like to share with me?
22. Is there anyone you think I should invite to participate in my research?

Appendix C

SEMI-STRUCTURED INTERVIEW GUIDE WITH MALE INTERNATIONAL GRADUTE STUDENTS

1. Tell me about yourself. Where are you from and how long have you been in the United States? Would you say that your home country/culture is very different from US culture? Why or why not? Can you provide any examples?
2. Are you married? Do you have children?
3. What program are you in and what degree are you seeking?
4. Are you a funded student? Are you serving as a TA, GA, or RA?
5. What is your relationship like with your advisor? Are they the same sex as you? Do you feel that you have his/her support? Would you feel comfortable turning to him/her if you had any problems?
6. I'd love to hear more about your program. What is the culture of the program? Is it competitive? Do students support each other?
7. Are there a lot of people in your program like you? (same gender, same home country, same language, same religion); who are your friends/who do you socialize with?
8. Do you think that your gender influences the way people in your department treat you? Why or why not?
9. What kinds of things do you do when you are not in class or studying? (Probe on: parties, bars, concerts, sight-seeing trips, etc.)
    a. Who do you spend most of your time with? Are most of your friends other graduate students, undergraduates, or non-students? Are most of your friends from your same country/culture? (probe: inter/intra group dynamics).
10. Before coming to the United States, where did you get your ideas about what American life was like? (probe: movies, tv shows (ask which ones, if they can remember)). Have you found your perceptions of Americans/American culture to be as you expected? Why or why not? Can you provide any examples?
11. I think it is incredibly courageous that you moved to a new country. Do you feel like you are adjusting well? What has been difficult for you to get used to

(ie food, language, etc). What kind of adjustment issues are you having (if any)?

   a. Since you've arrived in the US, have you had any major stressful or emotional problems that significantly affected your well-being or your academic performance?
   b. Research shows that as international students adjust to the new country, they often feel homesick, sad, and even depressed. Have you been feeling this way at all? If so, have you sought help from anywhere?

12. If you had a problem, where would you turn if you needed help? Friends, family, your advisor, counseling center, OISS, Grad Office? Why would you choose that route over the other available options?
13. Did you know that we have a counseling center on campus? Are there any kinds of problems would you seek counseling for?
14. I'd like to switch gears a little bit and talk about alcohol. What is alcohol use like in your home country? Is it culturally acceptable? Before you came to America, did you ever drink alcohol? How frequently? How much did you drink? Before you came to America, how frequently/how much did you think Americans drank alcohol?
15. Since coming to the US, how often do you drink alcohol? Do you drink the same amount as you used to back home? Have you ever gotten drunk? Have you ever blacked out? Where do you typically drink alcohol?
16. If you don't drink alcohol, why do you choose not to drink alcohol? (probe for religion and Gender Role Traditionality)
17. Do you think that people who black out or drink excessively are irresponsible? Do you think that when bad things happen to people who have been drinking that it is their fault?
18. Would you say that since coming to the US, your views on alcohol have changed?
19. I know that sex is something that isn't openly discussed in a lot of cultures, but if it's okay with you I'd like to ask you some questions about your experiences.

   a. College campuses (including ours) are known for drinking and hooking up [hooking up is defined as casual sexual encounters with a non-committed partner]. Have you heard of this at all? Seen it first hand? Did you know this before coming to the US? Tell me more (probe here for where/who they learned about it, where they've witnessed it, their thoughts on it, if they have friends who engage in it, if they have ever engaged in it, why or why not, etc.).

b. Do you know what American laws are regarding "consent"? Do you think that people should ask for consent before engaging in sexual relations? Is that context specific (ie relationship versus casual encounter)? Is this something you've ever discussed with your friends? Have you had any experiences where someone did, or did not, explicitly ask for consent? How do you know that someone is (or isn't) giving consent if it isn't explicitly discussed? Have you, or anyone you know, ever had a situation where someone misinterpreted your intent? Have you, or anyone you know, ever had a situation where you misinterpreted someone else's intent?
c. Have you, or someone you know, ever engaged in any type of sexual experience that you didn't want to **back in your home country**? If you're comfortable, can you tell me more about what happened? (probe for drinking, force, relationship with perpetrator, power position, etc).
d. Have you, or someone you know, ever engaged in any type of sexual experience that you didn't want to **here at UD**? If you're comfortable, can you tell me more about what happened? (probe for drinking, force, relationship with perpetrator, power position, etc).
e. Have you, or someone you know, ever engaged in any type of sexual experience that your sexual partner didn't want to **back in your home country**? If you're comfortable, can you tell me more about what happened? (probe for drinking, force, relationship with perpetrator, power position, etc).
f. Have you, or someone you know, ever engaged in any type of sexual experience that your partner didn't want to **here at UD**? If you're comfortable, can you tell me more about what happened? (probe for drinking, force, relationship with perpetrator, power position, etc).
g. If you, or someone you know, has had an experience like that, did you/they seek help? Where did they turn for help? Did you/they seek any sort of legal action?

20. Thank you for talking to me about this, I know that these discussions can be very difficult. Before we end, can you tell me about your favorite thing you've experienced so far in America? Are there any exciting plans you hope to do while you're here (like travel to NYC, etc)?
21. Is there anything else you'd like to share with me?
22. Is there anyone you think I should invite to participate in my research?

Appendix D

SEMI-STRUCTURED INTERVIEW GUIDE FOR ADMINISTRATORS

1. Tell me a little bit about yourself – how long have you been at the university, what position do you hold, etc.
2. In your role as ____, do you interact with international students? How so?
3. What are the typical reasons that international students would come to you or to your office?
4. What can you tell me about the experiences of international students at UD?
5. What would you say are some of the challenges that international students face?
6. Do you think that American college culture (binge drinking, hooking up, etc) is prevalent on our campus? Through your role, do you know if any international students participate in that culture?
7. My research looks at the sexual victimization experiences of students – Based on what you have seen in your role, do you know whether this is a prevalent problem for the international student population? Do you think that international students are especially vulnerable to sexual victimization? Alcohol abuse? Depression? Why or why not?
8. Do you know of any training, prevention/education programs for international graduate students?
9. If there were data to support the need for specialized programs, would you/your office be willing to adopt them in order to better serve this population?
10. Is there anything else you would like to share with me about international students?
11. Can you think of anyone I should talk to about this subject?

Appendix E

SURVEY INVITATION EMAIL

Hello!

You are receiving this email because our records show that you are an international graduate student at the University of X[5]. You are invited to participate in research being conducted for my dissertation that will look at the acculturation processes of international graduate students to American culture. The focus will be on your experiences as an international student studying at the University of X and your thoughts about the process of transitioning to life in America, especially regarding any experiences you've had with socializing, dating, and victimization. I am seeking to better understand the international graduate student experience, and so I hope you will participate!

To take the survey, please click this link here: ${l://SurveyLink?d=Take the Survey}
or type this URL into your computer's browser: ${l://SurveyURL}

Your participation in this study is completely voluntary and will not affect your academic standing any way. The survey may take you as long as one hour to complete, so please start the survey when you can have enough time to be able to finish it. Each international graduate student will receive an individual link to this survey, so please do not take it as a group. I want to hear about your own experiences!

Students who complete the survey will be entered into a raffle for ten $50 Amazon gift cards!! If you have any troubles getting the survey to work or you have any questions at all, please do not hesitate to reach out to me.

Best wishes for a happy and productive semester!

Sincerely,
Emily Bonistall, M.A.
Department of Sociology
(302) 468-7131 ejb@udel.edu

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[5] The University name has been removed from these documents.

Appendix F

REMINDER EMAIL

Hello,

I am sending one final email asking you to help me with my research. I really need you to take my survey in order to have a successful dissertation! Tomorrow is reading day, so I am hopeful that you may have some extra time to be able to take my survey. It is taking most people about 20 minutes to finish the survey.

You are receiving this email because our records show that you are an international graduate student at the University of X. You are invited to participate in research being conducted for my dissertation that will look at the acculturation processes of international graduate students to American culture. The focus will be on your experiences as an international student studying at the University of X and your thoughts about the process of transitioning to life in America, especially regarding any experiences you've had with socializing, dating, and victimization. I am seeking to better understand the international graduate student experience, and so I hope you will participate!

To take the survey, please click this link here: ${l://SurveyLink?d=Take the Survey}
or type this URL into your computer's browser: ${l://SurveyURL}

Your participation in this study is completely voluntary and will not affect your academic standing any way. The survey may take you as long as one hour to complete, so please start the survey when you can have enough time to be able to finish it. Each international graduate student will receive an individual link to this survey, so please do not take it as a group. I want to hear about your own experiences!

Students who complete the survey will be entered into a raffle for ten $50 Amazon gift cards!! If you have any troubles getting the survey to work or you have any questions at all, please do not hesitate to reach out to me.

Best wishes for a happy and productive semester!

Sincerely,
Emily Bonistall, M.A.

Department of Sociology

Appendix G

SURVEY FOLLOW-UP EMAIL

Thank you so much for participating in my dissertation research! Your responses will help me to better understand the international graduate student experience.

If any of the questions caused you distress, there are many resources on campus that can help. For a full list of the resources, please visit: http://www.udel.edu/gbv/students/resources.html

If you have any questions at all, or you would like to talk further about the information in this survey, please do not hesitate to reach out to me.

Best wishes for a happy and productive semester!

Sincerely,
Emily Bonistall, M.A.
Department of Sociology
(302) 468-7131
ejb@udel.edu

Appendix H

IRB APPROVAL DOCUMENT

RESEARCH OFFICE

210 Hullihen Hall
University of Delaware
Newark, Delaware 19716-1551
Ph: 302/831-2136
Fax: 302/831-2828

DATE: February 25, 2014

TO: Emily Bonistall, M.A.
FROM: University of Delaware IRB

STUDY TITLE: [569662-1] Acculturation Processes of International Graduate Students to American Culture: Vulnerability and Risk Related to Sexual Violence and Victimization

SUBMISSION TYPE: New Project

ACTION: APPROVED
APPROVAL DATE: February 25, 2014
EXPIRATION DATE: February 24, 2015
REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # *6,7*

Thank you for your submission of New Project materials for this research study. The University of Delaware IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All sponsor reporting requirements should also be

Based on the risks, this project requires Continuing Review by this office on an annual basis. Please use the appropriate renewal forms for this procedure.

If you have any questions, please contact Nicole Farnese-McFarlane at (302) 831-1119 or nicolefm@udel.edu. Please include your study title and reference number in all correspondence with this office.