Perspectives on Power

Perspectives on Power:
An Inter-Disciplinary Approach

Edited by

Heather M. Morgan, Jernej Letnar Černič
and Lindsay Milligan

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Perspectives on Power: An Inter-Disciplinary Approach,
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TABLE OF CONTENTS

Acknowledgements ix

Foreword xi
Angela J. Black

Editors' Introduction xiii
Heather M. Morgan, Jernej Letnar Černič, Lindsay Milligan

SECTION ONE: POWER AND (IN)ACTION: FOUR ANALYSES OF "ALTERNATIVE" POWERS

Introduction 2
Heather M. Morgan

Excess Baggage: Eating Disorders and the Junior Year Abroad 5
Katrina Karnehm

"Wholly uninteresting"?: The Motives behind Acts of Iconoclasm 21
Helen E. Scott

Standing By Your Man: Conflicts of Fear, Politics and Devotion for Miriam Gideon during the McCarran Investigations 41
Mary Robb

The Power of Memory: A Pragmatic-Phenomenological Look at Memory's Influence on Conscious Experience 59
Clancy Smith

SECTION TWO: THE BALANCE OF POWER

Introduction 74
Alessia Vacca

India's Energy Security Conundrum 79
James Camilleri

Establishing a "Rule of Law" 94
Yaliang Xu

A Critical Study of the Remedies for Procedural Deficiencies in China's Criminal Procedural Code: From a Perspective of Structural Analysis of Legal Norms 112
Bo Yin

Progress for Humanity or Return to the "Law of the Jungle"? 129
Paula Herm

SECTION THREE: INDIVIDUAL AUTHORITY

Introduction 150
Lindsay Milligan

Ursule Mirouët as a Reflection of Balzac's Religious Ideas 152
Eva-Maria Preissler

Divine Power and Human Politics: Karl Barth's Understanding of Church and State in his Writings from 1928-1946 – An Investigation of the Consistency of His Thought 172
Alice Lorber

Who Authorised You?: Mary and Her Public Actions in Thomas 189
David W. Kim

SECTION FOUR: PRESENT/ABSENT POWER

Introduction 204
Jernej L. Černič

Sentencing Shoplifters: A Review of Guidelines and their Implications on Courts' Sentencing Powers 209
Gary Betts

The Power of Subaltern's Voice 225
Mareen Lamba

Applying Anti-dumping Duties in the Context of Free-trade Arrangements 234
Romrawee Pornpipatpong

Legislating Cybercrime 244
Michela Menting Yoell

SECTION FIVE: EMPIRICAL TESTS OF POWER

Introduction 264
Kathryn Vincent

The Essence of Employability in Competence-based Assessment 269
Rahimah Adam

Paul Gifford on African Evangelical and Fundamentalist Christianity: An Ethnographic Evaluation 288
Nkem Osuigwe

An Analysis of the Cross-Country Life Expectancy-Income Relationship in the 20th Century 303
M. Jami Husain

SECTION SIX: LAW VS. REALITY: THE INTERACTION OF "POWERS THAT BE"

Introduction 328
Gerd Koehler

Liberalizing Parallel Trade in the European Community: Searching for the Justifiable Trade Mark Law Restrictions 336
Yona Marinova

The Islamic Contract: A Simplification of the Financial and Legal Context 354
Nehad A A. Khanfar

Power Beyond the Constitution? 368
Marcus Hahn

Editors' Conclusions 390

Contributors 392

Index 394

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FOREWORD

PROFESSOR ANGELA J. BLACK,
COLLEGE OF ARTS AND SOCIAL SCIENCES,
UNIVERSITY OF ABERDEEN

The College of Arts and Social Sciences postgraduate annual conference is aptly named *Moving Forward*. As a concept it began in the year 2000 when twenty postgraduate students in Law and Social Sciences came together for one day to share research ideas and experiences. From that moment onward the annual conference has become a fertilising ground for an intellectual cluster of postgraduate research that propagates deep knowledge of inter-disciplinary concepts and encourages empathetic disciplinary exchange. This has been achieved by creating a conspicuous and international togetherness that now attracts more than 100 students from over fifty nationalities covering disciplines such as: history, philosophy, history of art, economics, law, anthropology, sociology, international relations, politics, business, music, education, cultural studies, English language, literature, languages, divinity and religious studies.

There can be no greater privilege in academia than being at the heart of the conception of new ideas and the re-interpretation of deep-rooted hypotheses. I was extraordinarily fortunate to hold the post of Director of the Graduate School for the College of Arts and Social Sciences from August 2005 to July 2008. Like many other Directors of Graduate Schools across Universities in the United Kingdom much of my time was spent designing procedures for monitoring research students and developing appropriate generic training while always keeping careful oversight of postgraduate recruitment. Every so often the "Moving Forward" team of postgraduate research students would ask for very modest sums of money. Other than signing off approval for funds my own role in the imagination, formulation and organisation of the conference was negligible to none. I regard this as my most noteworthy achievement as Director of the Graduate School. The College of Arts and Social Sciences postgraduate conference is organised by postgraduate students for postgraduate students

and likewise this special collection is entirely their own conception, creation and now a tangible record of achievement.

Power is a very difficult concept to define. This collection brings together a courageous and innovative way of examining an omnipotent word that, depending upon its interpretation, can have profound consequences for humanity. It is fitting therefore that a theme so powerful in influence should also be the first proceedings of the *Moving Forward* team of graduate students. All of us involved in research will find this book an inspiration and demonstration of the truly outstanding effectiveness of our own postgraduate students across the UK and the world. I am certain that I share with all academics a desire to offer our sincere congratulations to every researcher who has presented at the conference during the past ten years and our admiration for the conviction and dedication of the editorial team. I am sure also that we share in delight and merriment through the knowledge that future postgraduate conferences will be the continuing source of intellectual radiance that perpetuates academic passion, now and forever.

Enjoy this wonderful testimony to postgraduate students everywhere.

EDITORS' INTRODUCTION

Being a postgraduate student presents an undoubtedly precarious position to and for all who undertake the endeavour. Whether furthering prospects of employment through a Master's level degree, or carving a career in academia beginning with the doctorate, the notion of transcending the undergraduate "student" situation, to establishing oneself as an independent and serious scholar, researcher, is ever-present. The criteria for that establishment of oneself as a professional, or an academic, are equally ubiquitous, even threatening. In particular, bound into the process are the demands of balancing inexperience with the necessity to disseminate – oral and written – work, and therefore gain experience and exposure.

In order to address the demand to gain either or both, simultaneously creating a venue in which postgraduates could begin disseminating their original research, among peers, some years ago a number of postgraduate students at the University of Aberdeen founded a postgraduate conference. This conference was designed specifically and exclusively for postgraduate students. Today it is still organised by postgraduate student volunteers and has become an annual event that caters to early-career scholars in the disciplines associated with arts and social sciences. From a small gathering of no more than twenty-five participants in its first year to over one hundred and twenty-five delegates in 2009, the format and focus of the conference has remained the same: a professional gathering for the formal oral presentation of postgraduate work, followed by feedback from contemporaries. In addition, a series of plenary sessions, delivered by established academics, and a number of social networking events complete and compliment the annual programme.

The principles underlying the establishment of this event are postgraduate-centred, both in terms of the conference organisation and its participants, whilst making and maintaining professional academic contact and involvement. The students who have participated in the event benefit from being within a group of their peers. They develop their presentation skills and are received by an encouraging audience, whilst beginning to network with their peers and potential colleagues. Year after year, these

postgraduates demonstrate their innovative research, discuss methodological and theoretical frameworks, and do so without fear of reproach. Given the high quality of the work included in the 2008 conference, it was decided to move forward a step further and bring a selection of the most innovative papers together for publication. This collection gathers such original research from early-career scholars working across a variety of disciplines. We trust that the book will be of interest to postgraduates and academics universally as an example not only of the high quality of research being produced by postgraduate students, but also as an example of team working and collaboration. It would not have been possible to produce this volume without the support and participation of the hundreds of postgraduates who have given their time and effort to the *Moving Forward* conference throughout the years.

According to our broad disciplinary participation, and that the conference does not impose an overarching theme upon its participants, rather focusing on training in presentation, it was retrospectively deemed that a theme of "power" would be particularly appropriate for this volume. Although "power" can appear a vague term, it seemed that the dichotomy between have and have-nots, the desire to gain autonomy, and the dire consequences of subjugation, were three issues that resounded throughout the conference contributions. From each of the six disciplinary areas, ranging across the arts and social sciences, delegates used the freedom of their positions as early-career researchers to boldly explore power relations without fear of censure. From a legal perspective, a variety of papers geared toward human rights issues and violations were received, and this was translated into applied perspectives from business and education researchers, who considered how access to wealth and education, and to equal education, can and must be achieved. Then, interpreted through the perspectives of anthropological, sociological, and historical approaches, power became a resonant issue among the creations of culture and human interaction(s). Finally, within the "soft" sciences, the very same preoccupations, as they appear in creative expression, were examined within literature and music. Indeed, through the twenty-one articles chosen for inclusion in this collection, distinct in their disciplinary origins, approaches and foci, we are emphasising the many similarities that exist among arts and social sciences subjects.

The notion of power has many contrasting facets. It can manifest itself as the power of a state or of a person or, for instance, the influential power of literature. In this way, this book offers social scientific interdisciplinary

perspectives on different dimensions of power, ranging from literature, economics, and sociology to law. Power stands in the centre of national and international value systems. Power reflects realities of different societies around the world. All individuals and communities have morality, a basic sense of right and power relationships concerning particular activities, but also on inherent values from which, for example human rights can derive their legitimacy. Values and power are themselves concepts that describe the beliefs of an individual or culture. Values and power may be described as subjective, but respect for human rights nevertheless lies at the centre of the national and international value system(s), which presents those values in a common system. In the same way that Socrates defended himself during his trial in 399 B.C., before lay judges in Athens that: "whether I speak what is just or not; for this is the virtue of a judge, but of an orator to speak the truth,"[1] this book challenges a number of assumptions on power.

Globalisation has erased borders between economies and societies around the world. Whereas developed states have benefited extensively from the fruits of free international trade, individuals and populations in developing states of global south have often been faced with the adverse consequences of globalisation. With the rise of economic globalisation and ease of mobilisation it is today possible to translate to different actors powers that could have previously only been described as exclusively those of states. As one assumes more power in national and international environments, the question emerges as to how to curtail the exercise of such power. The changes in the nature and location of power relationships have, hence, changed all spheres of society.

The validity of any society reposes upon fundamental principles of dignity, equality, freedom and constraints of power, which are enshrined in the many rules in national societies, but essentially belong to categories of ethics, morality, justice and fairness. Human rights as rules of national and international law belong concurrently to morality and ethics, and must have a greater chance to be observed. Notably, every legal rule derives from ideological, political or moral bases. Similarly, it is observed that the universal values and fundamental human rights overlap and that such overlapping between values and fundamental human rights captures the fundamental unity between the language of science and that of morality. Law, ethics, and mores support each other. To this end, power relationships

[1] Socrates, *In His Own Defense Socrates* (469–399 B.C.) (399 B.C.), 3 in W. J. Bryan (ed.), The World's Famous Orations, Greece (432 B.C.–324 B.C.).

derive from a priority of the national and the international value systems cutting across cultural, religious, and political borders and which can be described as acceptable to all individual consciences and cultural sensitivities in the world. A number of those issues are addressed in this book illustrates practical and abstract solutions relating to the issue of power. More specifically, this book aims to introduce and identify theoretical and philosophical foundations of power.

There is no denying that the world is at the moment at a critical juncture where more attention needs to be given to mutual understanding which would further justify a world in which there is respect for human dignity and cultural diversity. Faced with the reality of power balance in national and international arenas, it is hard to find recourse to attempts to abuse power. However, the difficulty is that rights cannot be reduced to distinction, between is and ought, Sein and Sollen, or problems with enforcement. As education is becoming instrumental in many fields of works, this book underlines the importance of contributing to education, to fostering mutual understanding and to promoting the social responsibility of young intellectuals. This book does not try to serve as a comprehensive guide to different dimensions of power but it mainly gives our insight into the proceedings of 2008 postgraduate *Moving Forward* conference at the University of Aberdeen.

This collection is laid out in sections, with each section containing a number of innovative articles by presenters from the 2008 conference. Read together, each section addresses a unique aspect of power, which has become the overarching theme of the book. But it is not just at the level of theme that the collection can be appreciated. The authors who have contributed to the book come from diverse backgrounds both with regard to their institutional affiliations and disciplines. As such, each author brings an important perspective and contribution to the discussion of power. The articles that compose this book should therefore be of interest to non-specialists and specialists alike.

We begin in Section One, edited by Heather M. Morgan, with a selection of four articles that join together to address the issues of "Power and (in)action" or alternative powers. The section begins with an innovative and bold contribution written in creative non-fiction prose (Karnehm), which is followed by a compelling discussion of philosophy and the divine in acts of iconoclasm (Scott). Then the individual's struggle

against binding categories of gender and religion are addressed (Robb), followed by an article which considers the agency of memory (Smith).

Edited by Alessia Vacca, the papers included in Section Two consider the power balance dynamic. The section begins with a paper that addresses a timely and contentions issue: the relationship between energy reserves and power (Camilleri). This is followed by a paper on the intersection of Chinese judicial power and ideology (Xu), and subsequently by an article that addresses the coercive agency of Criminal law as a deterrent in China (Yin). Finally, humanitarian interventionism is critiqued within a legal framework, bringing to the foreground issues of bias and the danger of power monopolies (Herm).

In Section Three, which is edited by Lindsay Milligan, individual authority is explored in three fascinating articles. The first paper in this section regards the effects of dichotomous faiths on one Balzac's artistic output (Preissler), whilst it is the theological development of Barth alongside political developments of the 1940s that is of concern to the second article (Lorber). Concluding the section is a paper that examines the autonomy of Thomasine Mary and questions how felicitously this fits with previous anti-feminist readings (Kim).

Section Four addresses the presence and absence of power in a selection of four articles, edited by Jernej L. Černič. The section opens with an article that considers the implications of change for sentencing power and shoplifting (Betts). This is followed by a literary approach to power issues and the negotiation of gender and subordination for Arab women writers (Lamba). The third paper considers anti-dumping duties in free-trade agreements (Pornpitpatong) and finally a contemporary issue, which is cybercrime and legislation (Menting Yoell).

Kathryn Vincent edits our Section Five, which brings together articles on the empirical tests of power. This section begins with assessment exercises that measure employability in Malaysian schools (Adam), followed by a discussion of the dissemination of power by Evangelical and Fundamentalist churches in Africa (Osuigwe). Life expectancies and income are the topic of the section's third and final contribution (Husain).

The concluding Section Six is composed of three articles, edited by Gerd Koehler. These papers each address the interaction between powers, with special focus being given to the constructions of law and reality. The

first article in the section considers internal and external trade-market goods and the way law governs movement of goods (Marinova). The second, considers Islamic contract rules for commerce (Khanfar), and the last paper of the section presents readers with new governance and the conflation of law and politics with special focus given to the context of Europe (Hahn).

The editors should like to reassert that the works contained within this volume differ according to level of postgraduate progress, as well as in disciplinary affiliations. We are proud to have made this possible and to have, as postgraduates ourselves, provided the opportunity and platform for such, in many cases, early work to be published. We are also glad to have balanced edits and revisions with originality. The papers have been double peer-reviewed.

SECTION ONE

POWER AND (IN)ACTION: FOUR ANALYSES OF "ALTERNATIVE" POWERS

SECTION ONE INTRODUCTION

HEATHER M. MORGAN,
UNIVERSITY OF ABERDEEN

From my own disciplinary affiliation, the approaches popular among social scientists such as Goffman and Garfinkel, whose works were inclined toward the individual, have included micro-based foci in social research's theory and practice. Furthermore, common in poststructural works, such as that of Butler, which have deconstructed power as the underpinning of so many social forces and processes, the idea of the individual as posited with or against notions of structure and performativity has been crucial. Therefore, within this volume, it was important to include a section which addresses the individual, but particularly the individual's relationship with power: their own exercise of it, over themselves or others, or their resistance to it, or indeed resistance as an exercise in power. Of course, individuals are idiosyncratic, yet they (must) operate around, inside and outside of institutions and organisations. Indeed, power as relates to the individual is complex. And almost more subtle than in the examples found in later sections. Further, by the very definition of the individual and his/her relationship with power, created is a boundless volume of it. As such, the remit of this section is wide and broad. Most importantly and contradictorily, in reducing power to the individual level, one multiplies it to infinity. This is a concept which I find is particularly interesting in the context of the papers included here, but also within the wider contents of the volume itself. Not only that, the very idea of this volume and the efforts of the individuals involved demonstrates such power.

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Section One addresses a diverse remit and archetype of "power". Indeed, the papers that constitute this section speak to power(s) which, although ever-present, ubiquitous even, are less visible, less than visible, in the "normal" course of identifying and conceiving of power: that found at a macro level. Instead, in Section One, the power of the person; of the personal, is very much the focus: micro level power. Indeed, experiences

and circumstances where that power, those powers, necessitate particular narratives, actions, inactions-as such, management-within the everyday lives of individuals. Accordingly, this section is entitled “Power and (in)action: Four analyses of ‘alternative’ powers.” The powers that are discussed here are those that rest in private worlds, albeit as they collide with public ones. Therefore, power as framed here is “alternative” in that it challenges the common assumption that power lies in (mainstream) politics, and macro-level institutions that structure society/ies. As such, this section recognises the impact and effects of power in specific cases, providing interesting perspectives on our focal concept, quite distinct from those found in the subsequent sections.

The notion that the individual possesses a quality of power is a theme with which each of this section’s four constituent papers resonates. That individuals are not only autonomous, but can also exert power in terms of influence or affect is also addressed. Through acts of deviance, even anomie, there is nothing more powerful, it could be argued, than the ability, or potential, of the individual. It is for this reason that the concept of power can never be underestimated, moreover understood to be inextricably linked with institutions and organisations, rulers and rules.

To open: a creatively written paper, authored by Katrina Karnehm of St. Andrews University, Scotland. Karnehm’s paper addresses eating disorders among international students. Karnehm quite sensitively addresses the issue of personal “power” amid a demographic of young females in her paper “Excess Baggage.” Her doctoral degree is pursued under the remit of “Creative Writing”, empowering in itself, as an innovative and interesting discipline, which allows for her inspired vociferation of research topics in a now recognised and compelling way. This paper is followed by the work of Helen E. Scott, of the University of St. Andrews, Scotland, who addresses “Wholly Uninteresting” acts of iconoclasm. Here, Karnehm’s identification of individual accounts as powerful is revisited. In Scott’s paper, however, such power is illustrated through rejection and insignificance. Her command of divine and philosophical analyses is striking and expertly applied to a most illustrative example. Subsequently, and in keeping with this section’s theme, the idea of “insignificance”, is taken up by Mary Robb of the University of Edinburgh, Scotland. Robb conducts musicological research surrounding the compositions of, and political pressures on, Miriam Gideon. Robb investigates gender, education, politics and music in “Stand by Your Man”; the resonance of her title is expounded within the context of a

popular, but powerful, song lyric. Finally, Clancy Smith's paper, "The Power of Memory," concludes this section. Smith's research, conducted at Duquesne, Pennsylvania, USA, considers individual powers and draws together the themes of this opening section by convincingly demonstrating particular accounts as vital and powerful. Smith's paper in Philosophy verifies the importance and pertinence of the other three, and also introduces a challenging concept, which competently sets the tone for our subsequent sections.

The papers, together, provide an interesting and innovative, powerful, opening section to this volume: "Perspectives on Power".

EXCESS BAGGAGE: EATING DISORDERS AND THE JUNIOR YEAR ABROAD

KATRINA KARNEHM,
UNIVERSITY OF ST. ANDREWS

Project Origins & Methodology

During a visit with a student counsellor in Oxford, I asked a question about student struggles while abroad. In his answer, he mentioned eating disorders. My response was one of surprise. In almost three years of research, eating disorders amongst study abroad students had not come up in the literature or in my interviews with students. Yet he was telling me that at least two to three girls a semester, and some boys, struggled with this problem. He connected many of these problems back to family life and expectations, then talked a little about how he worked with these students.

In some ways his comment surprised me, because as a former study abroad student, I simultaneously lost some of my body image hang-ups as well as some weight. Anecdotally, I knew some other female study abroad students had experienced the same thing. The discussion with that counsellor made me curious. In the next few program site visits, I asked or program directors volunteered information about students with eating disorders, and all of them, whether in Oxford, Austria, or Italy, had dealt with the problem on a regular basis. My goal became to learn more about this struggle and to ask some questions about whether or not study abroad could be good for a student with an eating disorder. In general, American students seemed to have begun re-addressing their relationship with food and drink, whether by eating healthier and less-processed foods, being open to new kinds of meals, or stereotypically, learning how to drink. A look at eating disorders seemed to be a natural extension of my study. In some cases, students abroad seemed to learn that food itself was not an

enemy. This project is intended to serve as a record of these learning experiences as well as somewhat of an interpretation of them.

Literature on the Junior Year Abroad

I am certainly not the first person to write on the topic of study abroad, or the Junior Year Abroad, and certainly not the first person to write on Americans travelling, studying, and living abroad. A cursory look at Amazon.com shows a long list of guidebooks and how-to books for travel and study (Study Abroad 101, Peterson's Study Abroad, Study Away: the unauthorized guide to college abroad and of course, Study Abroad for Dummies), several travelogues on study abroad, and even a few theoretical books on the theory and practices behind study abroad. Out of that long list have come a few that somewhat resemble my project in either form or content, and some that were influential either for me as a study abroad student or in the writing of this work.

In researching this project, a number of books were invaluable to me. The Let's Go guidebook series was essential to me both as a student and as a researcher in Europe. Bill Bryson's travelogues on Europe, while mostly entertaining, also provided insight into what had and hadn't been covered on Americans in Europe. His writings also showed how the experience of travelling in Europe had changed and how it had remained the same over the second half of the twentieth century. Much of the expatriate literature of the late nineteenth and early twentieth century, such as that written by Hemingway, Henry James, Henry Adams, Mark Twain, and Edith Wharton provided some historical framework for this piece, and various travel writing anthologies showed an overview of American experiences abroad today.

Most of my best information on the American historical travel and study experience in Europe came from William W. Stowe's Going Abroad: European Travel in Nineteenth-century American Culture, Foster Rhea Dulles' Americans Abroad: Two Centuries of European Travel, Larzer Ziff's Return Passages, and Joan Elias Gore's Dominant Beliefs and Alternative Voices: Discourse, Belief, and Gender in American Study Abroad. Additionally, several pamphlets put out by the Fulbright Foundation were invaluable for describing their place in study abroad history. I am also indebted to various works by Hans de Wit, particularly his Internationalization of Higher Education and a few articles published in Frontiers. Much of my theory on study abroad came from articles on

various study abroad websites, namely Transitions' "Point: Counterpoint" article series, as well as Gore's Dominant Views and Alternate Voices. These works pointed out problems behind the occurrence of study abroad as well as new trends and developments. I also found several psychological and sociological articles relating to culture shock, the most useful of which was Victoria Christofi and Charles L. Thompson's "You Cannot Go Home Again" published in the Journal of Counseling and Development.

Of the works written on study abroad, most fall into one of these categories: the humorous, the theoretical, or the helpful. Sallie Hyman's Junior Year Abroad: What you really learn studying in a foreign country (published by greatunpublished.com) is a diary-like, seemingly unedited travelogue of her junior year abroad in Germany. In it she writes of her crushes on the other students, her fear of the Gulf War, and her record of what she ate and how much she exercised while studying abroad. Other than the references to deutschmarks, the Gulf War, and typewriters, Hyman's accounts of drinking, travel, one-night stands, and struggles to learn German in 1991 closely resemble the accounts of the students I interviewed between 2006 and 2008.

Hans de Wit's Internationalization of Higher Education in the United States of America and Europe follows the development of internationalization in universities as well as the growth of study abroad. Joan Elias Gore's Dominant Beliefs and Alternative Voices challenges many old stereotypes and assumptions of study abroad, while to some extent Walter Grunzweig and Nana Rinehart's Rockin' in Red Square confirms them. Elizabeth Murphy-Lejeune's Student Mobility and Narrative in Europe examines how European students study abroad and what they learn. These are but a few examples of some of the books that analyse and critique trends within study abroad.

Lastly, in addition to the many guidebooks and self-help books available for travellers and students, Colleen Ballerino Cohen and Grace Myhill's Junior Year Abroad and Back Again stands out as one of the more practical and user-friendly of the bunch. It is a 96-page study abroad workbook-meets-self-help-book written out of the authors' backgrounds in social work and anthropology. Some of the prompts in the book include places to write lists of important phone numbers, places to paste photos of old and new friends, and places to journal about both culture shock and re-entry shock.

In looking at eating disorders and study abroad, I found few solid statistics. Most of the research showed what programs are doing to prevent student disasters abroad, and recommend a visit with a doctor before applying and an honest response to questions on the application. One study by Van den Broucke, Stephan, and Walter Vandereycken, "Risk factors for the development of eating disorders in adolescent exchange students: an exploratory survey," simply stressed that students should admit and deal with their eating disorders before leaving to go abroad rather than try to deal with it alone in a new country.

What I did not find in facts I noticed in anecdotal research. It seems wherever women go, their giant—body image—goes with them. My friends and the girls I interviewed alternately told me how fat they were going to get ("I eat so many carbs and cheese here") or how much weight they were losing ("I walk everywhere and I burn all these calories"). Even in Hyman's Junior Year Abroad the food demon did not go away; Hyman reports feeling like a pig for eating all the chocolates her mother sends her, makes a point to note the days she runs and the days she bikes, and records many of her meals (usually the more interesting ones). For the girls I interviewed, how much exercise they get and what they eat are two of the main issues in their culture shock—they could not help but discuss it, and even those with a fairly healthy body image were aware of how their bodies were changing while abroad. In many cases, their mentality changed too as they went from being a social salad eater in America to a person who sampled new food dishes abroad, drank something besides diet Coke and light beer, and tried the rich national desserts. In some ways, being in a new place helped many students to experience a change in body image mentality.

On the other hand, however, someone seriously affected by bulimia or anorexia will not be cured by something as simple as a change in location; Marya Hornbacher shows this in her memoir Wasted. As well, foods will be different in other countries, and many foods eating disordered girls were used to eating would not be available, possibly creating a more stressful cultural situation. And finally, the student's support network would be gone, which could trigger an even worse anorexic or bulimic episode.

Thesis & Creative Nonfiction

At the very beginning of this project, I knew the larger project was going to be a work of nonfiction. My three years of research with students further confirmed that this project would be best served by reporting what I saw and discovered, without either fictionalization or the cold, removed gaze of a sociology experiment. In the process, however, I have had some difficulty putting the project into a category. Creative nonfiction as a genre has existed for over forty years now, but many still misunderstand what makes a work "creative nonfiction" and the point of the genre altogether.

Most put the origin of "creative nonfiction" with Truman Capote's In Cold Blood, his self-described "nonfiction novel" about the murders of the Clutter family in Holcomb, Kansas. He and Norman Mailer and Tom Wolfe were the key forerunners of the "New Journalism" movement of the 1960s and 1970s (although they often disagreed as to who fit into the genre and who did not) and creative nonfiction developed out of this movement. The term "creative nonfiction" was allegedly first used by Lee Gutkind, the creator and editor of Creative Nonfiction, a website and journal. When describing creative nonfiction, writer Sarah Turner says that creative nonfiction "reads like fiction" and should be "true, but not (necessarily) objective" (Turner, 2008). Duke University's writing studio defines the genre as one that is borne out of the author's or other people's personal experiences, and involves a great deal of research, including interviewing, observing, and "detective/sleuth work." The genre also makes use of various elements of biography, memoir, oral history, and reportage, and can be used when writing about almost any subject (Creative Nonfiction). Topics within creative nonfiction are often surprising, and frequently lowly, but creative nonfiction has been used in travel writing, food writing, memoir, personal essays, journalistic essays, and biographies.

In this project, my experience as a graduate student abroad is intertwined with my research, although I do not directly refer to myself in the piece. I was a traditional study abroad student, then an international graduate student, and eventually an international Ph.D. student. During my research for this book, the differences between traditional study abroad students and myself were fairly obvious: I was in my late twenties, married, and spending most of my time in an attic bedroom typing a thesis, while most of them were nineteen or twenty, single, and debating how to finish an essay while still going to the bar and leaving on time for the

morning's train. Yet for all our differences we were working through many of the same challenges—dealing with foreigners' assumptions of America, overcoming language and cultural barriers, learning how to get a bus and a train, and learning what not to eat while abroad. This last never stopped being an issue for me, despite spending over four years abroad. I still made mental calories calculations in my head, despite feeling less guilty about eating cookies or Victoria sponge cakes than I would had I never left America. I still ran every morning even though I was usually also walking over an hour to and from work. Even though I had four years more experience than most of the students I talked to, I still had to stumble through the inconveniences and wonders of a temporary stay abroad in Europe.

However, I did not want to be the centre of attention, so in many of these stories I recast myself as either "you" or "she," which I determined after a lot of trial and error, and eventually after opting for what felt right intuitively. I removed direct references to myself but left in some of my experiences when I felt they were unique but also provided a universal point about the experience of studying abroad. In some cases, the "she" or "you" stories also include stories I did not want to attribute to individual students. Some details were fictionalized for the benefit of the guilty or merely to make certain stories less autobiographical, but on a whole this is a nonfiction piece—my goal has been to be as honest as possible.

The third-person "she" voice appears most often throughout the project. For practical reasons, I used third person most because it is the easiest to read and also because I felt a first-person account would sound too autobiographical. However, at a deeper level, I have always visualized this piece of writing being a story about a girl, a universal girl whom all study abroad student can relate to. During my research I was asked again and again to describe one "typical" or "ideal" student I had met during my research. I never could, because I do not think a "typical" study abroad student exists. I do, however, believe that every sojourn abroad contains something of a universal experience, and as much as possible, I wanted to express that commonality in the form of an anonymous "she." Like the second person voice, this "she" expresses universal experiences. However, the "she" voice does not know as much as the "you" voice. "She" makes mistakes, while "you" corrects them. Sometimes, this third-person voice does not know what to do with the next challenge, and does things she is not proud of. Most of the time, however, this universal girl is absorbed in the present moment and the differences and challenges and excitements

that she is facing, and we, the outside audience and the omniscient narrator, can do no more than cheer her on.

Methodology

In preparing for this piece, I began with about six months of reading and research while looking for programs to visit and students to interview. My choice of programs was semi-formal. I wanted to interview American students who were studying abroad for at least a semester, so I avoided six-week or summer study programs and students. This was at once a limiting factor while also a way to ensure that students I interviewed were in the midst of a true intercultural experience. I wanted them to have lived through some low points as well as high points in their time abroad, and to be more than tourists. I also only wanted to interview students who had studied or were studying in Europe. Other study abroad destinations are not less interesting to me, but I wanted to pursue some of the historical ties to study abroad and Europe. Americans gain a sense of history and an understanding of Western culture (and sometimes family history) by studying in Europe. They gain a sense of other, equally important things by studying in Asia, Africa, South America and Australia, but these are subjects for other books.

Destination and length of stay in the host country were my primary limiters. I spoke mostly to students who were 19-21 and enrolled at a traditional undergraduate American university while studying at either an island program or direct enrolment program in Western Europe. However, I also spoke to graduate students, non-traditional students, year-long students, full-time direct enrolment students, and even a few foreign students and former study abroad students-turned-expatriates. If they were willing to talk to me, I interviewed them.

Students signed a form stating that they agreed to participate in the interview or questionnaire and they were willing to have their responses published in this thesis. They also had an option on this form to remain anonymous or have their first name used. Students were reassured that my research would have nothing to do with their grades at the host program or their home university. I also told them they had the option of not answering any questions they did not feel comfortable with. Most of my questions inquired into their motivation to study abroad as well as their experiences—their best and worst moments, what they had learned, any culture shock, how they felt they had changed. On the whole, their

answers were overwhelming positive, and none showed any personal distress while responding to the interview. On the contrary, most of them seemed to relish the opportunity to talk about their experiences with someone who was listening closely and understood some of what they had been through.

I usually interviewed students individually or in small groups, but the interview situation depended on the time allotted to me at the various programs. I sometimes had to use group responses or written responses to questionnaires, and I also distributed emailed questionnaires to all programs I visited as well as several I could not visit in person. Towards the end of my research and writing, I sent out an email asking about the students' readjustment to America. Those responses were returned by email. I also interviewed or sent questionnaires to several friends and acquaintances who were studying or had studied abroad. All of these responses with the respective signed consent forms were kept stored either on my private laptop computer or in my private home office in a file cabinet.

I also interviewed people at the periphery of study abroad and those often behind the scenes. These included program directors, resident directors, professors, foreign students studying or living with the American students, volunteer activities directors, junior deans, and the occasional townsperson, coffee shop owner, and host parent. I used their input to balance out the viewpoints and comments from the students. A student might complain that a program was too much work for a study abroad experience, whereas a professor might explain that in this culture, the academic work was part of the cultural experience. Students often complained about cultural personality of the people around them, while the professors pointed out that the students, being the newcomers, were the ones who needed to adapt and learn to enjoy that fact that "different" did not mean "bad." Having multiple perspectives of study abroad and the students themselves was extremely useful for me as I observed each program and strove to articulate what it offers to the world of study abroad.

When researching study abroad and eating disorders, my research was more complicated. The question "do you have an eating disorder?" was not one I felt comfortable broaching as a non-sociologist, and it was not a question that applied to the bigger aspect of my research. However, questions like, "what have been your biggest struggles?" "how have you