

INFLUENCE OF CULTURAL DIFFERENCES ON DRESS STYLE AND IDENTITY
CHANGES OF SOUTH KOREAN FEMALE COLLEGE STUDENTS IN THE UNITED
STATES

by

MIN JU KIM

(Under the Direction of Katalin Medvedev)

ABSTRACT

Due to the growing numbers of Korean students in the United States, understanding them and their acculturation process is a very important issue for the United States. The purpose of this study was to explore the influence of cultural differences between South Korea and the United States on Korean students' dress style and identity changes while living in the United States. The study also explored the influence of South Korean students' dress style changes on their identity changes during their studies in the United States. Five interviews were conducted with Korean female students enrolled in the University of Georgia during spring semester of 2008. Qualitative data was analyzed according to a content analysis. The data proved that cultural differences of South Korea and the United States influenced the dress style of Korean female students. The cultural differences and dress style changes influenced the identity of Korean female students.

INDEX WORDS: Korea, the U.S., Culture, Collectivism, Individualism, Acculturation, Dress, Body, Odor, Identity, Self-esteem, Self-evaluation, Qualitative Content Analysis

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CHAPTER I

INTRODUCTION

According to the U.S. Census Bureau, there were 33.5 million foreign born people in the United States in 2003, comprising 11.7 percent of the total U.S population (U.S. Census Bureau, 2004). The growing proportion of minority groups in the United States has resulted in concerns regarding various issues such as cultural pluralism, discrimination, and racism. Many studies have been done to understand these minority group issues. The studies focused especially on Hispanic and Asian groups as they are the first and second largest ethnic groups in the United States. However, most of the studies focused on immigrants rather than temporary residents such as international students in the United States. Understanding international students is very important as the group makes up 40 percent of the total immigrant presence in the United States (U.S. Census Bureau, 2004). According to the *Open Doors 2007* reports, more than half a million international students were enrolled in U.S. higher education institutions, including universities and colleges in 2007 (Institute of International Education, 2007). Understanding of international students and their acculturation is a very important task in the United States context, not only to avoid racism, discrimination and increase pluralism but also to improve well-being of international students. When international students are unsuccessful in their acculturation process, they may face problems such as depression and academic failure.

Kroeber and Parsons (1958) defined culture as “transmitted and created content and patterns of values, ideas and other meaningful symbolic systems as factors in shaping of human behavior and the artifacts produced through behavior” (p. 583). In other words, the way people

behave can be explained through the culture they live in. However, when groups of people from one culture come into contact with a different culture, they start to learn different values, ideas and behaviors that distinguish their national culture from the host culture; this process is called acculturation (Crapo, 1993).

The transmission of culture occurs through language, material objects, rituals, and institutions (Hirsch, Kett, & Trefil, 1993). Dress is a material object. It is not only a means of protecting our bodies but a method to communicate cultural messages. Understanding what people wear, how they wear, and what they wear it will promote an understanding of their cultures. As the international students experience acculturation, changes are also exhibited through their dress style.

Exploring how the dress style of Korean students changes after they come to the United States will be helpful to understand the influence of differences between Korean culture and American culture. Understanding the cultural differences and the impact of the differences will facilitate the understanding of the acculturation process of Korean students in the United States.

Changes in cultural environments result in identity changes. Identity is how one perceives him or her self in a given social situation (Kaiser, 1998). Acquisition of identity occurs as a person interacts with his/her social setting. Accordingly, if the social setting of a person changes, the identity of the person will likely change. Identity changes are difficult to explore as they take place in the psychological realm. Changes occur differently as the social background, age, and original identity are different from one another. Previous studies have shown that dress style is an indicator of the wearers' identity (Costello, 2004 ; Kaiser 1998). Due to the visibility of dress, exploring dress style change will ease the understanding of identity changes of foreign college students in the United States.

Currently, Korea is one of the many countries that sends students to study in the United States. About sixty thousand Koreans are studying in the United States, and the number is continuously increasing (Institute of International Education, 2007). Particularly, Korea is the country with third largest number of students at the University of Georgia as of fall 2007, comprising 16 % of total international student enrollment at UGA (Office of International Education, 2008). Like any other ethnic groups in the United States, Korean students in the United States are also expected to be influenced by the host culture. They experience the acculturation process by learning ideas, values and behavior of Americans, which are different from those of Koreans. According to Hofstede's individualism index (2001), which is one of the five dimensions describing cultural characteristics and considered as a crucial aspect of the cultural differences, South Korea exhibits a high degree of collectivistic culture. The United States, on the other hand, holds one of the highest cultural characteristics of an individualistic culture. Individualistic cultures emphasize the individual as autonomous. People in individualistic culture have loose ties between each other, while collectivistic cultures place the greatest value on group affiliation and the needs of others (Hofstede, 2001; Triandis, 1995).

As an international student, I noticed that my dress style changed throughout my stay in the United States. In Korea, which is my home country, female university students are very fashion conscious and wear stylish and dressy clothes to class. As Korea has a strong collectivistic culture, students are conscious of what others wear and try not to deviate from others' dress style. In contrast, a casual yet individual style is more popular in the United States, American students find it important to maintain their unique styles. For me, it was an acculturation process to accommodate to American students by assimilating to their dress styles. As time went on, the longer I was in the United States, the more I started to prefer more casual

wear instead of the formal and fashionable dresses I had originally brought from Korea. As I experienced dress style changes, I started to wonder if other international students also altered their clothes to accommodate to the new host culture.

In this study, it was explored that how the host culture –American—and the culture of origin–Korean—influence the dress style choices of Korean university students in the United States.

Purpose of the Study

The main purpose of this study was to explore the influence of cultural differences between South Korea and the U.S. on Korean students' dress style and identity changes while living in the U.S. In addition, the study also explored the influence of South Korean students' dress style changes on their identity changes during their studies in the U.S.

Objectives of the Study

The objectives of the present study were to determine:

1. What impact did the cultural differences between Korea and America have on dress style changes among Korean college students residing in the U.S.?
2. What impact did the cultural differences between Korea and America have on identity changes of Korean students residing in the U.S.?
3. What impact did Korean students' dress style changes have on their identity changes while residing in the U.S.?

Definitions of Terms

Culture: Culture is “transmitted and created content and patterns of values, ideas and other meaningful symbolic system as factors in shaping of human behavior and the artifacts produced through behavior” (Kroeber & Parsons, 1958, p.583).

Collectivism: In the collectivistic culture, people are closely linked to each other. They see themselves as parts of their in-groups -- family, co-workers, tribe, and nations. Primarily motivations of the people are the norms of, and duties imposed by those in-groups. They give priority to the goals of their in-groups rather than their personal goals. People in the cultures also emphasize their connectedness to members of the in-groups (Triandis, 1995).

Individualism: Individualism is a social pattern that consists of loosely linked individuals who view themselves as independent of their in-group such as co-workers, tribe, and nations. Primarily motivations of people in individualistic culture are their own preferences, needs, rights, and the contracts they have established with others. Usually they give priority to their personal goals rather than the goals of others and emphasize rational analyses of the advantages and disadvantages to associating with others (Triandis, 1995).

Acculturation: Acculturation designates “psychological and social changes that groups and individuals experience when they enter a new and different cultural context.” Acculturation affects individuals at different levels of functioning. The levels include behavioral, affective, and cognitive levels (Cabassa, 2003, pp.128-129).

Appearance: According to Kaiser, appearance is the total, visual image of a person created by his/her body and “modification, embellishments, or coverings of the body,” including clothing (Kaiser, 1998, p. 4).

Dress: Dress is body modifications and body supplements. Dress engages all the five senses. In Eicher's study, the body is included in the concept of dress (Eicher, Evenson, & Lutz, 2000).

Identity: Identity designates the perception of an individual about one's self. It is sets of characteristics which a person perceives as representing the self in a given social context (Kaiser, 1998).

Koreans: For this study, Koreans designates South Koreans.

Limitations of the Study

1. The size of the sample population was relatively small due to the limitation of resources and time.
2. The present study investigates the dress style changes of only those South Korean female students who were enrolled in the University of Georgia, during spring semester of 2008.

CHAPTER II

REVIEW OF LITERATURE

This review of literature encompasses topics related to culture, dress, and identity. Symbolic interaction theory has been used as the theoretical framework for this study. As major cultural differences exist between South Korea and the U.S, collectivism and individualism will be described as well as the influence of cultural differences on the perception of appearance. The definition and the relationship of dress and identity will also be explored in this section. Finally, the review of literature includes discussions of appearance, dress, and communication in the symbolic interaction theory.

Culture

Kroeber and Parsons (1958) defined culture as “transmitted and created content and patterns of values, ideas and other meaningful symbolic system as factors in shaping of human behavior and the artifacts produced through behavior”(p. 583). By sharing the same culture, a group is able to have unity and have identity that differentiates the group from another. Within a culture, people share beliefs, attitudes, norms, roles, and behaviors (Triandis, 1995). Culture also provides a guideline about what types of dress should be worn and a guideline for interpreting the meanings that are projected through dress. People change their appearance in accordance with the guidelines of the culture they want to belong to (Kaiser, 1998). Previous studies have shown that different cultural norms and values resulted in different behaviors regarding appearance such as appearance management behaviors (Lee, Rudd, & Kim, 2001), perceptions of

jeans (DeLong, Koh, Nelson, & Ingvaldstad, 1998), and dress color preference (Shoyama, Tochiara, & Kim, 2003). Accordingly, understanding the cultural differences between Korea and the U.S. will be critical to explore the influences two cultures have on the dress style changes of Korean female college students in the U.S.

Collectivism and Individualism

Hofstede developed five cultural dimensions to differentiate a country's culture; Individualism (IDV), Power Distance, Masculinity, Uncertainty Avoidance, and Long-term Orientation. Among the five dimensions, scores of IDV exhibited the most significant differences between Korea and the U.S. IDV index was used to measure the degree of unification of members in groups. When a country has a high IDV score, the country is an individualist society because its members have loose-ties between each other. On the other hand, when a country has a low IDV score, the country is a collectivist society and its members have a strong bond and loyalty to in-groups. According to Hofstede's study, the U.S. has one of the highest IDV rankings. It ranks 91, whereas Korea ranks 18. This score indicates that Korea is a collectivist society compared to the U.S., which is an individualist society (Hofstede, 2001). Therefore, collectivism and individualism are important paradigms to consider in a cross-cultural study of the U.S. and Korea.

The core characteristics of individualists are their emphasis on personal matters. In individualist cultures, self-government, freedom of choice, uniqueness and distinctive characteristics, all of which differentiate one person from another, are valued (Hofstede, 2001; Triandis, 1995). The fulfillment of personal goals is important for a person's well-being and life satisfaction (Markus & Kitayama, 1991). People in individualist cultures think group membership is important to attain personal goals, but they often consider that retaining the

relationships within the group takes too much effort (Oyserman, Coon, & Kimmelmeier, 2002). Their priority is on themselves and their immediate family (Hofstede, 2001).

In contrast, the focus of collectivists is that the group membership binds individuals who are mutually obligated to each other (Oyserman, Coon, & Kimmelmeier, 2002). While individualists consider autonomy important, collectivists think that following the norms of their in-group is what is important. Individuals in a collectivist society find their life satisfaction and well-being in the fulfillment of their roles in society (Kim, 1994).

It was found that the major motivation for Chinese and Japanese people is to fulfill the expectations of important others or of groups that the person participates in (Markus & Kitayama, 1991). In these cultures, individual motivation and autonomy are not emphasized. As others or the group are important, group membership is an important factor of determining one's identity (Hofstede, 2001). Behavior is determined by the norms of the society they belong to rather than their own interests (Mills & Clark, 1982). Maintaining harmonious relationships with group members is an admirable attribute and sacrifice is desirable to retain the relationship. Additionally, to maintain the harmony in a group, collectivists are not likely to express their emotion, especially anger or discomfort (Markus & Kitayama, 1991).

Acculturation

The term acculturation was first used by John Wesley Powell, a director of the Bureau of Ethnography at the Smithsonian Institution in Washington, D. C., in 1880 in the *Study of Indian Language* to describe changes in languages of Native Americans (Rudmin, 2003). Today, acculturation designates the experiences that groups and individuals have when they enter a new and different culture which results in the changes of behavior, attitudes, values, emotion, feelings, cognition, interpersonal relationships and language of the group and individuals (Cabassa, 2003).

Groups or individuals can be divided into four levels by their degree of acculturation: integrated, assimilated, separated and marginalized. Groups or individuals in the integrated level are highly acculturated with high-levels of identity. People in the assimilated level are highly acculturated but have low-levels of identity. In the separated level, people exhibit a low level of acculturation while having a high level of identity, while people in the marginalized level exhibit low acculturation and identity levels (Berry, 1989). The level of acculturation can be measured by analyzing the answers to questions regarding attitude toward Korean and American culture, communication with Americans, communication with other Koreans in the U.S., and mastery of English, by a Korean person who has moved to the U.S. Acculturation is believed to be completed when the person who moves from one culture to the new culture feels that he or she fits in, has adopted, and has gotten used to the new culture, is comfortable in the society, and thinks he or she became part of the society, and when he or she mastered the host language (Blomstedt, Hylander, & Sundquist. 2007).

Dress is often a visible means of communicating the acculturation process. During the acculturation process, many immigrant groups changed, adapted or integrated their traditional style of dress with the dress style of the host culture (Eicher, Evenson, & Lutz, 2000). Mexican immigrants in the U.S. preferred Mexican styles while exhibiting uncertainty about appropriate American dress style when they were in the low acculturation level (Kaigler-Walker, Ericksen, & Mount, 1989). Dress also works as a means to intentionally obscure the acculturation level by people from a different culture. It was discussed that mastering the host language exhibits a person's high-level of acculturation (Blomstedt, Hylander, & Sundquist. 2007). However, learning a new language takes a long time. In the meantime, immigrants, to obscure their differences, accept American dress style. For example, Eastern European Jewish women who

came to the U.S. between 1880 and 1920 tried to express their “Americanness” by replacing their traditional wig with short bobbed hair (Schreier, 1994). However, the dress style of the host country that is related to the morality of home culture is the last style that is adopted by immigrants or temporary residents (Kaiser, 1998).

Influence of Cultural Differences on Appearance

As culture shapes the norms of a society and the members’ thoughts, identity, and behavior, people from different cultures (individualist and collectivist) will exhibit different patterns of behavior. Both clothing and the body are means of communication that can be evaluated by others (Kaiser, 1998). So, similarities might exist between people’s perception of their body and their attitudes toward clothing. A cross-cultural study by Jung and Lee (2006) of Korean and American women and their perception of their bodies shows the differences. Jung found that women from a collectivist society (Korea) show concerns and are sensitive to what others think about the self. They think when their body shape is acceptable by the in-group members, they will be accepted as good members of the group. They tried to fit in to the ideal women’s body that the society established. Korean women were less satisfied than American women with their body because there is major discrepancy between their actual body shape and the ideal body characteristics of a Caucasian female (Jung & Lee, 2006). In another study, cross-cultural differences were also found in the Korean and American apparel web sites. While American apparel web sites were focused on product information, Korean apparel web sites provided a bulletin board so that customers could get product reviews from other customers (Lee, Geistfeld, & Stoel, 2007). Based on these findings, it can be inferred that other customers’ opinions are important factors in purchasing decisions. American customers, on the other hand, make buying decisions mostly by themselves. Opinions of others are very important not only in

molding self-perception, but also in making buying decisions for Koreans. So it is assumed that what American students wear or what American students say about Korean female students' dress will influence what Korean students purchase and what Korean students wear in the United States.

Korean students in the U.S. find that their appearance is different from other students' (mostly Caucasian college students) appearance. As Korean students consider being accepted as a member of a group important, it is assumed that Korean students will try hard to conform to the American social norms by changing their appearance. It is difficult to change one's skin or hair color, or facial characteristics. Also, body shape can not be easily changed by one's will. However, people can manage their appearance by changing their dress. So it is assumed that people from collectivist cultures (Korean students) will try to fit in to the social norms of American by changing their dress style, while people from individualist cultures will care less about what other people wear and think about their dress styles.

Identity and Dress

According to Stone (1962), identity constitutes what and where a person is in a society. In other words, one's identity is created by his or her culture. Costello (2004) found that freshmen in college experience two types of socialization during their first semester in college. The first socialization occurs by acquiring knowledge conveyed by professors. The second socialization occurs by acquiring a new identity as a college student. It is hard to detect how the identity of a student changes because the changes occur differently as gender, race, social background, major of study, and original identity differ from student to student. However, it was found that dress style is an important indicator of identity and changes of identity (Costello, 2004).

Dress is known as a starting point for understanding a person's identity (Weber & Mitchell, 2004). Identity is hard to analyze because it is psychological in nature. Unlike the physical characteristics – height, color of skin, weight, and other features – of a person, one's identity is not apparent. But dress, what a person wears, is easy to see. As it is selected by the person, it exhibits some aspects of that person's identity; it gives information about how the person perceives himself or herself, or how he or she would like to be perceived.

Dress is not only an indicator of a person's identity. Dress influences the development of identity. Festinger (1954) suggests that people evaluate themselves to know their relative position to a social standard. In terms of appearance, a society usually has a culturally idealized standard for beauty (e.g. a thin body for a female in Western society). Self-evaluation or other's evaluations of appearance – including dress, compared with ideal appearance, are closely related to self-esteem. When the evaluation is negative, people alter their appearance to conform to the ideal standard. When the result of the assimilating process is successful, the level of self-esteem was improved.

Dress is also seen as an important means of gaining social approval (Wilson & MacGillvray, 1998). Taste in dress is a means of uniting or differentiating oneself from others. A study has found that students in junior high school use dress to generate common bonds, to share common interests and intimacy within the peer group culture (Swain, 2002) . Another study has found that dress is one of the most noticeable aspects of adolescent culture (Wilson & MacGillvray, 1998). As adolescents and as foreigners in the university, it can be assumed that the effort to gain social approval will be especially extreme for adolescent international college students. In another study of consumer behavior relating to ethnic groups in the U.S., Kang and Kim (1998) found that low-cost, high-visibility items, such as dress, were more easily adopted

by Hispanic immigrants. Also, dress worn by Hispanics in the workplace is closely associated with what their Anglo workers wear to facilitate their acceptance by the Anglo workers.

Theoretical Framework

Symbolic Interaction Theory

According to symbolic interactionists, “self is established, maintained, and altered through communications” (Stone, 1962, p. 101). George Herbert Mead developed the symbolic interaction theory. However, his studies were focused on verbal communications. It was Gregory Stone (1965) who added appearance to symbolic interactionism, studying how appearance is related to an individual’s socialization and development of self-concept (Kaiser, 1998). This section includes a discussion of the symbolic interaction theory in two sections: appearance and communication and dress and socialization.

Appearance and Communication

Stone divided social transactions into two categories; appearance and discourse. They argued that appearance is as important as discourse because the first interaction between people occurs via appearance i.e. before the occurrence of discourse. Appearance is communicated through grooming—adorning oneself from head to toe—dress, gestures, and other visual elements.

According to Mead, meaning can be produced only when the sender uses a symbol that has the same meaning for the receiver of the symbol. Thus, to produce meaning, mutual understanding between the sender of symbol and the receiver - in Stone’s term, identification – has to exist between them. Stone (1965) wrote that there are two processes that identification embraces: identification of and identification with. Stone asserted that identification with one

another can occur only after the occurrence of identification of one another. Identification of one with another is promoted and completed by non-verbal communication such as appearance (Stone, 1965).

Appearance delivers a visual aspect of the self which gives identification and validation of one another (Miller, 1998). By offering identification and validation, appearance allows meaningful discussions to take place between people. If meaning is produced when the sender uses a symbol with the same meaning for the receiver, as Mead said, the sender (Korean female student) will express a desire for a similarity of appearance with the receiver (American students, professors, or Korean students) by changing their dress style.

Dress and Socialization

The child develops self-concept by playing other's roles, such as a parent, teacher, store keeper, Superman, or a Cowboy. During role-play, children leave themselves and acquire the role of others by taking off their ordinary dress and wearing the dress of others.' Stone said that anticipatory socialization occurs when the child plays the roles of parents, teachers, and other individuals—which could be achieved by the child later in life—and fantastic socialization occurs when the child plays the roles of Superman, a cowboy, and other imaginary characters—which can hardly be achieved by the child. Stone found that more than 85% of women did role-playing when they were children whereas more than 50% of men did not.

Stone's study also found that women start to assimilate the dress styles of peer groups at earlier ages than men do. Conforming to the dress style of peers is also anticipatory socialization, as a self-concept is developed during the process. Socialization occurs throughout the person's life. During socialization, old identities are replaced by new identities. The new identity becomes more appropriate for people's new situations (Stone, 1965).

Based on Stone's findings, it was hypothesized that Korean female students will experience anticipatory socialization by conforming to the dress styles of their peers (American students or Korean students in the U.S.). During socialization, Korean female students are expected to develop a new self-concept and identity appropriate for their new circumstances in the U.S.

CHAPTER III
METHODOLOGY
Qualitative Method

Generally, qualitative research, referred to as the interpretative or constructivist approach, is used to describe and understand the phenomena from the perspective of the participants. On the other hand, quantitative research, sometimes called the experimental or positivist approach, is employed to find relationships among variables to explore, explain, predict, and control phenomena (Patton, 1990).

Qualitative and quantitative methods have their own strengths and weaknesses. Through quantitative study, data from a great number of participants can be measured and statistical comparisons can be achieved in a relatively short amount of time. Because of the sample size, generalization of findings to other people and places is possible. Quantitative researchers can gather participants' answers in systemized and predetermined response categories, resulting in systematic and standardized data. This allows relative ease of comparison and statistical accumulation of the data. Then, the result can be quantified with validity and reliability.

In contrast, in-depth and diverse data can be collected through qualitative research with a relatively small number of research participants. The collected data is not constrained by predetermined categories. Qualitative researchers hear responses in the participants' own words and voices without limiting the responses with predetermined categories, like quantitative research does. In addition, researchers can acquire information not only from the answers of the subjects, but also from the nuances, idiosyncrasies, settings, etc. of the subjects and their

experiences. Both verbal data from interviews, field notes, and other sources and nonverbal data from photographs, videotapes, and other visual sources may be collected in qualitative research (Maxwell, 2005; Patton, 1990; Leedy, 2005). Understanding what has happened in the physical world surrounding the subjects is the interest of quantitative researchers. On the contrary, qualitative researchers are interested in how the physical events were perceived by the subjects and in how these events influenced the participants' feelings and behavior (Maxwell, 2005). The present study seeks to find out how Korean and American cultures are perceived by Korean female students and how the two cultures influence the students' dressing practice. Thus, a qualitative approach is more suitable for this study than a quantitative one. In addition, a qualitative study is effective when a researcher examines issues of dress, identity, and social changes in the textiles and clothing fields (Michelman, 2002).

Both qualitative and quantitative researchers look for credible and meaningful findings. The validity of the findings for quantitative methods depends on the construction and administration of instruments. In contrast, in qualitative research, the researcher is the main instrument. Thus, the researcher has to be careful to avoid sources of bias and error during data collection and has to be well trained (Patton, 1990).

Interview and Observation

Interview and observation methods are what most qualitative researchers rely on to collect data (Patton, 1990). Both approaches have their advantages and disadvantages. Researchers can gather information through observation of people's behavior in an actual setting. However, what people perceive, feel, or think about the world around them, standards or reasons for their behaviors, feelings or events which took place in the past can not be accessed from observations, but can be accessed from interviews. In addition, an interviewer can obtain the

information that s/he wants to collect by asking specific questions relevant to the purpose of the study. The potential disadvantage of interviews is that the collected data may reflect the views of the researcher. Also, the interviewees might provide information that the researcher wants to hear or might not share information they may consider embarrassing to disclose (Cresswell, 2008). In this study, I was looking for data related to the feelings, thoughts and meanings people have. Thus, an interview methodology appeared to be more appropriate than observation. An interview does not limit the respondents' answers by restricting them through closed-end questions. The researcher can ask additional questions based on what the participants have said, thereby allowing the researcher to acquire more insightful and meaningful data.

Basic Interview Approaches

There are three basic open-ended interview approaches: informal conversation interview, interview – guide approach, and the standardized open-ended interview approach. Each strategy has its strengths and weaknesses.

Through an informal conversation interview, which is also called an unstructured interview, researchers pursue information that seems appropriate for the setting by asking improvised questions. In this approach, the researcher can be elastic in responding to the situation and the differences in the subjects. However, this approach requires a great amount of time to collect systematic information. The researcher cannot rely on a one time interview with a subject. The researcher is able to obtain in depth information only through multiple interviews with subjects in multiple settings. In addition, a researcher needs to interact with people easily so that s/he can obtain information relating to the setting or an event. Thus, the informal conversation approach is suitable for a study in which the researcher can remain in the setting for a period of time (Patton, 1990).

While the informal conversation interview approach allows the interviewer to be flexible with each interviewee, the interview guide ensures that the interviewer stays within a certain boundary with every interviewee. Similar to the informal conversation approach, the researcher asks spontaneous questions, but on predetermined topics. By using the interview guide approach, instead of informal conversation approach, the researcher can save time by collecting data related to the predetermined topic. On the downside, issues that emerged during interviews that might be important to explore would not be probed because these issues were originally not listed on the guide (Patton, 1990).

The last interview approach is the standardized open-ended interview. In this approach, questions that will be asked during the interview have to be prepared before the interviews. The interviewer can use the interview time efficiently by asking essential questions first. This approach is especially useful when there are several different interviewers. The predetermined questions limit the variations between the different interviewers. In addition, it is easy to compare and systemize the collected data, resulting in a facilitated analysis. However, issues that emerged during the interview cannot be probed and the structured interview process hinders the interviewer's flexibility in the different setting and with different interviewees (Patton, 1990).

The weakness of each approach can be offset by combining them. An interview guide and standardized open-ended interview approach were used for this study. By combining the two approaches, I was able to ask focused questions while I also had the freedom to pose spontaneous questions about to emerging issues, which were linked to questions listed in the interview guide during the interview process. See Appendix A for the interview guide and the open-ended interview questionnaire used during the interviews.

Characteristics of the Study Population

The present study was designed to explore the influences of cultural differences on dress style and identity changes of Korean students living in the United States and to explore the influences of dress style changes on their identity changes. Interviews were conducted to answer the research question. By analyzing the interview data using content analysis, the influence of the two cultures (Korean and American) on Korean students' dress style changes and identity changes were determined.

Research subjects were selected according to the following criteria: a) Korean female college graduate students, b) those who have not lived in the U.S. before. This study focuses on Korean female college students who came to the U.S. for studying. It excluded Korean immigrant college students because different acculturation process occurs among immigrant college students and among those who only came to the U.S. to obtain a degree. Korean immigrant college students may have less or no possibility of going back to Korea. Therefore, the anticipated goals of immigrants will be different from the goals of students coming to the U.S. only for studying. Due to such differences, the two groups will have different experiences in the U.S. (Swagler & Ellis, 2003). For these reasons, only Korean female college students who came to the U.S. to pursue an academic career were selected for this study.

Research has shown that when a woman is more interested in dress, she is more likely to see the value of dress as having a positive impact on various outcomes on her work and her own self- perception of herself (Peluchette, Karl, & Rust, 2006). So, female students will be more likely to use dress to have positive impacts on their school life and to have better perceptions of themselves than male students do. Also, Peluhette, Karl and Rust (2006) found that if a person cares about dress, h/she is likely to monitor her or his environment actively to find clues of how

others perceive her or him. These people are more motivated to use dress to influence others' perceptions. Another study of women found that females consider appearance most important when among strangers (Tseelon, 1992). Impression management theory, which is defined as 'the conscious or unconscious attempt to control images that are projected in social interactions,' by Schlenker (Wate, 2000), also supports the finding that more attention is devoted to appearance when the audience is less familiar. Similarly, Guy and Banim's (2000) study found that women use dress to give certain images to others, whether they are competent or distinctive images (Guy & Banim, 2000). Accordingly, it was assumed that women will share ample and more deliberate thought during the data collection process. In addition, concentrating on female participants facilitated the interview process and helped meaningful data collection. A woman interviewing other women had been found effective in the past because generally there is a higher likelihood of common understanding between the interviewer and the interviewees (Michelman, 2002). For these reasons, this study focused on female college students, and excluded male students.

Also, to observe the impact of Korean culture and American culture, and to limit the impact of a lengthy residence in the U.S., participants of this study were individuals who have not lived in America before coming to the University of Georgia and who were only in the second semester in the university.

Pretest of the Interview-Guide and Open-Ended Questionnaire

Three interviews to pretest the interview-guide and interview questionnaire were conducted during fall semester 2007 and spring 2008. Each participant in the pretest was pursuing a master's degree and was in the first semester in the College of Education at the University of Georgia, Athens.

The pretest interviewees went through the same procedures as the final interviewees. The interviews took approximately 60 minutes to 90 minutes and were audio-recorded. The participants of pretest interviews were asked to have an interview in their residence so that the researcher could take pictures of the dress items that the participants had brought from Korea. Pictures of dress items that the participants purchased after they came to the U.S. were also taken. The interviews were conducted in Korean and the data was transcribed in Korean. Only relevant data to the research objectives of this study were translated into English.

After the translation, the data from the pretest interviews was examined for validity and reliability in relation to the objectives of this study. Following this, appropriate revisions were made.

Sampling Design

There are two types of sampling methods: probability sampling and nonprobability sampling. The characteristics of the target population and the availability of subjects determine the sampling method. Probability sampling is most frequently used in quantitative research. The subjects are randomly selected from the total population; thus, the researchers can obtain generalized data as the samples are representative of the target population. However, generalization is not the purpose of qualitative study. Qualitative study focuses on obtaining in-depth information. It is not especially important whether the information has been collected from relatively small samples or not. Thus, nonprobability sampling is most frequently employed in qualitative study (Merriam, 1992; Patton, 1990). Furthermore, when a study is designed to explore the relations of dress, culture, and identity, nonprobability sampling is found to be the most pertinent method to choose samples. It was found that 44.2% of dress and human behavior

research published in *Home Economics Research Journal* and *Clothing and Textiles Research Journal* used nonprobability/purposive sampling method (Lennon, Burns, & Rowold, 1995).

One way of sampling in nonprobability sampling is purposeful sampling, also known as criterion-based selection. In criterion-based selection, particular settings, persons, or activities are selected deliberately because the particular information the researcher pursues cannot be achieved from other sampling methods (Lecompte & Preissle, 1993; Maxwell, 2005, p.88; Patton, 1990). The present study only focuses on Korean female students who have no previous experience in the U.S. before entering college. Because of the specific criterion for the participants, the criterion-based selection was the best sampling method for this study.

From the nine types of purposeful sampling, homogeneous sampling and snowball sampling methods were employed in this study. Homogenous sampling method is used when the researcher wants to study a group of people in depth who possess similar characteristics. Snowball sampling is another type of purposeful sampling that finds samples through the recommendation of a person who is already participating in the study (Cresswell, 2008). In this study, the participants needed to be female Korean students who came to the U.S. for the first time. To find individuals who possessed such traits, the researcher contacted members of Athens Korean Presbyterian Church. Korean female college students who came to the U.S. for the first time and were in their second semester in the U.S. in the church were asked to participate in the study. After the interview, each participant was asked to recommend someone else who has similar characteristics – Korean, female, college student who is in her second semester in the U.S., and came to the U.S. for the first time in her life. Through snowball sampling, two Korean female students were recommended by existing participants and the two students were contacted

by the researcher to participate in this study. All interviews were conducted with participants' consent.

Interview Process

After the pretest interviews, five semi-structured interviews were conducted with Korean female college students during the spring semester of 2008 at the University of Georgia in Athens. All research subjects were female students from South Korea. Before the interview, the participants were asked to sign a consent form, which provided information about the study. The researcher also requested permission to take photos of dress items and use the collected data for this research project. One copy of the consent form was kept by the participant and one copy was kept by the researcher.

The participants were asked to have the interview in their residences so that the researcher could take pictures of the actual dress items the participants possessed. Four students agreed to have an interview in their residence and one student denied to do so. The interview with a participant who declined to do so took place in a public venue in Athens. The interviews took between 60 to 90 minutes and were all audio-recorded. Each interview was transcribed right after each interview. After all transcriptions were finished, each transcript was translated into English. During the translation process, data that was relevant to this research was selected to increase the systematization of the analysis process and was translated in to English from Korean. One interview was selected and the complete interview data was transcribed in Korean. The transcript is provided in Appendix B. Relevant data from the one interview transcript was transcribed into English, and it is provided in Appendix C.

Data Analysis

Group standards, values, and attitudes are formed and transferred through communication (Cartwright, 1953). Content analysis is a systematic technique to analyze particular communication content to identify patterns or themes (Kassarjian, 1977; Leedy & Ormrod, 2005). Data that can be analyzed by content analysis can be verbal, or in print form obtained from interviews, open-ended surveys, focus groups, books, or articles (Hsieh & Shannon, 2005). According to Berelson (1952, p.6), who provided the first integrated concept of content analysis, content analysis is an especially useful method to use in investigations that are examining “cultural patterns of groups, institutions, or societies” or to “determine the psychological state of persons or groups.”

Qualitative content analysis emphasizes subjective interpretation of the data through a systematic classification process, whereas quantitative content analysis focuses on frequencies or percentages of specific words in the content to find out whether significant differences exist related to the research questions (Hsieh & Shannon, 2005 ; Leedy & Ormrod, 2005). Researchers can choose different approaches to content analysis based on their research interests or research questions. Hsieh and Shannon (2005) categorized three approaches to qualitative content analysis; conventional, directed, and summative approaches. Conventional approach can be employed when relevant theory and literature on the research problem are insufficient. In this approach, the researcher develops new categories while s/he reads the data. This process is called inductive category development. Researchers who use summative content analysis identify and count the appearance of certain words or content in the text. Next, the researchers focus on exploring meanings underlying the words of the content.

In the present study, directed content analysis was used to analyze the interview data. Directed content analysis is generally employed in a study to extend or support the existing literature or theory. The directed approach provides the researchers a more organized guideline in category development. Through the existing findings and research, the researcher can develop an initial strategy and can forecast relationships between codes more efficiently. The first step of the directed approach is to identify initial coding categories based on the key concepts from existing research findings. The definitions of each category will also be provided by existing theory or research questions (Hsieh & Shannon, 2005). By providing a competent definition of the category, the researcher can improve the reliability of the study (Kassarjian, 1977). When the categories are determined, the researchers can begin coding. If there are new data that cannot be coded in the existing categories, the researcher can analyze it later to develop a new category or a subcategory of an existing category. This process is called deductive category development (Hsieh & Shannon, 2005).

Kassarjian (1977) suggested four coding units of the content analysis: 1) word, such as a single word or a phrase; 2) theme; 3) item, such as one interview transcript or a speech; and 4) space-and time measure, which is a physical division, such as a column, or a paragraph. Values, beliefs, and attitudes usually converse through the theme (Kassarjian, 1977). Thus, the interview data for the present study was coded using the theme unit. Theme refers to a categorical form (Patton, 2002). For the present study, “Dress Style Change” is an example of a theme.

To improve the systematization, which is one of the main characteristics of content analysis, the researcher has to set consistent rules for the inclusion and exclusion of content and analysis categories. Such rule has to prevent eliminations of the data that is relevant to the research questions. By improving the systematization of the analysis process, the findings of the

study will be able to extend or validate the preexisting theories and research (Berelson, 1952; Kassirjian, 1977). When the coding of the data is completed, the researcher discusses the findings.

CHAPTER IV

ANALYSIS AND DISCUSSION

The results of this study were obtained by analyzing interview transcripts using the directed approach of qualitative content analysis. The procedures of the analysis involved a five-step process: a) identifying the initial coding categories based on the key concepts of the objectives of this study, b) determining the definitions of categories based on existing research, c) conducting coding of the data into each category, d) developing new subcategories for the data that cannot be coded into existing categories, and finally, e) interpreting the result.

Initial Categories

Initial categories were determined based on the research objectives of this study. The objectives of this study were 1) What impact do the cultural differences between Korea and America have on dress style changes of Korean college students residing in the U.S.? 2) What impact do the cultural differences between Korea and America have on identity changes of Korean students residing in the U.S.? and 3) What impact do the dress style changes of Korean students residing in the U.S. have on their identity changes?

Three initial main categories and six subcategories were selected based on the first objective. According to Hofstede's individualism index, Korea holds a high degree of collectivistic culture, while the United States exhibits a high degree of individualistic cultural characteristics. Also, the purpose of this study was to explore the impact of the two cultures on the dress style changes of Korean college students. Thus 1) dress, 2) collectivism, and 3) individualism were selected as the initial three main categories. Under the main category of

‘dress’, six subcategories were developed: ‘In the U.S.’, ‘In South Korea’, ‘American Students’, ‘Korean Students’, ‘Collectivism’, and ‘Individualism’. ‘In the U.S.’ and ‘In South Korea’ were developed to compare the dress styles of Korean female college students in the U.S. with their dress style when they were in South Korea. The subcategories ‘American Students’ and ‘Korean Students’ were developed to see how Korean female college students perceived the dress style of American students in the U.S. and that of Korean students in South Korea. ‘Collectivism’ and ‘individualism’ were developed to find the impact of two cultural characteristics specifically on the dress styles and identity of Korean female college students in the United States. ‘Acculturation’ was used as a relevant theme to explore how deeply the different cultures influenced identity.

Based on the second objective, ‘identity’ and ‘acculturation’ were selected as two of the initial categories. Based on the third objective, identity was also determined as a subcategory of ‘dress’ so that the data about the relationship of dress style change and identity would be in the subcategory titled ‘identity’ under the ‘dress’ style category.

Definitions of Initial Categories

Definitions of initial main categories were formulated based on the existing studies about collectivism, individualism, acculturation, dress, and identity. Definitions of the initial main categories and subcategories were determined below.

Table 1. Definitions of Initial Categories

Category	Definition
Dress	- Body modification including make-up, hair style, odors (Eicher, Evenson, & Lutz, 2000)

	<ul style="list-style-type: none"> - Body Supplements including undergarments, accessories, clothing, bags, glasses (Eicher, Evenson, & Lutz, 2000) <p><u>Subcategory 1.</u> In South Korea: Dress that Korean students wore in South Korea</p> <p><u>Subcategory 2.</u> In the United States: Dress that Korean students wear in the United States</p> <p><u>Subcategory 3.</u> American Students: American students' dress from the view point of Korean college students in the United States.</p> <p><u>Subcategory 4.</u> Koreans: Koreans' dress in South Korea from the view of Korean college students in the United States.</p> <p><u>Subcategory 5.</u> Collectivism: Dress style of Korean college female students currently residing in the United States influenced by collectivism. The definition of collectivism is the same as the main collectivism category.</p> <p><u>Subcategory 6.</u> Individualism: Dress style of Korean college female students in the United States influenced by individualism. The definition of individualism is the same as the main individualism category.</p>
Collectivism	<ul style="list-style-type: none"> - Strong bond and loyalty to in-groups (Hofstede, 2001) - Following norms of in-group (Kim, 1994) - Emphasis on fulfillment of roles and expectations of important others (Markus, 1991)

	<ul style="list-style-type: none"> - Emphasis on group membership (Hofstede, 2001)
Individualism	<ul style="list-style-type: none"> - Emphasis on self-government, freedom of choice, uniqueness (Hofstede, 2001) - More emphasis on themselves than on close friends and coworkers (Hui, Triandis, & Lee, 1991; Hofstede, 2001)
Identity	<ul style="list-style-type: none"> - Relationship with Americans/Koreans (Blomstedt, Hylander, & Sundquist, 2007; Côté, 1997) - Self-evaluation, which is an evaluation of one's ability and personal characteristics (Brown, Dutton, & Cook, 2001; Côté, 1997) - Self-esteem, which is feeling of affection for oneself. People with high self-esteem, generally love themselves, whereas people with low self-esteem generally exhibit mildly positive or ambivalent feelings toward themselves (Brown, Dutton, & Cook, 2001; Côté, 1997)
Acculturation	<ul style="list-style-type: none"> - Attitude toward America/American/and American culture - English Skills - Relationship with Americans/Koreans (Blomstedt, Hylander, & Sundquist, 2007) - Contacts with Korean culture/ and American culture

Coding

Using the initial categories and the definitions of the categories, transcripts of five interviews were examined by reading the data. The data were read word-by-word and line-by-line. Then the data were united by theme to explore the value, attitudes, and belief that the data exhibited (Kassarjian, 1977). The uniting process of the data by theme is illustrated below

in Interviewee E's response to the question "What are the differences between Korean college students and American college students?" :

I think American students are more practical. Korean students wear jeans and high-heel shoes whether it is rainy or not. When it rains, American students wear water-proof jackets, with water-proof training pants. Some of the American students wear rubber boots. I think Koreans are really conscious about what others think about them and consider self-satisfaction more important than utility. There are more differences between Korean female students' dress styles and American female students' dress styles than between the styles of Korean and American male college students.

The answer united by theme is: "Korean students wear jeans and high-heel shoes whether it is rainy or not. When it rains, American students wear water-proof jackets, even with water-proof training pants. Some of the American students wear rubber boots. I think Koreans are really conscious about what others think about them and consider self-satisfaction more important than utility." The themes of each unit were American students and Koreans students respectively. The sentence "There are more differences between Korean female students' dress styles and American female students' dress styles than between Korean and American male college students" was eliminated to improve the systematization of the analysis as it is not relevant to the objectives of this study. If the answer was united by words and phrases, the result would be: "American students," "practical," "Korean students," "jeans," and "high-heel shoes." If the answer was united by space-time measure, the result would be: "I think American students are more practical," "Korean students wear jeans and high-heel shoes whether it is rainy or not," "I think American students are more practical." See below examples of initial coding. The main categories are presented in bold capital letters and subcategories are underlined.

DRESS

In Korea

- I wore formal wear to class. It was semi-formal dress. I wore many different skirts. I rarely wore casual wear
- [I carried] Small shoulder bags. I carried my books in my hands. I never wore a back pack at the university because it does not look good with formal dress
- I had wavy hair [in Korea]

In America

- Right before I came to the U.S., I straightened my hair
- [When I go to class, I wear] Mostly jeans, jean skirts and tops which are mostly T-shirts

American Students

- I think they do not care how they are perceived by others. They wear what they want to wear. I don't think I see students wearing similar dress style here. They are so natural
- I think Americans always wear comfortable dress

Koreans

- Korean students are really conscious about current fashions
- There were some American students at my university as exchange students. They said Korean students are like dolls. Every Korean student puts full make-up on, when pleated skirts are the fashion, every student wears pleated skirts. They say all Korean students look similar

Collectivism

- People said Americans rarely perm their hair. That is another reason why I straightened my hair

- I saw American people with wavy hair [that is why I want to have a wave in my hair]
- [I brought the] Dress that does not catch other's attention

Individualism

- I don't care what others think. When I want to adorn my self, I do it for my own satisfaction
- I think I really don't mind about other Korean students. I think I wear the dress that I want to wear

COLLECTIVISM

- Because of the difference in appearance, Americans will notice that I am different from them. I don't like that, so I want to behave similar to American students
- I think Koreans compare themselves with others. Korean people think they are poor when they think they have less money compared to people around them. And Koreans really care about how they are perceived by others
- If I am in Korea, I really think and have to think what others are thinking about me

INDIVIDUALISM

- I think I am more self-centered now. In Korea, I have to be a daughter, a sister, and a friend. But here, I do what I want to do, I wear what I want to wear. I am satisfied with the change. However, I will change as my situation in Korea will be different
- But in the U.S., I think people see only themselves. I don't compare myself with others as I am getting used to being here
- I think people in the U.S. are more self-focused

IDENTITY

- I don't think I do [have psychological comfort by changing my dress style here]. I think I am getting lazy. In Korea, waking up in the morning and thinking about what to wear that day

gave me vitality and fun. But here, wearing anything I want to wear gives me comfort. But I don't feel good about that

- I don't speak English very well and I can't express my thoughts very well. I sometimes think that because I don't speak English very well, the professors and the students might think I am stupid. It could be self-accusation

Development of New Subcategories

During the initial coding process, the need to develop new subcategories became evident as there were new data that could not be included in the initial main and subcategories. Under the DRESS category, different reasons other than collectivism and individualism emerged for the students' dress style changes such as Utility and Comfort. For instance, interviewee A said:

I wore shirts very often in Korea and when I first came here. But as I need to iron them, I don't wear them often these days. That is also the reason why I don't wear dress pants. I wear dress that I can easily wash and dry. I don't wear one-piece dresses because they need to be dry-cleaned.

Interviewee A changed her dress style for practical reasons. A similar theme – changing dress style for utilitarian reasons -- recurred during the initial coding process. Thus, under the dress category, 'utility' was developed as a subcategory. Interviewee A said she used to wear contact lenses in South Korea, but she wore glasses in the United States. An additional question was asked when she talked about wearing lenses back in Korea: "Why do you wear glasses here?" She responded, "Lenses are uncomfortable. I have to read many books; then I easily get dry eyes." Because she felt contact lenses were uncomfortable, she wore glasses in the United States. Thus, under the dress category, 'comfort' was developed as a new subcategory.

Another new subcategory, 'modesty', also emerged and was placed under the dress category during the initial coding process as a reason for limiting the dress style change of

Korean students. For example, one interviewee said “[I never want to wear] tops that have really low neck lines or really short shorts.” And this theme recurred during the coding process of other interviews as well. Thus, modesty was developed as a subcategory of dress. Additionally, there were data that exhibited that the interviewees were very conscious about good and bad harmony and combination of dress items and about their body. Accordingly, ‘harmony’ and ‘body consciousness’ were developed as new subcategories of dress.

Definitions of Subcategories

Table 2. Definitions of New Subcategories

Subcategories of Dress	Definitions
7. Utility	- Dress items that are something useful (Merriam - Webster, 2008)
8. Comfort	- Dress items that give relieved feeling (Merriam - Webster, 2008)
9. Modesty	-“Covering of certain parts of the body that have a sexual connotation if exposed in public” (Michelman, 2005, p.192)
10. Harmony	- arrangement of dress items that are pleasing or congruent (Merriam - Webster, 2008) - e.g. Having a combination of a one-piece dress with high-heel shoes, accessories, full make-up, and small handbag.
11. Body Consciousness	- Critical awareness of body (Merriam - Webster, 2008)

Additional Coding

Data that could not be coded in the initial main and subcategories were marked during the initial coding phase. After the development of the new subcategories, the marked data were coded in the new categories. Examples of data coded in the new subcategories are indicated below.

DRESS

Utility

- I heard the weather was not very cold, so I didn't bring many coats.
- [In the U.S., I purchased] also, sandals because it is hot here.
- If I have free time, I will put my make up on, wear accessories and high-heel shoes with an one piece dress.

Comfort

- I bought the flat shoes before I came here because I thought they would be comfortable to wear.
- [In the U.S., I purchased] comfortable running shoes and slippers.

Harmony

- American students wear backpacks and running shoes with a one-piece dress. I think it is odd. I wear high-heel shoes with a one-piece dress.
- American students wear make up even if they wear sweat pants. Korean students don't wear make-up when they wear sweat pants.

Modesty

- They[American students] expose their skin too much.
- [I never want to wear] Tops that have really low neck lines or really short shorts.

Body Consciousness

- But, the dress has a low neckline and I think I have to have a good body shape to wear it. I tried the dress on one time; it was not good on me
- I really want to have their body shape, not their dress.

After the additional coding, the researcher read the transcripts and the coded document

twice to confirm the coding process was accurate and to improve the systematization of the analysis. The complete result of final coding can be found in Appendix D.

Description of Findings from Interviews

Interviewee A

Life in the United States

Interviewee A is in a doctoral program in Instructional Technology. I had an interview with her during her second semester at the University of Georgia. She decided to come to the United States because her parents and her major professor in Korea encouraged her to do so. They believed that studying in the United States for a higher degree will give A a better opportunity for promotion at work. Due to the expectations of her major professor and her parents, she may push herself to be successful in the acculturation process and academic accomplishment in the United States. The pressure on her may cause stress.

A thinks American culture is more family-oriented, whereas Korean culture is more group oriented. She found that Americans usually go home and spend time with their family after work, while Koreans hang out with their co-workers after work. A feels uncomfortable spending time with co-workers after work, based on her previous internship experience in Korea. Thus, she finds the culture of the United States is attractive. She also talked about the differences of university cultures in the United States and in Korea. She said, "In the U.S., the relationship between professors and students is equal. The professors respect the students' research topics. Korean professors sometimes ignore what the students want to research. Korean professors think the topic is not important." For her, American culture is more egalitarian whereas Korean culture is more hierarchical.

Because of her language problem, she is afraid that professors and other students might think she is stupid. Sometimes, she feels stupid, which makes her feel inwardly insecure, which might lead to outward insecurity. She wants to protect herself by changing her appearance. She said, “I think I am trying to be similar to American students because I have to find a job and live here for a while. Because of the difference [between her and American students], Americans will notice that I am different from them. I don’t like that, so I want to behave similar by the way that American students behave.”

Dress Style

A think American students’ dress style is more casual and comfortable, whereas the dress style of Korean students in Korea is more formal. She said, “Korean college students wear really stylish dress. They wear full make-up and their hair is very stylish. [When Korean students wear jeans] they wear jeans and high-heel shoes, whether it is rainy or not. When it rains, American students wear water-proof jackets with water-proof sweat pants.” However, despite her expectation that American students are more individualistic, she found that most American students wear a similar style of dress.

During her first semester at the University of Georgia, she wore the type of clothes that she used to wear in Korea, such as a one-piece dress and high-heel shoes. However, gradually she changed her dress style. The reasons for the changes are the following: First, she found that her dress style was different from that of American students and the difference attracted others’ attention. She said:

I think it will look silly if I wear something like a trench coat that I used to wear in Korea; people around me are wearing a kind of [North Face] jacket. It makes me uncomfortable when my style is different from that of others. Koreans’ dress style is similar to the style of what American students wear on Friday night.

Secondly, negative comments, such as “Are you going somewhere today? Why did you dress-up today?” or “You really care about your dress style,” from other students in her department also brought about her dress style change. She did not want to give the impression that she cared about dress style more than her academic accomplishments.

The third reason for changes in her dress style was due to the changes in her lifestyle. As she got busy with school, she started to wear very practical and comfortable clothes, such as loose-fitting jeans, sweat pants, and glasses, instead of contact lenses, and she did not wear shirts which needed ironing.

Interviewee B

Life in the United States

Interviewee B is a graduate student pursuing a master’s degree in Instructional Technology. She decided to come to the United States because her major originated in the United States. Before she came to the United States, B expected that she would not have to worry about how people perceived her, as she heard that Americans are individualists. B is enjoying her freedom in the United States, and she admitted that she became very self-oriented, which B doesn’t mind. B said she does not feel lonely. However, based on her candid remarks, such as ‘I hope there is someone beside me when I am sick,’ or ‘I don’t have much to do in the evening or at night’, it is clear that she is lonely in the United States. Most of her friends in Athens are from Korea. She wants to have American friends but she thinks her poor English is a barrier between her and American students. She also thinks American students do not want to get close to Asian students. There is no real emotional attachment between her and her American peers.

Dress Style

She thinks American students are free from constant judging by others. They wear what they want to wear. Even though she was shocked when she found out that certain fashion trends exist in Athens, such as the North Face jacket. She did not expect that there would be obvious fashion trends because Americans were supposed to be all individualists and not followers. However, American students seem to have higher interest in campus fashion trends such as North Face jacket. On the contrary, Korean students in Korea have much higher interest in international fashion trends than American students do. Because all Korean college students follow international fashion trends, all Korean college students look alike. She borrowed the comment of an American exchange student who attended her university in Korea: “Korean students are like dolls. Every Korean student puts full make-up on. When pleated skirts are the fashion, every student wears pleated skirts. All Korean students look similar.” B said that in her university in Korea there are two groups of students: One group always wears formal dress to class, while the other group wears casual dress to class. B was one of the formal dress wearers, who prefer semi-formal skirts to pants. Before coming to the United States, B was prepared to change her dress style because she was warned about American students’ dress style by her friend who is in the United States. Thus, her dress style change was not as dramatic as that of Interviewee A. Her informant told her “Not only male students but also female students wear hoodies and jeans. If you wear formal dress [in the United States], people will perceive you as strange.” Based on the information she had obtained from her friend, she decided to buy her clothes in the United States, and brought only a limited number of dress items from Korea. Also, her family encouraged her to take only casual dress. They said “Are you going to primp yourself or study [in the United States]?” The dress style of her friends in the U.S is very similar to her style. “On weekdays,

Korean students wear what students should wear” and the dress style is very similar to the style of American students,” she stated. On Sunday, when they go to the Korean church, she and her Korean friends wear formal clothes, which she used to wear on weekdays when she was in Korea.

She thinks Koreans are other-oriented, which means they compare themselves with others and care about how they are perceived by others. B believes that as she is getting used to being in the United States, she is becoming more self-oriented and she believes that she no longer cares about what others think about her. She stated, “I don’t care what others think. I really don’t care about other Korean students. I think I wear the dress that I want to wear. I don’t care what other Korean students say about my dress style.” However, unconsciously, she expressed her desire to be the same as others and to look like a ‘student,’ who studies hard. Thus, during weekdays, when she is usually among American and Korean students, she wears T-shirts, jeans, and flip-flops or sneakers. She stated, “I don’t want to get other’s attention. I want to be ordinary. I don’t want to show that I am ‘fresh off the boat’. When I see someone who wears the typical dress style of Koreans or Japanese, it doesn’t look good.”

Interviewee C

Life in the United States

Interviewee C is an undergraduate student majoring in International Affairs. Coming to the United States has been a dream since C was very little. As being in the United States was her desire and since she persuaded her parents to let her come to the United States, she is trying very hard to be successful in the United States. She considers herself to be an individualist, compared with average Koreans. C also thinks she has to be more individualistic to be successful in the United States.

C thinks there is an invisible wall between professional men and women in South Korea. Women's promotions are limited tacitly there. "Koreans think females should get married when they get to a certain age," C said. Competition is very severe in Korea. She explained: "Every high school student wants to go to medical school, even though most of them don't have good enough records." There is less competition among Americans. C stated, "I think most Americans are satisfied with what they have now. Americans have more presence of mind and they don't worry as much as Koreans do." However, she also feels rejection in the United States. Before she came to the United States, she expected that Americans would be very open-minded and would understand those who were different. She expected that she would be able to make friends with American friends easily when she came to the United States. However, she felt rejected by American students. She explained, "I am not sure that it is because I am in the South. Students here are very conservative, and some of them are white supremacists. They don't open their minds to me. Even after we became friends, I think there is a certain boundary between us." Most Americans do not know about Korea while Koreans know a lot about America and about Americans, which results in an unequal relationship between American students and Korean students.

C feels American students do not care about international students on the campus. They do not understand that international students might have difficulties in speaking and understanding English. American students also do not understand that international students are lonely.

Dress Style

C compared American college students' dress style and Korean college student's dress style as follows:

American college students' dress style is similar to the style of high school students in Korea. And Korean college students' dress style is similar to the style of American professionals. I think it is because of the social climate. In Korea, when one became a college student, people considered him or her an adult. But, in America, people consider a college student only a student.

However, C found that Korean students change their dress style when they are in the United States. Some of them followed the American students' dress style while others kept the dress style which they used to have in Korea. She thinks that Korean students are stylish. Even if they wear the same sweat pants that American students wear, Korean students wear them in a more stylish way. C stated that dress expresses the wearer's personality and therefore, she wants to wear what she wants to wear. Despite this, her dress style changed dramatically after she came to the United States. When she was in Korea, she usually wore one-piece dresses to class. When she wore jeans to class, she matched them with 2- or 3-inch high-heel shoes, which is considered to be dressy among American students. But after she came to the United States, she began to wear jeans, T-shirts, and running shoes to class. She described the major reason for her dress change in the following statement:

I don't want to give an impression that I have dressed up. Because I am a foreigner here, I am already getting too much attention. I don't want to look like a foreigner. I want them to think that I am not very different from them.

By changing her dress style, she wants to become similar to American students. She realizes that because her appearance is different, she is getting unwanted attention which she cannot avoid even by changing her dress style. However, she keeps on changing her dress style to look more like the locals.

*Interviewee D**Life in the United States*

Interviewee D is a graduate student in Biology Department pursuing a master's degree. When D was ten years old, her father told her that he would fully support her if she wanted to study in the United States. D was not very interested in studying; thus, she did not want to have a master's degree or a doctoral degree. However, as she was listening to her father's encouragement for more than ten years, she gradually warmed up to the idea and decided that she wanted to study in the United States. She also had fantasies about a life in a foreign country. She expected that she would be very successful both socially – by having many American friends -- and academically. However, after being in Athens for less than one year, she stated: "In reality, I have lost interest in study and found that it is difficult to have friends here. I really want to study hard and have many friends, but it seems that is not easy." She does not have American friends. Her closest friends are from Taiwan and Korea. The main barriers for her to have American friends are, firstly, language problems, and secondly, cultural differences. Similar to other interviewees, she thinks her English is not fluent. She feels uncomfortable to ask questions or to participate in class discussions. Even though she is eager to have American friends, she feels uncomfortable when she gets American students' attention and when they come and talk to her, because she thinks her English is not proficient enough. She explained:

I think they [American students and professors] might think I am really stupid. When I was working on a group project, other members of my group talked a lot, but I couldn't. So they might think I am stupid. If they understood that it is only a language problem, I would appreciate it. But when it happens all the time, they will think I am a strange student.

Beyond the language barriers, she found that cultural differences also hinder her communication with American students.

I want to blend in with the students, but I don't think it is easy. It is not only because of the language problem, but also because of the cultural differences. Movie titles, singers' names, actors' and actress' names.... Even if I understand their English, I cannot relate to their conversation topics. So the conversation stops.

The problems in communication also had a serious impact on her psychology:

It is really depressing here....What I hate most is being in a situation where I don't understand what other people say....When I encounter that kind of situation, I feel like I am really stupid. I was really smart in Korea; but nobody thinks I am smart here.

Because she feels she is not understood by others, she feels she is inferior, which leads her to have low self-esteem, and negative self-evaluation. As D feels she is not accepted by American students, she seems to be very sarcastic about American students and their dress style.

Dress Style

A major change in her dress style is that she does not wear skirts at all, while she used to wear skirts and jackets once or twice a week. There are three reasons for this change. Firstly, she does not want to get others' attention by wearing a style of dress different from that of other students. D expressed her desire to blend in with American students, and she thinks her different dress style would attract unwanted attention. D said:

Nobody wears what I used to wear in Korea. So I feel awkward if I wear different style of dress. People are more likely to talk to me [if I wear different style of dress]. This makes me uncomfortable. So I want to blend in with other students.

D consciously or subconsciously dresses like American students to blend in with them and to gain their acceptance. The second reason for her dress style change was that she changed her major, and her major at the University of Georgia required having frequent field trips which

required casual dress style. The third reason for the change was that she heard from relatives who are in the United States that American students do not care about their appearance. So, she brought T-shirts and jeans. She brought clothes that would be comfortable and brought only a few dresses for fashion.

Even though she changed her dress style after she came to the United States, her main ideas about what her dress style should be actually did not change very much. D's ideas about dress are molded by her father's discipline about dress to a great extent. D's father emphasized the importance of 1) formal dress and 2) tidy and neat dress.

Her father thought that appropriate dress for certain occasions was very important. Her father did not like his daughter to wear casual dress such as shorts, jeans, and T-shirts.

My father wanted to buy me nice dresses, not expensive dress but neat and tidy dresses. My father didn't give me money to buy jeans and T-shirts. But he gave me money when I said I would buy nice skirts and jackets. He liked me to wear skirts and heels and hated shorts and flip-flops.

Also, he pushed her to buy new formal clothes for special occasions, such as her grandparents' birthday. Nice and appropriate dress according to her family members is believed to be important to the evaluation of the whole family. When she was in Korea, she did not like to wear formal dress. Since her father forced her to wear formal dress, she was rebellious about her father's idea about dress, to some degree. However, her father's principles influenced her profoundly. D's father's discipline about tidy and neat dress could be inferred from her quote of what her father said:

You don't have to exaggerate your wealth with your dress, but you don't have to look like you are poor when you are not, either. If you have nice dresses, wear them. If you don't have a nice dress, at least wear a clean dress.

She has very strict standards of what is appropriate dress for students and research assistants (RAs) compared to other Korean students who participated in this study. Her tone was very disapproving when she talked about inappropriate dress of American students.

The most shocking things [about American students' dress style when I first came here] was that RAs are wearing flip-flops to class. RAs in Korea wear shirts and cotton pants. They don't dare to wear flip-flops and worn-out T-shirts. I think American RAs might not be ready for the class. Koreans think, if we have something, such as a presentation, we have to prepare our attire as well. So when I see RAs wearing flip-flops and worn out T-shirts, I cannot stop thinking that they are not prepared properly for class.

Being in the United States for almost one year, D's idea about the appropriate dress of RAs did not change. She said, "I still think [RAs] wearing flip-flops is too much." Because Koreans think a person's appearance shows how much s/he cares about work, when RAs or American students dress down, Korean students think they do not care about their work or study.

In Korea, it is believed that dress is an indicator of the wearer's class and status. D thinks female college students in Korea are very conscious about fashion. In Korea, it is generally acknowledged that female students in the engineering department (like interviewee D) do not care about fashion. However, she thinks Korean female students in the engineering department have a higher degree of interest in fashion compared to American female college students in the United States.

She thinks that the clothes of Korean students are tidy and neat. She compared the shorts that Korean students wear and those that American students wear: "The shorts that Korean students in Korea wear give you a feeling that they are daytime wear. But the shorts that American students wear are really like pajamas." When dresses of Korean students were compared to the dresses of American students, her statement was similar: "I think Korean

students' style is sleek and neat. I think even if Korean students try to change their style to American style, most of their dress items will still be from Korea. So the students keep on looking clean and neat.”

Even though she changed her dress style to blend in with American students, her ideas about what proper dress style should be have not changed very much. Her ideas about dress are expressed through her evaluations of American and Korean students' dress.

Interviewee E

Life in the United States

Interviewee E is a graduate student who is pursuing a doctoral degree. She is in College of Education. She decided to study at the University of Georgia because “UGA is the best for my area of study. Also, my major professor is very famous in my area.” Unlike other interviewees, English is not a very serious problem for her success in social or academic life. She is good at math, which is much more important in her field than English. Consequently, she and other Asian students are very successful in her program. She explained:

Because I am not very good at speaking English, my communication with others is not very fluent. But they [American students] know I am smart. They cannot look down on me or on other Asian students. They are friendly to Asians because they can get help from Asian students.

Americans students want to be friends with her because they can gain advantages from the relationship. Unlike other interviewees, she is accepted by other students in her program and she is regarded as a smart student. Because evaluations of her by others are very positive, she is more likely to have positive self-evaluation and higher self-esteem.

She feels lonely in Athens. She heard that Koreans know and talk about every other Korean because it is a very small community. She also heard that there are many rumors and

gossipmongers. Because she does not want to be talked about by other Korean students, she prefers to be alone, isolated from others, which makes her feel very lonely.

Despite this, she is very satisfied with her life in Athens. She likes the American culture because people are very friendly and outgoing. She is fascinated by the fact that diversity, such as many different types of ethnic groups, exists in the United States. She compared Korean culture and American culture as follows:

In Korean culture, people have to be same. I like that all the people [in the United States] are different, and they don't mind the differences. I cannot distinguish who professors are and who students are here. Koreans really care about what other people wear and what others do. Koreans care about things that can be seen by others.

Because Interviewee E likes the existence of differences, which is very important in the United States, she is very positive about the American culture but negative about Korean culture. Unlike Americans, Koreans are too concerned about others and their dress style. Because Korea is a hierarchical society, dress is a significant indicator of social standing. *Dress style*

In E's point of view, American students do not care about their dress. She said: "They [American students] don't wear pretty dresses but jeans and T-shirts. Some of the T-shirts seem to be pajamas to me." She found that many American students wear training pants or running shorts to class, which are considered not appropriate to wear to class in Korea. As discussed above, if a student wears training pants or running shorts, which are considered to be appropriate for only exercising, people consider the student as not dedicated to study. She thinks Korean students in the United States are very stylish and she likes that fact. She said, "I don't want Koreans to wear unfashionable dress. I think I want to let American students know that Koreans are not poor." From her statement, it is inferred that she thinks Asians are looked down on by

American students. Also she appears to be aware that, dress, as an indicator of class or social standing, can change the perception of Americans toward Asians students.

Interviewee E wears apparel from American brands such as American Eagle or Hollister, which are popular among American college students. Because she is taller than the average Korean female, she heard people say that American brand apparel looks good on her. She is very confident about her body and her dress choice. She anticipated that she would be able to wear what she used to wear in Korea. So, she brought all her clothes to the United States. However, there were changes in her dress style. When she wore jeans, she wore high-heel shoes, when she was in Korea. However, she wears flip-flops or flat shoes with jeans in the United States because “I found that American students wear flip-flops or flat shoes when they wear jeans.” Also, she bought a loose-fitting hoodie, which she did not wear in Korea because she was concerned that it would make her look fat. However, she decided to buy the item because “many people wear a hoodie and there are many fat people here.” She stated, “I saw many Korean students trying to follow the American dress style. I found that some Koreans students were ashamed about the fact that they were Korean. I don’t like them doing that” and she was very sarcastic about Koreans who care too much about what others wear and how others do. Still, there is a contradiction with what she is saying and the fact that she is assimilating to Americans students’ dress style. She also appears to care a great degree about how her body will be perceived by others.

Results and Discussion

The three objectives of this research were to identify 1) What impact do the cultural differences between Korea and America have on dress style changes of Korean college students residing in the U.S.? 2) What impact do the cultural differences between Korea and America have on identity changes of Korean students residing in the U.S.? 3) What impact do Korean

students' dress style changes have on their identity changes while residing in the U.S.? Among the various different cultural characteristics between South Korea and the U.S., the collectivism of South Korea and the individualism of the U.S. were selected as the major cultural difference of the two countries based on Hofstede's study (Hofstede, 2001).

Five open-ended interviews with Korean female students at the University of Georgia were conducted during spring semester of 2008. Interview transcripts were analyzed by qualitative content analysis. Four main categories and eleven subcategories were developed during the analysis process. The main categories were 1) dress, 2) collectivism, 3) individualism, 4) identity and 5) acculturation. In Korea, in America, American students, Koreans, collectivism, and individualism were initially developed as subcategories of dress. Utility, comfort, harmony, modesty, and body consciousness were additionally developed as additional subcategories of dress.

Objective 1

The first objective of this study was to determine the impact of the cultural differences between Korea and America on the dress style changes of Korean college students residing in the United States.

In Korea

Among the five participants of this study, four interviewees were graduate students and one interviewee was an undergraduate student at The University of Georgia (UGA). The latter had transferred from a university in South Korea. Therefore, every interviewee had experienced college life in South Korea as well as in the United States. There was a great degree of dress style change after they came to the United States, from make-up to shoes. They referred to their dress style in Korea as 'formal dress' or 'dress-up' compared to their dress style in the United States or

with the dress style of American students at UGA. They put on full make-up with foundation, powder, mascara, and lipstick even though there were differences among them to some degree. They used small size bags that could be held in their hands. Because of the size, they could not put their books in the bags; instead, they carried their books in their hands. When they were college students in Korea, four of the five wore formal dress -- such as formal jackets with pants or with skirts or one-piece dresses -- and semi-formal dresses -- such as formal jackets with jeans. One among the five usually wore jeans and T-shirts or chino pants with shirts for class; however, she wore skirts, jackets, and high-heel shoes once or twice a week. They wore 2-3 inch high-heel shoes even if they wore formal or semi-formal dress or jeans. Three among the five said that there was no significant change in their hair style after they came to the United States. Two among the five said they had permanent waves when they were in Korea, but they straightened their hair before coming to the United States.

The reason why Korean female students dressed up in Korea can be inferred from the collectivistic characteristics of Korea. Evaluation by others is very important in a collectivistic society, and people's identity is influenced by the evaluation of important others (Hofstede, 2001). Koreans are very sensitive about how they are perceived by others. The role of dress as a communication tool is emphasized in Korea because it is easily observable by others. Dress in Korea is considered to be a tool to express the class, social standing and personality of the wearer. Koreans judge people by their appearance when they first meet. In Korea, parents paid for their daughters' clothes. Because dress is important for the evaluation of the whole family, they encouraged their children to wear nice, tidy, and formal dress. One interviewee stated that there was a certain percentage of presentation points for students' attire in her university in Korea. Because of the importance of dress, Koreans have become very conscious about international

fashion and they used to work very hard to follow the current fashion trend. Utility and pragmatic considerations were not the only important factors when they decided about their dress.

The interviewees followed certain rules of dress to express their moral standards. To convey the image of a good student they had to wear proper dress for classes. The proper dress for good students was considered to be tidy, formal or semi-formal dress. The moral standards a good college student should have in Korea can be inferred from the statement of one interviewee. She said that, in Korea, university students are considered adults, while university students in the United States are considered as simply students which does not imply adult status. In Korea, students wear clothes that are similar to professionals' clothes in the United States. Thus, wearing sweat pants, which American students and Korean students wear to class in the United States, is not proper dress for students in Korea. Deviation in dress style demonstrates that the student is not a good student and is not prepared to study hard. The fact that Korea is a more hierarchical society than the United States also influenced the dress style of Korean college students in Korea. Koreans think professors have a higher social position than students. How Korean students are perceived by professors is very important to them. Thus, students want to give a good impression about themselves to their professors by wearing tidy, neat formal or semi-formal dress.

In America

After coming to the United States, Korean students started to wear jeans, sweat pants, T-shirts, hoodies, athletic shoes, flat shoes or flip-flops, and backpacks. They no longer carried small handbags to classes. They wore fewer accessories. One interviewee who used to wear contact lenses in Korea wore glasses in the United States because they were more comfortable. They did not wear full make-up, and they put powder on only when there was a special occasion. They started wearing perfume after they came to the United States. They did not wear tight

clothes; instead, they wore loose-fitting casual outfits. Four among the five interviewees had their natural hair and one interviewee had a permanent wave.

Four among five interviewees received advice on how to dress in the United States from their friends or relatives who are or used to be in the country. They were told American students do not wear formal dress to class; mostly American students are attired in casual dress such as jeans, T-shirts, hoodies and flip-flops. This means that on arrival, Korean students were already prepared to assimilate the dress style of American students. Therefore, they tried to bring casual and comfortable dress with them when they came to the United States, such as T-shirts and jeans. One interviewee who did not receive advice from others brought every dress item she used to wear in Korea and wore them during the first semester. However, she gradually changed her style to jeans, sweat pants, and T-shirts. However, whether they received the information or not, five students had to buy new dresses after they came to the United States. They found that the style of Korean casual dress was different from the style of American casual dress. One interviewee said that even T-shirts from Korea gave the impression that they were for dress-up. Because of the different style, they had to buy new clothes, especially tops, in the United States even though they had brought many tops from Korea. The dress that the students used to wear everyday for classes in Korea became special occasion attire in the United States, and was worn for a presentation or religious gathering only.

American Students

Korean female college students in the United States think American students do not care about how they are perceived by others; thus, they do not care about their dress style. Korean female students stated that there is a clear distinction between dress for classes and dress for party. Typical dress styles for class of American students at UGA are jeans, hoodies, T-shirts and

flip-flops. American students at UGA wear comfortable, casual, and practical dress when they are in class. On the other hand, typical dress styles for parties are one-piece dresses, high-heel shoes, small hand bags, and full make-up. While Korean students dressed up for classes as well as for other special occasions, when they were in Korea, American students dress down for classes, and dress up for parties. In addition, American students do not care about what others think about their dress if it has personal meaning for them. For example, if American students like certain clothes, they do not mind whether the clothes are worn-out or not. Two interviewees said there was no collegiate fashion trend at UGA, whereas three students said that there were obvious fashion trends such as the North Face jacket, Ugg boots, and shorts worn with leggings. Despite this, Korean students think American students' dress style conveys uniqueness and individuality.

Reasons for the Dress Style Change among Korean Female Students at UGA

There were three main reasons why Korean students' dress style changed dramatically after arriving in the United States. The first and the major reason is their collectivistic cultural background. Korean female students unconsciously showed that they care about how they are perceived by others. For people in a collectivistic culture, group membership is important because it determines one's identity. Following the norms of their in-groups is critical for obtaining group membership (Kim, 1994; Hofstede, 2001). For Korean college students in the United States, there are two groups which are crucial to identity development. Thus, they need to obtain memberships in the two groups: the group of American students and the group of Korean students. To obtain group membership, Korean students followed sartorial norms of the group. The social norm for students in Korea is to wear formal or tidy and clean dress. However, as they moved to the United States, the social norm about dress style for students changed to more casual

and comfortable dress at school. After they came to the United States, Korean female students who participated in this study changed their clothes, bags, shoes, and other clothing items to follow the social norm. They even tried to change their body odor by putting on perfume or by taking showers frequently, as they had heard that Koreans have a unique body odor which is different from the odor of Americans. As foreign students in the United States, they receive unwanted attention from others because of their different skin and hair color. For Korean students, getting attention from others means they are different from others and that they deviate from the social norms. They do not want to be conspicuous. Even though they found that unique and individual sartorial self-expression existed among the U.S. students' dress at UGA, they chose not to wear their Korean clothes to minimize, as best as they could, the already existing differences in appearance. They felt that they would not be considered unique; rather, their own dress would further underline their difference from the American students. Interviewees expressed feelings of psychological comfort when their dress style is similar to the style of American students. By conforming to the dress style of the majority, from head to toe, they want to show that they are "fresh off the boat" nor that they are foreigners. Instead, they want to be "ordinary" and "blend in with other students" and show American students that "I am not different from you." By following the sartorial norms of American students, Korean students express their desire to be accepted by American students. Korean students believe that dress is a stepping stone to having American friends. Korean students might think that they are obtaining membership with American students' group by having friendships with American friends.

Korean college students' dress style is also influenced by the norms of their fellow Korean students. The community of Korean students at the University of Georgia is very small. They are not all close friends, but they know who is who. Korean students do not want to be

different from other Korean students; they want to follow the norms of the group. Korean college students in the United States are also very conscious about their role as students. This is another characteristic of people from a collectivistic society, as they find satisfaction in the fulfillment of their roles in society and expectations of important others (Kim, 1994). The expectations of their family and other Koreans as well as American students are to complete their studies successfully. During the interview, the interviewees used the words 'as a student', 'I came to study' and similar terms very frequently. As students, Korean college students think they are expected to wear casual dress because it is the dress code for college students. By dressing down, they want to express that their primary purpose in the United States is to study. It was found that the students are very sensitive to questions such as "Why did you dress-up today?" or "Are you going somewhere today?" When they get such questions from other students, they feel that dressing-up is not proper behavior for students but for someone who is going out at night. Thus, Koreans students do not want to wear fashionable dress that might lead other students to think that the wearer is not interested in her studies. Similarly, Korean students wear formal dress that they normally wore in Korea when they attend a religious service for Koreans because other Koreans wear formal dresses for these occasions: it is the sartorial norm to wear formal dress at these times. So, in effect, they observe different sartorial rules in their interactions with Americans and Koreans.

The second and third reasons for the dress style change were utility and comfort. As Korean students become very busy with their academic responsibilities, they wear T-shirts and jeans, which do not need ironing, because of the lack of free time. They do not wear full make-up either because applying make-up takes time. Korean students in this study do not wear one-piece dresses because when they wear one-piece dresses, they have to wear make-up, high-heel shoes,

and accessories because they think that combination of style is very important. They do not accept wearing one-piece dresses with running shoes and backpacks as American students do, because it is not a good and whole combination. However, composing the combination takes time. Two among five interviewees said that they straightened their hair because if they had a permanent wave, they would have to have one on a regular basis or their hair would look unkempt. Having a permanent on a regular basis would take students' time as well. Thus, Korean female students who participated in this study either straightened their hair before they came to the United States or left their hair natural. Moreover, because Korean college students have to study most of the time, they selected dress that is comfortable to sit in for an extended period of time in the library, for example. In addition, the difference in weather and environment also contributed to the dress style change of Korean students. The weather in Georgia is not very cold compared with that in Korea; thus, they did not bring many coats and they naturally wore sandals and flip-flops more often. Buildings in the United States are very well equipped with central heating systems; therefore, Korean students do not wear the thick sweaters or skirts that they used to wear in Korea. Photographs of Korean female college students' dress items demonstrate some of the changes. The photographs can be found in Appendix E.

Even though there was a great degree of change in Korean college students' dress style, they accepted a different dress style, only with limitations. Firstly, Korean students strongly rejected wearing tops that have a very low neckline, very short shorts, and micro-mini skirts. The statement of one interviewee explains the reason for the rejection of low neckline tops, very short shorts, and skirts: "If you wear that type of dress [low neckline dress] in Korea, people will consider you a loose woman." Modesty hindered the dress style change of Korean students to some degree. Standards of modesty differ from nation to nation and from culture to culture. Even

though Koreans are experiencing globalization and try to follow global fashion trends, some differences in standards of modesty for Koreans and Americans remain. The Korean standard of modesty is very deeply embedded in Korean students. A very common U.S. collegiate dress style – such as low neckline tops or short skirts — is not accepted by Korean students, because it is a violation of Korean social taboo. Most Korean students in the United States, who uphold the Korean standard of modesty, also nonverbally prohibit other Korean students from wearing this type of dress. Korean students are afraid to appear to be “loose” in the eyes of other Korean students.

Secondly, the students do not wear pajamas to class even though they know that many American students wear them to class. They said that when American students wear pajamas to class, they do it because they are lazy and because they get up late to go to class. Korean students were raised to consider dress as important for understanding the wearer. They think that school attire expresses how much they care about their work. In the eyes of Korean students, wearing pajamas to class exhibits that the wearer is not ready to study hard but lazy.

Thirdly, Korean female students who participated in this study stated that they enjoyed wearing formal dress or full make-up when there are at special occasions or when they were not in a good mood. Korean female students who participated in this study think dress style of Koreans is generally more stylish than style of American students. Korean students were very proud about that, even though Korean students who participated in this study wear casual dress to assimilate with American students most of the time. Korean students did not accept certain dress styles of American students which were not stylish looks or were not good combinations, such as wearing running shorts with leggings or wearing running shorts with Ugg boots. Moreover, the casual dress style of American college students is similar to the style of high

school students in South Korea. Korean college students wore formal or semi-formal dress in Korea and they were treated as adults. Korean female students might feel wearing casual dress after they came to the United States is a step down socially. Wearing stylish formal or semi-formal dresses, which are similar to the dresses they used to wear in Korea, makes Korean female students in this study feel better and proud about themselves. Conversely, they might think they are stepping up to mature level as they used to be in Korea by wearing formal and semi-formal dress. Therefore, Korean female students in this study did not totally change their style to casual wear.

Objective 2

The second objective of this study was to identify the influence of cultural differences between Korea and America on the identity changes of Korean students residing in the United States.

Individualism

The Korean students who participated in this study exhibited some degree of identity change due to their exposure to the individualistic culture of the United States. They evaluated themselves as more self-centered and more individualistic than when they were in Korea already in the second semester in the United States. As discussed before, Korean students have to be conscious of how they are perceived by people around them. As dress exhibits the social class and professional and moral standards of the wearer, Korean students have to select their dress very carefully in Korea. There is another reason that makes Koreans very conscious about dress: severe competition among peers in Korea. Many Koreans want to be a student of a high-ranking university, and want to have a profession that guarantees a high salary, such as medical doctors, lawyers, or accountants. The number of such positions is limited, resulting in severe competition.

Koreans are very brand conscious about their dress, especially when they meet peers because there is invisible competition among them. In the United States, they are apart from their friends and away from family. Korean students don't have to worry about how they or their family is perceived by others, and they are not in severe competition with peer Korean. They are able to concentrate on themselves and be themselves. They are also able to meet people who are free of the Korean type brand consciousness. According to the participants in this study, Americans seem very self-contented and they do not care and worry about how they are perceived by people around them. There is competition among Americans as well, but it is not as severe as among Koreans because freedom of individual choice and self-government are important in the American, individualistic culture (Hofstede, 2001). As Korean students experience the individualistic culture of the U.S, they become very affirmative about some characteristics of the U.S. culture and try to follow its positive characteristics.

Becoming individualistic was also a conscious decision for some of the interviewees. As they live alone without family supervision, they become very responsible for themselves and what they do in the United States. They, however, remain conscious that they also have to fulfill the expectation of their family in Korea, too. Consequently, they do not want to be bogged down by evaluation of the in-group members too much to concentrate on their study. On the other hand, Korean students continue to be part of their collectivistic culture. They are expected to maintain a strong bond with their culture of origin when people around them are individualistic, who have loose ties with group members, which makes them at times very lonely. As they experience the differences between individualistic and collectivistic cultures, they try to protect themselves by becoming increasingly individualistic. Becoming individualistic is a way to survive for the Korean female students who participated in this study.

Over all, Korean students who participated in this study exhibited some degree of identity change due to their exposure to the individualistic culture of the United States. When they evaluated themselves, they said they are more self-centered and focused on themselves rather than on other group members.

Acculturation

The cultural differences did not cause a definite change in identity of the Korean students interviewed in this study. The students still retain more collectivistic than individualistic characteristics. During the process to identify the influence of American culture and Korean culture on the dress style change of Korean students, it was found that the students are profoundly influenced by their culture of origin, which is collectivistic. Korean students are very conscious of the differences between themselves and American students. When Korean students see the Asian students who are not perfectly acculturated and thus behave differently, they realize that they and the Asian students are alike.

Their incomplete acculturation suggests that their identity did not definitively change. All five interviewees said that their closest friends are Koreans or students from foreign countries and that they spend their free time with other Korean students. Because they do not know Athens very well, they do not go out very often. They spend their free time in the company of other Koreans. One interviewee said she is spending more time with Korean friends now than she did in Korea. Korean college students at UGA prefer watching Korean television programs or Korean movies and listening to Korean pop music to watching or listening to American TV, movie or music, which naturally hinders the acculturation process. The limited social contacts they have lead them to be disappointed in themselves and maintain a hierarchical relationship with American students and perceive themselves as inferior. Even though one interviewee has

several American friends, she feels there is a boundary between her and Americans and she does not think that there are true friendships. A conflict exists in their mind as they want to get close to Americans but they are afraid that they would experience some rejection by Americans because of their different cultures and often significant language barriers. For Korean students in this study, language played a very important role in the formation of identity. One interviewee showed high self-esteem as her English skills were not very important in her academic life. In her department, Asian students help American students academically; thus, they are looked up to and more accepted by American students. In contrast, other Korean students exhibited low self-esteem because of their poor English skills. When Korean students cannot express their ideas and thoughts fluently, they are reluctant to speak up during the class discussions or team meetings. They are afraid that professors, other students or team members might think they do not speak because they are not smart. This does not only happen in the classroom, but also in restaurants, grocery markets, and other similar places. These situations lead Korean students to be overly critical towards themselves. They became self-deprecatory and began to question their intellectual ability. In extreme cases they begin to think themselves as not intelligent, and feel inferior to American students, all of which has an extremely negative impact on their identity formation or psychological make up.

Objective 3

The third objective was to identify the impact of Korean students' dress style changes on their identity changes.

Body

People with dissatisfaction of their body generally show lower self-esteem (Akan & Grilo, 1995). Korean female college students face different ideal body standards as they come to

the United States, American students, whether they are Caucasians or African-American students, have bigger eyes, generally are taller, have longer legs, and bigger size breasts and hips. Frustration occurs because the possibility of obtaining the features of body shape is limited even with the help of body modifications or body supplements. Consequently, Korean female student's self-evaluation of their body is bound to be negative. In addition, the different body types are obstacles for Korean students who want to wear the same size dresses that American students wear. Students stated that they could not purchase certain dresses because they didn't suit their body type or they could not wear a certain dress style because it would not look good on them. Because Korean female students do not measure up to the American ideal body type, it is not achievable even with a dress style change, they exhibit body dissatisfaction, which leads to lower self-esteem.

Odor

Korean female students were very sensible about their body odor. They read books such as *Record of Personal Experience in China* by Biya Han, a compilation of personal experiences in China written by a Korean globe-trotter, or heard from other Koreans that people from different countries have different body odor, and the unique odor they might have gave an unpleasant feeling in others who are not familiar with it. Korean students were especially cautious of odor resulting from eating Korean food. They carefully brush their teeth and some students even take showers or change their dress after eating Korean food. Korean female students, except those who have an allergy to perfume, wear perfume every morning when they go out or even during the day. One student said that she does not cook Korean meals because her American roommate hates the smell of it. The inconvenience caused by the unique body scent and the smell of Korean food might lead to rejection of Korean culture. One's identity is formed by his or her

culture. The rejection of the Korean culture results in difficulties of maintaining one's original identity and hinder identity development (Côté, 2002).

CHAPTER V

CONCLUSION AND IMPLICATIONS

The main purpose of this study was to explore the influence of cultural differences between South Korea and the U.S. on Korean students' dress style and identity changes while living in the U.S. In addition, the study aimed to identify the influence of South Korean students' dress style changes on their identity changes while living in the U.S.

During spring semester of 2008, five interviews were conducted with Korean female college students at the University of Georgia. Directed approach of qualitative content analysis involving a five-step process was employed to analyze the data. The initial main and subcategories and definitions of each category were identified based on the objectives of this study and existing studies and theories. The data were coded into each category in this process. Additional subcategories were developed to be able to include data which did not match with the initial categories. Lastly, the results were interpreted.

Major Findings

1. The dress style of Korean female college students changed significantly from formal or semi-formal dress to casual wear when their style in South Korea and style in the United States were compared. The collectivistic cultural background of the students plays an important role in this change; the students changed their dress style to fit in to the social norm and to blend in to their U.S. college environment. However, the value of modesty, which is deeply embedded in the mindset of Korean female college students, limited the degree of change.

2. Korean female college students' identity became more individualistic. However, the degree of individualism was not significant.
3. The interviews with Korean female college students were conducted during their second semester in the United States. At that time, their acculturation process was not yet complete.
4. Language works as a significant barrier to acculturation in the United States for Korean female college students. The lack of appropriate language skills has a strong, negative influence on their identity.
5. Korean female students suffer from feeling different, inadequate, inferior and poor as well. As a result, they do not want to maintain their differences such appearance.
6. Korean female students are very body conscious because their body type is different from the ideal body type in the United States.
7. Korean female students are very sensitive about their body odor; they do not want to emit "Korean" smell, therefore some of them stop eating Korean food.
8. Korean students both consciously and unconsciously change their dress style. This is a head to toe change that ranges from changes in their hair style to manipulating their body odor.

Conclusion

Korean female college students changed their dress style quite significantly -- from formal and semi-formal, and very fashion-conscious dress to casual and comfortable dress. Their dress style change did not only include clothing but also included changes of hair style, accessories, make-up style, bag style, and odor, among others. The major reason for the change was their collectivistic background. They were very careful about how they would be perceived

by others and were reluctant to appear distinctive. By changing their dress style to one that was similar to that of American students, they wanted to blend in with American students and demonstrated their desire to be accepted by them. Their length of stay in the United States was not enough for them to complete their acculturation process and become truly similar to U.S. students. Thus, the influences of the two different cultures on identity were not very profound at the time the participants were interviewed. However, the students consciously and subconsciously became more individualistic after they came to the United States, and this process might continue in the long run.

The results of this study support the findings by symbolic interactionists. Appearance, including dress, was a very important means of communication for Korean female students. By changing their dress style, Korean students exhibited a great desire to be understood and be accepted – to be validated and be identified, in Stone's terms-- by American students. Meaningful relationships can take place when there is meaningful discussion between Korean students and American students. And the discussion can take place when they use a symbol, which is dress, with the same meaning.

The result of this study regarding anticipated socialization was different from the researcher's expectation based on Stone's study. At the University of Georgia, college students wear casual dress. Korean female students, to fulfill role as a student, changed their dress style from semi-formal or formal wear to casual wear. However, casual style was not truly welcomed by Korean students because it is similar to what they wore as high school students. Thus, they wear dress style which is similar to what they used to wear in Korea when they feel bad to cheer themselves up, or to feel better about themselves. Even though they developed a new self-concept and new identity, it was not appropriate for their new circumstances or positive changes.

The reason for that could be changing their dress style to casual dress was not fully “anticipated” by Korean students.

Implications

South Korea is the country with highest number of students in the U. United States. According to U.S. Immigration and Customs enforcement (2008), there are about a hundred thousand Korean students in the United States. Among them, sixty thousand students are enrolled in higher education – college, university, etc. Compared to the total number of Korean students in the United States, very small number of Korean female students was participated in this study. Thus, generalization of the result might be applicable to all Korean students in the United States. However, results of this study present critical issues regarding Korean students; psychological damages – loneliness, feeling of unaccepted, etc.-- which Korean students experiences and problems in identity development – low self-esteem, and negative self-evaluation. Thus, this study implies that it is very urgent to conduct more research to better understand Korean students and to promote their acculturation process in the United States with a larger number of samples.

Another implication of the study was the importance of the role on the Korean government. Currently, the Korean government is concerned with the loss of the uniqueness of Korean culture. The major concern of the government is that young Koreans has been educated differently from their elders. For example, the older generation’s education focused on traditional, Confucian values, whereas the younger generation has been educated according to Western values. Consequently, there is a wide gap between the generations, which causes a lack of understanding between them. The Korean government believes that more understanding between the generations can be achieved by reinforcing traditional Korean cultural values and reintroducing general norms of behavior, thought, and identity. To achieve a greater unity within

Korean society, the Ministry of Culture and Tourism launched the *Han Style Project* on February 17, 2007 (Cho, 2007). The findings of this study implies a link or understanding of young Koreans to the modesty and professional standards of their culture, perhaps more so than the Korean government is aware. Most of the study participants were pursuing graduate Master's or doctoral degrees. Thus, there is a large possibility that they may be very influential to other Koreans because they might become professors, researchers, government officers, and members of other respected professions after they return to Korea. When it is considered that the Korean female students in this study exhibited some degree of rejection of Korean culture, the effects from the *Han Style Project* may not be as significant as the Korean government expects them to be. The Korean government should establish a long-term plan to guide Koreans to have a more affirmative attitude toward Korean culture, even after they go abroad.

Recommendations for Further Research

1. Further research should be conducted on the dress style change of international students in the United States who are from an individualistic culture.
2. Further research should be conducted on the comparison of the dress style change of international students from an individualistic culture with that of students from a collectivistic culture.
3. More research should be conducted to identify the influence of identity change on the dress style change of Korean female college students in the United States by having a larger sample population.
4. More longitudinal research should be conducted to compare the impact of the length of stay on the dress style change and identity change of Korean female college students in the United States.

5. More research should be conducted on the influences of one's college major on the dress style selection of Korean female college students in the United States.
6. More research should be conducted on the dress style change of students who have an appearance similar to that of American students, such as students from England, France, and Australia.
7. More research could be conducted on American students' perception of foreign students' dress style. One could examine whether dress style changes of Korean students will increase their degree of acceptance by American students.
8. More research could be conducted to identify whether the new educational policy of the current Korean government, to use English as the official language in school, will accelerate the acculturation process of Korean students who come to the United States to study.
9. More research could be conducted to identify influence of marital status –married or unmarried – on dress style changes of Korean female college students in the United States.

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APPENDIX A

Interview Guide and Open-Ended Questionnaire

Interview Guide

1. Family Background
 - Conservative
 - Give freedom to their daughter
 - Family Income
 - Family's expectation of her
2. Personal Orientation
 - Science
 - Sentimental
 - Practical
3. Plan after graduation
 - Does she have a plan to stay in the United States?
 - Does she want to go back to Korea?
4. Acculturation
 - Nationality of Friends
 - Entertainment
 - Language
 - Prefer the United States or Korea
5. Dress
 - Hairstyle
 - Glasses and contact lenses

- Make-up
- Accessories
- Bags
- Tops/pants/skirts/shorts/outwear
- Shoes
- Perfume
- Interests in fashion
- Source of Fashion Information
- Did Parents Influence Dress Choices in Korea
- Dress in Korea and in America
- Religion

6. Individualism and Collectivism

- Attitude to study
- Priority on group or on herself
- Relationship with Korean students in same department

7. Identity

- Self-Evaluation
- Is others' evaluation of her important to her
- Self-Esteem
- Self-definition
- Competence

Questionnaire

General Questions

1. What is your name?
2. What is your age?
3. Can you tell me about your family?
4. Can you tell me about your hometown in Korea?
5. When did you come to Athens?
6. Why do you want to study in the U.S.?
7. Why did you decide to come to UGA?
8. What is your impression about Athens so far?
9. What is your major?
10. What is your study interest?
11. What is your plan after your graduation?
12. What is your long-term plan?

Environments/ Relationship with others

1. What is your living environment like?
2. Who are your closest friends in Athens? Could you tell me their nationality, sex, etc?
3. How do you feel about your friends?
4. How do you feel about other students and professors in your dept.?
5. Are there other international students in your dept?
6. If yes, what is your relationship with them?
7. What do you think of when you meet them?
8. What is your relationship with American students?

9. What is your impression when you see peer students?
10. What is American students' impression of you or Koreans or Korea, in your point of view?
11. If there are Korean students other than you in your dept., how is your relationship with them?
12. If there are Korean students other than you in your dept., what is your impression when you see these Korean students?

Korean culture and American Culture

1. What do you do when you have free time?
2. What are your favorite American and Korean TV programs?
3. How do you feel when you get others' attention?
4. Did you live with your family or parents when you were in Korea? If you did, what are the differences between living in a family and living alone?
5. Can you tell me what the characteristics of American culture and Korean culture are?
6. What part of Korean culture are you proud of?

Dress

1. What types of dress (clothing, shoes, glasses, hair style, bags, etc.) did you wear when you were in Korea?
2. Can you show me pictures of you when you were in Korea?
3. What types of dress items did you bring here from Korea?
4. Can you show me the dresses?
5. When and to what places are you going to wear the dress?
6. Among the dresses you brought, what are you going to wear to class?

7. Among the dresses you brought, what are you going to wear for formal occasions?
8. If you purchased new dress items to bring to Athens, which are they?
9. What types of dress items did you leave in Korea?
10. Did you search for information related to American dress styles or Korean students' dress styles in the U.S. before coming to the U.S? If yes, what type of information did you find?
11. What do you think about your appearance?
12. If you could have plastic surgery, which part of your body would you want to change?
13. What do you think about American students' dress styles?
14. What do you think about your dress style in Athens?
15. What is your impression of American students' dress styles when compared to Korean students' styles in Korea?
16. What type of dress do you want to have from American students' dress items?
17. What are the dress items you never want to have from American students' dress items?
18. What types of dresses do you wear when you go to class in Korea and in Athens?
Can you show them to me?
19. What types of dresses do you wear for formal occasions in Korea and in Athens?
20. What do you think about Korean students' dress styles here in Athens?
21. How often do you go shopping to purchase or look out dresses?
22. When do you usually go shopping?
23. If you purchased new dress items here, which are they? Can you show me the items?

24. What are the factors that affected your purchase of the specific dress items?
25. If you search for fashion sources, where do you look?
26. Do you go to the Student Learning Center? If yes, what type of dress do you wear when you go to the SLC?
27. What type of dress do you wear when you have classes in your dept?
28. What do you think when you see American or Asian students wearing short skirts or pants?
29. Has your make-up style changed since you got here?
30. Have you changed anything about your hairstyle since you got here?
31. What impression do you want to give to other Korean students?
32. What impression do you want to give to American students?
33. What impression do you want to give to professors?
34. How do you produce (manipulate) the impression you want to give to others?
35. Has your dress style changed in America?
36. If yes, how has it changed?
37. Why do you think it has changed?
38. What caused the change?
39. If you have heard a word of praise about your dress before, what types of dress were you wearing? What was the nationality of the person who praised you?
40. If you have heard a bad evaluation about your dress before, what kind of dresses were you wearing? What was the nationality of the person who criticized?

Odor

1. How often do you take showers in Athens? How often did you shower when you were in Korea?
2. How often do you eat Korean food?
3. How often do you wear perfume?

Acculturation

1. How many courses did you take last semester (or How many courses are you going to take next semester)?
2. How is/was your study at UGA?
3. What are your expectations of your life in the U.S. and at UGA?
4. Can you tell me what you like and what you hate most in the U.S. and in Athens?
5. What do you do when you have free time? Who do you hang out with?

APPENDIX B

Transcript in Korean

한국에서는 어떤 옷을 입었습니까?

음.....좀 달라진 게.....한국에서는 불편한 옷을 많이 입잖아요. 몸에 꼭 끼고, 청바지도 최대한 붙는 것 입고..... 뭐, 위에도 탑 나시를 입어도 딱 붙는 걸 입고 그랬는데, 여기 와서 그냥 옷을 헐렁하게 입는 것 같기도 하고, 추리닝을 많이 입는 것 같기도 하고.....초반에는 안 그랬는데 바빠지니까 신경 안 쓰게 입는 것 같아요. 또.. 한국에서는 청바지를 입어도 할이랑 입으니까.....원피스도 많이 입었고, 부츠 신을 때는 치마를 많이 입고.. 여기서 거의 안 입는데.....초반에는 좀 안 그러다가.....초반에는 한국에서 입는 옷처럼 입다가.. 미국 애들 보니까 진짜 학교 다닐 때는 아무렇게나 입더라고요. 따라가게 되는 것 같아요. 편하게..... 미국 애들의 대부분이 노스페이스의 등산복 같은 장바를 입고 다니는 데 그 사이에서 트렌치 코트 같은 걸 입는 건 너무 웃기잖아.....그래서 한국에서 가져온 옷들은 뒤로 밀려나는 것 같아요.

그러면 한국에서 가져온 옷을 입었을 때 미국 애들이 쳐다보는 것 같습니까?

미국 애들이 사람들을 잘 안 쳐다보잖아요. 쳐다보는 건 아닌데 그냥 나 스스로 신경 쓰이는 것 있잖아요. 재네 들과 내가 옷 입는 게 너무 다르면, 내가 신경이 쓰여요. 그리고 사실 우리나라에서 입는 옷은 딱 입었을 때 차려 입는 옷이잖아요. 뭔가 미국 애들이 금요일 밤에 어디 갈 때 그런 옷들.....스타킹 신고, 원피스 입고, 머리 풀고 화장하고, 안경 안 쓰고.....그런 옷들은 금요일이나 토요일에 입는 옷 같아서 신경이 쓰이는 거.....첫째는 추리닝 이런 게 편하기도 하고, 둘째는 내가 신경이 쓰이기도 하고.

한국에서는 안경을 껴습니까, 렌즈를 껴습니까?

논문 쓸 때 빼고는 렌즈. 렌즈가 불편한 건 아닌데 그럼에도 불구하고 그걸 스물 시간 넘게 끼고 있는 건 좀.....미국 애들은 안경을 잘 안 쓰더라고요..

여기서 안경을 쓰는 이유는 무엇입니까?

불편해서.. 그냥 너무 금방 건조해져서.....계속 책을 봐야 되는데.....근데 안경은 싫어
요. 안경 끼고 귀걸이 하면 너무 웃긴 것 같아요. 그냥 나를 보면.....안경도 있는데.. 귀
걸이도 있으면.. 그냥 안 어울리는 것 같아요.

그럼 안경을 낄때는 액세서리를 안 합니까?

나는 안경 끼면 목걸이를 해도 이상하고.....그래서 액세서리 거의 안 하게 되고, 머리
도 질끈 묶고 다니고.....

한국에서의 헤어스타일은 어땠습니까?

헤어 스타일은 거의 안 변한 것 같아요. 한국에서는 미용실을 자주 갔다는 것 빼고는
.....여기는 미용실을 자주 갈 수 없으니까.. 2개월에 한 번씩 가서 염색하거나 매니큐어
같은 거 하느라고 2개월에 한 번씩 갔으니까.....여기는 뭐 미용실이 어디 있는 지도 모
르겠고.....

한국에서 들었던 가방은 어떤 것 입니까?

정말 가방은 책은 늘, 대개 많이 가지고 다녔는데 가방에 안 넣고.....우리나라 애들 손
에 많이 들고 다니잖아요. 맨날 손에 들고 다니고.....가방은.....옆으로 매는 가방 매고.
여기 와서는 거의 맨날 노스페이스 뒤로 매는 가방. 등산용 가방 매개 되는 것 같아요.
편하니까.

한국에서 챙겨온 옷에 대해 말해주세요.

올 때 다 가지고 왔어요. 액세서리도 다 가져오고, 원피스도 내가 입던 것 다 가져오고
..... 힐은 내 동생이 신는 것도 있어서 반반씩 나누고.....그런 것 초반에.. 한 학기 정
도 입다가 안 입게 되었어요. 금, 토에 나갈 때도 없고.....가져오기는 다 가져왔어요.

미리 옷에 대한 정보를 알아보았습니까?

아니요. 그래서 내가 그런 옷들을 다 가져 온 이유였던 것 같아요. 그런 얘기를 듣지도 못했고.. 나는 이렇게 입고 다니는 줄도 몰랐어요. 우리나라 애들이 대학생 때 대개 멋 부리고 다니잖아요. 화장도 대개 예쁘게 하고 다니고.....머리도 대개 손질하고.....정장 입고 오기도 하고 그러잖아요. 그럴 거라고는 생각은 안 했지만 이 정도 일 거라고는 생각을 안 했어요. 설마.. 교수님들이 자기 유학시절에 뭐, 얘기하면서 진짜 우리나라 애들처럼 대학교 다니면서 이렇게 멋 부리고 다니는 애들 없다고.. 그냥 덜 멋 부리고 다닐 거라고 생각했는데.....이건 뭐 다 똑같이 입고 다니잖아.....정말 되는 몇 명 빼고는 다 똑같이 입고 다니는 것 같아요. 공부를 열심히 하나? 인터넷으로 보는 옷은 다 연예인들이 입는 옷 이니까.....

여기 학생들과 한국의 대학생들의 옷의 차이점을 꼽자면 무엇입니까?

차이점? 여기 애들이 훨씬 더 실용성에 많이 초점을 두는 것 같아요. 비 오는 날도 우리는 할에 그렇게 신는데.....여기는 다 비옷 비슷한, 장화신고 오고.....기본적으로 방수되는 재킷 같은 거 입고.....우산을 또 잘 안 써서 그런 걸 수도 있겠지만.....다 뭐 방수 장바, 바지는 추리닝을 입어도 방수되는 추리닝에, 장화에 이렇게 입는데.....우리는 별로 실용성보다는 남의 시선, 아니면 자기 만족? 멋을 내는 것에 많이 신경 쓰는 것 같아요. 근데 여자들이 그런 것 같고, 남자들이 입는 건 비슷한 것 같아요. 거의 똑같은 것 같아요. 다, 뭐, 아디다스, 나이키, 뉴발란스 운동화에.....면바지, 청바지, 티.....남자들은 거의 비슷한 것 같아요. 옷이 다를 게 없는 것 같아요.

한국에서 가지고 온 옷들은 여기서 주로 어떤 상황에서 입습니까?

교회 갈 때? 교회 갈 때는 첫 학기 정도는 그렇게 입다가.....이제는 교회 갈 때도 너무 피곤하니까.....주일 아침에 일어나면, 월화수목 금에 입던 청바지를 그대로 입고, 단화를 신고 그냥 가는 것 같아요. 렌즈도 안 끼고.....피곤하니까. 아니면, 보통 박사과정을

학생들 모임 같은 거 있을 때.....모임 같은 거 있거나, 아니면 음악회. 정통 음악회는 가본 적 없는데, 예를 들어 교회에서 하는 작은 음악회라든가.....그런 거 할 때.....그래도 그건 행사니까.....추리닝 입고 가는 건 너무 심한 것 같고.....청바지도 좀 그렇고.....원피스 입을 때도 있고.....조금 더 포멀하게 입고 가는 것 같아요.

그러면 여기 학교 갈 때 입는 옷은 한국에서 가지고 온 것입니까, 아니면 여기서 구입한 것입니까?

음. 한국에서 가지고 온 것 반, 그리고 또 반은 여기서 산 거예요. 그런데 한국에서는 후드 티를 사거나 반팔 티를 사도 몸에 맞는 것. 85사이즈 XS 사이즈를 샀는데, 여기서는 미디움 사이즈 사고.....그냥 대개 편한 것 있잖아요. 그러니까 스타일은 똑같아도 사이즈가 달라져요. 그리고 겨울에 한국 갔을 때 작은 옷들은 다 동생 주고 왔어요. 동생이 옷 정말 작게 입거든요.

편하고 큰 사이즈를 입는 이유는 무엇입니까?

활동하기 편하기 위해서요.

한국에서 가지고 온, 여기서 학교 갈 때 입는 옷들은 한국에서는 어떤 상황에서 입었습니까?

그런데 남자친구가 많이 그런 옷들 싫어했었어요. 여성스러운 옷들.....원피스 내지는 치마 입는 것도 싫어했거든요. 남자친구도 많이 옷을 편하게 입는 편이고, 자기에 맞춰서 내가 똑같이 청바지에 면 티를 입어주기를 바랬어서, 남자친구를 만날 때는 그렇게 입고.....여자친구들 만날 때는.....그런 것 좀 있잖아요. 여자들 만나러 갈 때 더 신경 쓰고, 더 액세서리도 신경 쓰고, 옷도 더 신경 쓰고.....그랬던 것 같아요. 여자친구들이랑 놀 때.

여기 와서 새로 구입한 옷들은 어떤 옷들입니까?

추리닝을 제일 많이 산 것 같아요. 면 추리닝은 일주일만 입어도 무릎이 나오잖아요. 무릎 나온 추리닝을 입고 있는 건 너무 우울해서..... 추리닝을 4-5개 사서 번갈아 가며 입다가 또 무릎 나오면 빨고..... 심지어 요즘에 무릎 나오는 게 싫어서.....내 분홍색 추리닝 같은 천은 무릎이 안 나와서 그런 천으로 된 것 사거나, 아니면 수건 천으로 된 것 같은 추리닝도 무릎 많이 안 나와서 그런 거 사고.....또 청바지. 청바지는 길이가 너무 길어서 방학 때 갔을 때 다 수선해서 왔어요. 그리고 후드 티. 또 미국 애들이 입고 다니는 노스페이스 잠바를 사고 싶은데, 은근히 많이 비싸서 못 사고.....많이 따뜻하다고 하더라고요. 등산 옷이 보온성이 굉장히 뛰어나고 따뜻하다고 그래서 그거를 살 계획이고.

신발은 어떤 것을 구입했습니까?

나이키 운동화 하나 사고.....신발은 한국에서 가져온 신발들이 다 단화라서 그거 다 신고 다니는 것 같아요.

가방은 어떤 것을 구입했습니까?

음.....가방, 여기서 산 것이 있나.....아, 뒤로 매는 나이키 백 팩 하나 사고, 그 다음에 가방은 별로 가져 오지도 않고, 또 여기서도 별로 안 산 것 같아요.

한국에서 들고 다니던 가방과 여기서 들고 다니는 가방을 비교한다면?

한국에서는 백 팩을 매고 다녔던 적은 거의 없는 것 같아요. 거의가 아니라..... 기억에 전혀 없는 것 같아요. 여기서도 큰 물통을 가지고 다니니까..... 나도 같이 따라 하는 것 같아요. 나도 1리터짜리 물통 가지고 다니고, 보온병 가지고 다니고.....그러니까..... 나도 여기서도 백 팩을 매죠.

따라 하는 이유는 무엇인가요?

일단 비슷하면 신경이 별로 안 쓰이는 것 같아요. 나는 일단은 동양 앤데, 옷도 너무 티면.....

혹시 한국에서 올 때 여기서 입으려고 새로 옷을 구입했습니까?

옷은 별로 안 샀는데, 단화류의 신발을 좀 사구요, 티셔츠 몇 개정도 빼고는 다 입던 옷을 가지고 왔지, 여기서 입으려고 따로 옷을 사지는 않았어요.

왜 티셔츠와 단화를 구입했습니까?

일단 공부하러 오는 거니까 힐을 많이 신을 것 같지는 않아서 일단 단화를 사고, 티도 그냥 편할 것 같아서 구입했어요.

미국학생들의 스타일을 처음 봤을 때 느낀 점이 있다면 말씀해 주세요.

진짜 놀랐던 건 정말 어떻게 그렇게 똑같이 입고 다니는 지.....그래도 내가 볼 때 우리 과 애들은.....학부생들이 유난히 똑같이 입고 다니는 것 같아요. 왜냐면 SLC 갔을 때 왜 애들이 똑같이 옷을 입고 다니지 이런 생각을 했지, 우리 과 박사과정학생들을 봤을 때 그런 생각을 한 적은 없거든요. 그냥 먼 티에 청바지라도, 편하게 입었지만 저만의 스타일이 있는데, 학부생들은 노스페이스 잠바에 정말 짧은 반바지에 어그 부츠. 정말 나를 놀라게 하는.....나이키 운동복 반바지에 어그 부츠를.....내가 기대했던 것은 미국 애들은 다른 사람들 신경 안 쓰고 자기들 나름대로 입고 다닐 거라고 생각을 했거든요. 자기가 가진 기준에 따라서 입을 거라고 생각했는데, 아닌 것 같아요. 개네 들이 편해서 그걸 입는지, 아니면 개들도 서로의 시선이 신경 쓰여서 다 똑같이 입고 다니는 지 모르겠지만, 내가 생각했던 것, 기대했던 것과는 많이 다른 것 같아요.

미국학생들의 옷을 보면서 정말 입고 싶은 옷과 입고 싶지 않은 옷이 있다면 말해주세요.

사고 싶은 것은 비 올 때 신는 긴 비닐부츠랑 아까도 얘기한 등산 잠바랑 왜 하나는 약간 포근한 느낌의 등산복, 수건 천으로 된 거랑 또 하나는 등산용 잠반데 방수도 되는

거, 또 wind stopper 라고 해서 바람까지도 막는 거 있다는 데 그거. 그게 덜 비싸면 살 텐데.....이제는 날씨가 따뜻해지니까, 내년 겨울에는 사고 싶어요. 어그 부츠는 한국에서도 많이 신었었는데, 여기 애들이 더 많이 신는 것 같더라고요. 한국 애들도 많이 신는데도 그렇게까지 많이 시는 것 같다고 생각은 안 했는데, 여기 애들이 더 많이 신는 것 같아요. 원래도 하나 있었는데, 여기 와서 하나 더 사고 싶고..... 아마 나이가 더 들면 못 신을 것 같아서.....(웃음) 싫은 건.....탑은 좋긴 한데 유난히 가슴 라인 많이 들어나는 것. 여기 애들은 단추 하나 풀 것을 두 개 푸는지..... 아직도 많이 적응은 안 되는 것 같아요. 가슴 사이즈가 달라서 그렇기도 하지만.....그런 옷은 입으라고 하면 못 입는 것 같고..... 그리고 나이키 운동복 반바지에 어그는 못 신겠어요. 개네 들을 볼 때는 볼 만하네 이러는데, 내가 감히 시도는 못하겠어요. 그냥 다른 반바지에는 어그를 신겠는데, 나이키 운동복은 좀.....

왜 그런 것 같아요?

일단은 한국에서도 반바지에 어그는..... 어그는 대개 따뜻할라고 입는 거고 반바지는 더워서 입는 건데 대체 무슨 매치로 그렇게 입는 건지 모르겠고, 소재도 내가 볼 때는 잘 안 맞는 것 같아요. 대개 까실까실한 운동복이랑 뭔가 포근한 어그랑 좀..... 아닌 것 같은데..... 일단 다리가 짧아서 안되요. 개네 들은 그렇게 입어도 다리가 진짜 기니까 그렇게 안 보기 싫을 수도 있고..... 그런 것 같아요.

사고 싶다고 한 아이템들은 왜 사고 싶다는 생각이 들었습니까?

따뜻하고 편하니까..... 또 비 오는 날 우산 쓰는 것 싫어하는데 우산 안 써도 되고..... 편해 보이고..... 그리고 늘 청바지 입는데 비올 때 청바지 단 거의 다 젖잖아요. 그게 싫어서.....그래서 비닐 장화가 있으면 좋겠어요.

쇼핑은 언제 주로 하러 갑니까?

방학 동안 한국에 다녀온 지 2개월 넘었는데 그 동안 한 번도 안 갔어요. 차가 있어서 갈 수는 있는데 마음이 너무 멀게 느껴져요. 한국에서 건국대 근처에서 살았는데 거기 나가면 보세 옷 가게들이 많고..... 아직도 운전이 불편해서 그런 걸 수도 있는데, 택시 타고 5분에서 10분이면 현대백화점, 롯데 백화점 갈 수 있으니까 정말 자주 갔었던 것 같은데.....여기는 몰도 30분, 1시간 가야하고..... 또 가까운 데는 갈 데가 없으니까 자주 안 가게 되고. 저번 학기에는 두 번 갔었던 것 같아요. 일단 옷이 여기가 훨씬 싸서 좋기는 한데 그렇게 자주.....그러니까 두 달에 한 번, 두 번 가게 되면 옷을 한꺼번에 많이 사게 되잖아요. 그냥 자주 가서 한 두 개씩 사고 싶은데 그게 안 되니까 여기는..... 갈 수는 있지만 멀게 느껴지는 것 같아요, 아울렛 같은 데는.....

어떤 옷을 입었을 때 사람들에게 칭찬을 받은 적 있습니까?

무릎 위로 한 15cm 정도 올라가는 원피스.....미니 원피스가.....심플한 디자인의 라인이 별로 없고 통짜로 떨어지는 원피스. 그런 거 입고 모임에 간다면.....원래 미국 애들이 원래 칭찬을 많이 해줘서 그런 걸 수도 있는데, 많이들 말해 주는 것 같아요. 어디서 샀냐고 물어봐 주고, 예쁘다고 그러기도 하고..... 학교에서는 청바지만 막 입고 다니다가 머리 푸르고, 화장도 하고 원피스 입어서 그런 걸 수도 있는데..... 그런 경우도 있었어요. 어떤 여자애가 나를 멀리서 보고 원피스 예쁘다고 생각했는데, 어떤 모임에서 개를 만난 거예요. 개가 나를 2시간 전에 보고 원피스 예쁘다고 생각했는데 여기서 보네..... 그랬어요. 그런데 그런 원피스..... 몇 개의 내가 좋아하는 원피스는 한국에서 여자애들 만났을 때도 그랬었던 것 같아요. 디자인 특이하다, 예쁘다 이런 식으로.

그런 칭찬을 들었을 때 더 자주 입게 되었습니까?

그렇지는 않았어요. 그런 모임이 빈번하지가 않으니까.....한 달에 한 번.....그런 말 들는 거지, 그런 말 들었다고 해서 그 다음날 학교에 입고 가게 되거나 그렇지 않은 것

같아요. 물론 한국에서는 예쁘다 그랬으면 다른 데도 입고 가고 그럴 수도 있겠지만.

왜 여기서는 칭찬을 들어도 자주 입게 되지 않습니까?

시선이 신경이 쓰여서..... 여기서 한 번 기분이 꿀꿀해서 수업에 그렇게 입고 간 적 있는데, 그 때 미국 애들의 반응. “너 오늘 어디 가니?” 또는 “너 오늘 차려 입었다”는 식의 말을 들었을 때 불편해요. 어디 가지도 않을 뿐더러 별로 차려 입은 것도 아닌데..... 청바지에 면 티에서 조금만 벗어나도 애네들은 그렇게 말하는 것 같아요.

SLC랑 과랑 옷의 분위기가 다르다고 했는데, 가는 장소에 따라 입게 되는 옷 스타일은 어떻습니까?

전체적으로 학교 갈 때는 똑 같은 옷을 입는 것 같아요. 청바지에 면 티.

애들이 예쁘게 입고 갔을 때 그런 반응을 보였을 때 어떤 기분이 들었습니까?

자주 입는 복장은 아니었지만 내가 거울로 보이게 오늘은 별로 이렇게 입고 싶지 않아서, 조금, 그냥 머리 좀 풀고 갔을 때 그런 반응을 기대한 건 아니거든요. 그냥 자기 만족 있잖아요? 오늘은 그냥 내가 기분이 안 좋아서 화장도 해보고 그런 건데..... 그런 말을 들으면 부담스러워요. 웬지 그런 거 있잖아요. 박사 과정 학생들은 공부에 좀 더 신경을 써야 하고, 거기에 포커스가 맞춰져야 하는데 멋 부리는 거에는 별로 매치가 안 되는 것 같아요.

어떤 사람들이 그런 말을 했습니까?

우리 과에는 한국 학생들이 없어서..... 석사는 한국 애들이 있지만, 석사들과는 수업이 전혀 다르니까..... 다 미국 학생들.....

미국 학생들에게 어떤 인상을 주고 싶습니까?

내가 초반에 여기서 입고 다니던 옷들이 다 한국에서 입던 옷들이었고, 처음에는 한국에서 가져온 옷들을 입고 다녔던 것뿐인데도 어느 사석에서 잠깐 얘기를 하는데, 그런 얘기가 있었어요. 너는 많이 옷을 신경을 써서 입는다는 식으로..... 그런 말을 한 두

번 들은 적이 있어서..... 더 그렇게 웃을 안 입게 되는 것 같아요. 그런 말을 들었을 때 편하지가 않아서.....

교수님들과 한국 학생들에게 어떤 인상을 주고 싶습니까?

만약 사석에서 만났을 때 재는 웃 정말 못 있다는 인상을 주고 싶지는 않아요. 학교를 다닐 때는 남들이랑 똑같이 입고 다니고 싶은데, 예를 들어서 개인적으로 저녁 식사 자리가 있다던가, 학생들이랑 개인적으로 누구 생일파티가 있어서 간다던가 그랬을 때는 재 웃 예쁘게 잘 입네 그런 말 들었을 때는 기분이 좋은 것 같아요.

한국 학생들에게는 어떤 인상을 주고 싶습니까?

한국 사람들도 초반에는 교회에서 다들 예쁘게 입고 오고 그러니까, 그냥 같이 예쁘게 입고 갔고 그랬었는데, 이제는 모르겠어요. 처음에는 그런 인상을 주고 싶었을 수도 있었고, 아니면 약간 여자애들끼리의, 애도 예쁘게 입고, 재도 예쁘게 입으니까 나도 예쁘게 입어야지 하는 그런 심리가 있었을 수도 있는데, 이제는 그냥 편하게 입고 싶은 것 같아요.

여기 와서 화장하는 스타일은 어떻습니까?

완전히 바졌어요. 한국에서는 늘 화장을 했거든요. 화장하는 방법도 다 잊은 것 같아요. 메이크업 베이스 바르고, 파운데이션 바르고, 트윈 케이크 바르고, 눈 화장하고, 마스크라까지 했었는데, 이제는 정말 선 크림만 바르고 끝이에요. 아, 정말 싫다. 그리고 다니는 구나. 선 블록 바르는 날도 많고 아니면 선 블록에 약간 색 들어간..... 파운데이션 이랑 선 블록이랑 같이 있는데, 파운데이션보다는 훨씬 더, 로션 타입의 그거 바르고 학교 가는 것 같아요. 조금 신경 쓸 때는 그 위에 파우더만 바르고.....

그렇게 변한 게 왜 싫은가요?

싫은 것 같진 않은데. 그냥 상황이 바뀌면서 전혀 외모에 신경도 안 쓰고.....

상황이 바뀌었다는 건 무슨 의미인가요?

바빠진 것.

향수는 얼마나 자주 뿌립니까?

한국에서는 잘 안 뿌렸어요. 내 동생이 향수를 수집을 하는데, 향수를 정말 많이 뿌리고 또 향수도 정말 많고..... 그런 동생을 보면서 왜 저러지 생각했는데..... 한국에서 나는 특별한 날이나 일주일에 한 두 번, 동생의 것을 뿌리는 정도였는데, 여기 오면서 향수를 3개나 샀어요. 여기는 향수가 보편화 되어있을 거라는 생각도 했었고, 뿌려야 될 것 같다는 생각도 했었고..... 여기 와서는 매일 뿌리는 것 같아요. 하루에 두 번 뿌릴 때도 있고..... 잔향이 오래 안 가면 오후에 한 번 더 뿌리기도 하구요.

왜 그렇게 변한 것 같아요?

나는 못 느끼는데, 아무래도 먹는 게 다르고 그렇기 때문에..... 그 체취라는 게 있을 것 같기도 하고, 그냥 애네들이 향수를 정말 많이 쓰니까 나도 같이 쓰는 것 같아요. 남자애들, 여자애들 상관없이 많이 뿌리니까..... 또 한 두 달 쓰다 보니까 버릇이 돼서, 안 뿌리면 이제 습관이 돼서 내가 이상한 것 있잖아요.

다른 사람으로부터 안 좋은 냄새를 맡은 적 있습니까?

미국 사람들은, 내가 볼 때는 열 명에 아홉 명은 향수 쓰는 것 같아서, 그 사람들한테서는 진한 향수 냄새만 나는 것 같고..... 별로 익숙하지가 않은 것 같아요. 특별히 나쁜 냄새는 아닌 것 같은데..... 한비야가 책에서 그런 얘기 했었던 것 같은데..... 나쁜 냄새는 아닌데 익숙하지 않아서 멀리 떨어지게 되는 것 같아요.

한국 음식 냄새에 신경 쓰게 됩니까?

네. 그래서 향수를 쓰는 걸 수도 있고요. 맨 처음에는 한국 음식을 먹다가 요즘에는 잘 안 먹게 되는 것 같아요. 계속 빵만 먹게 되고..... 나한테 어떤 냄새가 나는 지 나는 잘 모르잖아요. 내가 삼시세끼를 다 빵만 먹는다고 해도, 음식이 나한테 배여서 나는 냄

새가 아니라..... 어떻게 보면 나라마다 그 사람들이 가진 체취일 수도 있고..... 예를 들어서 샤워를 했는데도 나한테서 어떤 냄새가 나는지는 나는 모르잖아요, 다른 사람들이 맡았을 때.

미국에 오기 전에 이곳에서 생활에 대해서 기대한 점이 있다면 말해주세요.

잘 모르겠는데..... 생각했던 것 보다 더 정적인 것 같아요. 이럴 거라고 어느 정도 예상은 했었지만 더, 생각했던 것 보다 더 시골이었고, 이런 데를 좋아하는데도 대도시보다는 이렇게 조용하고, 공기 좋고 그래서 즐기는 한데도, 내가 생각했던 것보다도 더 조용하고 더 외진 곳이었어요, 모든 것이 다 멀리 떨어져 있고, 빌딩 없고, 그런 거.

과마다 분위기가 틀린다고는 하는데, 내가 볼 때는 우리 과가 좀 더 가족적인 것 같아요. 경제, 경영 쪽의 과는 서로 경쟁하느라 정신 없다고 하는데, 내가 아직 1학년이라서, 필드에 나가기 전에는 덜 경쟁하는 분위기 일 수도 있는데, 내가 생각했던 것 보다 더 가족적인 것 같아요. 미국 사람들 사생활은 많이 중요시 하지만, 예를 들어 추수감사절 같은 때에 초대한다던가, 생일 파티도 과 애들과 같이 한다던가, potluck 이라고 해서 음식 같이 가져와서 먹고, 음식을 한다던가..... 내가 생각했던 것 보다 더 많았어요, 그런 모임의 횟수 자체가. 그런 것들이 과의 분위기 일 수도 있는데..... 그런 것 들이 생각했던 것과 달랐어요. 개인 플레이 할 거라고 생각했는데..... 내가 빠졌을 때 많이 신경 써주고..... 그게 우리 학년의 분위기일 수도 있어요. 근데 어떤 미국애가 그랬어요. 너한테 잘해주고..... 미국 사람들이 기본적으로 룰에 의해서 polite하기 때문에 진짜 너를 좋아해서 그런 건 아니라고..... 내가 생각했던 것보다 미국 사람들이 따뜻하고, 내가 생각했던 것 보다 조금 더 친구가 되기 편한 것 같다고 얘기했더니, 개 말이..... 개는 나를 생각해서 말해준 거였어. 미국 사람들이 너한테 잘 웃어주고, 그건 우리가 기본적으로 룰 자체가, 사회가 가지고 있는 룰에 의해서 우리가 polite 하고, 너한테 많이 친절 한 거지, 그렇다고 해서 너를 좋아하는 거와는 별개의 문제라는 식으로 이야기를 하더

라고..... 근데 어떻게 보면 내가 긍정적인 것만을 이야기 했었어. 개가 나한테 물어봤던 게 네가 지금까지 미국사람에 대해서 뭘 느꼈냐고 물어봤을 때, 미국 사람들은 생각했던 것 보다 좋은 것 같아 그랬더니 개가 한 말이 그거였어. 네가 생각하는 것만큼 그렇게 긍정적이지 않다고. 그리고 어떤 한국인 남자가 한 말은 그거였어. 미국 사회가 기본적으로 여자들한테 훨씬 더 친절하기 때문에 내가 느끼는 미국 사람들의 그런 불친절함이나 차별 보다는 네가 느끼는 건 훨씬 더 적을 꺼야 라고 이야기 하더라고. 왜냐하면 교수들도 다 남자고, 주변의 동료들도 다 남자고..... 그랬을 때 네가 여자면 그게 훨씬 더 그 사람들이 너한테 대하는 게 polite하고, 다룰 거라고 이야기 하더라고. 일리가 없는 말 같지는 않아요.

졸업 이후의 계획은 무엇입니까?

이건 인터뷰 때도 물어보겠지만..... 만약 기회가 되면 미국에서 박사과정은 졸업하고 나면 그렇게 길이 많지가 않아요. 솔직히 교수 아니면 연구소에서 researcher 하는 건데.....연구소에서 researcher 하는 건..... 교수가 워낙 자리가 없으니까 제2의 선택인 거고, 되다면 미국에서 좀 있다가 경력 쌓고, 여건이 되면, 계속 살 수 있다면 사는 거고..... 안 그럼 경력 쌓고 한국으로 들어갈 수 도 있고.....

한국 문화와 미국 문화에 대해서 이야기 해주세요.

미국사람들은 정말 가족단위로 돌아가는 것 같아요. 삶 자체가..... 5시에 일이 끝나면 한국은 주5일제 근무 중에 내가 알기로는 2-3일은 술을 마시거든요, 남자들은 특히. 우리는 기본적으로 공동체 문화라고 그래서 다른 사람들끼리 으쌰 으쌰 노는 분위기인데, 여기는 일 끝나면 집으로 다 들어가는 분위기고..... 우리 센터의 센터장이 저녁 먹자 했을 때 집에 가야 되는데요 이러면서 집에 가는 분위기예요. 물론 다들 이유는 있지만, “와이프 생일이에요”, “친구랑 약속이 있어요” 등..... 그러지만..... 일에서 만나는 사람들은 그냥 일에서 만나는 사람으로 끝인 것 같고, 가족은 또 가족이고, 교회에서 만난

사람들은 또 교회 공동체..... 이런 식으로 공과 사가 구분이 잘 되어 있는 것 같아요. 또 뭐가 있을까. 글썄. 애네들은 가족이 큰 것 같아요. 다 애기들이 둘, 셋, 넷 이렇게. 시골이라서 그런지도 모르겠는데..... 내가 살던 데가 서울이라서 그렇고, 여기가 약간 시골이라서 그런 지 모르겠는데, 가족이 정말 큰 것 같아요. 박사 과정 중에 결혼한 사람들 보면 대부분 다 둘, 기본이 셋, 넷. 놀라워. 그런 거..... 가족이 큰 거. 이것도 우리 과 분위기 일 수도 있는데, 교수들과 학생들과의, 그런, 뭐랄까..... 평등해 보이는 거. 그런데 내가 아는 언어학과의 남자애가 그랬었어요. “그게 너네 과의 분위기야. Social Science 쪽이 좀 더 혁신적이고, 좀더 liberal 하고, 자기네들의 linguistic, humanity 쪽은 아직 교수와 학생은 하늘과 땅이고, 정말 존경의 대상이고 그렇다는 거예요. 감히 말 잘 못하고, 교수는 무조건 Dr. 아니면 Mr. 우리는 다 이름 부르거든. 개네 말에 의하면 social science 의 분위기라고..... 아무튼 우리 과는 교수와 학생의 관계가 평등하고 언제나 문제제기를 할 수 있는 분위기야. 만약 교수가 어떤 연구 영역이 있을 때 그걸 강요하지 않는 거. 한국에서 는 정말 그걸 강요하거든요. 내가 한국에서 석사를 하고 여기서 박사를 하면서 느끼는 건..... 정말 no touch 야. 학생의 연구 영역에 대해서 늘 존중해주는..... “너의 연구 영역은 니가 관심있는거니까, 귀중, 소중하다”는 그 관점. 근데 한국은 늘 무시 받거든요. 그 연구 영역이 교수가 볼 때 무의미 하면, 특히 우리 지도 교수님 같은 경우는 그랬어. 쓸데없는 연구 아니냐는 식으로, 짓밟아 버리는..... 그런 게 전혀 없는 것 같아요. 특히나 나 한 학년 선배, 미국 남자애를 보면 게이와 레즈비언 같은 성적 소수자들이 온라인 커뮤니티와 오프라인 커뮤니티에서 더 활발한 활동을 하냐 하는 연구들. 한국에서는 전혀 있을 수 없는 연구들, 감히 할 수도 없는 연구들. 자기만의 연구. 교수 자체도 그런 성적 소수자들이 어떤 지 알게 뭐예요. 교수님들이 그런 분들이 아닌데. 그랬을 때도 개가 그런 연구 주제를 냈을 때 “Good research question” 이라고 encourage 하는 분위기.

그런 한국과 미국의 분위기의 차이점에 미국에 대한 인상에 어떤 영향을 주는 것 같습니까?

아직도 여기서 내가, 내 친구의 비판적인 시선의 이야기를 들었을 때도, 내가 여기서, 미국에 대해서 긍정적인, 내가 여기서 적응을 못한 것 빼고, 내가 여기서 ID 도 어떻게 하는 지도 모르겠고, tax return 도 어떻게 하는 지 모르겠고, 이런 내 생활.....내 모든 걸 내가 해결해야 하잖아요. 그래서 내가 적응을 못해서 오는 불편함 빼고는, 미국인 나에게 전체적으로 주는 느낌은 굉장히 긍정적이예요. 교수님들도 굉장히 친절하고, 동기들도 친절하고..... 내가 일하면서 많이 해매는데, 그럼에도 불구하고..... 가끔 우리 manager가 “너 뭐하니?” 그러긴 하지만..... 미국 애들은 같이 일하는 graduate assistantship 받는 애들이 세 명 있는데, 두 명은 미국 애들인데..... 개네 들은 미국 애들이기 때문에.....우리도 그럴잖아. 여기가 만약 한국이면 분위기에 맞춰서 그냥 내가 일을 하잖아. 굳이 어떤 사람이 와서 A라는 일을 하라고 말하지 않아도 그냥 알아서 하는데, 나는 사실 그런 분위기 파악이 안 되니까.....그런 데서 오는 어려움. 내가 영어가 잘 안되고, 아직도 문화적인 그런 게 잘 파악이 안되고..... 그래서 오는 어려움이 해결이 된다면, 그 외의 것들은 대개 긍정적인 것 같아요.

미국인이나 다른 외국인에게 한국 문화를 소개한다면 어떤 것을 소개하고 싶어요?

그거 정말 어려운 것 같아요. 어떤 미국애가 한국에 2주 동안 가면서..... 사실 개가 가고 나니까 좀 부끄럽긴 한데..... 나한테 두세 번 물어봤었어요. “내가 서울에 가는데 어디를 가야 될까?” 그랬는데, 잘 모르겠다고 그랬어요. 복도에서 마주칠 때마다 물어봤는데, 내가 너무 바빠서 가 봐야 한다고 막 그러고..... 잘 모르겠어요.

이건 좀 다른 얘길 수도 있는데, 어떤 미국에서 2-3년 산 오빠가 한국에 대해서 막, 자기는 겨우 미국에서 2-3년 살았으면서 미국은 너무 좋고, 막 이런 식으로..... 한국은 아무것도 아니라는 식으로..... 그런 얘기 들었을 때, ‘뭐야, 제 2의 박찬호 아니야’ 막 그

랬었는데..... 내가 그 정도는 아니거든. 미국은 너무 좋고 한국은 너무 불합리해 이런 생각을 한 적은 없는데..... 누가 “한국에 가면 어딜 가봐야 돼?” 아님, “한국에는 뭐가 유명해?” 물어봤을 때..... 딱히 떠오르는 게 없는 거예요. 며칠 전에 그거에 대해서 생각을 해보기는 했었는데, 아직도 뭐를 어떻게 중점을 줘서 소개를 해야 할 지..... 가끔 얘기하는 거는 “네가 만약에 조용한 데를 좋아하면, 나는 서울이 시끄러워서 별로 안 좋아했는데, 조용한 데를 좋아하면 traditional palace 에 가봐” 라고..... “나는 거기가 조용하고 사람들도 별로 없고, 입장료도 없고..... 거기 가면 영어로 가이드 해주는 사람도 있고, 그래서 나는 가끔 거기 간다”고 이야기 해준 것 빼고는.....

Athens에서 살면서 느낀 점은 무엇입니까?

이제는 적응이 된 것 같아요. 아직도 뭐 이것 저것 어떻게 하는 지 모르는 것도 많긴 하지만, 그냥 편한 거 있잖아요. 여기는 이제 내가 사는 데고..... 좋은 것 같아요. 나는 원래 대도시, 북적거리는 거 별로 안 좋아하거든요.

한국에서는 계속 부모님과 같이 살았어요?

네.

그럼 여기서 부모님과 떨어져 사는 것이 생활에 어떤 영향을 미칩니까?

나는 한국에 있을 때도 알고는 있었는데, 내가 생활력이 부족하다는 걸 알고는 있었는데..... 예를 들어 정말 간단한, 원래는 지로 용지로 오는 거를 계좌이체를 한다던 지, 아니면 매달 내면 핸드폰 비를 자동으로 빠져나가게 한다던 지..... 이런 건 그냥 홈페이지에 들어가서 그냥 몇 단계만 거치면 처리할 수 있는데..... 이유는 모르겠는데 정말 큰 일처럼 느껴져요. 그런 자질구레한 일을 뒤로 뒤로 미뤄서..... 한국에서는 내 동생이 정말 빠릿빠릿해서 내 동생이 할 때 “나도 같이 해줘” 이런 식으로..... 내 id를 가르쳐주고 내 동생이 다 처리를 한다던가..... 아니면 물건을 샀을 때 마음이 안 들어. 그럼 refund를 해야 하잖아요. 그런 상황조차 너무 싫은 거예요. 그런 왈가왈부. 그런 건

다 엄마를 시키는 거예요. 백화점에서 옷을 사와도 refund는 엄마가 해야 하는 거구요. 그런데 여기서는 내가 다 해야 하잖아요. 그런 생활 하나부터, 자질구레한 것.....내가 한국에서 한 건 정말 공부밖에 없는 거예요. 밥을 해 본 적도 없고, 청소를 해본 적도 없고. 그냥 우리 엄마는 이십몇년간 그냥 나에게 공부만 하라고 했고, 그렇게 support를 해 주셨어요. 그럴 때 내가 생활력이 떨어지는 건 알고 있었는데, 여기 와서 보니까 그게 정말 심각한 수준인 거예요. 처음에는 정말 적응 못하다가, 이제는 적응도 되고 괜찮은 것 같아요.

따로 떨어져서 생활하는 것이 옷 입는 것에도 영향을 미칩니까?

일단 빨래를 너무 안 하는 것. (웃음) 엄마 같은 경우는 이틀에 한 번, 사흘에 한 번씩 빨래를 하시니까..... 그리고 남방? 초반에는 남방을 입으면 사람이 좀 정돈되어 보이잖아요. 깔끔해 보이고..... 그래서 원래 초반에는 많이 있었었는데, 어느 순간 그게 빨고 나면 다림질해야 하는데, 다리미도 없고, 꾸깃꾸깃 한 걸 입기도 싫고..... 늘 엄마가 반듯반듯 다려 주었는데..... 그런 분이 없기 때문에 남방 절대 못 입고..... 정장 바지 같은 것? 그런 건 꾸겨지면 정말 웃기니까, 입을 엄두도 못 내고..... 청바지는 원래 물 빠진다고 잘 안 빨았었는데, 더더욱 잘 안 빨게 되고..... 한국에서는 물 빠진다고 이주에 한 번 이렇게 빨았었는데..... 그래서 계속 쉽게 빨고 쉽게 마르는 면 종류. 원피스도 그렇잖아요. 드라이 클리닝 하고 그래야 되니까.

과에서 교수님들과 미국 학생들이 본인을 어떻게 보고 있는 것 같습니까?

어떻게 볼까? 나도 정말 궁금한데..... 내가 제일 답답한 건 말을 개네 들의 속도로 따라갈 수도 없고, 내 생각의 속도로 말로 표현할 수도 없으니까..... 그런데 그 수준이, GRE랑 TOEFL을 보고 나면 어느 정도의 수준이 있을 거라고, 여기 와서 언어를 구사할 수 있는 수준이 있는 데, 나는 내가 영어를 구사하는 능력이 그 이하라고 생각하거든요. 그래서 내 스스로 답답한데 그냥, 그 미국 사람들도 재는 무슨 생각..... 예를 들어서

research interest 같은 것을 정확히 모르는 거지..... 내가 정확히 표현을 못하니까. 미국 애들은 좀, 내가 보기에 그런 게 있다. 좀 작은 것도, 뭐라 그래야 되지, 정말 크게 잘 말해요. 늘 자기가 하는 research interest는 굉장히 대단한 거고, 귀중한 거고..... 그런 생각을 늘 가지는 것 같아요. 말할 때도 늘 자신감을 가지고 말 하잖아요. 학생들의 creativity를 높이는 게 결국 교육의 목적 아니겠어? 이러면서 자기의 연구가 왜 중요한지 일장연설을 하는데, 결국 핵심을 들어보면 별로 거창하지 않은데, 그런 영어의 fluency 때문에. 내가 그 정도 말을 못 하니까, 웬지 그 미국 사람들도 나를.....가끔 그런 거 있어. “재는 생각이 있는 앨까 없는 앨까”. 그런 생각을 할 것 같은..... 자격지심이라고 해야 할까. 불안하기도 하고, 나 분명히 생각이 있는데..... 근데 나도 잘 모르겠어요. 미국 사람들이 나를 어떻게 생각하는지는..... 근데 어떤 애가 그랬어. 내가..... 개도 박사 일년 차 과정 남자인데, 왜 개랑 그렇게 말을 자주 하는 지 모르겠는데, 내가 굉장히 복잡해 보인다는 거야. 어떤 때 보면 정말 밝고, 정말 말도 많고 그러다가, 또 어떨 때 보면 말도 하나도 없고, 노래방은 절대 안 가고, 술도 안 마시고..... 그런 거 있잖아요. 활발하고 그러면 social 한 모임도 자주 가고 그래야 되는 데 그런 것 같지도 않고..... 그 친구가 정확히 쓴 단어는 기억이 안 나는데..... 내 국적도 파악이 잘 안된대요. 자기가 동양에 많이 살아서 애가 일본 앤지, 중국 앤지, 타이완 앤지, 한국 앤지 대충 파악이 되는지, 너는 어느 나라에서 왔는지도 잘 모르겠고..... 내가 잘 파악이 안 된대. 내 성격도 잘 파악이 안 된대. 근데 그게 당연한 거 아닌가. 자기가 나이도 좀 많고 그래서 보통 사람을 보면 애가 어떤 애고, 어떤 성향을 가진 앤지 대충 파악이 되는데 나는 파악이 잘 안 된다는 거예요.

그런 말을 들었을 때 기분이 어땠습니까?

그런데 그런 말은 한국 사람한테도 많이 들었어요. (웃음) 같이 온 한국 친구도 저번 학기랑 너무 달라서 적응이 안 된다고..... 확-확-바뀌는 것 같다고 그러는데..... 그래서

그런 생각은 해요. 미국 애들이 나를 봤을 때 헛갈려 한다 그래야 되나. 어떤 성향을 가진 앤지 잘 모르는 것 같아요.

같은 과에 다른 나라에서 온 학생들도 있습니까?

네. 동기 중에는 중국 여자애 한 명이랑 타이완 남자애 한 명 있는데, 그 애는 미국에서 스물 살 때 까진 가 살았으니까, 개는 걸만 타이완 애고 사고 방식은 다 미국 앤 것 같고.

그 학생들을 봤을 때 어떤 기분이 듭니까?

내가 중국애가 하는 행동을 보면 미국 애들과 다르잖아요. 그랬을 때 ‘아, 저런 행동은 내가 하는구나’ 하는 생각이 들었을 때, 그게 싫다라는 생각이 들었어요. 그냥 나는 한국사람이어서 어차피 똑같아 질 수는 없는데, 그냥 똑같이 행동하고 싶은 것 같아요. 나는 여기서 job도 잡아야 되고. 물론 그 사람들이랑 똑같이 행동한다고 해서, 뭐라고 해야 하지..... 좀 더 소극적이고, 미국사람들은 좀 더 적극적이고 motion 도 크고 그런데, 내가 그러지 못할 때 내가 다르게 보이잖아요, 미국 사람들이 보기에는. 그게 싫어서 좀 더 비슷해지고 싶은 것 같아요. 그랬을 때 그 중국 여자애를 보면, 뭐랄까, 행동하는 게 당연히 다르죠. 중국 앤데. 그랬을 때 그냥 불편해요. 아, 내 모습이 저렇구나 하는 생각이 들어서.

그 중국 여자애가 옷 입는 것 등을 보면서 어떤 점을 느낍니까?

그냥, 뭐라고 해야 하지..... 중국 애들은 별로 옷에 신경을 안 쓰는 것 같아요, 더더더 더더욱. 우리는 청바지에 면 티를 입어도, 그 청바지에 더 맞는 면 티 색이 있잖아요. 내가 이렇게 레이어드를 했어[자신이 입고 있는 옷을 가리키며]. 우리는 이 안에 빨간색 티를 입지는 않잖아요. 우리는 어느 정도, 아무리 옷에 관심이 없어도, 색깔은 맞춰 입는데..... 뭔가 전혀 익숙하지 않은 색깔들? 내가 봤을 때 한국 애들이 유난히 그런

거에 신경을 쓰는 것 같고, 중국 애들은 신경을 안 쓰는 것 같아요. 타이완 애들은 좀 신경을 쓰는 것 같고, 내가 봤을 때 우리나라랑 거의 비슷한 것 같고.....

주위의 한국 학생들의 옷을 보면서 느끼는 점이 있다면 말해 주세요.

한국 애들은 옷 잘 입는 것 같아요. 그냥 다 청바지에 면 티를 입고 있어도, 내가 볼 때는 기본적으로, 뭔가, 완전 아무렇게나 입지는 않는 느낌. 근데 다른 나라, 일본을 제외하고..... 진짜 일본 애들은 여기서도 많이 멋 부리고 다니는 것 같아요. 개네 들의 스타일, 스키니 진에, 머플러..... 일본 애들 만의 스타일. 개네 들은 여기서도 스니커즈에 스키니 진에..... 뭔가 약간 세련되어 보이는 그런 옷들.

왜 미국에 와서 공부하기로 결정했습니까.

그러게. 어제도 같은 과 선배랑 이야기 했는데. 선배가 그랬어요. 정말 누가 온다고 그러면 비 추천 하고 싶다고. “왜 왔을까요, 우리는.....” 이러면서. 이제는 왜인지 이런 얘기를 하면 안 될 것 같긴 하지만. 그냥 교수님이 너무나 오랜 시간 동안, 대학교 3-4학년 때부터 “유학을 가는 게 좋지 않겠니? 너의 커리어에 유학을 가는 게 좋지 않겠니” 이러시면서, 교수가 추천했었고..... 석사 2년 내내 계속 이제 TOEFL 점수 따야 하지 않겠니, GRE 점수 따야 하지 않겠니, publish 해야 하지 않겠니..... 이러시면서 내 커리어에 정말 관심이 많으셨고, 그냥 그 방향을 계속 몰고 가셨어요. 그래서 내가 취업을 한 2년 했다가 가야 할 것 같은데요 하고 이야기 하면..... 좀 나이가 드신 그 분의 사고방식에 의하면 여자는 과장이상으로 올라가기 힘들고 지금 유학을 가는 것이 내 커리어에 도움이 된다고 설득하셨어요. 부모님도 같이 공부를 더 하는 게 낫지 않겠냐고..... 주변의 기대와 설득이 가장 큰 이윤데요. 이제는 이 말을 하지 않아야겠다고 결심을 한 게, 그냥 미국 애들의 자기 motivated 된, 내가 막 이 연구를 하고 싶고 이런 걸 보면서 이런 이유를 대는 게 너무 웃긴 거야. 내가 이십 대 초반도 아니고..... 그랬을 때 self-motivated 된 것과는 다른 건..... 잘 하는 게 전혀 없었던 것 같아요. 내가 회

사에서 6개월 동안 인턴을 하면서 느낀 건, 정말 빠릿 빠릿 해야 한다고 느꼈어요. 주변 상황, 주변 눈치 정말 빠릿빠릿하게 움직여야 되고, 문서도 위에서 워드 문서 만들어라는 명령이 떨어지자마자, 거의 한 시간 안에 완성해서 내야하고..... 진짜 내가 빠릿빠릿 해야 하는 데 내가 그렇지 않고..... 그런 내 성격, personality랑 내가 혼자서 뭐 하는 거 많이 좋아하거든요. 그랬을 때 동료들이랑 같이 일하고, 일 끝나고 나면 으쌰으쌰 막 모여서 놀고 그런 것 보다는, 나 혼자서 하고, 나 혼자서 책 읽고, 나 혼자서 페이퍼 쓰고..... 그게 내 적성에 맞는 것 같아요. 이제 생각해 보면 다른 이유로 여기 오긴 했지만, 내 적성에 제일 맞는 것 같아요, 공부를 하는 게.

부모님께서 졸업 이후에 어떻게 하기를 바라십니까?

부모님께서 나를 예뻐하시는 하시지만, 내가 정말 잘 되기를 바라셔서 만약에 여기에 더 있는데 내가 잘 되는 거에 도움이 된다면, 그냥 상관 안 하시는 것 같아요. 그럼에도 불구하고 우리 엄마 같은 경우는, 만약에 한국에서 교수 자리가 난다면 하면 오기를 바라시죠.

UGA를 오게 된 이유는 무엇입니까?

우리 과가 돈이 많은 것 같아요. 우리 과 쪽이 유난히 돈이 많잖아요. Technology 쪽이랑 관련된 과는 돈이 많아서..... Indiana도 그렇고 Florida도 그렇고 돈이 많긴 한데..... 요즘 추세는 UGA 가 계속 교수 수를 늘려가는 추세고, 돈이 많아서 내가 볼 때는 석사까지도 거의 대부분 다 커버가 되는, 장학금으로 커버가 되는..... 금전적인 문제가 가장 첫 번째 이유였고, 두 번째는 세 네 명의 굉장히 유명한 faculty들이 있다는 것. 그 두 가지 이유였던 것 같아요.

APPENDIX C

Transcript in English

What types of dress did you wear in Korea?

I wore uncomfortable, fitted dress when I was in Korea. Jeans and tops were all tightly fitted to my body. Here, I wear loose fitting dress, mostly training pants. I didn't wear loose fitting dress when I first came here, but as I get busy with assignments, etc....I wear loose fitting jeans here. In Korea, I used to wear jeans and high-heel shoes together. I also liked to wear one-piece dresses or short skirts with boots in winter. During the first semester, I wore dress that I brought from Korea. I think American students really don't care about dress, and I think I am becoming less interested in dress, too.

What are the reasons for the changes in your dress style?

Most American students wear North Face jackets. I think it will look silly if I wear something like a trench coat that I used to wear in Korea. when people around me are wearing that kind of jacket. Now, the dress that I brought from Korea is in the back of my closet.

Do you think Americans stare at you when you wear dress that you brought from Korea?

Hum...I don't think they stare at me, but it makes me uncomfortable when my style is different from others. Koreans' dress style is similar to the style of what American students wear on Friday night, such as stockings, one-piece dresses, and full make up. When I wear Korean dress here, I feel like I am dressed-up. Training pants are comfortable.

Did you wear glasses or contact lenses in Korea?

I wore contact lenses most of the time.

Why do you wear glasses here?

Lenses are uncomfortable. I have to read many books; then I easily get dry eyes. But I don't like to wear glasses. I think glasses and earrings don't go together. However, there is no other choice; I have to wear glasses. Because I wear glasses, I have started not to wear other accessories and I tie my hair.

Did your hair style change?

I think there has been no major change in my hair style, except that I went to the beauty shop very frequently in Korea.

What types of bag did you have in Korea?

There were many books that I had to take to the school, but I usually took them in my hands. I had shoulder bags in Korea. I wear a North Face backpack here, because it is comfortable.

What types of dress did you bring from Korea?

I brought every dress I had in Korea, one-piece dresses, high-heels shoes. everything. But I only wore them during my first semester because I don't go out on Friday nights.

Did you search for information about dress styles in the U.S. before you came here?

No, that is why I brought all my dresses and accessories. I didn't know whether American students wore those types of dress. Korean college students wear really stylish dress; they wear full make up and their hair is very stylish. Sometimes, Korean college students wear formal dress to class. One professor in Korea told me that there are no college students who dress up like Korean students do. But I didn't know there was such a big difference between the dress style of Korean college students and that of American

college students. There are some American students who wear unique dress. Except for them, everybody wear the same style dress.

What are the differences between Korean college students and American college students?

I think American students are more practical. Korean students wear jeans and high-heel shoes whether it is rainy or not. When it rains, American students wear water-proof jackets, with water-proof training pants. Some of the American students wear rubber boots. I think Koreans are really conscious about what others think about them and consider self-satisfaction more important than utility. There are several differences between Korean female students' dress styles and American female students' dress styles than between Korean and American male college students.

When do you wear dresses that you brought from Korea?

I used to wear them when I go to church. But as I have gotten busy, there is no difference between what I wear to class and what I wear to church.

Then the dresses you wear to class, are they from Korea or did you purchase them here?

Half of them are from Korea and half of them are from the U.S., I think. However, the dress that I brought from Korea is all tight-fitting, compared to what I purchased here. So the dress I bought here is more comfortable. Even if the styles of the dress are similar, their sizes are different. I took back the dresses from Korea to give my sister when I visited Korea this winter.

When did you wear casual dress in Korea?

My boyfriend does not like dress that is feminine. He likes to wear casual dress and he wanted me to wear casual dress. So when I met him, I wore casual dress but when I met my girlfriends, I wore more stylish dress. You know, there is that kind of competition between girlfriends.

What types of dress did you purchase here?

Most of them are training pants. Also, I bought several jeans and hoodies. I want to buy a North Face jacket, but it is too expensive.

What about shoes?

I bought Nike shoes here. Also, most frequently I wore flat heeled shoes that I brought from Korea.

How about bags?

I wear a backpack most of the time.

What are the differences between your bags in Korea and here?

I never wore a backpack in Korea. Most American students bring a water bottle to class. So I started to bring one to class, too. The bottle is really heavy, so I need a backpack.

Why do you also want to have a water bottle?

If I am similar to others, I don't have to care about what others think about me. However, I will draw attention from others because I am Asian.

Did you buy new dress to bring here?

I bought a few dresses, such as T-shirts and several pairs of flat shoes. Except for them, I brought the dress that I used to wear in Korea.

Why did you buy flat heeled shoes and T-shirts?

Because I came here to study, I thought I would not wear high-heels here. And, because T-shirts are comfortable.

What did you think when you first came here and saw what American students wear?

I was surprised because every student wears a similar style of dress. If you go to the SLC and see the undergraduate students, they are all wearing the same style dress, very short shorts. And these days, they wear running shorts and Ugg boots. The combination is really odd. I thought American students would wear whatever they wanted to wear. I thought they would not care about what others thought about one's dress style. But I think it is not true. Maybe they wear the same style dress because they think it is comfortable, or because they care about what others think.

What among American students' dress items are the ones you want to have and what you don't want to have?

I want to buy rubber boots for rainy days and two types of North Face jackets. I have Ugg boots, but I want to have one more pair. I think American students really like Ugg boots; they wear them more often than Korean students wear them. I don't want to have T-shirts that bare the breast. I don't understand why American students undo two buttons when undoing one button is enough. I don't understand why they wear shorts and Ugg boots together. I think it is not a good combination. Well, when American students wear shorts and Ugg boots together, it looks okay because their legs are long. But I think my legs are not long enough to wear that combination.

Why do you want to buy them?

The jackets look cozy and warm. I usually wear jeans. When it rains, my jeans get wet, so I like to wear rubber boots.

What types of dress did you wear when someone praised you because of your dress?

It was when I wore a mini one-piece dress. They told me it was really pretty and asked me where I got the dress.

Do you wear dresses more frequently?

No, I don't. They were not for school. Maybe I wore them more frequently if I was in Korea.

What is the reason that you don't wear them more frequently?

I care about what others think and say about me. Last semester, I sometimes wore a mini one piece to class for my own satisfaction when I felt gloomy. I felt uncomfortable when I got reactions from my class mates. They said 'Are you going somewhere today? Why did you dress-up today?' I didn't plan to go anywhere and I actually did not dress up that much. When I wear different dress styles than usual day, when I don't wear jeans and T-shirts, I think their reaction is like that.

How did you feel when you heard the words from the students?

I was only a little more different than usual. I was not totally different. I didn't expect that type of reaction. I dressed that way for my own satisfaction. I felt uncomfortable. I thought, Ph.D students are expected to focus on their studies. Maybe adorning oneself is not what Ph.D students should do.

Whose reaction was that? American students or Korean students?

American students

What type of impression do you want to give to American students?

When I first came here, I wore the dresses that I brought from Korea. They were the only ones I had, and I wore them without any problem when I was in Korea. But others told me “you really care about what you wear.” I didn’t want to hear that anymore, so I really tried not to wear the dresses that I brought from Korea.

What type of impression do you want to give to professors and Korean students?

I don’t want to be considered unstylish when I am away from school. I want to hear “she is really stylish.” At first, I found that Koreans go to church with their beautiful dresses on, so I did, too. I wanted to be a stylish woman to others and to other Korean girls. But now, I think comfort is most important.

Did your make up style changed?

It is totally changed. I always wore make-up when I was in Korea. It was full make up with makeup base, foundation, powder, mascara, etc. [Now] I only put sun block on or the cream that acts as sun block and foundation. On special days, I put on powder additionally. As I got busy, I think my make up style changed.

How often do you wear perfume?

I rarely put on perfume when I was in Korea. When I saw someone who wore so much perfume, I thought “Why does she wear that much perfume?” However, I thought perfume would be really common in the U.S., so I bought three different perfumes when I came here. I wear them everyday, once a day usually, sometimes twice a day.

What are the reasons for the changes?

I don’t notice the smell from myself. However, I eat different (Korean) food from others. You know, there is body odor. Because people in the U.S. wear perfume very often,

regardless of gender, I think that is why I wear perfume. Now it is my habit; if I don't wear it, I feel uncomfortable.

Did you smell anything bad from others?

I think nine of ten Americans wear perfume, so I only smell the perfume from Americans. Maybe from Indians? A smell that I am not accustomed to. It is not a bad smell.

Do you care about the smell of Korean food?

Yes. I think that is why I put on perfume. I rarely eat Korean food these days. However, I don't know what types of odor I have. I think it is not only a problem of food. I think there is a unique smell of people from different countries. I think taking a shower does not eliminate the smell.

What do you expect from the life in the U.S.?

It is more silent than I thought. I like a quiet place but it is a more silent and emoted place. People in my department are very friendly. There is no severe competition among the students, I think. Of course, they have their private lives. But invitations on Thanksgiving Day or birthday parties with peers were not what I expected. I thought all Americans will be individualists, but I think they are not. However, one of my American friends told me that Americans are polite because it is the social rule, not only because they really like others. I think Americans are more favorable to women than to men. So I think Korean men will have different points of view with me.

What is your plan after graduation?

If there is an opportunity, I would like to have a career in America. After several years in America, I will go back to Korea. Or I will stay here.

What are the differences between American culture and Korean culture?

I think Americans are more family oriented. In Korea, people hang around with co-workers after work because of the in-group oriented culture. But Americans go back home after their work. And every group is divided from the others. They meet co-workers in the work place, and they meet church members in church. Also, I think the family size is larger than that of Korea. Koreans usually have one child only, whereas Americans have two or three kids. And relationships between professors and students are equal. The professors respect the students' research topics. Korean professors sometimes ignore what the students want to research. Korean professors think the topic is not important.

What is the influence of the differences?

Except the fact that I haven't acculturated yet, and that I am responsible for my living, I think the differences have a really positive impact on me. The professors and students are very kind. Of course, I make mistakes when I work as a graduate assistant. Then my manager asks me "what are you doing?" Even though I am not accustomed to the cultural differences, I am very positive about the differences.

What part of Korean culture would you introduce to foreign friends?

I think that is a very difficult question. I am very ashamed, but I don't know what to say. One American asked me two or three times the same question because he is going to Korea. One Korean guy I met in Korea before I came to the U.S. who had been in the U.S. for two or three years told me Korea is not a good place, and the U.S. is really good. I didn't understand why he said that. And I still don't think the same way he thought. But I don't know what to say when someone asks me about Korean culture. If he or she likes a silent place, I would recommend a traditional palace.

How's your living environment?

I think I am getting used to it. Still, I don't know what I need to do sometimes....It is a really quiet and good place.

Was there any change in your life after you came here, as you are away from your parent?

I really relied on my parent and my sister when I was in Korea. When I wanted to pay my cell phone bill automatically, I didn't know how to do it. I was really clumsy. So I asked my sister to do it for me. When I wanted to return the merchandise I bought, I asked my mother to do so. I didn't want to face the clerk. But here, I have to do everything by myself. I think what I could do by myself when I was in Korea was study. I knew that I was not able to live by myself, but I didn't know how bad I was at it, even though I am getting used to it here...

Is the change influences your dress style?

I wore shirts very often in Korea and when I first came here. But as I need to iron them, I don't wear them often these days. That is also the reason why I don't wear dress pants. I wear dress that I can easily wash and dry. I don't wear one-piece dresses because they need to be dry-cleaned.

In your opinion, what is the impression of professors and American students on you?

I am very curious about that. I feel heavy about the fact that I can't speak English well as the other American students do. I can't express what I think fluently. As I took the GRE test to enter graduate school, I think there is certain degree of expectation about my English skills. But I don't think I am meeting those expectations. I think the professors and other students will think as I think, too. I can't even express my research interest accurately.

American students are very proud about very minor things that they can do. But I don't speak English very well, and I can't express my thoughts very well. I sometimes think that because I don't speak English very well, the professors and the students might think I am stupid. It could be self-accusation,

Are there other foreign students?

There is one Chinese girl and one Taiwanese boy.

What do you think when you see them?

The Chinese girl behaves differently from American students. When I saw the differences, I realized that "Like her, I act differently," and I felt bad. I am Korean, so I cannot be like an American. But I think I am trying to be similar to American students because I have to find a job and live here for awhile. I am a very passive person, which is different from Americans. Because of the difference in appearance, Americans will notice that I am different from them. I don't like that, so I want to behave similar to American students.

What do you think when you see other international students' dress styles?

I think the Chinese do not care about their dress. Koreans, even they don't care about fashion at all, or think about the combination even if they wear only jeans and T-shirts. But a Chinese student does not care about it at all. Maybe, a Korean cares about dress too much.

What do you think about other Koreans' dress style?

I think they are very fashionable. Even if they wear jeans and T-shirts, they look different from other Asian students. I think Japanese are also very stylish.

Why did you decide to come to the U.S.?

My friend and I say to each other “What are we doing here?” half in joke. My major professor in Korea kept telling me “You better go to the U.S. for a higher degree for your career” and “Isn’t it time to take the GRE test?” or “Isn’t it time to take the TOEFL?” He said it is better to have a Ph.D. from the U.S. than to find a job in Korea because it is difficult for women in Korea to obtain promotion. My parents also want me to study in the U.S. But I am not going to tell that to others. American students are really self-motivated, so I would be embarrassed to tell them I came here because my major professor and my parents wanted me to come. I had an internship for six month in Korea. I think to work for a company a person needs to be really clever, but I am not. They have to complete what their boss requests in a really short time. They have to work together, and they hang out together – drinking beer together- after work. But I don’t like that. I like to study alone and write papers alone. I think being in school is best for me.

Why did you choose to come to UGA?

In my area, UGA shows rapid growth compare to other schools. My department. in UGA is recruiting more and more professors. Also they can support graduate students financially. And there are very famous professors at UGA.

APPENDIX D

Coding

DRESSIn Korea

- I wore formal wear to class. It was semi-formal dress. I wore many different skirts. I rarely wore casual wear
- [I carried] Small shoulder bags. I carried my books in my hands. I never wore a back pack at the university because it does not look good with formal dress
- I had wavy hair [in Korea]
- I wear high-heel shoes and sandals very often
- I bought the dress that I thought was pretty. I like comfortable shoes but since I rarely wear running shoes in Korea, I didn't buy them in Korea. I bought high-heel shoes
- I wore full makeup when I was in Korea
- In Korea, it is not common to wear sweat pants to class. I think my style was so-called 'dress-up'. I wore one-piece dresses most of the time. I wore 2-3 inch high-heel shoes. I wore high-heel shoes even if I wore jeans. My bags were small handbags that I could hold in my hands
- I usually wore jeans and T-shirts, or chino pants with shirts. Once or twice a week, I wore skirts, jackets and high-heel shoes. I usually wore a small backpack or sometimes I carried small bags in my hands
- The university that I attended in Korea considered proper dress style very important. There was a certain percentage of points for your presentation attire. So female students wore skirts, jackets and shirts when they did a presentation

- I carry small bags in Korea
- I put pens and a purse in my bag and carried books in my hands when I was in Korea
- My parents bought me formal wear right after I graduated from high school. They wanted me to wear it when I went to the university. Soon I found that my dress style was different from other students' dress style. Most students wear jeans or semi-formal dress
- what I have is formal dress and casual wear
- I wore dress from Hollister or American Eagle
- When I was in Korea, I couldn't wear that kind of dress because it makes me look fat
- I wear flip flops and flats. I also wore high-heels shoes in Korea. I wore high-heel shoes with a pair of jeans
- In Korea, people stare at you if you wear a low neckline but not very low compared to the T-shirts here. If you wear that type dress in Korea, people will consider you a loose woman
- I wore uncomfortable, fitted dress when I was in Korea. Jeans and tops were all tightly fitted to my body
- In Korea, I used to wear jeans and high-heel shoes together. I also liked to wear one-piece dresses or short skirts with boots in winter
- There were many books that I had to take to the school, but I usually took them in my hands. I had shoulder bags in Korea
- I always wore make-up when I was in Korea. It was full make up with makeup base, foundation, powder, mascara, etc.

In America

- Right before I came to the U.S., I straightened my hair
- Mostly jeans, jean skirts. And tops were mostly T-shirts

- I didn't bring any pocketbooks (handbags) that I used to carry in Korea. I brought several bags, but I rarely carry them. Most of the time, I wear a backpack
- [I brought] One pair of sandals, one pair of high-heel shoes, one pair of flat shoes and one pair of slippers
- [In the U.S., I purchased] Comfortable running shoes and slippers. Also, sandals because it is hot here
- [When I go to class in the U.S.,] Jeans, T-shirts, or knit sweaters
- When I had a presentation, I wore a jacket and jeans. The jacket was my everyday wear when I was in school in Korea
- [Among the dresses I wear to class,] Jeans are from Korea. I bought most of the tops in the U.S.
- Usually, I only wear sunscreen cream. I wear full makeup sometimes, when I go to church, or when I want to cheer myself up
- When I went shopping before the first semester, I bought a hoody, jeans, and basic T-shirts. In the winter, I bought a knit sweater. During the semester, I bought a skirt because I want to adorn myself
- I think it is similar to the dress that I wear in Korea everyday. I wore formal dress and carried a handbag in Korea. Formal occasions for me here are when I go to church.
- I think their(Korean students in Athens) style is similar to mine. They wear comfortable, casual dress to class. And they wear stylish dress when they go out. I think their style is Americanized. One Korean girl I know bought an American style dress in Korea when she visited Korea during the break. They don't wear the flashy dress that they used to wear in Korea. I think they wear "student" wear

- [When I go to class, I wear] Jeans, T-shirts and running shoes
- I bought many T-shirts. The styles of T-shirts that I brought from Korea do not match the styles here. I wanted to buy more comfortable and more casual styles.
- Among them, I brought the ones I could wear to a party and left some things that I usually wear everyday. I thought I would not wear them here. I wore the dresses to class when I was in Korea, but they became party dresses here
- I want to have a North Face jacket. I didn't bring coats because I thought it would be warm here. But it has been cold. I have heard the jacket is really warm even though it is thin
- If someone asked me to wear Korean style dress to class, I really would not like to do that. I don't want to give an impression that I have dressed up
- I think they are all very stylish. Some of them really look like models, and some of them seem really Americanized. Even if they wear the same sweat pants, they are more stylish than American students. I really like the fact that Koreans are stylish because that is one way to express oneself
- Most of the dresses that I brought here were jeans, T-shirts, casual skirts, casual jackets, and two or three pairs of formal dress, just in case
- I brought T-shirts and jeans. I brought every dress that I thought was comfortable and brought only a few dresses for fashion
- [When I go to class, I wear]Jeans, T-shirts, hooded Ts, and hooded zip-ups
- I wear jeans and white shirts when I have a presentation here
- I sometimes wore skirts to class in Korea, once or twice a week. But I never wear skirts to class here

- I think Korean students' style is sleek and neat. I think even if Korean students try to change their style to American style, most of their dress items will still be from Korea. So the students keep on looking clean and neat. I think Korean students are very stylish. And they wear clean and neat dress compared to other Asian students
- I have to put everything in my bag here, so I have a big backpack here
- I brought every dress I have in Korea
- And I found some Korean students were ashamed about the fact that they were Korean
- I thought Americans do not care what other people wear. So I thought it doesn't matter what types of dress I wear here
- I bought a UGA hoody
- Many people wear a hoody and there are many fat people here
- I like to have more eye make-up to make my eyes more definite because American students have really big eyes
- I think Korean students are very stylish
- Flip flops and flat shoes because American students wear them a lot
- I wear flip-flops and flat shoes with jeans
- I wear loose fitting dress, mostly training pants
- Most of them are training pants. Also, I bought several jeans and hoodies. I want to buy a North Face jacket, but it is too expensive
- I bought Nike shoes here. Also, most frequently I wore flat heeled shoes that I brought from Korea
- I wear a backpack most of the time
- I bought a few dresses, such as T-shirts and several pairs of flat shoes

- [In the U.S., I bought them] because T-shirts are comfortable
- I want to buy rubber boots for rainy days and two types of North Face jackets . I have Ugg boots, but I want to have one more pair. I think American students really like Ugg boots; they wear them more often than Korean students wear them
- I only put sun block on or the cream that acts as sun block and foundation
- I don't notice the smell from myself. However, I eat different (Korean) food from others. You know, there is body odor
- I think that [I care about the smell of Korean food] is why I put on perfume. I rarely eat Korean food these days. However, I don't know what types of odor I have. I think it is not only a problem of food. I think there is a unique smell of people from different countries. I think taking a shower does not eliminate the smell
- I started to wear it because I don't want to emit smells of Korean food
- I don't know if I have a bad smell or not. But other Koreans say that Koreans can emit a Kimchi smell after eating it. I am concerned about my odor. After eating Korean food, I brush my teeth with care. Even if I don't smell anything bad from myself, I don't want other people to have an uncomfortable feeling
- I wore perfume in Korea, but not as often as I do here. I think I wear perfume because American students wear perfume. I do not know what type of odor I have, but I am afraid that I have bad odor. I read a book that says Americans have their unique odor, and Koreans have their unique odor. The book, which is a *record of personal experience in China* by Biya Han, also says that Korean students were teased because of the odor. So I try to wear perfume every day and I also use deodorant

- When I have lunch or dinner in a Korean restaurant, I come home and take a shower and change my dress. Then I go to class. When I eat Korean food at home, I don't take a shower but I change my dress. I think I am more conscious about the smell here
- I didn't think there is a unique Korean odor. But I started to wear perfumes here. I smelled something bad from other international students, so I started to think that I could have an odor, too

American Students

- I think they do not care how they are perceived by others. They wear what they want to wear.
- I don't think I see students wearing similar dress style here. They are so natural
- I think Americans always wear comfortable dress
- I think there is also a fashion trend in the U.S. I thought there wouldn't be a fashion trend there. I found people wearing the same dress here. It was really shocking
- At first, I thought they always wear sweat pants. But as time went by, I found that there are many different types of dress. There are people who always dress-up. On the other hand, there are people who always wear sweat pants. I think they are all very unique. There are certain fashion trends here, but there is also uniqueness and individuality. I think a North Face jacket, jeans, shorts, pants, and leggings underneath, and Ugg boots are the trend here
- I think American college students' dress style is similar to the style of Korean high school students
- They wear really comfortable dress. Now, I think that they wear various styles of dress. There is clear individuality. I think, in a group, the members want to assimilate to each other
- American students wear make up even if they wear sweat pants
- I don't like them wearing pajamas to class. It is really rude to do so. Professors prepare for

the class at least one hour or one day before the class. I think it also expresses that the student is lazy

- I still think wearing flip-flops is too much. I am not saying that they [RAs] should wear suits. But I think they[RAs] have to prepare their dress. Wearing flip-flops does not make any sense
- Female students here come to class wearing shorts, pajamas, and sleeveless T-shirts
- I think students here wear whatever is convenient for them to class and wear really nice dress when they go out. Americans do not care about dress, I think. They wear five year old T-shirts, or ten year old T-shirts. They wear the T-shirts if they like the print on them; they don't care if the shirt is worn out or not. They don't care about what others wear
- But the shorts that American students wear are really like pajamas that say PINK at the back
- American students wear sweat pants to class
- I don't think they care about their dress. They don't wear pretty dresses but jeans and T-shirts. Some of the T-shirts seem to be pajamas to me
- There is a clear distinction between dress for school and dress for party
- I found that American students wear flip-flops or flat shoes when they wear jeans
- I think American students really don't care about dress
- There are some American students who wear unique dress. Except for them, everybody wear the same style dress
- I think American students are more practical in their dress choices
- I was surprised because every student wears a similar style of dress. If you go to the SLC and see the undergraduate students, they are all wearing the same style dress, very short shorts. And these days, they wear running shorts and Ugg boots. I thought American students

would wear whatever they wanted to wear. I thought they would not care about what others thought about one's dress style. But I think it is not true

Koreans

- Korean students are really conscious about current fashions
- There were some American students at in my university as exchange students. They said Korean students are like dolls. Every Korean student puts full make-up on, when pleated skirts are the fashion, every student wears pleated skirts. They say all Korean students look similar
- I think Koreans wear more fancy dress. Koreans wear really comfortable dress at home and change their dress even if they go out just for a while. If I didn't want to change my dress, I wore a cap in Korea
- Korean college students' dress style is similar to the style of American professional
- There are differences among Korean college students' dress style. But most of them dress-up. They wear high-heel shoes with jeans. Students rarely wear backpacks. There were two groups who wore backpacks. One group had lived in the U.S. before. The other group still had the look of high school students
- But, Koreans think, if we have something, such as a presentation, we have to prepare our attire as well
- Korean female students really care about their dress when they go to class. It is known that female students in the engineering college don't care about their appearance, but I think they care about their appearance more than female students here
- The shorts that Korean students in Korea wear give you a feeling that they are daytime wear

- I think Koreans consider dress very meaningful. If the occasions are formal, the person really needs to wear formal dress
- I think I try to care about my dress when I meet Koreans here because Koreans judge people by their appearance
- My father always told me “You don’t have to tell others that you don’t have money even if you do not.’ You say it to your friends half jokingly when you are a student; when you become an adult, you shouldn’t say that. They will not give you money. You don’t have to exaggerate your wealth with your dress, but you don’t have to look like you are poor when you are not, either. If you have nice dresses, wear them. If you don’t have a nice dress, at least wear a clean dress”
- My father wanted to buy me nice dresses, not expensive dress but a neat and tidy dresses. My father didn’t give me money to buy jeans and T-shirts. But he gave me money when I said I would buy nice skirts and jackets. My father wanted me to wear those types of dress. He liked me to wear skirts and heels and hated shorts and flip-flops. I had to wear formal dress for the formal occasions such as for my grandfather’s birthday or for my grandmother’s birthday
- My mother cared about my dress because she thought my family members had to meet the expectations of other people
- I think there is a standard of dress for what Master’s students wear to class [in Korea]
- It[Wearing sweat pants or running shorts to class] couldn’t happen in Korea
- Koreans are not familiar with parties. And there is no clear distinction between dress for school and dress for going out

- I might use dress to give a certain impression if I am in Korea because Koreans judge people by their dress
- Koreans' dress style is similar to the style of what American students wear on Friday night, such as stockings, one-piece dresses, and full make up
- Korean college students wear really stylish dress; they wear full make up and their hair is very stylish. Sometimes, Korean college students wear formal dress to class
- Korean students wear jeans and high-heel shoes whether it is rainy or not. When it rains, American students wear water-proof jackets with water-proof training pants. Some of the American students wear rubber boots. I think Koreans are really conscious about what others think about them and consider self-satisfaction more important than utility

Collectivism

- People said Americans rarely perm their hair. That is another reason why I straightened my hair
- I saw American people with wavy hair [that is why I want to have a wave in my hair]
- [I brought the] Dress that does not catch other's attention
- I didn't want to adhere to the Korean dress style. I didn't bring any dress that is the Korean prototype. I didn't want to be conspicuous. There is a saying "When in Rome, do as the Romans do"
- My boyfriend said "Not only male students but also female students wear hoodies and jeans. If you wear formal dress, people perceive you as strange"
- I didn't have time in Korea, but I cared about how others perceived me when I was in Korea [so I spent time to wear nice dress]

- I don't want to get other's attention. I want to be ordinary. I don't want to show that I am "fresh off the boat." When I see someone who wears the typical dress style of Koreans or Japanese, it doesn't look good
- When I go to church, because everybody wears Korean style dress, I wear that style, too. However, after church, when I go grocery shopping, which is "going back to everyday life," I feel really awkward. I have the feeling that I am getting others' attention
- Their[Banana Republic] dress does not catch others' eye but it is not casual dress either
- When I wear Korean T-shirts, I feel like I am a foreigner here
- I think wearing American style dress is better for having friends here
- But I didn't wear it to class. I was afraid that other students might say "Something is wrong with her"
- Because I am a foreigner here, I am already getting too much attention. If I were an American, maybe I would wear the Korean style dress because people will not consider it different
- I don't want to look like a foreigner. I want them to think that I am not very different from them
- Because they[American students] wear jeans, T-shirts and flip-flops, I try not to wear formal dress. I wear jeans and T-shirts
- I think I try to care about my dress when I meet Koreans here because Koreans judge people by their appearance. I try to wear formal dress compared to the dress I wear to class. I wear T-shirts with collars, skirts and high-heel shoes
- If I wear only jeans and white shirts, other students here tell me "You look nice today"

- Korean college students hold their books in their hands, but students here put everything in their bag. So I think the size of my bag became bigger
- Nobody wears what I used to wear in Korea. So I feel awkward if I wear different dress . People are more likely to talk to me. Then I will feel uncomfortable. So I want to blend in with other students
- But many people wear a hoody and there are many fat people here [that is the reason why I bought hoody here]
- It seems everybody wears it [hoody with UGA logo on], so I wanted to wear one
- [In the U.S., I bought] Flip flops and flat shoes because American students wear them a lot
- But I found that American students wear flip-flops or flat shoes when they wear jeans. So I wear flip-flops and flat shoes with jeans
- I bought two bags. You know the bag many American students have, with a flower pattern?
- I want to try it [tube dress], but I care about what other Koreans will think about me. I would wear them if I am traveling here. But, as I am living here, I cannot wear them. Koreans judge others by their dress. I don't want to be a loose woman
- So I want to try such dress as a tube dress, but I cannot do it because of the Korean people here
- Most American students wear North Face jacket, I think it will look silly if I wear something like a trench coat that I used to wear in Korea when people around me are wearing that kind of jacket
- I don't think they stare at me, but I care when my style is different from others
- I used to wear them [dresses that I brought from Korea] when I go to church

- Most American students bring a water bottle to class. So I started to bring one to class, too .
The bottle is really heavy, so I need a backpack
- If I am similar to others, I don't have to care about what others think about me
- I care about what others think and say about me. I felt uncomfortable when I got reactions from my class mates. They said 'Are you going somewhere today? Why did you dress-up today?'
- At first, I found that Koreans go to church with their beautiful dresses on, so I did, too. I wanted to be a stylish woman to others and to other Korean girls
- When I saw someone who wore so much perfume, I thought 'Why does she wear that much perfume?' However, I thought perfume would be really common in the U.S., so I bought three different perfumes when I came here
- I didn't bring anything that is for fashion. I wanted to, but my mom and sister dissuaded me. They said "are you going to brush yourself or study?" So my dresses were for "study"
- [I don't wear full-make up here, because] Most Koreans who are here came to study
- Adornment, such as make-up, is also for self-satisfaction. I came to study here
- [I don't wear skirts to class because] I want to look like a person who studies
- When I see pictures of my friends in Korea, they are wearing really fashionable and stylish dress. I envy them. But even if I bought that type of dress, there is no place that I can wear the dress. Also, I am a student right now, so I think I am content with my style now
- If I dressed up, people would ask me "Are you going somewhere today?" So my dress style right now will let them know that I am a student
- They wear gowns over their dress, so I couldn't see what they were wearing underneath the gown. But I think they really try to wear formal dress. They were only two to four years'

older than undergraduate students. So they tried harder to look different from undergraduates.

They always wore shirts and cotton pants

- So when I see RAs wearing flip-flops and worn out T-shirts, I cannot stop thinking that they are not prepared properly for class
- The students who wear those shorts seem like they just got out of bed. Isn't it strange to wear that kind of dress to class?
- I think I ought to concentrate on study, because that is the reason I came here. So I wear loose dress rather than tight dress
- Because I came here to study, I thought I would not wear high-heels here
- I thought, Ph.D students are expected to focus on their studies. Maybe adorning oneself is not what Ph.D students should do. Others told me "you really care about what you wear." I didn't want to hear that anymore, so I really tried not to wear the dresses that I brought from Korea

Individualism

- I don't care what others think. When I want to adorn my self, I do it for my own satisfaction.
- I think I really don't mind about other Korean students. I think I wear the dress that I want to wear
- I think I am giving the impression that I wear as comfortable dress as they do . At first, right after I got here, I wore dress similar to American students because I didn't want to be different. But now, I think I don't care what others wear and what I wear
- I don't want to wear American style dress to a party. I like to wear a dress that makes people wonder "where did she get the dress?"
- I want to sustain who I am. I want to wear what I want to wear

Utility

- I wore shirts very often in Korea and when I first came here. But as I need to iron them, I don't wear them often these days. That is also the reason why I don't wear dress pants. I wear dress that I can easily wash and dry. I don't wear one-piece dresses because they need to be dry-cleaned
- I heard the weather was not very cold, so I didn't bring many coats
- [I decided to bring the dress because they are] Comfortable and casual
- [In the U.S., I purchased] Also, sandals because it is hot here
- When I have free time, I will put my make up on, wear accessories and high-heel shoes with a one piece dress
- I think I bought new dresses when I needed them. I bought a hooded T because I felt cold and because it is comfortable
- I think the Korean style is not same as the presentation attire style of here. Maybe it is because of the different weather. The fabric of the skirts that I brought from Korea is really thick. But when I wear the skirt here, I feel stuffy
- Because I changed my major here. I stayed in the lab in Korea, but I have to go to the fields here. I cannot wear high-heels shoes and skirts when I go into the field
- If I have wavy hair, I need to have a permanent wave on a regular basis. But I can keep growing my hair if I have straight hair. So I straightened my hair before I came here
- I needed a laptop bag because I have to take it to class. Here, students use notebooks. The bags have to be really big to put all the notebooks in
- But as I have gotten busy, there is no difference between what I wear to class and what I wear to church

- The [North Face] jackets look cozy and warm. I usually wear jeans. When it rains, my jeans get wet, so I like to wear rubber boots
- As I got busy, I think my make up style changed

Comfort

- I bought the flat shoes before I came here because I thought they would be comfortable to wear
- [In the U.S., I purchased] Comfortable running shoes and slippers
- Here[U.S.], I bought comfortable shoes
- I like comfortable dress
- [I don't wear skirts to class because] they are uncomfortable
- Half of my dress [which I brought to the U.S.] was casual and comfortable wear, such as jeans, T-shirts, and running shoes. And the other half of my dress was something for dress-up such as one-piece dresses, which were never for 'dress-up' in Korea
- I bought a hooded T because I felt cold and because it is comfortable
- I think about comfort. I think I ought to concentrate on study, because that is the reason I came here. So I wear loose dress rather than tight dress
- I didn't wear loose fitting dress when I first came here, but as I get busy with assignments, etc....I wear loose fitting jeans here
- Sweat pants are comfortable
- Lenses are uncomfortable. I have to read many books; then I easily get dry eyes
- I wear a North Face backpack here, because it is comfortable
- However, the dress that I brought from Korea is all tight-fitting, compared to what I purchased here. So the dress I bought here is more comfortable

- But now, I think comfort is most important

Harmony

- To wear the one-piece dress, I have to put make-up on, and I have to wear accessories. American students wear backpacks and running shoes with a one-piece dress. I think it is odd. I wear high-heel shoes with a one-piece dress. It is inconvenient to have the whole combination
- American students wear make up even if they wear sweat pants. Korean students don't wear make-up when they wear sweat pants
- Wearing leggings under running shorts. It doesn't make a good combination. It looks ugly. I don't understand why American students wear leggings and shorts in that way
- But I don't like to wear glasses. I think glasses and earrings don't go together. However, there is no other choice; I have to wear glasses. Because I wear glasses, I have started not to wear other accessories and I tie my hair
- They [American students] wear running shorts and Ugg boots. The combination is really odd
- I don't understand why they wear shorts and Ugg boots together. I think it is not a good combination

Modesty

- They [American students] expose their skin too much
- [I never want to wear] Tops that have really low neck lines or really short shorts
- I hope students don't wear really tight leggings. It attracts my eye. I hope they wear a long T-shirt on top or wear something over the leggings. Some students wear only leggings and normal T-shirts; I don't think it is appropriate

- In Korea, people do not uncover their skin very much, but I think American students really expose their skin, especially during a party
- I thought the students would wear really revealing dress. Shorts are really, really short. They bare their breasts. I don't know where to look. I can understand them wearing sleeveless T-shirts. But they always wear sleeveless T-shirts with really low necklines
- I think they[Korean students in the U.S.] cover up their bodies very properly compared to American students
- [I couldn't buy the skirt, because] the skirt is too short
- I don't like tops with really low necklines
- I don't want to have T-shirts that bare the breast
- I don't understand why American students undo two buttons when undoing one button is enough

Body Consciousness

- But, the dress has a low neckline and I think I have to have a good body shape to wear it. I tried the dress on one time; it was not good on me
- I really want to have their body shape, not their dress
- But when I went shopping to buy formal dress here, the style did not look good on me. I think the style did not look good on me because of the different body shape
- I like to have more eye make-up to make my eyes more definite because American students have really big eyes
- There are some [Chinese] students who do not wear brassieres. American students have big breasts, so even if they don't wear brassieres, they look okay. But, Asians have small breasts. It doesn't look good

- Well, when American students wear shorts and Ugg boots together, it looks okay because their legs are long. But I think my legs are not long enough to wear that combination

COLLECTIVISM

- Because of the difference in appearance, Americans will notice that I am different from them. I don't like that, so I want to behave similar to American students
- I think Koreans compare themselves with others. Korean people think they are poor when they think they have less money compared to people around them. And Koreans really care about how they are perceived by others
- If I am in Korea, I really think and have to think what others are thinking about me
- I want to blend in with the students. But I don't think it is easy. There is no impression that I want to give them, but I really want to mix with them
- In Korean culture, people have to be the same
- Koreans really care about what other people wear and what others do
- Koreans care about things that can be seen by others

INDIVIDUALISM

- I think I am more self-centered now. In Korea, I have to be a daughter, a sister, and a friend. But here, I do what I want to do, I wear what I want to wear. I am satisfied with the change. However, I will change as my situation in Korea will be different
- But in the U.S., I think people see only themselves. I don't compare myself with others as I am getting used to being here
- I think people in the U.S. are more self-focused
- I think I have to learn how to be more content with myself
- I think I have to be very individualistic to survive here

- I think I became really tough and expressed my opinion very clearly to survive here. People take advantage of nice people. They don't appreciate help nor do they feel sorry about getting help from others

IDENTITY

- I don't think I do [have psychological comfort by changing my dress style here]. I think I am getting lazy. In Korea, waking up in the morning and thinking about what to wear that day gave me vitality and it was fun. But here, wearing anything I want to wear gives me comfort. But I don't feel good about that
- I don't speak English very well and I can't express my thoughts very well. I sometimes think that because I don't speak English very well, the professors and the students might think I am stupid. It could be self-accusation
- The Chinese girl behaves differently from American students. When I saw the differences, I realized that "Like her, I act differently," and I felt bad
- If I manage my time efficiently, I will be able to do many things. But I don't think I am good at time management. I came to the U.S. to study, but as I found myself wasting my time with unimportant things, I felt like a wretch. Before I came here, I expected that I would study really hard. But the reality is different
- I think I don't care about my appearance these days. I don't think I will give ANY impression to them [because they don't care about me]
- If I dressed up, people would ask me "Are you going somewhere today?" So my dress style right now will let them know that I am a student
- They don't understand that I have a problem in speaking and understanding English; they don't understand that I am lonely

- I think Caucasian students can take a bus. But when they see Asians or Blacks in a bus, I think their eyes are saying "I am superior to you ." There are very conservative friends because they were born and raised here [South]; I sometimes think they became my friends because they felt pity for me
- One weekend, I took the bus. All the passengers on the bus were Blacks or disabled whites. I could see that they were poor. Because I am on the same bus, I will be considered poor
- I think I am really laid-back. In other words, I have become really lazy
- What I hate most is being in a situation where I don't understand what other people say. I have gotten used to being here and I understand what others say most of the time, mostly with my instinct. But sometimes, I really don't understand what others say. When I encounter that kind of situation, I feel like I am really stupid. I was really smart in Korea; but nobody thinks I am smart here
- I sometimes worry if the professors think "why doesn't she talk during class?"
- I think they might think I am really stupid. When I had a group project, other members of my group talked a lot, but I couldn't. So they might think I am stupid. If they understood that it is only a language problem, I would appreciate it. But when it happens all the time, they think I am a strange student
- When I was in Korea, I was full of confidence, and I thought I was smart. After I came here, I have become less confident. During the first three months, I kept saying to myself "you are really stupid." I became really a coward and I am not content with myself
- Asian students are very successful in my department. Because I am not very good at speaking English, my communication with others is not very fluent. But they know I am smart

- They know that Asians students are smart. They cannot look down on me or on other Asian students
- I don't want Koreans to wear unfashionable dress. I think I want to let American students know that Koreans are not poor

ACCULTURATION

- I watch Korean TV program from Youtube.com. At first, I felt sorry for my family when I see Korean TV programs [because they will expect me to learn English or study hard], so I didn't watch them. But now, I watch them pretty often
- [The nationality of my close friends here is] Korean. I think I see more Koreans than when I was in Korea. I want to have two or three American friends. But I am also afraid of them. I am wondering if I will be able to have deep relationships
- If there is a team project, there are only Asian students on my team. So soon, American student made their team with other American students. I think professors want to have a variety of people on a team, but it rarely happens
- However, when they speak to me, I am not good at practical English. Our conversation peter out quickly. I don't study the English language at all
- They don't understand that I have a problem in speaking and understanding English; they don't understand that I am lonely
- I thought Americans would be open to others and would try to understand others. And they would be fun. I thought I would easily have new friends. However, I am not sure it is because I am in the South. I think students here are very conservative, and some of them are white supremacists. They don't open their minds to me. Even if we became friends, I think there would be a certain boundary between us. Now, I accept the reality. But at first, I really

didn't feel comfortable. I want to have really good friends

- At first, I really did a lot of Internet searching and chatting with my friends in Korea. These days, I go downtown on Friday night and go to a restaurant with my friends. They are Americans and Taiwanese. My closest friends are Korean and South American
- So American students and I don't get to know each other very well
- So if I do not actively participate in the class discussion, they think I don't like to participate in the class. They don't realize that I cannot speak English fluently
- It is not only because of the language problem, but also because of the cultural differences. Movie titles, singers' names, actor and actress names...Even if I understand their English, I don't know about their conversation topics. So the conversation is not continued
- I thought I was going to study really hard and have many friends. But in reality, I have lost interest in study and found that it is difficult to have friends. I really want to study hard and have many friends. But it seems that is not easy
- Most of them are Korean and some Taiwanese friends

APPENDIX E

Photographs of Dress Items of Korean Female Students

Figure E. 1. A shirt Korean female student brought from South Korea



Figure E. 2. A blouse which Korean student brought from Korea



Figure E. 3. A blouse which Korean student brought from Korea



Figure E. 4. A sweater which Korean student brought from Korea



Figure E. 5. A sweater which Korean student brought from Korea



Figure E. 6. A sweater which Korean student brought from Korea



Figure E. 7. A sweater which Korean student brought from Korea



Figure E. 8. A skirt which Korean student brought from Korea



Figure E. 9. A skirt which Korean student brought from Korea



Figure E. 10. Skirts which Korean student brought from Korea



Figure E. 11. A skirt which Korean student brought from Korea



Figure E. 12. A one-piece dress which Korean student brought from Korea



Figure E. 13. A one-piece dress which Korean student brought from Korea



Figure E. 14. A one-piece dress which Korean student brought from Korea



Figure E. 15. A one-piece dress which Korean student brought from Korea



Figure E. 16. A one-piece dress which Korean student brought from Korea



Figure E. 17. A coat which Korean student brought from Korea



Figure E. 18. A jacket which Korean student brought from Korea



Figure E. 19. A jacket which Korean student brought from Korea



Figure E. 20. A jacket which Korean student brought from Korea



Figure E. 21. A jacket which Korean student brought from Korea



Figure E. 22. A jacket which Korean student brought from Korea



Figure E. 23. A jacket which Korean student brought from Korea



Figure E. 24. A bag which Korean student brought from Korea



Figure E. 25. A bag which Korean student brought from Korea



Figure E. 26. A bag which Korean student brought from Korea



Figure E. 27. A bag which Korean student brought from Korea



Figure E. 28. A bag which Korean student brought from Korea



Figure E. 29. A bag which Korean student brought from Korea



Figure E. 30. A bag which Korean student brought from Korea



Figure E. 31. A bag which Korean student brought from Korea



Figure E. 32. Two pair of high-heel shoes which Korean student brought from Korea



Figure E. 33. Two pair of flat shoes which Korean student purchased before coming to the U.S.



Figure E. 34. Five pairs of flat shoes which Korean student purchased before coming to the U.S. and one pair of Ugg boots she used to wear in Korea.



Figure E. 35. one pair of high-heel shoes which Korean student brought from Korea



Figure E. 36. One pair of high-heel shoes which Korean student brought from Korea



Figure E. 37. A hoody and a T-shirt which Korean female student purchased after she came to the U.S.



Figure E. 38. Hoody which Korean female student purchased after she came to the U.S.



Figure E. 39. a sweater which Korean female student purchased after she came to the U.S.



Figure E. 40. A T-shirt which Korean female student purchased after she came to the U.S.



Figure E. 41. A blouse which Korean female student purchased after she came to the U.S.



Figure E. 42. A T-shirt which Korean female student purchased after she came to the U.S.



Figure E. 43. A T-shirt which Korean female student purchased after she came to the U.S.



Figure E. 44. Three sweaters which Korean female student purchased after she came to the U.S.



Figure E. 45. A sweat pants which Korean female student purchased after she came to the U.S.



Figure E. 46. A sweat pants which Korean female student purchased after she came to the U.S.



Figure E. 47. A skirt which Korean female student purchased after she came to the U.S.



Figure E. 48. A shorts which Korean female student purchased after she came to the U.S.



Figure E. 49. A shorts which Korean female student purchased after she came to the U.S.



Figure E. 50. one pair of crop pants which Korean female student purchased after she came to the U.S.



Figure E. 51. A one-piece dress which Korean female student purchased after she came to the U.S.



Figure E. 52. A one-piece dress which Korean female student purchased after she came to the U.S.



Figure E. 53. A jacket which Korean female student purchased after she came to the U.S.



Figure E. 54. A backpack which Korean female student purchased after she came to the U.S.



Figure E. 55. A backpack which Korean female student purchased after she came to the U.S.



Figure E. 56. A handbag which Korean female student purchased after she came to the U.S.



Figure E. 57. A pair of shoes which Korean female student purchased after she came to the U.S.



Figure E. 58 Two pairs of shoes which Korean female student purchased after she came to the U.S.



Figure E. 59. Two pairs of shoes which Korean female student purchased after she came to the U.S.



Figure E. 60. One pair of shoes which Korean female student purchased after she came to the U.S.

