ABSTRACT

This paper describes how constructions on identity, within the regulations and research on international students in the United States are essentially addressed with the forms whereby these students define themselves. The argument holds that the definitions provided by government institutions and research on who international students are reveal a static and Unitarian understanding of subjectivity. The author proposes that a more complex understanding of identity is needed to better reflect the process of identity formation in a context of globalization and internationalization of higher education.