

University of Maryland, Baltimore County

**MASTER OF ARTS DEGREE IN
INTERCULTURAL COMMUNICATION**

GRADUATE STUDENT GUIDE

Revised June 2008

**Department of Modern Languages, Linguistics, and
Intercultural Communication**

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INTRODUCTION

This Graduate Student Guide for the Master of Arts in Intercultural Communication is a supplement to the catalog of the University of Maryland Graduate School Baltimore. All students should familiarize themselves with that catalog which contains official policy statements as well as much helpful information about available services and facilities.

PART 1: REQUIREMENTS AND PROCEDURES

A. General requirements

Students in the Master of Arts in Intercultural Communication Program are required to take at least **30 credit hours** in course work at the 600 level or above and maintain a cumulative average of at least a 3.0. (Exceptions to the 600-level requirement must be approved by the faculty advisor.) The student's advisor may recommend additional course work over and above this minimum depending on the student's area of specialization or topic of his/her thesis or scholarly paper.

Students with minor inadequacies in their preparation may fulfill necessary prerequisites concurrent with participation in the program. Credits earned in remedial course work are **not** applicable towards the degree.

The intercultural curriculum stresses the integration of language and culture within a larger societal context. Four required courses (12 credits) provide a grounding in the field. They are:

MLL 605 The Field of Intercultural Communication (Fall)

MLL 601 Intercultural Pragmatics (Spring)

MLL 602 The Ethnography of Communication (Spring)

MLL 603 The Political Economy of Culture (Fall)

All required courses, MLL 605, MLL 601, MLL 602 and MLL 603 constitute a core which provides the theoretical basis of ways of studying intercultural communication. We understand intercultural communication to mean the ways in which social structuring, social assumptions and language use – verbal and nonverbal – bear on communication between members of different cultures. All of the core courses deal with ways in which race, ethnicity, gender, sexual orientation and class have an impact on interpersonal relations and the formation of cultures. Likewise they share a concern for ways in which power relations have an impact on, and are reproduced and challenged, in communicative situations, rituals and cultural artifacts.

Each course approaches these common concerns from a different perspective:

- MLL 605, The field of intercultural communication. This course introduces the

history and practices of the field of intercultural communication, including its diverse theoretical and conceptual approaches.

- MLL 602, Ethnography of communication. At the intersection of linguistics and anthropology, the ethnography of communication has as its goal an understanding of the patterning of communicative behaviors within culture.
- MLL 601, Intercultural pragmatics. This course investigates the linguistic and semiotic underpinnings of human communication.
- MLL 603, Political economy of culture. This course investigates the relations among cultural, political, and economic forces in society.

Since MLL 605 is the introductory course, it should be taken before the others. MLL 603 should be taken no earlier than the third semester.

- In addition to the required core courses and requisite electives in the target language, students may choose electives (usually one or two graduate courses) in related fields (such as government, health, social work, business and education) for which they have the necessary prerequisites. The related field may also be a second target language at the 600 level.
- A two-language option is possible upon demonstration of appropriate proficiency levels in both languages. Candidates are required to consult with the Graduate Program Director about meeting this requirement and for permission to pursue the two-language option.
- Six education credits may be used in partial fulfillment of the requirements for post-baccalaureate teacher certification. International students in the U.S. culture concentration may include courses in the teaching of English as a Second Language in their program of study.
- With the permission of the student's advisor, special internships may be arranged and substituted for an elective course.
- There are language concentrations in French, German and Spanish, and there is a concentration in U.S. culture for non-native speakers of English. There are differences between the language concentrations and the U.S culture concentration (see p. 5).

Other courses in specialty areas of skills acquisition in Intercultural Communication:

MLL 625, Intercultural and Cross-Cultural Communication (Spring) is a practical course to acquire introductory skills as an intercultural trainer; it is a follow-up course to MLL 605.

MLL 626, Advanced Methodologies in Intercultural Training (Fall) continues the acquisition of complex intercultural training skills initiated in MLL 625, including needs assessment, training design, planning and implementation.

MLL 606, Theory and History of Intercultural Media (Fall) is an overview of the concept of intercultural film and video and is a prerequisite for taking MLL 695.

MLL 695, Intercultural Filmmaking 1 (Spring) is the first course in making documentary-type film projects with intercultural topics and approaches.

PUBL 601, Political and Social Context of the Policy Process (Fall and Spring) is a core course of the Public Policy Graduate Program. Students interested in the intercultural policy areas of language planning, immigration policy and cultural policy may take it by special arrangement.

Students are offered **thesis** and **non-thesis** options (see pages 6-9 for further description). The thesis option is recommended to research-oriented students who may want to pursue graduate work at the doctoral level. The non-thesis option is designed for students who prefer a broad-based course of study.

Models for minimal course and research work specific to the thesis and non-thesis options are outlined below. Courses beyond the minimum may, of course, be taken.

For students in Francophone, Germanic, and Hispanic studies:

Thesis option

- a. MLL 605, 602, 601, 603: 12 credits
- b. Requisite electives in target language: 9 credits
- c. Elective in related field or target language: 3 credits
- d. Thesis proposal
- e. Thesis research: 6 credits
- f. Oral examination on thesis on a pass/fail basis

Non-thesis option

- a. MLL 605, 602, 601, 603: 12 credits
- b. Requisite electives in target language: 12 credits
- c. Electives in related field or target language: 6 credits
- d. Comprehensive examination on a pass/fail basis
- e. Approval of scholarly paper by first and second readers

For students of U.S. culture:

Thesis option:

- a. MLL 605, 602, 601, 603: 12 credits
- b. Electives: 12 credits
- c. Thesis Proposal
- d. Thesis research: 6 credits
- e. Oral examination on thesis on a pass/fail basis

Non-thesis option:

- a. MLL 605, 602, 601, 603: 12 credits
- b. Electives: 18 credits
- c. Comprehensive examination on a pass/fail basis
- d. Approval of scholarly paper by first and second readers

Minor adaptation of these models to suit individual student needs and goals is possible. In all cases it is important to work out with a faculty advisor the most appropriate possible program of study.

B. Credit Transfer

All transfer course work must:

- have been completed with at least a grade of B
- be appropriate to Intercultural Communication and have the approval of the Graduate Program Director.
- have been taken within the five-year limit for completing the master's degree.

Transfer credit **will not** be allowed for any courses which have been used in fulfillment of the requirements for another degree, with the exception of the UMBC Accelerated BA/MA program. Students should petition for transfer of credits taken prior to entrance during their first semester in the program.

(1) Courses taken prior to entrance:

Up to six credit hours of graduate work taken at the University of Maryland or at other regionally accredited institutions prior to matriculation in the Graduate School may be applied toward the master's degree.

(2) Courses taken after entrance:

Up to six credit hours of graduate work may be transferred toward the degree requirements provided that the relevant course work:

- has had the prior approval of the student's advisor and the Graduate Program Director,
- has been completed with a letter grade of B or higher.

Students wishing to transfer credits should obtain the Transfer of Credit form from the MLL or Graduate School office.

C. Accelerated UMBC BA/MA program. UMBC students in this program may count as many as 9 credits at the 600 level to both degrees. UMBC undergraduates should apply for this accelerated program in their junior or senior year.

D. Advising

(1) Incoming students will be assigned an initial faculty advisor who will advise the student until the research advisor is selected. All students must meet with their advisor **at least once a semester** to determine course selection. Faculty advisors will assist the student in scheduling a sequence of courses which will fulfill the requirements for the M.A. degree and which will best correspond to the student's interests. (See also the Guidelines for Graduate Student Advisement issued by the Graduate School office.)

(2) After the completion of 15 credits, at the latest, students must select a research advisor who will direct either the thesis or final scholarly paper.

E. Non-thesis and Thesis Options: Descriptions

1. Non-thesis option.

a. The Comprehensive Examination: The comprehensive examination constitutes a significant moment of reflection on the major ideas developed in the core courses.

Questions will require essay answers which should indicate a careful rethinking of the material covered.

- The written comprehensive examination will be given in January and August. The exact dates will be established by the Comprehensive Examination Coordinator and must be adhered to.
- Students who have completed **three** of the required core courses, MLL 601, MLL 602, MLL 603, and MLL 605, are eligible to take the exam. They should consult with their advisor in the semester prior to the examination.
- Students should indicate in writing (by December 1 for January, by May 2 for August) to the Comprehensive Examination Coordinator their intention to take the examination, stating when they took each of the core courses and with which instructors.
- Students will be given the questions approximately one week before the exam and will be required to answer a requisite number of them on the scheduled date. One 3x5 note card may be taken to the exam.
- The exam will be taken on a computer in the IMC. One hour will be allowed for each answer.

The examining committee will be presided over by the Comprehensive Examination Coordinator who will appoint at least two additional members. After all answers have been evaluated, the examining committee will determine if the student passes. The committee may choose to schedule an oral examination during which the candidate will be asked to answer follow-up questions and questions of clarification related to the written examination. Students who do not pass their comprehensive examination will be notified in writing of the remedial academic work they should complete before they attempt the examination for a second time. They should consult with their advisor about how best to complete the required remedial work. Students who do not pass their comprehensive examination the second time will be dismissed from the program.

b. The extended scholarly paper: Non-thesis option students are required to submit an extended scholarly paper which will allow for an in-depth examination of a significant topic. In most cases this paper will be a further development of a paper done in a course.

The topic is to be selected, the outline and work schedule discussed, and the paper completed in consultation with a faculty advisor (to be selected by the student) and another faculty member (to be chosen by the advisor in consultation with the student).

The schedule is as follows:

- **No later than the second week** of the semester in which the paper is to be completed, the student and advisor meet to agree on a topic, a second reader, and a work schedule. It is important that the student maintain contact with the advisor on a regular basis regarding progress on the paper.
- The student should hand in a proposal two weeks after that initial meeting. *Only* the advisor provides feedback at that point.
- The first draft of the paper must be completed and submitted to the advisor **at least 6 weeks** before the deadline for final submission. Revisions will usually be required.
- The final version must be submitted to the advisor and second reader **at least two weeks** before the deadline for final submission. If the paper is acceptable to both, they will sign the Extended Scholarly Paper form (available in the MLL Office) and notify the program director of their decision. If the paper is not acceptable to both, they will discuss the necessary revisions and establish a new work schedule with the student.
- The deadlines must be adhered to strictly.

Guidelines for the proposal

Preliminary work on the proposal must be done before the initial meeting with the advisor. The proposal should explain:

WHAT? WHY? HOW?

THEORETICAL FRAMEWORK. METHODOLOGY. FEASIBILITY.

As you are selecting a topic, you should consider how it relates to the theoretical framework developed in at least one core course. At this point you need to define **WHAT** you plan to research, **WHY** and **HOW**, that is the topic and the justification for studying it, as well as the theoretical framework to be employed.

--State what the topic is, explain the work you have done on it and how you plan to develop that work farther.

--Explain why the topic is important to you AND why it is an important topic to study in the field of intercultural communication.

--State the theoretical framework, the core courses from which it is derived, and the names of authors and concepts, as well as their importance to your study.

--Provide the beginnings of a critical bibliography based on your previous work on the topic and new references to indicate how your research has advanced.

--Suggested length. 1000-1500 words.

The paper itself must include an abstract. The abstract should contain:

- a. A clear and explicit statement of the topic and the theoretical framework used.
- b. An indication of the main arguments or methodology used, including key examples and references if appropriate.
- c. A statement of the conclusions reached and an assessment of their significance.

2. Format. In general, scholarly papers and theses should be prepared using the MLA or APA conventions. Therefore it is important to consult the following:

-Achttert, W.S. and J. Gibaldi. *MLA Handbook for Writers of Research Papers..*
New York: The Modern Language Association.
-The *MLA Style Manual*. New York: The Modern Language Association.
-Hacker, Diane. *A Pocket Style Manual*. Boston: Bedford/St. Martins.

3. Length. Approximately 30 to 60 pages.
4. Bibliography. The bibliography should take the form of a **Works Cited** section in which **only** the works cited in the paper should be included. A supplementary bibliography of **Works Consulted** may be included.

2. Thesis option.

a. Proposal: It is important that students planning to pursue the thesis option begin to define and develop their thesis topic as early as possible. Well before the completion of course requirements for the thesis option, and no later than the mid-way point of the student's program, s/he should select a thesis advisor from the program's graduate faculty. The student should work carefully with the advisor on the development of a thesis proposal. **Before the beginning of the semester** during which the thesis is to be completed, the student will submit a written proposal following the guidelines for the proposal for the scholarly paper. The proposal will be considered by the advisor and at least two other faculty members (to be selected jointly by the student and advisor) in the areas of expertise incorporated by the student's project. At a time **no later than the second week** of the semester in which the thesis is to be completed, s/he will meet with the faculty members to discuss the proposal which must be approved by at least two of the faculty members before work may proceed on the thesis. In the absence of such approval, the student will be directed to resubmit the proposal.

b. Thesis guidelines. The thesis topic must involve intercultural communication by developing intercultural concepts and methodologies as analyzed in one or more of the core courses. Generally speaking, an MA thesis is to be based on extensive research *and* should be **approximately sixty to ninety** pages long. With the exception of the length, the above **guidelines for extended scholarly papers** apply to theses. Candidates should consult the current edition of the "University of Maryland Thesis Manual" which is available in the MLL office.

Students may write the thesis in English or in the target language, depending on their written language proficiency in each. U.S. culture track students are expected to write their thesis in English. All thesis abstracts must be submitted in English.

c. Final Examination. (See University of Maryland Graduate School Baltimore Catalog.) The thesis must be submitted to all committee members **no later than two weeks** before the date of the final examination.

d. Term Papers, Scholarly Paper and Theses:

As a possible strategy on how to go about the preparation of the main body of a scholarly paper or thesis, it may be useful to take a good term paper as a point of departure, revise

and expand it, and – in the case of the thesis option – write two or more follow-up papers dealing with other aspects of the same problem, which could be done in connection with other courses or as a special project. This is not only a perfectly legitimate way to go about it, but also a highly desirable one since scholarly production is basically a question of sustained inquiry and discipline. In this way the writing of the scholarly paper or thesis will become a question of consecutive revisions and expansions through which the student will progressively become more familiar with the literature and the different aspects of the topic, as well as becoming more sophisticated in argumentation.

F. Internships

As a way of preparing for future employment, students are encouraged to arrange an internship involving practical experience in intercultural communication. Intercultural work exists in such fields as education, government, health, social work, and business. Credit may be obtained by registering for MLL 790 Internship/Practicum in Intercultural Communication, which may contribute up to 6 credits to the degree. For assistance in obtaining an internship, students may seek advisement from their Faculty Advisor, the MLL Faculty Coordinator for Internships and from the Shriver Center (410-455-2493). They should independently research internship opportunities.

G. Diploma Filing

During the semester prior to graduation, all appropriate forms must be filed. Each semester the Office of the Graduate Schools publishes a calendar of guidelines. These deadlines can be found on the UMBC Graduate School website:
<http://www.umbc.edu/gradschool/procedures/forms.html>

H. Continuous Enrollment

Once admitted to any UMGSB graduate program, a student has the obligation to continue a course of study every semester. For exceptions and procedures for requesting a Leave of Absence, see the Graduate School Catalog and the UMBC Schedule of Classes published each semester.

PART 2: ELECTIVES

Elective courses are offered in each language area, linguistics, and other fields.

a. Language Area Electives

French

- FREN 600 Special Projects in French (1-3 credits)
FREN 610 Studies in French Language and Linguistics (3 credits)
FREN 630 Studies in French Literature (3 credits)
FREN 640 Studies in French-Speaking Culture and Society (3 credits)
- FREN 650 Seminar in French (3 credits)

German

- GERM 600 Special Projects in German (1-3 credits)
GERM 601 Studies in German Language (3 credits)
GERM 621 Studies in German Culture (3 credits)
GERM 681 Seminar in German (3 credits)

Spanish

- SPAN 600 Special Projects in Spanish (1-3 credits)
SPAN 601 Studies in Spanish Language (3 credits)
SPAN 621 Studies in Hispanic Literature (3 credits)
- SPAN 671 Topics in Spanish Society (3 credits)
SPAN 672 Topics in Latin American Society (3 credits)

b. Linguistics electives

- LING 600 Advanced Special Projects in Linguistics (1-3 credits)
LING 610 Language Planning (3 credits)
LING 670 Linguistics, Cognition and Language Pedagogy (3 credits)
LING 680 Studies in Theoretical Linguistics (3 credits)
LING 690 Seminar in Theoretical Linguistics (3 credits)

c. Other electives

- MLL 612 Linguistics and Bilingualism (3 credits)
MLL 690 Seminar in Modern Languages and Linguistics (3 credits)
MLL 790 Internship/Practicum in Intercultural Communication (3 credits)

Intercultural Filmmaking

- MLL 606 Theory and History of Intercultural Film (3 credits)
MLL 695 Intercultural Filmmaking (I) (3 credits)
MLL 696 Intercultural Filmmaking (II) [in planning] (3 credits)

Intercultural Training

- MLL 625 Intercultural and Cross-Cultural Communication (3 credits)
MLL 626 Advanced Methodologies in Intercultural Training (3 credits)

Intercultural Policy Studies

- PUBL 601 Political and Social Context of the Policy Process (3 credits)
MLL 690 Seminar in Modern Languages and Linguistics; Topics: Cultural Policies;
Immigration Policies (3 credits)
LING 610 Language Planning (3 credits)

Students may generally select 3 (thesis option) or 6 (non-thesis option) credits (more for students in the U.S. culture concentration) in a complementary elective field (e.g. Education, Language, Literacy, and Culture, Sociology/Anthropology). These courses are to be selected in consultation with the faculty advisor.

PART 3. GENERAL INFORMATION

A. MLL Graduate Committee

Most policy initiatives for the program come from the MLL Graduate Committee which is composed of at least three faculty members selected by the faculty. The committee is chaired by the Graduate Program Director.

B. Resource Center for Language and Culture.

The Resource Center is a cooperative effort among the Departments of Modern Languages, and Linguistics, Education and the Maryland State Department of Education. It is housed in the Education Curriculum Lab (AC 103, 410-455-3694). The Resource Center houses a large selection of texts, journals, video tapes, bibliographies, catalogs and other materials in the areas of ESL, linguistics, bilingual, cross-cultural, and foreign language education. There is also a file with information about employment and career opportunities. All materials are available on loan.

C. Graduate Student Association (GSA)

The GSA is composed of students from the various graduate programs at UMBC. The services offered include: orientation for new graduate students, allocation of funds for travel to professional conventions and occasionally for research abroad, a Graduate Student Research Day, planning of social events for graduate students, and the distribution of financial aid packets. A GSA tutor is available for assistance in writing papers. Students are encouraged to become involved, and are invited to visit or call the GSA office at 410-455-2199. **One INCC student is elected to serve as the program's senator, an important post.**

D. Shriver Center

Graduate students may gain professional experience and academic credits in their specific field of interest through internships arranged through the Office of Professional Practice. These internships are occasionally paid. In recent years students have worked as interns in local businesses, the Governor's Commission on Hispanic Affairs and the Immigration and Naturalization Service.

E. Graduate School Writing Center, English Language Center

The former provides support in writing for all graduate students and the latter provides support for writing and speaking English for non-native speakers of English.

F. Career Services Center

Searching for a job is often an involved task. Students can obtain good professional assistance for their search in the UMBC Career Services Center. That office can provide you with information about jobs involving language and intercultural skills, access to job lists and other relevant reference guides, as well as advice about how to do a resume, gather information, establish interviews, and other aspects of the job search process. You may also establish a dossier in the office to be sent to prospective employers.

G. Thesis and scholarly paper titles

Below is a list of titles of theses defended between 1988 and 2000. Between 2000 and 2008 we have also included a selection of scholarly papers.

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|------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1988 | Braze-Hägeli, M. | The Sociology of Schwyzertütsch |
| 1991 | Zou, Y. | Immediacy and Beyond: An Analysis of Bei Dao Poetry |
| 1992 | Blaettler, C. | Case for Explicit Grammar Teaching in Adult Second Language Learning: Theoretical and Practical Suggestions for a Language-Specific Approach Geared to English Learners of German and German Learners of English |
| 1993 | Hu, Z. | Legal Discrimination and Racism Against the Chinese in the United States: An Analysis of the Chinese Exclusion Acts (1882-1904) |
| | Mergner, E. | Weiber Können Selbst Entscheiden (The Women Can Decide for Themselves): Gender and Control in a German Family |
| | Sano, T. | Loyalty Questions, Asked of Japanese Americans Interned during WWII, as an IC Event |
| | Villane, M. | Film As Communication. An Analysis Of Patricia Rozema Films |
| 1994 | Del Barco, R. | Hispanic Women In Maryland Academia |
| | Guzmán, R. | Reconsideraciones sobre cuatro escritores indigenistas |
| | Novo-Fraga, M. | Sexual Politics of Representation in Spike Lee She Gotta Have It |
| 1995 | Cerri, C. | Linguistic Ideologies Affecting Assimilation of Haitians in Montreal |
| | Danek, J. | Language Planning and the Official English Debate within the Maryland Judicial System |
| | Ludwig, K. | Spa Therapy in France: A Semiotic Analysis |
| 1996 | Luo, Y. | Speech Acts and Pragmatic Competence: An Investigation of the Use of Requests Among Chinese Students in the U.S. |
| | Silver, J. | Marcel Proust in the Literary Field of His Time |
| | Bayerl, T. | An Analysis of Non-Verbal Communication Between Men and Women in Films by Helle Sander |
| | Elliott, W. | A Comparison of Legal and Societal Acceptance of Turks and Resettlers in Germany |
| | Steck, L. | Uncovering a Part of the Cultural Unconscious of the Quebecois: The Significance of History in Their Struggle for Independence |
| | Warden, K. | Adapting Film Across Culture: Four French Farces and Their American Remakes |
| 1997 | López Rocha, S. | Intercultural Training for American Business Persons Doing Business in Mexico |
| | Moreno López, I. | Teaching Language and Culture as Social Practice in the Spanish Classroom |
| | Uchendu, C. | West African Men in Conversation |

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- 1998 Calderón , M. J. Oil Transnationals and the Huaorani Community of the Amazon Basin
- 1999 Forson, M. Redefining Developing in the Ecuadorian Rainforest Cultural Practices and the Rights of the Child: The Gambian Experience
- Goicoechea, M. A Study of Readers Response and Interaction in the Textual Analysis Classroom
- Linder, V. The Impact of Culture on Trade and Business: France and the U.S.
- Mellenger, C. Developing a Focus in Phenomenal Ideational Orders of Culture in IC
- 2000 Noonan, D. Homosexuality in the Third Reich: The Intersection of Nazi Race and Gender Politics
- West-Linley, K. Mudbug to Magnolia: The Emerging Image of Cajun Women Portrayed at the 1998 Crawfish Festival of Breaux Bridge Louisiana
- 2001 Martínez-Sierra, J.J. Translating Humor: A Pragmatic and Cross-Cultural Comparison between the American and Spanish Versions of *The Simpsons*
- Angelone, E. The Schlager: Negotiating Genre-Boundaries in German Popular Music
- Rau, P. Art, Artifact, Artesanía: Andean Peasant Culture in the Global Market and Art-Culture System
- Weaver, B. Indigenous Women's Political Participation: Gender vs. Cultural identity in Mapuche and Mayan Women's Social Activism
- Abrams, K. The Linguistics of Political Correctness
- 2002 Harrison, A. Changes in Individual Perception of Domestic Violence with Latin American Immigrant Communities and Implications for Preventative Programs
- Lybarger, E. Mexican Immigrants: To Position or Be Positioned. Is that the Question?
- Sanderson, J. Somewhere Over the Rainbow: A Pragmatic Approach to Issues of Gay Youth and Sexual Identity in Study Abroad
- Blanco, M. A Distance Learning Event: Spanish 201 On-Line
- Bobb, H. Ecuadorian Transmigrant Merchants
- Guzmán, U. New Dynamics in Cross-Cultural Organizational Communication: Dealing with the Impact of Diversity and Globalization
- Thomas, Mary F. A Subtle Clash of Culture: A Case Study of the Relationship between Colleagues in the US and UK Operations Call Centers
- Rubio, C. Metaphor: A Resource for Cross-Cultural and Cultural Psychologists
- Camargo, M. Cultural Clash in the Second Language Classroom
- Goldstein, M. Getting Below the Surface: Integrating Intercultural Communication into the Foreign Language Classroom.
- Shringarpure, G. Communicating Across the Atlantic: Guidelines to Avoid Cultural Misapprehensions between Sojourners from India and their Acquaintances in the USA.

- Ralby, I. Nazism in Argentina: The Forgotten Extension of the Third Reich
- 2003 Archer, T. The Positioning African Art in the Global Art Market
- Boukar, M. Ethnicity, Decolonization and Power Relations in Chad
- Hernández, E.M. Changes in Gender Relations of Five Mexican Immigrant Families
- Arévalo, E. The Foreign Student Advisor (FSA) as Intercultural Communicator: A Study of the Relationships between FSAs and International Students
- Acevedo, C. Cross-Cultural Differences and Similarities in the Perception and Appreciation of Humor
- Stugard, J. Cross-Cultural Training Plan for Students Studying Abroad in Spain
- Singletary, A. Personal Pronouns and Language Rights in the Spanish-Speaking World: the Voseo Yesterday, Today, and Tomorrow
- 2004 Lutz, N. Aspects of French and American Unconscious Cultures: Perceptions of Arrogance in the Other
- Kotenko, A. Macht- und Geschlechterverhältnisse im sozialen Alltag aus den 70er und 80er Jahren in Ost- und Westdeutschland
- Tate, S. Cultural and Socio-Behavioral Influences on the Expression and Perception of Emotion in the US and Brazil
- Cohen, Laura. Analysis and Discussion of the Assumptions Underlying Immigration Policies in the United States
- 2005 Xie, W. Computer-Mediated Communication: A New Platform for Community Life
- Tate, S. Cultural and Socio-Behavioral Influences on the Expression and Perception of Emotion in the United States and Brazil
- Parker, C. Talking ‘Babels and Breadsticks’: A Discursive Analysis of British and American Tennis Commentary
- Mbairessem, L. The Ngambaye Community of Chad: Its Power Structures, Communication System and its Influence on Decision-Making
- Zairi, M. Nationalism and Ethnic Groups in Morocco: History and Issues
- Val, A. Online Writing Course for Spanish Heritage Language Speakers
- Poblano, M. A Pragmatic Analysis of Written Code-Switching in Spanish Magazines in the United States
- 2007** -Warner, E. A Black Classroom Culture: Student Code-Switching in an Inner City Secondary School. (Master’s thesis)
- Granena, G. Lectures by a Chinese/Korean Speaker at an American University: Communication Styles and Power Dynamics in Classroom Discourse.

- Simorangkir, M. Help-Seeking Behaviors of Battered Latina Immigrants in the U.S.
- Ribeyro, C. Immigration Laws and their Effects on Latina Battered Women.
- Campbell, E. Family Jewels: Negotiating Managerial Identity within a Retail Context.
- Morenilla, L. Motivation and Orientations of U.S. College Students toward Second Language Study: The Spanish L2 Context.
- Maysuradze, T. American versus Russian Democracy : The Role of Habitus, Culture and Language Use in Political Identity Construction.
- Machado, I. Portuguese-Azoreans in the United States and Canada: The Survival of an Ethnic Group.
- Chin, I. English Loanwords and Globalization in Contemporary Japanese Society.
- Guo,, X. Intercultural Training Models for U.S. Businesses in China.
(Master's thesis)
- 2008** -Strickling, L. The Pragmatics of Prayer: The Mediating Influence of Social Position on Perceptions of Power Distance as Latter-day Saint Women of a Baltimore Congregation Approach God.
- Dudley, M. Cave Ceremonies, The New Testament and New Televisions: Tradition and Modernity Co-existing in a Q'eqchi' Maya Community.
- Reed, A. Pakistani Family in the U.S.: Hierarchy in Everyday Domestic Discourse.
- Kithararak,, B: Academic Achievement of Chinese Students in the U.S.
- Casey, M. Study Abroad *Outside* France: Student Attitudes Towards the Study of French in Various Francophone Countries.
- Wecker,, D. Teaching Culture at an Independent Christian School: Theory and Practice.
- Vargo, E. Environmental Discourses: The Uncovering of Illusionary Tactics in the Mainstream Media.

