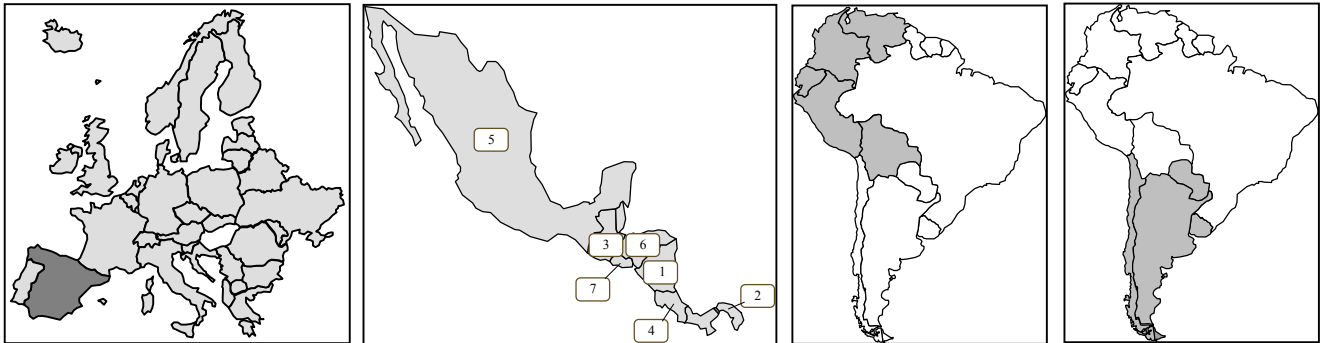


**UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
DEPARTMENT OF LANGUAGES & CULTURE STUDIES**



**SPANISH 3029 (Section 001):
The Cultural Dimension Of Doing Business With Spanish-speaking Countries**



Semester: Spring 2008
Meeting times: MW, 2-3:15
Location: COED 402

Professor: Dr. Michael Scott Doyle
Office: COED 423, Tel. 704-687-8771; msdoyle@email.uncc.edu
Office Hours: MW 3:30-4:30 and by appointment

NOTICE TO THE PROSPECTIVE STUDENT. This syllabus contains the policies and expectations I have established for SPAN 3029, **The Cultural Dimension of Doing Business With Spanish-speaking Countries**. Please review the entire syllabus carefully before continuing in this course, which will require a considerable commitment to excellence on your part. The clearly outlined policies and expectations are intended to foster a productive learning atmosphere for all students enrolled and to provide the parameters for individual responsibility and conduct during the course. You should expect that if your conduct during class disrupts the productive learning atmosphere of mutual respect that I expect, you will not be permitted to participate further.

DESCRIPTION. This course will develop cultural awareness for the purposes of conducting business and working effectively in or with Spanish-speaking countries, communities, colleagues, and counterparts. The geographic and cultural range of the course covers:

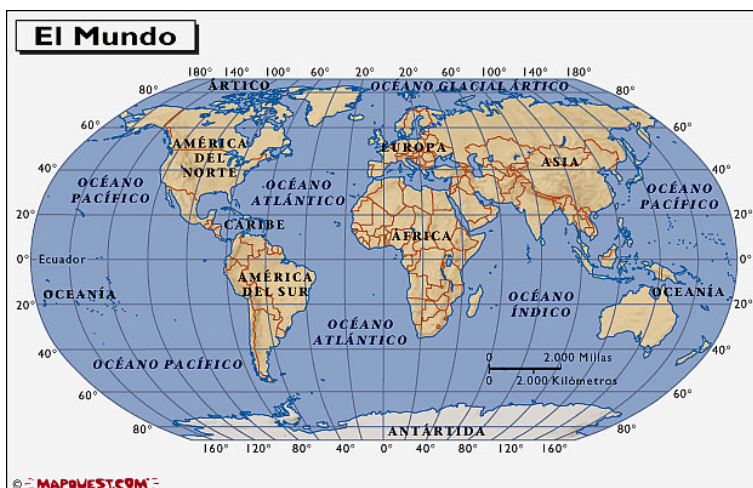
- Spain, a member of the EU that has left an enduring cultural imprint throughout the Spanish-speaking world;
- Equatorial Guinea, which gained its independence from Spain on October 12, 1968;
- The Hispanic Caribbean: Puerto Rico, Cuba, the Dominican Republic;
- Mexico, the most populous Spanish-speaking country and one of our key NAFTA partners;
- Hispanic Central America: Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama;
- The Andean Countries: Venezuela, Colombia, Ecuador, Peru, and Bolivia;
- The Southern Cone countries: Chile, Paraguay, Uruguay, and Argentina;
- U.S. Hispanic communities which, in terms of aggregate population of Hispanic origin, now make the United States the third largest of the 21 Spanish-speaking countries in the world.

OBJECTIVES. The purpose of the course is to (1) examine cultural characteristics and values in order to better prepare business personnel and managers for more informed and effective interaction with Spanish-speaking counterparts and partners both abroad and in the United States, and (2) develop a comparative knowledge that can serve as the basis for effective cross-cultural communication and consulting in international business. The course will provide the learner with a broad cultural overview of the Spanish-speaking world, to include:

- Geographic literacy: countries, topography, climate, capitals, major cities and ports;
- Population: demographics, nationalities, ethnic groups, age distribution, religion, languages (varieties of Spanish and indigenous languages), general attitudes;

- Historical highlights;
- Customs and courtesies: greetings, forms of address, use of titles, kinesics and proxemics, meals and diet; concepts of time and punctuality;
- Lifestyle: family structure and centrality, the individual and sense of self, the individual and the group, recreation, the arts, holidays;
- Society: government, economy, transportation and communications, education and literacy levels, foreign relations and relations with the U.S.;
- Current social and economic conditions, issues, and trends;
- Work environment, business travel, and business customs: managerial protocol and practice, negotiating, and the use of translators and interpreters.

Because of the unique importance of Mexico to the United States, and the growing institutional relations between UNC Charlotte and several Mexican universities, the United Mexican States will be featured during the semester.



On 1/6/08 there were 6.6 billion people in the world, and 303 million in the United States (<http://www.census.gov/main/www/popclock.html>).

There are at least 194 countries in the world, including Taiwan and Vatican City. (<http://geography.about.com/cs/countries/a/numbercountries.htm>, <http://www.wisegeek.com/how-many-countries-are-there-in-the-world.htm>)



GUIDELINES. *As in the real world of business, you are expected to be punctual and to come to class very well prepared.* I take roll at the beginning of each class, not after the class has begun. If you are late, you are absent. Your active and voluntary participation is required—no credit for simply showing up and warming a seat! **More than three (3) unexcused absences will result in your final grade (evaluation of job performance) being lowered automatically by five points (half a letter grade) for each absence thereafter. In other words, do not miss more than three classes during the semester!** Should extenuating circumstances require you to miss a class beyond the limit of three, **you are expected to provide me well in advance with a compelling justification or send an email (also well in advance).** My being informed after the fact is unacceptable. **NON-NEGOTIABLE: No late work will be accepted,** and there will be **no make-up quizzes or exams, and no make-up work for extra credit.** As in the real world of business, a contract is due on the due date, and a ten-o'clock flight will not wait for you at the gate if you arrive at 10:15! Also, **PLEASE, no eating, drinking, "celulares/móviles," or other inappropriate distractions in class**—you would not do so in a formal professional meeting or during a job interview. All cell phones **must be turned off** during the class.

NOTE. The University has enacted "The UNC Charlotte Code of Student Academic Integrity," presented in the "University Regulation of Student Conduct" section of the *UNC Charlotte Catalog*. Cheating, plagiarism, fabrication and falsification are

expressly forbidden, i.e., one may not intentionally or knowingly present the work of another as his or her own, and one may not invent or alter information for use in any academic exercise. All students are required to read and abide by the “Code of Student Academic Integrity.” Any violation of this Code will result in disciplinary action as provided in the Code. ***This is serious business with very serious consequences!*** You may also access the Code online at: www.uncc.edu/policystate/ps-105.html.

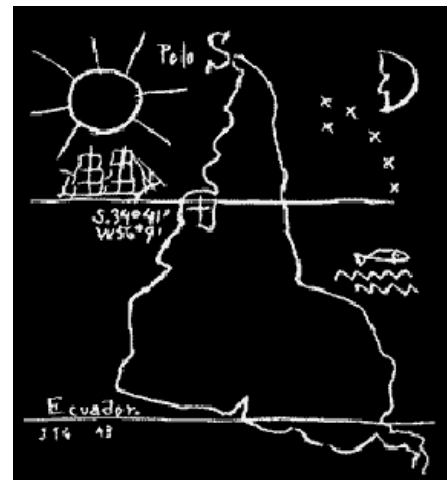
LEARNING DISABILITIES. Students with documented disabilities who require accommodations in this class must consult with and formally access services as soon as possible through the UNC Charlotte Office of Disability Services. Students must follow the instructions of that office, located in Fretwell Building #230, for securing appropriate accommodations.

GRADE DISTRIBUTION

Active and informed participation.....	10%
Homework assignments and reaction papers.....	10%
Formal oral presentations (OP, see syllabus).....	10%
***Term Paper (see syllabus).....	15%
*Quizzes.....	15%
**Midterm Examination.....	15%
Final Exam (Monday, April 5, 2-4:45).....	25%

GRADING SCALE

A = 90-100 POINTS
B = 80-89
C = 70-79
D = 60-69
F = BELOW 60



On the right, the famous illustration of South America by Uruguayan modernist Joaquín Torres-García, often called the *Upside-down Map* (1943). This may have been one of the first of these kinds of maps. This illustration became a centerpiece in the **history of Latin American efforts at reclaiming themselves in a world vision.**

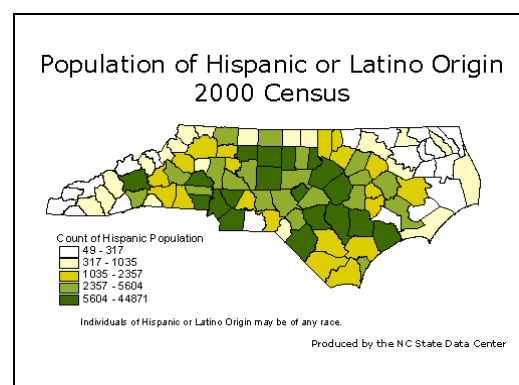
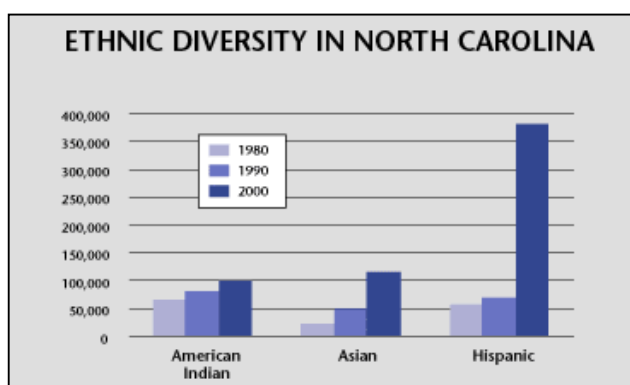
REQUIRED TEXTS:

1. *CultureGrams 2007*. Axiom Press, Inc. Abbreviation = CG.
2. *The Hispanic Way: Aspects of Behavior, Attitudes, and Customs in the Spanish-Speaking World* by Judith Noble and Jaime Lacasa. Chicago: Passport Books, 1991. ISBN 0-8442-7389-9. Abbreviation = THW.
3. *Management in Two Cultures: Bridging the Gap between U.S. and Mexican Managers* by Eva Kras. Yarmouth, Maine: Intercultural Press, 1995. ISBN 1-877864-32-3
4. Useful Web readings:
 - Most recent data in the *U.S. State Department Background Notes* ([Background Notes](#)). This will include the “country page” link containing additional information about U.S. relations with each country studied as well as Consular Information Sheets ([US Department of State: Travel Warnings & Consular Information Sheets](#)). Abbreviation = CBN.
 - Section on “Business Travel” in each *Country Commercial Guide* ([Country Commercial Guides](#)). Abbreviation = CCG.
 - Business etiquette guidelines published on selected countries by [Executive Planet Inc.](#) Abbreviation: EP.
 - Library of Congress Country Studies (LCCS—<http://lcweb2.loc.gov/frd/cs/>), a link via *U.S. State Department Background Notes*, for information re. a country’s foreign relations or relations with the U.S.

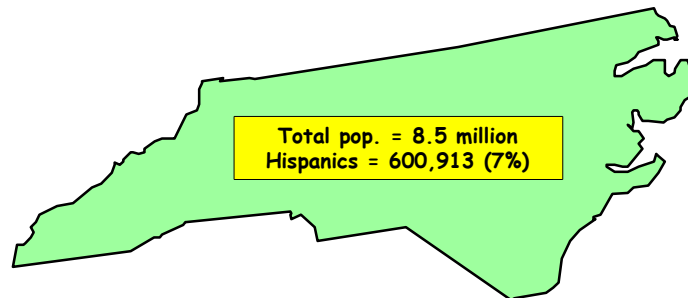
ADDITIONAL USEFUL READINGS (FYI):

- *Axtell, Roger E. *Do's and Taboos Around the World*. New York: John Wiley & Sons, Inc., 1985.
 _____, Tami Briggs, Margaret Corcoran, and Mary Beth Lamb. *Do's and Taboos Around the World for Women*

- in Business*. New York: John Wiley & Sons, Inc., 1997.
- * _____. *Gestures: The Do's and Taboos of Body Language Around the World*. New York: John Wiley & Sons, Inc., 1990.
- _____. *The Do's and Taboos of International Trade—A Small Business Primer*. New York: John Wiley & Sons, Inc., 1990.
- Barry, Tom. *Central America Inside Out: The Essential Guide to Its Societies, Politics and Economies*.
- *Becker, Thomas H. *Doing Business in the New Latin America: A Guide to Cultures, Practices, and Opportunities*. Praeger Publishers, 2004. ISBN 0-275-98132-0
- Biesanz, Mavis Hiltunen. *The Ticos: Culture and Social Change in Costa Rica*.
- Copeland, Lennie and Lewis Griggs. *Going International: How to Make Friends and Deal Effectively in the Global Marketplace*. New York: Penguin Group, 1985.
- *de las Casas, Bartolomé. *A Short Account of the Destruction of the Indies*. Trans. by Nigel Griffin. Penguin Books, 1992. ISBN 0-14-044562-5
- Devine, Elizabeth, and Nancy L. Braganti. *The Traveler's Guide to Latin American Customs and Manners*. New York: St. Martin's Press, 1988.
- *Diamond, Jared. *Collapase: How Societies Choose to Fail or Succeed*. New York: Viking Penguin, 2005. Two chapters are of interest: #5, "The Maya Collapses" and #11, "One Island, Two Peoples, Two Histories: The Dominican Republic and Haiti."
- *Ferraro, Gary P. *The Cultural Dimension of International Business*, 3rd ed. Prentice Hall, 1998.
- *Foster, Dean. *The Global Etiquette Guide to Mexico and Latin America*. New York: John Wiley & Sons, 2002.
- Friar, William. *Portrait of the Panama Canal: From Construction to the Twenty-First Century*. Graphic Arts Center 2001.
- *Friedman, Thomas L. *The World Is Flat: A Brief History of the Twenty-First Century*. New York: Farrar, Straus and Giroux, 2005. **IF YOU HAVE NOT ALREADY READ IT, MAKE THIS A BOOK THAT YOU READ THIS YEAR!**
- Fryer, T. Bruce and Hugo J. Faria. *Talking Business in Spanish: Dictionary and Reference for International Business*. New York: Barron's Educational Series, Inc., 1987.
- Gorden, Raymond L. *Living in Latin America: A Case Study in Cross-Cultural Communication*. Lincolnwood, IL: NTC, 1995.
- Harris, Philip R. and Robert T. Moran. *Managing Cultural Differences*. Gulf Publishing Co., 1993.
- Knight, Franklin W. and Colin A. Palmer. *The Modern Caribbean*. Lonely Planet series.
- McCullough, David. *Path Between the Seas: The Creation of the Panama Canal, 1870-1914*. Simon and Schuster.
- Mintz, Sidney Wilfred and Sally Price. *Caribbean Contours (The Johns Hopkins Studies in Atlantic History and Culture)*. Panama Canal. Ediciones Balboa, 2005.
- *Morrison, Terri and Wayne A. Conaway. *The International Traveler's Guide to Doing Business in Latin America*. New York: Macmillan, 1997.
- _____, Wayne A. Conaway, and George A. Borden. *Kiss, Bow, or Shake Hands: How To Do Business in Sixty Countries*. Holbrook, MA: Bob Adams, Inc., 1994.
- Patullo, Polly. *Last Resorts: The Cost of Tourism in the Caribbean*. New York UP 2005. ISBN 158367117X
- Perivolaris, John Dimitri. *Cultures of the Hispanic Caribbean*.
- Puri, Shalini. *The Caribbean Postcolonial: Social Equality, Post-Nationalism, and Cultural Hybridity*.
- *Ricks, David A. *Blunders in International Business*. Blackwell 1993.
- Rogozinski, Jan. *A Brief History of the Caribbean: From the Arawak and the Carib to the Present*.
- Weaver, Frederick S. *Inside the Volcano: The History and Political Economy of Central America*.
- Weeks, John. *The Economies of Central America*.
- Williams, Eric. *From Columbus to Castro : The History of the Caribbean 1492-1969*.
- The World Almanac and Book of Facts 2006*. New York: World Almanac Books, 2007.

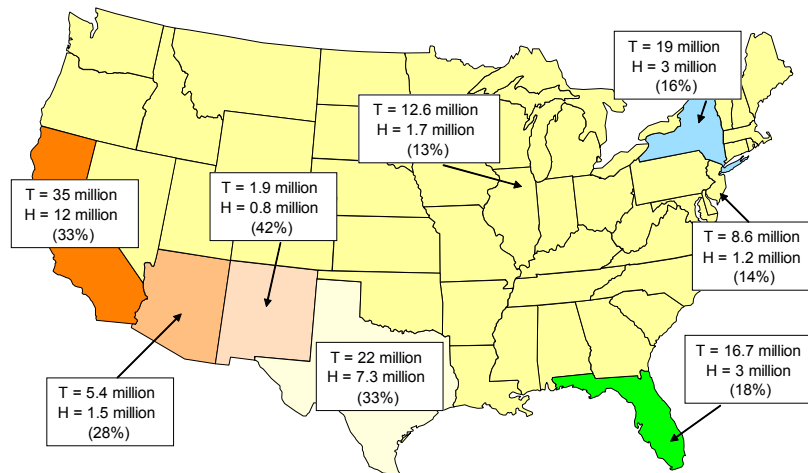


From "The Economic Impact of the Hispanic Population on the State of North Carolina," 2004
 Frank Hawkins Kenan Institute of Private Enterprise



(Slide © M.S.Doyle)

Total U.S. Population in 2008 = 303 million
 U.S. Hispanics = 44.3 million+ (15%)
 (U.S. Census Bureau Estimates 7/1/02, Numbers Below Rounded)



(Slide © MSDoyle)

As of July 1, 2006, the estimated Hispanic/Latino population of the United States was 44.3 million people, making persons of Hispanic origin, now 15% of the total population, the nation's largest ethno-linguistic minority. The U.S. is now the third largest Spanish-speaking country, after Mexico (110 million) and Colombia (45 million). Of every two people added to the nation's population between July 1, 2005, and July 1, 2006, one was Hispanic, for a total of 1.4 million Hispanics added during that year alone. The Hispanic population in the United States is projected to grow by 67 million persons between the year 2000 and 2050: by 12 million between 2000 and 2010, by 12 million between 2010 and 2020, by 13 million between 2020 and 2030, by 15 million between 2030 and 2040, and by 15 million between 2040 and 2050. By the year 2050, the total projected U.S. Hispanic population will constitute at least 25% of the total projected U.S. population of 420 million.

SCHEDULE

Week 1

January 9

Introduction to the course: Syllabus, texts and supplementary Web sites. Foundational considerations: geography, demography, languages, history, values, economics and business. Some definitions of "culture." Geographic literacy worksheets (handout). Begin learning to identify Spanish-speaking regions and countries on a blank map. Country summary form (distributed as part of syllabus): Official name of country, population (<http://www.census.gov/ipc/www/idb/report> in rounded millions), capital, major cities and ports, currencies.

Week 2

- January 14 Check progress of country summary form and country map identifications. **View and discuss video** in class: "Managing the Overseas Assignment" (*Going International*, #2). CG of the United States of America: reconsidering the familiar as foreign.
- *16 Submit 250-word reaction paper to video from previous class. Confirm completion of country summary form. Quiz on countries, nationalities, capitals and currencies. *The Hispanic Way*: pp. ix-25 (Introduction through "La Feria de Sevilla" of Point 12).

Week 3

- 21 No class meeting – Martin Luther King Day.
- 23 *The Hispanic Way*: 26-49 (Points 12 [Las fallas]-33).

Week 4

- *28 Quiz (THW ix-49). *The Hispanic Way*: 50-75 (Points 34-47).
- 30 *The Hispanic Way*: 75-106 (Points 48-73).

Week 5

- *February 4 Quiz (THW 50-106). CG of SPAIN.
- 6 SPAIN, cont.: Include Web readings (see #4 under TEXTS, p. 3 of this syllabus): *U.S. State Department Country Background Notes* (CBN), *Country Commercial Guide* (CCG), Library of Congress Country Studies (LCCS), and *Executive Planet* (EP) sections on business dress, appointments, conversation topics, negotiating ("Let's make a deal"), and gift giving. **Possible visit by Dr. Concepción Godev.** Equatorial Guinea: CG, CBN, and CCG.

Week 6

- *11 Quiz on Spain and Equatorial Guinea. Begin the Spanish-speaking Caribbean: CG of Puerto Rico. **View and discuss video** in class: *Puerto Rico*.
- *13 Submit 250-word reaction paper to video from previous class. The Spanish-speaking Caribbean: CG of Cuba. Web readings: CBN, CCG, and LCCS. **Possible visit by Mr. Rusty Price or Prof. Elvira Jardines.**

Week 7

- 18 The Spanish-speaking Caribbean: CG of the Dominican Republic. Web readings: CBN, CCG, and LCCS. **Possible visit by Dr. José Manuel Batista.**
- 20 Central America: CG of **Guatemala and El Salvador and OP each country.** Web readings: CBN, CCG, and LCCS.

Week 8

- 25 Central America: CG of **Honduras and Nicaragua and OP each country.** Web readings: CBN, CCG, and LCCS.
- ***27 MIDTERM EXAMINATION.

Week 9

- March 3 NO CLASS – SPRING BREAK.
- 5 NO CLASS – SPRING BREAK.

Week 10

March 10 Central America: CG of Costa Rica. [View and discuss video](#) in class: *Costa Rica and Its Provinces*. Web readings: CBN, CCG, and LCCS.

*12 Submit 250-word reaction paper to video from previous class. Central America: CG of [Panama](#). Web readings: CBN, CCG, and LCCS. Doyle presentation on Panama.

Week 11

*17 Quiz. Then [view and discuss video](#) in class: *Emerging Powers: Mexico*.

*19 Submit 250-word reaction paper to video from previous class. CG of Mexico and Web readings: CBN, CCG, LCCS, and EP (sections on business dress, appointments, conversation, negotiating, and gift giving). [View and discuss video](#) in class: *Doing Business in Mexico*.

Week 12

*24 Submit 250-word reaction paper to video from previous class. Mexico: [View and discuss video in class](#)—*Maquila: A Tale of Two Mexicos*.

*26 Submit 250-word reaction paper to video from previous class. Mexico: *Management in Two Cultures: Bridging the Gap between U.S. and Mexican Managers*, pp. ix-42.

Week 13

31 Mexico: *Management in Two Cultures: Bridging the Gap between U.S. and Mexican Managers*, pp. 43-91.

*April 2 Quiz. Discuss handout of “Mexican Managers’ Perceptions of Cultural Competence” by Dr. Christine Uber Grosse (*Foreign Language Annals* 2001, Vol. 34, No. 4, pp. 334-340). [Possible visit by Dr. Carlos Coria: if so, we will read his article.](#) If there is no guest visit, then view and discuss SDSU-LARC video on *NAFTA: Working the Biggest Deal in History*. The role and importance of interpreters in international business.

Week 14

7 Submit term paper outline and thesis paragraph. The Andean Countries: CG’s of [Venezuela and Colombia and OP each country](#). Web readings: CBN, CCG, and LCCS. [Possible visit by Prof. Manuel González.](#)

9 NO CLASS MEETING – CIBER CONFERENCE.

Week 15

14 The Andean Countries: CG’s of [Ecuador and Peru and OP each country](#). Web readings: CBN, CCG, and LCCS. [Possible visit by Prof. Carlos Cornejo.](#)

16 The Southern Cone countries: CG of [Chile and OP](#). Web readings: CBN, CCG, and LCCS. Then [view and discuss video](#) in class: *Doing Business in Chile*.

Week 16

*21 Submit 250-word reaction paper to video from previous class. The Southern Cone countries: CG’s of [Bolivia and Paraguay and OP each country](#). Web readings: CBN, CCG, and LCCS.

23 The Southern Cone Countries: CG’s of [Argentina and Uruguay and OP each country](#). Web readings: CBN, CCG, and LCCS. [Possible visit by Prof. Susana Cisneros.](#)

Week 17

28 LAST CLASS DAY. Hand in term paper. Hispanic Communities, Cultures, Markets, and Consumers in the United States. Semester wrap-up. Brief review for FINAL EXAMINATION: Monday, May 5, 2-45 p.m.

SPANISH 3029

THE CULTURAL DIMENSION OF DOING BUSINESS WITH SPANISH-SPEAKING COUNTRIES
ORAL PRESENTATION: SCENARIO, SAMPLE FORMAT, AND EVALUATION SYSTEM

Scenario: You have been contracted as a cross-cultural international business consultant. The company or agency for which you are providing your consulting services wishes to explore opportunities available in a Spanish-speaking country. Assume that the company has no previous knowledge of the country or region you will cover in your oral presentation.

Duration: 25-28 total minutes—20-22 minutes for the presentation, with 5-6 minutes for follow-up questions and comments at the end.

Method: PowerPoint with appropriate information and summary handouts or professional brochure.

Style: You are speaking to your audience, not reading them a paper or script (i.e. putting them to sleep). You will establish a rapport and maintain eye contact; engage them in your topic; favorably impress them with your knowledge and professionalism; use a high level of discourse; and make an articulate, informative presentation. **MAKE IT INTERESTING!**

Purpose: As a consultant, you will provide information and insights that will help the company or agency to better understand and establish cross-cultural contexts and frameworks in order for their personnel and managers to interact effectively with their Spanish-speaking counterparts in country X. What do they need to know in order to succeed there?

Content: Your 25-28 minute presentation should select from the following information regarding the country you are covering. A sample example with suggested minutes is provided below—**Note: you may create your own format:**

Time in Minutes	Topic	Aspects
1	Brief introduction	Presenter(s) and topic
1-2	Geographic literacy	Maps of country and region; capital and major cities/ports; topography and climate
2	Historical and cultural highlights	Discovery and independence; significant events and figures
2	Population	Nationality (people from X country are called...); racial/ethnic composition and distribution; languages (varieties of Spanish, indigenous languages); religions
3	General attitudes and behavior	Customs and courtesies; greetings, forms of address, use of titles; kinesics and proxemics; concepts of time and punctuality (no need to overemphasize what we have already seen)
3	Lifestyle	Family structure; the individual and sense of self; diet and meals; recreation; salient features of the arts; holidays (not a list, but salient features)
2	Society	Government; foreign relations and relations with U.S.; current situation/problems
4	Economy and infrastructure	Natural resources; goods and services; markets; current conditions, issues, and trends
3	Work environment	Business customs; managerial protocol and practice; negotiating; use of resources such as translators and interpreters; etc. Areas of interest or concern peculiar to this country
1	Conclusion	
5	Audience questions and comments	
28		

Evaluation system: Your grade will be based on the following:

ASSESSMENT OF ORAL PRESENTATION								
Category	% of Grade	10 = A	9 = A	8 = B	7 = C	6 = D	5 = F	Total
Professionalism (attire, confidence projected)	5%							
Evidence of preparation and rehearsal	5%							
Organization and structure	10%							
Vocabulary (register)	5%							
Grammar	5%							
Pronunciation	5%							
Pacing and fluency	5%							
CONTENT	50%							
Engagement of audience	5%							
Poise in delivery and answering audience questions	5%							
GRADE	100%	A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60						
Comments/suggestions:								

ORAL PRESENTATION – SPANISH 3029 TO BE COMPLETED AND SUBMITTED ON DAY OF PRESENTATION

PRESENTER: _____

DATE: _____

Self-report on Planning for the Oral Presentation (based on Appendix B of Godev’s “A Procedure for Delivering Successful Oral Presentations in Conversation Classes,” Northeast Conference, Review 53, p. 36):

- | | | |
|--|-------|-------|
| 1. Did you prepare an outline or script before making your PowerPoint slides? | Yes | No |
| 2. Did you have your PowerPoint slides checked by somebody else? | Yes | No |
| 3. How long did you prepare for this presentation? | _____ | hours |
| 4. How many times did you rehearse your presentation? | _____ | times |
| 5. Did you time yourself while rehearsing? | Yes | No |
| 6. Did you rehearse in front of other people and receive feedback? | Yes | No |
| 7. Did you audio record or video tape yourself while rehearsing your presentation? | Yes | No |
| 8. Did you have somebody else critique your handouts? | Yes | No |
| 9. Did you role-play answering audience questions? | Yes | No |

ASSESSMENT OF ORAL PRESENTATION

Category	% of Grade	10 = A	9 = A	8 = B	7 = C	6 = D	5 = F	Total
Professionalism (attire, confidence projected)	5%							
Evidence of preparation and rehearsal	5%							
Organization and structure	10%							
Vocabulary (register)	5%							
Grammar	5%							
Pronunciation	5%							
Pacing and fluency	5%							
CONTENT	50%							
Engagement of audience	5%							
Poise in delivery and answering audience questions	5%							
GRADE	100%	A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60						
Comments/suggestions:								

**SPANISH 3029:
THE CULTURAL DIMENSION OF DOING BUSINESS IN SPANISH-SPEAKING COUNTRIES**

TERM PAPER: FORMAT AND SAMPLE TOPICS

A research paper is due in this class no later than Monday, April 28, 2008. You are welcome to submit the term paper before its due date; indeed, I encourage you to do so. No specific topic is assigned for this term paper, rather you are to choose a course-related topic in which *you* are interested. Sample topics are provided below. Requirements include:

- Length: 7-9 typed pages—7-8 full pages for the actual term paper; pages 8-9 will be used for Works Cited/Works Consulted
- MLA format: typed (computer—Word), double-spaced, 12-point Times Roman font
- Research: at least six (6) sources must be consulted and figure into the term paper; documentation and citations must be clear and thorough; at least one of the sources must be from a book or journal, i.e., not an internet source
- Must have a good title; clear, coherent, and balanced structure; a good introduction and a good, insightful conclusion (again, a good coherent, “circular” structure from beginning to end)
- Must have style and tone of a research paper (consult MLA style book)
- Must contain your own ideas and conclusions
- Avoid any possibility of plagiarism!

SAMPLE TOPICS (these are merely examples)

- How To Do Business Successfully in Puerto Rico and the Dominican Republic
- U.S. Trade and Business Prospects with Cuba
- The Central American Economies
- Natural Disasters and Their Impact of the Economies of XX (the Spanish-speaking Caribbean, Central America, etc.)
- Race, Ethnicity, and Culture in the Hispanic World
- Marketing and Advertising in the Hispanic World: Language and Cultural Mistakes and How To Avoid Them
- A Plan for Cross-Cultural Consulting Between the U.S. and the Hispanic Business World
- The Maquila Industry in Mexico (Central America, the Spanish-speaking Caribbean)
- A Cross-Cultural Comparison of U.S. and Latin American Business (Managerial) Practices
- Business Outlook for the Andean Countries (Southern Cone Countries)
- The Emerging Hispanic Market in the United States
- Women and Business in the Hispanic World
- Past, Present, and Future of the Panama Canal Zone
- Tourism in the Spanish-speaking Caribbean (Central America, the Andean Countries, Spain, etc.)
- Ecotourism in Costa Rica (in Latin America, etc.)
- Employment, Unemployment, and Underemployment in Central America (Latin America, etc.)
- Managerial Training in Spain (Latin America, etc.)
- Natural Resources in Central America (Latin America, etc.): Abundance, Sustainability or Depletion?
- Wealth and Poverty in XX: the Socioeconomics of Class Structure
- Hispanic Attitudes Toward the United States and How These May Affect Doing Business
- The Language of Gestures in the Hispanic World
- National Symbols of Latin America: Historical and Cultural Documents for the Business Traveler
- Case Studies of Companies such as Goya, etc.
- Accounting Practices in Central America (the Andean Countries, the Hispanic World)
- Translation, Interpretation and International Business

Name	Population in rounded millions	Nationality	Capital	Major cities/ports (2-3)	Currency
Argentina					
Bolivia					
Chile					
Colombia					
Costa Rica					
Cuba					
Dominican Republic					
Ecuador					
El Salvador					
Equatorial Guinea					
Guatemala					
Honduras					
Mexico					
Nicaragua					
Panama					
Paraguay					
Peru					
Puerto Rico					
Spain					
Uruguay					
Venezuela					
United States of America					
U.S. Hispanics					



