

Practical Ways to Integrate Literature into Spanish for International Business Courses

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Abstract: *In general, language for business courses do not include the study of literary texts, despite significant research that demonstrates the value of literature as a way to gain competence in a foreign culture. Carefully selected, adapted, and programmed as a culture complement to the main textbook, literary texts can be a valuable resource in the language for business classes. Based on five years of experience in this area, this study suggests a number of literary texts that have been integrated successfully into the commercial Spanish program, as well as a series of topics and questions for class discussion.*

Introduction

In the field of foreign language education at the postsecondary level, one of the most important developments in recent years is the interest generated by programs of language for specific purposes, in particular for international trade. The new programs are generally built around language for business classes, whose content and objectives are significantly different from those of the traditional areas of specialization such as literature and linguistics. As a result, language for business classes seldom include the study of literature, although there is a substantial body of research that makes a very strong case for the use of the literary text as the basis for the acquisition of foreign culture. The present study briefly reviews the argument in favor of including literature in Spanish for business classes, and suggests a wide range of topics where literature can be a very useful tool to present—and discuss—cultural and business-related issues pertinent to the Spanish-speaking world. The works included in the present study, the topics suggested for class discussion, and the way to relate them to current events are based on approximately five years of experience in the use of literary texts in commercial Spanish courses.

The growing demand for language for business programs has resulted in a rift within foreign language departments, where the prevailing view is that business and literature are fields without any common ground (Carney, 1998, p. 116). The same gap, however, does not hold true in other academic disciplines. A number of law and business schools have long recognized the value of literature as a complement to the more technical aspects of the traditional curriculum.¹ Links between literature and business have found practical classroom applications as well as valid areas of research. Business students in a number of universities have benefited from the observations of a wide range of authors whose insight into the human condition transcends time and historical context. Clemens and Mayer (1987) used classic literature, from ancient Greek to contemporary American writers, to examine different issues in leadership. “The reason the classics are so compelling,” stated the authors, “is that they are about universal human problems and situations. Our premise is that the heroes of this literature mirror our own humanity, our strengths and frailties, our ability to manage” (p. xvii). Although the texts selected were not always directly related to business situations, the authors considered that the behavior of characters as diverse as Achilles, King Lear, and Willy Loman provides valuable lessons for today’s students and executives alike. Puffer (1996) saw in literature a useful vehicle through which transnational executives could gain a much needed understanding of foreign cultures (p. xiii). Her book, an anthology with a mix of

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management articles and literary texts, includes selections from several well-known writers, Gabriel García Márquez and Horacio Quiroga among them. In *Business in Literature*, Burden and Mock (1988) emphasized the value of the literary text as a reflection of social conditions of a particular period in history, as well as the writer's keen powers of observation (p. xx).

In foreign languages, literature has yet to find its way into the language for business class. Although there is ample research to justify the integration of both ends of foreign language education, so far the different pieces of the puzzle have not been placed together. From the perspective of the professions, there has been general agreement on the critical importance of cultural awareness in international business (Adler & Bartholomew, 1996; D'Agruma & Hardy, 1997; Grosse, 2001; Puffer, 1996). On the pedagogical side, despite the ongoing debate on the exact meaning of the term, Christensen (1990) and Schoffer (1990) categorized literature as authentic texts, and asserted its value for the purpose of advancing language and conversation skills. A recent study by Scott and Huntington (2002) went a step further by suggesting that the literary text offers unique advantages over other materials geared to achieve cultural competence. The study compared competence in the foreign culture among two sets of students: One group read a fact sheet with social, cultural, and economic information about the country; the other group, a poem by a national author. According to the authors, the study confirmed "the importance of using literary texts to engage students in critical thinking skills that will serve them as they try to grasp the value of another culture" (p. 629). Furthermore, the authors found that students who read the poem tended to express themselves in a more complex manner, establishing links between their own values and those of the foreign culture (p. 627). Scott and Huntington's findings are of particular importance for language for business courses since fact sheets play a major role as a source of information for the student, and most textbooks in the market include fact sheets about the different countries featured.

Thus, it follows from Scott and Huntington's (2002) proposal that the inclusion of literary texts, carefully selected and prepared for students of language for business, would also be a valuable tool in the acquisition of foreign culture competence. Nationally, a small number of foreign language departments already include literature as part of Spanish for business classes, and/or offer a literature course specifically designed for students in joint degree programs.² Furthermore, a recently published literary anthology broke away from the traditional focus, thus allowing the student of business to "use the literary text as a way to explore social, political, and economic issues and thereby gain critical insights into the culture of the target language" (Coria-Sánchez & Torres, 2002, p. vii). These recent devel-

opments, however, do not yet constitute a national trend toward the inclusion of literary texts in language for business courses.

As stated earlier, there are compelling reasons to introduce a selective study of literature into the language for business classroom, provided that certain criteria are met. Of primary importance is the selection of the texts, which must lend themselves to discussions of socioeconomic interest, even if the texts themselves are not directly related to current business topics. Equally important is maintaining a focus on social and economic issues without deviating into familiar territory such as a structural or aesthetic analysis more akin to a traditional literary approach. Rather than assigning a work in its entirety, the instructor should select one or several fragments that contain the topic to be discussed; the fragments should be long enough to provide the necessary context without extending the reading into unrelated areas.

Sample Lesson

La frontera de cristal—a short story in the collection by the same name by Carlos Fuentes (1995) (see Appendix)—provides an ideal literary complement to a textbook chapter that features Mexico and issues related to the free trade agreement (*Tratado de Libre Comercio* [TLC] or North American Free Trade Agreement [NAFTA]) with the United States. The fragment³ chosen centers on a fictitious conversation between Leonardo Barroso, a Mexican businessman, and Robert Reich, the [former] U.S. Secretary of Labor, in which Barroso pointed out some of the shortcomings of the TLC, particularly the limitations to the free movement of labor. The lesson could be organized along the following plan:

Preliminary Discussion (8–10 minutes)

To situate students in the appropriate context, the instructor should review Mexico's general economic situation and its recent reforms, particularly the liberal policies of the 1990s such as privatization of state enterprises and the opening of the economy to foreign investment and competition. The class should also review the objectives of the TLC, examine its possible costs and benefits in terms of impact on jobs and prices to the American consumer, and identify industries most affected by foreign competition.

La Frontera de Cristal (12–15 minutes)

A brief summary of the reading can be followed by an analysis of the merits of Barroso's proposal—to include labor as part of the TLC, thus permitting free movement of workers between countries. Students should approach the TLC from a Mexican perspective and consider the importance to our southern partners of changes in immigration restrictions. Class discussion can take the form of negotiations between Barroso and Reich so as to reach a compromise

that could be acceptable to both sides. Students can also compare Barroso's proposal to more recent developments such as President Bush's plan for granting temporary visas to guest workers, and speculate on possible public reaction to such measures.

The exercise should conclude with a written component. Instructors should assign an essay on a topic related to the social and economic themes that surfaced during the discussion of the text, such as the impact to the U.S. economy of stricter enforcement of immigration laws, or the barriers and opportunities that immigrants encounter in this country.

Although the literary selections suggested here should not present a higher level of difficulty than most works studied in undergraduate programs, the texts should be accompanied by a glossary of essential terminology, and prereading questions that allow the student to prepare adequately for the reading and for a productive class discussion. As the sample lesson illustrates, the instructor should be able to widen the discussion with the inclusion of current events and issues, as well as to elicit insightful comparisons or contrasts between the situation depicted in the literary text and the student's own knowledge and experience. An interpretation within a wider context gives new relevance to the literary text and allows the student to contribute in a more critical way to the exchange of ideas. In larger departments or in departments with joint degree programs in language and business, it is not uncommon to have students with interest in areas such as marketing, economics, or management. Instructors should optimize these students' knowledge by incorporating it, whenever possible, into the general classroom discussion. Finally, the selection of the literary texts to be used is determined by the topics that will be discussed in class, and should coincide with the business and cultural themes featured in the main textbook for the course; different textbooks may require different literary works and/or selection of topics. The recommended readings are generally short—most of them just a few pages—and therefore can easily be integrated into the Spanish for business program and assigned for discussion within a class period. During a regular semester, it is possible to include four to five literary texts of various lengths as a complement to business and cultural issues. See the Appendix indicating the length of the texts.

The Image of American Business in the Hispanic World

Students preparing to enter the field of international business should be aware of the tensions that have characterized the relationship between the United States and its southern neighbors. The rise of the United States in the early 20th century coincided with a prolonged period of economic stagnation and political instability in Latin American countries, and since then the American presence

in the region has often been viewed with suspicion and resentment. The *yanqui* businessman has several prominent roles in Latin American literature, generally as a shady figure motivated by greed and ambition. Mr. Danger in *Doña Bárbara*, by Rómulo Gallegos (1929), Taik and Weiss in *El tungsteno*, by César Vallejo (1931), and the protagonist in *Mister Taylor*, by Augusto Monterroso (1994), enrich themselves at the expense of the local population, without any regard for the consequences of their actions. Some of the strongest criticism of U.S. presence in Central America has come from Miguel Angel Asturias (1952) in *El papa verde*,⁴ part of a trilogy about the impact of fruit companies in the region. The main characters, Geo Maker Thompson and Sr. Kind, are the businessmen who lead the effort by American interests to gain control of the countries' economies.⁵

Although the book as a whole may prove too difficult for undergraduate students due to Asturias's (1952) famously complicated prose and imagery, there are several passages that are quite accessible, in which the role of the two businessmen is presented in very clear language. In one such passage, Thompson and Kind debated which is the best way to take control of the vast resources of the region: through the use of force (*imperialismo*) or through economic means (*emporiolismo*). The book was written over 50 years ago, but the ideas put forth by the author are still relevant today, particularly in light of the process of economic liberalization and the free trade agreements signed in the last decade, and the fact that the trend toward globalization is, in many quarters, perceived as benefiting mainly American interests (Kobrin, 2001, p. 22). Asturias's novel can be used as a starting point of discussions on the validity or accuracy of the view of the United States that prevails in Latin America, its consequences and impact on further U.S. investments in the region, and the safety of American expatriates and their families. Furthermore, the discussion can expand into related areas such as ways to improve the image of a foreign company, or its social responsibility toward workers in the host nation. Most importantly, the students should consider to what extent the investment climate has changed, given today's export-oriented economies and the importance of foreign capital—precisely the target of Asturias's critical pen—for the growth and long term viability of developing nations.

Discussion of topics such as the image that U.S. economic power projects abroad is a much needed step in the educational process of future American executives.⁶ Unfortunately, it is a facet of reality that is not available to students prior to a lengthy period overseas. An executive in an international company—the position that most students of Spanish for business aspire to occupy—must be aware of the reaction to U.S. firms abroad, in order to avoid cultural misunderstandings or business mistakes that could endanger the company's objectives.

Corruption and Other Ethical Concerns

Corruption in private and state institutions is a major problem in Latin America, and it threatens to block further attempts at economic liberalization and reform. In the region's literature, the venality that allows for the few to benefit at the expense of the majority appears in the work of numerous authors. In the texts mentioned earlier, bribes of local officials by foreign businessmen were a means to ensure their cooperation. In *El tungsteno*, Teik and Weiss bought the cooperation of the authorities in order to gain access to the supply of Indian laborers needed for mining operations. Thompson and Kind, in *El papa verde*, used the lure of power and money to control local leaders and politicians. Internal corruption played a key role in *La muerte de Artemio Cruz* by Carlos Fuentes (1962), as the protagonist enriched himself thanks to connections with government officials. In *El socio*,⁷ Jenaro Prieto (1939) described how land speculation, stock manipulation, and insider trading were used to artificially control the value of shares in Chile's stock market. Prieto's novel presents a unique opportunity to draw comparisons between the plot and the financial scandals that have plagued several Hispanic countries and the United States in recent years, including the Enron case and the formation of dummy companies to hide financial transactions. In discussing corruption as it appears in the literary text, students should also consider the problem that it presents for Latin American governments in terms of social costs and the strain on public finances,⁸ as well as its effects on further reforms, given the public's growing suspicion of politicians' intentions.

Ethical questions—an important element in language for business classes—should also be explored (Ulrich, 2002, p. 153). *El papa verde*⁹ provides an ideal context for the discussion of the effects of progress and rapid development on an indigenous population, as well as the appropriate measures to mitigate some of its harshest consequences. Bribery of local officials—as common an occurrence in the works of Vallejo, Asturias, Monterroso, and others as they are in real-life situations—should be considered from different angles so that the student can understand the cultural and economic factors that lie at the root of the problem, without rushing to a moral or legal conclusion. In such instances, the literary text serves as a case study that allows the student to isolate a situation in order to analyze the interaction of its different components, and propose a course of action or solution. Clear-cut solutions to these problems are not always attainable, but discussion of such issues is a way to make the student aware of the challenges involved in intercultural commercial relations (Ulrich, 2002, p. 157).

Labor Relations and Working Conditions

Working conditions and the situation of the labor force are a frequent topic in Hispanic literature. In *La rebelión de las*

ratas,¹⁰ Fernando Soto Aparicio (1962) described the extreme conditions of miners in a foreign-owned company with operations in a Latin American country. The situation is aggravated by the fact that the managers do not speak Spanish, nor do they understand the customs of the workers, most of whom are peasants forced by poverty and other adverse factors to work in the mine. The tension is, in part, exacerbated by a lack of communication between management and the labor force. Important cultural traits—the subservient attitude of peasants toward individuals from a different social class—are mistaken by the American foreman as signs of weakness and a lack of intelligence on the part of workers, thus widening the distance between the two parties. As stated earlier, cultural competence and working knowledge of the national language are generally recognized by experts in international management as a must for executives abroad, and the context created by Soto Aparicio—rich in cultural misunderstanding and tension—is practically a list of mistakes to be avoided by expatriates in managerial positions. For the objectives of the class, the general topic to be explored through *La rebelión* is the importance of cultural sensitivity and ways to achieve it, as well as steps that foreign managers must take in order to avoid potentially explosive situations. The fragment chosen also allows students to reflect on the impact of rapid modernization and social change on the individual, particularly for the population in areas that traditionally have remained on the margin of economic activity. Students must be aware of the impact of such changes, since current development is fueled by free trade treaties such as NAFTA and *Area de Libre Comercio de las Américas* (ALCA), that demand a high degree of economic integration.

In *Cómo ser mujer y no morir en el intento*,¹¹ Spanish writer Carmen Rico-Godoy (1990) focused on another aspect of the workplace: the situation of women in a professional environment. Carmen, the protagonist, complains about the double standard that governs interactions between the sexes at the office. Her personal concerns never seem to get the attention nor respect accorded by management to those of her male counterparts. The issues presented by Rico-Godoy raise important questions for students in Spanish for business classes, most of whom are women. Of particular importance is the fact that the alleged discrimination occurs to a professional, well-educated woman; Carmen, the main character, is a journalist. In this respect, students—most of them raised in a social environment conditioned by antidiscrimination legislation and the notion of equal treatment—have the opportunity to debate to what extent conditions have changed for the professional woman, and what factors could account for disparities in earnings and advancement to top managerial positions. Rico-Godoy's fragment also lends itself to a comparison between U.S. and Hispanic companies on the

interaction between management and employees, as well as between male and female colleagues. An understanding of such issues can be furthered by a discussion on the appropriate course of action for an American professional woman working abroad under similar circumstances. To judge from the amount of student participation and the intensity of the discussion, it can be stated that student interest in the issues raised by Rico-Godoy's text was extremely high. The best role for the instructor is to moderate and manage the conversation, without any editorial intervention on either side.

The *Maquiladora* System

Of all Latin American countries, Mexico is probably the one most closely associated with the policies of economic integration that became prevalent during the 1990s. An important feature of foreign investment in the country are the factories that—attracted by low wages and tax incentives—assemble goods, from electronic products to clothing, destined for the export market. Those factories, located mainly in the north and known as *maquiladoras*, have rapidly become a significant factor in the Mexican economy, employing hundreds of thousands of unskilled workers. The conditions for workers in the *maquiladoras*—most of them young women—constitute the social background in *Malintzin de las maquilas*, a chapter in *La frontera de cristal*,¹² by Carlos Fuentes (1995). Although the text is fiction, Fuentes, through the many challenges in the lives of his characters, sets the stage for a debate on a number of issues raised by the presence of the *maquila* in Mexico. Thus, the instructor can point toward the living and working conditions of the employees, marred by inadequate transportation and lack of child care facilities; lack of collective bargaining rights, retirement, and maternity benefits; sexual harassment on the part of supervisors; and the inability to advance within the company. Other issues can be approached from the point of view of economic fairness: Are the low wages in the *maquila* a clear case of exploitation? Or are they justified, given the lower productivity of Mexican workers and the fact that foreign companies, in general, pay much more than their national counterparts?¹³ Students can suggest ways to improve worker morale and reduce the high turnover rate that characterizes such low-skill jobs. Additionally, two very important cultural issues surface in this chapter in Fuentes' novel: the impact of internal migration on the family, compelled by economic necessity to move to areas where work is available, and the new role for women in a context where, breaking with tradition, they are increasingly in the position of breadwinner and head of household. All these topics are present in a fragment that, except for certain regionalisms, is readily accessible to the student. Instructors, on the other hand, must have a rather broad range of knowledge of social and

economic matters in order to maximize the instructive potential of the issues raised by Fuentes.

Consumer Society

In recent years, several economic factors—among them a decline in relative prices due to economies of scale—have caused a rise in the consumption of goods and services across all social classes. For the middle and upper classes, consumer spending has reached unprecedented levels, bordering on what American economist Thorstein Veblen termed “conspicuous consumption,” or the consumption of luxury items designed to establish one's rank in society. In *Compro, luego existo*,¹⁴ Guadalupe Loaeza (1992) captured the excesses of a Mexican upper class family who spared no expense to enjoy the latest fashions and frivolous goods. A significant part of the cultural value of Loaeza's work lies in the presentation of Hispanics in a modern, urban professional setting, far from the stereotypes of impoverished peasants or wealthy patriarchs popularized by the literature of the boom. Loaeza's characters, in their economic success as well as in their personal shortcomings, embody the lifestyle of similar individuals around the world. Students can immediately draw parallels with American culture as they realize that sometimes similarities among people are far more significant than their differences.

Based on Loaeza's work, the discussion can be channeled toward cultural issues such as the importance of foreign products—particularly American—to consumers in developing economies, and the extent to which the demand for well-known brand names represents an imposition of American cultural values and taste on the rest of the world. Ethical questions can be raised by the main character's uncontrolled spending in a society where, in spite of consistent improvements in economic conditions, the majority of the population still struggled financially. Equally important is for students to consider the benefits and costs of a consumer society: lower savings rates, severe debt problems, and the negative effects on the environment, measured against the satisfaction of basic needs, greater comfort, and an increase in employment opportunities for a significant segment of the population. This type of broad, open-ended discussion is particularly useful to students, since they can back up their contributions with knowledge and information from courses such as economics and marketing, thus going beyond the parameters of the literary text.

Some texts can be of interest primarily for their business or commercial content, in other words how the authors present a particular business situation (Carney, 1998, p. 119). In such cases, the cultural value of the text gives way to the business element, but the discussions are still valuable practice to students. In *Pantaleón y las visitadoras*¹⁵ by Mario Vargas Llosa (1979), the main character displays strong organizational abilities. Pantaleón, assigned

by the Peruvian army to provide a particular service to the troops, enacts a plan that could easily follow the steps suggested in management courses: a central location for the headquarters, a market study to determine demand for the service, a survey of possible competition, a price structure, and an operational organization that maximizes worker efficiency. In this case, by focusing on the unexpected turn of events and the failure of the project, students could evaluate the business plan, determine what worked and what did not, and propose alternative strategies. Other topics of discussion could be the dangers of an inflexible business plan and the need to adapt to adverse circumstances, as well as the personality of Pantaleón, who embodies the administrator driven by rules and the quest for efficiency, but is unable to take into consideration the unpredictability of the human element.

Prieto's novel *El socio*,¹⁶ mentioned earlier in the context of corruption, is also a valuable text for its depiction of the stock market. Chapter XIX takes place on the trading floor in Santiago de Chile, amidst a major battle among buyers and sellers. The narration rendered a convincing account of the herd mentality that follows a major move by a powerful player, and captured the tension and frustration of individual investors in a situation that is largely beyond their control. Such a dramatic background provided for an equally active class discussion, starting with a comparison of the action on the trading floor, as it is described by the narrator, to the high-tech, fast-paced images of Wall Street that are seen in the electronic media. An important aspect to explore is the author's objectives, given that the book was published during a severe recession. Is the stock market controlled by a few corporate interests, as it appears in the novel, or is it an example of supply and demand at work? The conversation can also expand into more practical areas: What can individual investors do to protect their portfolios? What stocks are going to do well in today's economic climate? Given that a record number of Americans own stocks today, students can also recommend particular stocks, or comment—voluntarily, of course—on the performance of their own portfolios.

Conclusion

With the integration of selected literary readings in the Spanish for business program, instructors have at their disposal an excellent tool to further the students' acquisition of foreign culture competence. It is, ironically, a step that has been taken in other disciplines with apparently very positive results. If the texts are adapted for the new task, accompanied by the appropriate vocabulary glossary and prereading activities, and coordinated with the general themes of the main textbook, the results are equally rewarding in the Spanish for business classroom. My five-year experience with this type of activity corroborates the conclusions reached by Scott and Huntington (2002):

Students react positively to open-ended discussion questions that allow them to compare, contrast, and find common ground between the ideas and perspectives that emanate from the literary texts, and their own view of the world. Literature also provides a welcome break from the more technical and fact-oriented aspects of the class. It is my hope that this article encourages other instructors to take the steps suggested here, and that it furthers the dialogue on the merits of what has been proposed.

Notes

1. As a valuable example of interdisciplinary approaches to literature, Schoffer (1990) mentioned the case of several law schools in the country that study literary narrative techniques because, in their opinion, "the way a story is told is at least as crucial as the way a legal argument is reasoned" (p. 328). Furthermore, Schoffer considered that the "self-imposed isolationism" of literature had negative consequences for foreign language students (p. 325).

2. At Georgia State University (Atlanta) and the University of North Carolina (Charlotte), the departments of foreign languages already offer literature classes in Spanish for students of International Business or Language and International Business. Thunderbird School of Management (Scottsdale, AZ) is also preparing a similar course. At these three institutions, literary texts are also included as part of the Spanish for business course.

3. See *La frontera de cristal* (p. 188–89).

4. See *El papa verde* (p. 254–56).

5. As background to the reading and discussion, it could be helpful for the instructor to mention the extent of United Fruit Company's holdings in Central and South America. Kepner and Soothill (1967) drew a list of assets that included 3,416,013 acres of tropical farm, over 200 locomotives, almost 1,600 miles of railroad, a fleet of almost 200 vessels, 3,500 miles of telephone line, and 24 radio stations (p. 27–28). This type of factual information establishes a historical context for the intentions of the main characters in Asturias's novel.

6. *The Economist* ("Half an Enchilada," 2003) quotes a recent poll carried out by *Mund America* in Mexico, which found that "77% see the United States as 'trying to dominate the world' while only 22% believed it plays a 'constructive role in world politics'" (p. 37). Such findings clearly contradict the opinion of most American students regarding the country's role internationally, and the class is an ideal forum to explore the possible causes and consequences of such attitudes overseas.

7. See *El socio* (p. 15–18; 66–67).

8. Transparency International's yearly report on corruption is an excellent source of information. According to *El tiempo*, a recent study on Colombia carried out by Transparency International with other national and international institutions, concluded that up to 20% of the value of government contracts was due to irregularities in the bidding process ("Corrupción," 2003).

9. See *El papa verde* (p. 336–38).

10. See *La rebelión de las ratas* (p. 69–74). This fragment can also be used in a discussion of the popular perception of foreign business in Latin America.

11. See *Cómo ser mujer y no morir en el intento* (pp. 169–172). Rico-Godoy's text can be used in a variety of contexts, particularly the situation of women in the workplace and labor relations.

12. See *La frontera de cristal* (p. 131–160). Working conditions, labor relations, and the impact of NAFTA on Mexican culture are explored in Fuentes's text.

13. Classroom discussion of this subject should be approached from different angles. *The Economist* ("A survey of globalization," 2001) presents well-documented counterarguments to Fuentes's skeptical view of the *maquiladoras*. The article states that, in general terms, foreign companies in developing countries pay double the local manufacturing wage (p. 13). In the case of Mexico, wages are highest "near the border with the United States, where operations of American-controlled firms are concentrated" (p. 13).

14. See *Compro, luego existo* (p. 15–16; 24–25; 26–27).

15. See *Pantaleón y las visitadoras* (p. 31–44; 87–91).

16. See *El socio* (p. 150–157).

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Appendix

The following list includes the titles of literary texts used in Spanish for business classes, as well as the pages of the fragments selected.

- Asturias, M. A. (1952). El papa verde. [The green Pope.] In *Obras completas 2*. México, D.F.: Aguilar (1968). (pp. 254–56; 336–38).
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- Gallegos, R. (1929). Doña Bárbara. México, D.F.: Editores Mexicanos. (pp. 107–15).
- Loeza, G. (1992). Compro, luego existo. [I shop, therefore I am.] México, D.F.: Instituto Nacional del Consumidor. (pp. 15–16; 24–25; 26–27).
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