

Sierra Nevada College
Department of Business
Syllabus
INTB 320 Global Business Environment
Semester: Fall 2015

General Information:

Course Code: INTB 320
Course Title: Global Business Environment
Course Ref. Number: 80146

Instructor: Jerry Hubbard, Adjunct Professor
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Class Schedule: Tuesday & Thursday, 1:00 PM
Location: PA 207
Required Text: International Business—The Challenge of Global Competition by Ball, McCulloch, Jr., Geringer, Minor, and McNett, 13th ed., ISBN 9781121681293

Prerequisites: MGMT 260 or consent of the instructor.

Recommended Readings:

Practitioners Publications:

Christian Science Monitor	Business Europe	Business Intl.
Far Eastern Business Review	The Wall Street Journal	Business Asia
The Asian Wall Street Journal	Financial Times (UK)	The Economist
Middle East Economic Digest	Tokyo Business Today	African Business

Academic and Other Publications:

Academy of Management Journal	Strategic Management Journal
Columbia Journal of World Business	Academy of Management Review
California Management Review	Journal of Business Ethics
Advances in Int'l. and Comparative Management	The Executive
Journal of International Management Studies	Harvard Business Review

The Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**. [Note: SNC's four core themes are emphasized in **bold** text.]

Course Description:

This course focuses on the global forces, issues, challenges, and opportunities facing business organizations today. Emphasis is placed on the impact of globalization on the business environment. Topics covered include the challenges of globalization, global terrorism, global trade, global inequality, global environmental issues, global crime, globalization of disease, cultural classes and conflict resolution, cross border communication, expatriate issues, international institutions, social and ethical responsibility, regional economic and political agreements, and technological developments.

Course Objectives:

Through lectures, readings, problem-solving, role-playing, and case studies, students will develop an understanding of the complexity of operating and managing an organization in a global economy, including the various lens (economic, political, social, legal, etc.) through which a manager must examine his/her options.

Upon successful completion of this course, the student will be able to:

1. Describe the complexities and difficulties involved in conducting global business;
2. Discuss the indicators of success for businesses operating across national borders;
3. Analyze the effect of the international forces, e.g., economic, political, socioeconomic, legal, labor, and financial forces, on the conduct of business;
4. Understand national and cultural differences related to acceptability of and impact of actions and policies on others around the world;
5. Articulate the ethical standards and socially responsible behaviors required in international business decisions and management practices;
6. Discuss careers in the international management arena;
7. Communicate effectively through both oral and written presentations; and
8. Work effectively as a team member through group projects, case studies and problem analysis.

Instructional Strategies:

This class will use lectures, reading assignments, team projects, case studies, reports, class discussions, and role-playing exercises to teach course concepts and materials. *Students may be called on at random to lead and present the class reading(s) for the day. If the student is not prepared to lead the discussion and/or present the reading, he/she will receive a ZERO for the day's work.*

Approximate Timetable and Schedule of Class Activities:

The order of topics, tests, assignments, etc. is presented in this syllabus. Every effort will be made to stay on schedule with the syllabus. However, the professor reserves the right to make changes in the syllabus as the semester progresses and the particular needs of the class emerge. These changes will be announced in class. It is the responsibility of the individual student to stay informed about any changes in topic order, tests dates, etc. Please note that we are covering, on average, one chapter per class period. Thus, it is critical that you stay current on all assignments.

Grading System:

Your grade will be determined by quizzes, homework, class participation, case studies, presentations, and exams.

Summary of Class Requirements:

Quizzes	50 points	
Doing Business Abroad/ Country Culture Presentation	50	
Exams	300	
Class Participation	100	
Op-Ed Piece	100	
Map Test	100	
Group Research Paper	<u>300</u>	
Total Points Available		<u>1000</u> points

Grading System:

Your grade will be determined by quizzes, homework, class participation, case studies, research paper, presentations, and exams as noted above.

Grade	Percentage	Grade	Percentage
A	94% and above	C	74% - 77%
A-	90% - 93%	C-	70% - 73%
B+	88% - 89%	D+	68% - 69%
B	84% - 87%	D	64% - 67%
B-	80% - 83%	D-	60% - 63%
C+	78% - 79%	F	59% and below

Quizzes:

There are up to five quizzes worth a total of **100 points**. The quiz questions will be multiple choice, true/false, fill in the blank, short answer, problem-solving, and/or essay.

Exams:

There are three exams worth a total of **300 points**. The exam questions will be multiple choice, true/false, fill-in-the-blank, short answer, problem-solving, and/or essay. If you miss an exam, you will receive a zero if you do not have an excused absence. If you have an excused absence, the professor will provide you with a make-up exam.

Exam 1 (100 points)

Exam 2 (100 points)

Exam 3 (100 points)

Class Participation and Teachback:

100 total points will be based on class participation. We learn by being actively involved and engaged, and you are expected to come to classes prepared. Prior to each exam, you will be assigned topics to “teachback” to your classmates as a review. This is your opportunity to demonstrate your understanding and application of the concepts, articles, and materials covered in class. Your teachback should be creative, innovative, and cover assigned materials. You and/or your team will be graded on the substance of your presentation as well as your creativity and facilitated discussion of the materials. Teachback grades will be provided to you the class following your teachback. Class participation grades will be assigned based on the following criteria:

- A: 90-100 Student is actively engaged. Answers multiple questions each class. Excels at answering the harder questions. Always prepared. All homework completed. Teachback covers assigned materials and is creative, informative, and engages the class.
- B: 80-89 Student frequently participates in class, but does not excel every class. Answers many questions; sometimes answers the harder questions. Prepared most of the time, but not always. Performance is good, but not consistently excellent. Most homework completed. Teachback is good, but not creative and does not engage the class and reflects only the basics.
- C: 70-79 Student attends class and answers some questions, but performance is not consistent. Student is engaged in some classes and disengaged in others. Student answers correctly most questions that are asked, but does little beyond that. Student participated in teachback, but did little more than ask questions or give a short lecture on assigned materials.
- D: 60-69 Student attends class. Only answers questions that are specifically directed to the student. Student pays attention in class, but reluctantly participates. Student seldom volunteers to answer questions. Student is present in class, but rather passive. Less than half of the homework completed. Student did not actively participate in the teachback.
- F: < 60 Student does not attend all classes. Seldom answers questions correctly even when asked. Comes to class unprepared to answer the basic questions from the assignments. Seldom volunteers for anything, very passive, sometimes disruptive behavior. Usually seems to be present only in body, but not in mind and spirit. Takes notes and hopes that he/she will not have to speak. Less than half of the homework completed. Teachback was not substantive and/or did not cover assigned topics. Teachback was not creative.

Students are expected to attend all classes unless they request an excused absence from the professor. Attendance will be taken each class. Students who miss more than three classes (excused and unexcused) will have their participation grade dropped. See Attendance, Participation, and Attitude section below.

Attendance, Participation, and Attitude:

Attendance, participation, and positive attitude in class are required. The classroom is in essence practice for the “world of work” and in that world, punctuality is mandatory. Punctual attendance is expected of all students at all times. Frequent absences and tardiness will adversely affect a student’s class performance. Attendance will be taken so please be prompt.

It is the responsibility of each student to obtain approval from the professor for an absence prior to the missed class, to furnish an acceptable explanation or written evidence, and to submit work that will be missed. Absence from the class does NOT excuse any student from due assignments, quizzes, in-class exercises, projects, or exams scheduled during the missed class period. Make-ups for assignments, quizzes, presentations, and in-class exercises will not be granted for any absences. Make-ups (for examinations only) will be made/rescheduled at the discretion of the instructor, and only if the instructor receives at least a one week advance notice that the student will not take the particular exam as scheduled.

Op-ed piece. In order to develop your skill in constructing concise arguments about international topics, you will write an imaginary “op-ed piece” for a major media outlet on a topic of contemporary international business significance. Topics for the op-ed are “open” and may be on any international business topic. Op-eds should be 800-1,000 words, or three-to-four pages. The op-ed assignment is worth **100 points**.

Map Test. Americans in the 18-to-24 age group came next to last in a nine-nation survey of geographic literacy conducted by the National Geographic Society. This course aims to tackle this problem by encouraging students’ awareness of and familiarity with major world countries and geographical features. The map quiz is worth **100 points**. The instructor will select a minimum of 50 countries and geographical features from the list attached to this syllabus.

Group Research Paper. You are required to research a multinational company on the company’s decision to enter a “new” market. Students should do the research necessary to identify all of the factors that will affect the company’s decision to enter the new market. Instructions for the assignment are attached to this syllabus and will be discussed the second week of class (read Chapter 12 closely as it provides the basic information required for this assignment).

Note: The key topics that should be included in your research paper are discussed in Chapter 12 of your textbook. You should read the instructions for this assignment carefully to ensure that you complete all relevant pieces of the assignment. This assignment is worth **300 points [200 points for your written paper (group grade) and 100 points for your oral presentation (individual grade)]**. Your research paper will be presented in class and your team should be prepared to present on the assigned date. If you wish to do this assignment individually, please see the professor. Your professor is willing to review your paper in draft. However, you must provide your paper, electronically, to your professor if you wish to receive feedback.

Doing Business Abroad (Country Culture Presentation). In order to better understand the social and cultural requirements of working in a particular country, you will present a short (5-10 minute) talk on the economy, politics and social culture of your chosen country. **Presentations will be made at the beginning of each class.** You should include in your presentation brief summary economic data, imports/exports, a discussion of business customs, communications, religions, taboos, food, social media, internet access, acceptable behavior, etc. Students are encouraged to “have fun” with this assignment. You should use props to reinforce your message, i.e., dress, sample business card, etc. This assignment is worth **50 points**. Creativity and engagement with the class are essential to earn full points.

Class Assumptions:

1. The student is serious about pursuit of educational goals, degree, and classes at Sierra Nevada College, and it is their top priority over any other professional and personal commitments, including interpersonal relations, skiing or snowboarding, extracurricular activities, and employment.
2. The student is knowledgeable about using the Internet, in class technology tools, and the library to research specific information required in the fulfillment of the course requirements.
3. The student has the knowledge designated as prerequisite to take this class and is competent in Microsoft Office.
4. The student is responsible for all of the material in textbooks, assignments due, and any material covered in class lectures, presentations, case-studies, and discussions. Please make sure you have read your course syllabus.

In-Class Distractions:

Students must turn-off their cell phones and computers in class, unless otherwise approved by the professor.

During lectures or presentations, students must show respect to the lecturers and/or presenters by not talking amongst themselves, working on their computers, or texting on their cell phones. Students who do not adhere to these requirements may, at the discretion of the professor, be asked to leave the classroom, and/or receive a grade penalty, and/or receive an F as a final grade, and/or dropped from the course.

During exams and presentations, students will be requested to leave their cell phones and computers at the front door of the classroom.

Written Work and Presentation Requirements:

All written requirements—assignments, projects, papers, etc.,--MUST be typed in double space. Any assignment that is NOT typed will NOT be graded. All written work submitted for grading must be **original** copy. All written work will become the property of the professor. Students wishing to retain a copy of the assignment should make a copy prior to submitting the work for grading. All work, assignments, and other requirements submitted for grading must be of professional quality and in a folder or binder. Students will be expected to use spell-check on all work submitted. All work submitted for grading will be returned to the student for a brief period in the class for the student's review and information. The written work and examinations will be returned only to the student named on the work. Papers are due at the start of class on the date listed on the syllabus.

Reminder: All assignments are due at the beginning of the class period on the date indicated in the tentative schedule.

Substitution or extra credit will NOT be allowed for assignments not submitted on the scheduled or due date. Assignments may be turned in early. Students are urged to jointly and collaboratively work together on case study analysis, team projects, and assignments. Details of all assignments and projects will be thoroughly explained in the syllabus or in subsequent attachments.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

A written statement of the official policies, procedures, and processes related to Academic Honesty/Plagiarism can be found in the Student's Handbook/University Catalog. It is critical that students understand that many of the assignments in this class will be done as team projects. As such, EACH student on the team is responsible for ensuring that the academic honesty/plagiarism policies are adhered to on all assignments.

Students are encouraged to collaborate and work together on assignments. However, all submissions must be the original work of the individual student and should not be duplicative of another's student's work.

Students will be required to submit all written papers/presentations electronically through SNC email, only.

ADA Accommodations:

In accordance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations.

Possible accommodations for disabilities include extended testing time, test-taking in isolation, computer use for test taking, tape recorders in class, study skills counseling, and share note-taking in classes. If a student wishes to request an accommodation in one of his or her classes, the student should contact the Director of Academic Support Services, Henry Conover, at (775) 831 1314 x7475, hconover@sierranevada.edu or go to the OASIS offices on the 3rd floor of Prim Library, within the first week of the semester.

The SNC E-Mail System:

The SNC e-mail system is the official communication method among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college e-mail accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC e-mail account.

Sierra Nevada College
INTB 320 Global Business Environment
Semester: Fall 2015
Syllabus

Class	Date	Topic	Assignment
1	18-Aug	Course Organization - Review Syllabus & Course Requirements	
		Section One – The Nature of International Business	
2	20-Aug	The Rapid Change of International Business	Chapter 1
3	25-Aug	Assessing International Markets	Chapter 12
4	27-Aug	Assessing International Markets/Class Discussion	Chapter 12
5	1-Sep	Int’l Institutions from an Int’l Bus. Perspective	Chapter 3
		Section Two – International Environmental Forces	
6	3-Sep	Socio-cultural Forces	Chapter 4
7	8-Sep	Nat’l Resources and Environmental Sustainability	Chapter 5
		Research Project – Team Meeting/Discussion	
		<i>Team roster, research topic and team contract due</i>	
8	10-Sep	Political and Trade Forces	Chapter 6
9	15-Sep	Intellectual Property and Other Legal Forces	Chapter 7
			Map Quiz
10	17-Sep	The Int’l Monetary System and Fin’l Forces	Chapter 8
11	22-Sep	Teachback and review for Exam	Chapters 1, 3-8 & 12
12	24-Sep	Exam 1	Chapters 1, 3-8 & 12
		Section Three – The Organizational Environment	
13	29-Sep	International Competitive Strategy	Chapter 9
		Research Paper Teamwork Library	
14	1-Oct	Research Project – Team Meeting/Discussion	Op-Ed Piece Due

Class	Date	Topic	Assignment
	6-Oct	Midterm - Current Events Discussions	Current Events
	8-Oct	Organizational Design and Control	Chapter 10
15	13-Oct	Global Leadership Issues and Practices	Chapter 11
16	15-Oct	Entry Modes	Chapter 13
17	20-Oct	Export and Import Practices	Chapter 14
18	22-Oct	Marketing Internationally	Chapter 15
19	27-Oct	Managing HR in an Int'l Context	Chapter 17
20	29-Oct	Culture Quiz	
21	3-Nov	Research Project – Team Meeting/Discussion	Group Research Paper Due Nov 3
22	5-Nov	Teachback – Review for Exam 2	Chapters 9-11, 13-15, & 17
23	10-Nov	Exam 2	Chapters 9-11, 13-15, & 17
24	12-Nov	Team 1 and 2 presentation	Group Presentations
25	17-Nov	Team 3 and 4 presentation	Group Presentations
26	19-Nov	Team 5 and 6 presentation	Group Presentations
	24-Nov 26-Nov	Thanksgiving Break	
27	1-Dec	Current Event Quiz	Relevant Current Events
28	3-Dec	Teachback – Review for Exam 3	Possible Essay Questions
	9-Dec	Exam 3 – Wednesday, Dec. 9th, 15:00 – 18:00	Essay Questions

INTB 320: Global Business Environment Requirements for the Map Quiz

The quiz tests knowledge of culturally, politically or economically significant countries and other landmarks. You will be given a blank map, and you will be required to correctly place the following countries and landmarks on the map.

1	Afghanistan	25	Iceland	49	Qatar
2	Angola	26	India	50	Russia
3	Australia	27	Indian Ocean	51	Rwanda
4	Austria	28	Indonesia	52	Saudi Arabia
5	Belgium	29	Iran	53	Somalia
6	Bolivia	30	Iraq	54	South Africa
7	Brazil	31	Ireland	55	Spain
8	China	32	Israel	56	Spratley Islands
9	Crimea	33	Italy	57	Straits of Hormuz
10	Croatia	34	Japan	58	Suez Canal
11	Cuba	35	Laos	59	Sweden
12	Czech Republic	36	Latvia	60	Syria
13	Denmark	37	Liberia	61	Taiwan
14	East Timor	38	Lithuania	62	Tajikistan
15	Egypt	39	Monaco	63	Thailand
16	England	40	Myanmar	64	Tibet
17	Estonia	41	Netherlands	65	Turkey
18	Ethiopia	42	New Zealand	66	Ukraine
19	Finland	43	Nigeria	67	Uzbekistan
20	France	44	North Korea	68	Vatican City
21	Georgia	45	Pakistan	69	Venezuela
22	Germany	46	Poland	70	Vietnam
23	Greece	47	Portugal	71	Yemen
24	Hungary	48	Puerto Rico	72	Zimbabwe

Global Business Environment

Op-ed Assignment

Due Date: October 1, 2015

What is an Op-ed?

Op-ed stands for “opposite the editorials.” Op-eds are opinion pieces, generally about 800-1,000 words, on important topics of local, national, or international concern. Although we describe op-eds as opinion pieces, they should be rigorously argued, your argument supported by convincing evidence. Op-eds tend to be less scholarly than academic works, though, and aimed at a general audience.

Op-eds are generally run daily in most newspapers (and via internet media, too), though some days’ op-eds are more equal than others. In *The Washington Post*, for example, the premium op-eds are generally published in Sunday’s “Outlook” section. It would probably improve your final product if you examined a number of op-eds to determine for yourself what makes a successful piece (I happen to be a sucker for catchy openings with a tight peg to a current news event). Good places to find op-eds on issues of international affairs are: *The Washington Post*, *The New York Times*, *The Los Angeles Times*, and *The Wall Street Journal*.

Op-ed pieces tend to be tied to current issues or on-going problems and often there is an “agenda” attached to them: approve this policy, disallow that one, recognize this emerging and problematic trend .

Experts usually write op-eds on topics about which they are extremely knowledgeable. Since you all are future experts well-on-your-way, you might as well start your op-ed writing career sooner rather than later! Be sure to include concrete data/evidence to support your points. Generalizations will not suffice to persuade the audience that your point of view is the correct one.

What is this assignment—exactly?

Your assignment is to **write an op-ed on an issue relevant to contemporary international business affairs**. With your op-ed, you should also submit the name of the publication for which the piece is written (even if you don’t choose to submit it). One topic students might wish to explore is to advise one or both of the presidential candidates how to handle or think about an evolving international business-related problem. This can be done as an "open letter" op-ed.

You are free to gear your op-ed toward any publication and write on any issue you choose. Keep in mind that timeliness is an important quality of op-eds. Also, keep in mind the type of publication that might be interested in an op-ed of the type that you write (sometimes smaller or specialist publications might be more willing to accept your piece than one of the biggies!). Also, be sensitive to the audience for which you are writing. You probably need to write for a general readership, explaining people, events, theories in a way that a general reader can understand (I often pretend that I am writing for my Mom).

Op-eds do not use footnotes, so indicate your sources by making statements such as "According to the United Nations Development Program," or "As the Sierra Club stated."

You are free to run ideas past me and talk over prospective arguments.

Good luck and try to have fun with the assignment!

Group Research Paper/Project

INTB 320

DUE DATE: November 10, 2015

Objective: To create a business opportunity for an American consumer product in a foreign country.

You are required to research a multinational company on the company's decision to enter a "new" market. Students should do the research necessary to identify all the factors that will affect the company's decision to enter the new market. For example, you decision would consider, at a minimum, the following factors (note, this list is not all inclusive so please think through other factors or elements that should be evaluated):

1. Size of market (demographics, socioeconomic state, urban/rural)
2. Sociocultural acceptance of the product – will adaptation be necessary? Class or caste issues? Gender? Religious issues?
3. Legal or bureaucratic environment – Import and/or export regulations? Manufacturing? Taxation? Duties? Repatriation of profits? Government?
4. Competition in market
5. Economic and political climate for foreign business – stability of national currency, central banking system, etc.
6. Methods for marketing and distribution
7. Managerial and labor climate
8. Financial viability, including profit margin, currency translation, profit repatriation

Your report will essentially cover all of the topics in your textbook (Chapter 12) and the above outline. The audience for your report is the COO and CFO of the company as well as the Board of Directors. Thus, your report should be prepared as though you were presenting it to the highest level of management in the company. It should include an executive summary, introduction (country and product) and your recommendations to the COO, CFO and the Board of Directors. I would expect your report to contain an appendix with, for example, maps of the country, tables, charts, etc. *You should also be dressed appropriately.* Failure to dress appropriately will result in a loss of ten points from your presentation grade.

Your report should be typed, double spaced, and of the highest professional quality. It will normally be at least 10-12 pages, depending upon the product and country you are researching.

This assignment is more difficult than students originally think. Thus, I encourage you to begin your research immediately. You will have several "library days" available for group research, but your

team should begin immediately to think through the various requirements noted above and identify possible options for researching your product market.

For writing style and reports, you should follow The Little Brown Compact Handbook, Jane Aaron, 5th Edition, ISBN 0-321-10495-1. Papers will be graded in accordance with the SNC's Writing Rubric (see attachment A). Please do NOT write a report that goes through the above factors in order. The report should cover the factors, but you should determine the best way to organize your report to senior management.

Following is an *illustrative* list of products/firms and countries that can be researched. Your team is free to research another product or country mix after consultation with the professor. However, a team may not select the same country or product mix as another team—all research projects must be unique! You may select a country and/or product that has already been introduced into a country, however, you must still go through the complete country screening process.

1. Splenda entering China
2. In and Out entering the Nepalese or Indian market
3. Barbie (Mattel) in Iran
4. Wells Fargo or other US bank entering the marketplace in Zimbabwe
5. Jeep in India
6. Peet's or Starbucks coffee in Vietnam, China or Pakistan
7. Starbucks in Ethiopia or Kenya
8. California wine into South Africa
9. Maytag entering Japan
10. Costco entering India
11. Google into Tibet
12. Walmart into South Africa
13. US automaker into Myanmar

TEAMS should be no more than 3 students!