Stockholm School of Economics in Riga

Course Catalogue

2021/2022

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General Information

About Stockholm School of Economics in Riga

The Stockholm School of Economics in Riga (SSE Riga) is a business school in Riga, Latvia, founded in 1994 and over the years has acquired a reputation as the leading business school in the region. You don't have to go far from home to study in one of the best Business Schools in Europe.

The School

Founded by the Stockholm School of Economics and the Latvian Government, the School started with only 56 local students. SSE Riga has grown today into internationally recognised business school with more than 2,500 alumni worldwide.

SSE Riga is a comparatively small school with a dynamic international learning environment where the majority of the courses are based on the case study method. Tuition is charged, and instruction is in English. In addition to student loans guaranteed by the government and SSE Riga, students have access to other types of financial support, such as SSE Riga Alumni Association Scholarships.

SSE Riga offers two accredited study programmes: a three-year Bachelor's programme in Economics and Business, and an Executive MBA - a two-year professional Master's programme:

130 students every year are admitted to the Bachelor's programme
20-30 students every year enrol in the Master's programme

SSE Riga Executive Education offers effective training and management development solutions to local and international clients in the private and public sector through the following:

Open Programmes – equip participants with skills and knowledge to address business challenges
Custom Programmes – designed to meet the specific needs of the organization
The School is also keen to promote a debate in topics that are of relevance to the Latvian economy as well as to the economies of the two other Baltic countries. The School's capacity is strengthened with several centres for studies and research.

Mission

The SSE Riga mission is to contribute to the economic, social and democratic development of the region.

The mission rests on five pillars the BSc programme, the Executive MBA programme, Executive Education, research, and the Centre for Media Studies. All of them contributing to the fulfilment of the ambitious mission set by the founders in the early 1990s; the BSc programme mainly having an impact in the long term, whereas the other four activities or pillars have an impact in the short to medium term.

Educational Mission - FREE

Being part of the SSE family, SSE Riga shares the same educational mission as SSE and SSE Russia. SSE family has formulated its overarching educational aims through the acronym FREE. It stands for:

F-act and science-minded. An education from SSE Riga rests on scientifically produced knowledge. The bases for knowledge and critical thinking are factual.

R-eflective and self-aware. Graduates shall cultivate their reflective minds and understand their own motives, attitudes, preferences, perception, values and feelings.

E-mpathetic and culturally literate. Graduates shall develop their empathy. Being better in understanding and sharing the feelings of others make them not only better decision makers but also better citizens.

E-ntrepreneurial and responsible. Graduates shall question the status quo, actively drive change and adopt a creative approach to the activities they engage in. Being entrepreneurial also entails taking responsibility for one's actions and seeing their impacts in the society and on the world at large.

Values of SSE Riga community

The core values of SSE Riga provide a foundation for faculty, staff, and students to accomplish its mission.

Integrity: we adhere to high ethical standards by applying accountable academic and administrative policies, practices and services; the School requires practicing dignity and honesty in actions and words.

Community: we nurture a diverse and caring community in which each member of the School is valued and respected; a positive and friendly atmosphere is created, allowing space for individual uniqueness and teamwork collaboration.

Excellence: we demand intellectual rigor and critical enquiry in advancing academic work and expanding knowledge; we serve as a catalyst for positive changes in the Baltic countries and beyond.

International Exchange/ Incoming Students

SSE Riga has proven to be a very interesting and challenging place to study! Even though SSE Riga is a relatively small school, each year it hosts 30-40 incoming exchange students.

Exchange studies are one of the most effective ways for young people to learn about new cultures and get life experience by living alone in a country other than their own, with different customs, languages and history. It is an experience that no one can take away; it enriches one's understanding of the world and very often changes preconceptions about the respective country and the people who live there.

In addition to all this, exchange of knowledge is invaluable in a person's development – new perspectives, new ways of learning, and new styles of communication will often make a person think more deeply. Altogether, a student exchange is a wonderful opportunity provided by the EU Erasmus+ programme SSE Riga takes part in, or based on bilateral agreements between universities.

There is no tuition fee for incoming exchange students from the universities SSE Riga has an agreement with, whether a bilateral agreement or an Erasmus+ partnership agreement.

Students who decide to come to SSE Riga as free movers (from a university SSE Riga does not have a partnership agreement with) must pay the tuition fee of EUR 4150.00 per semester.

However, all exchange students have to cover other costs, e.g., travel costs, costs for a visa, insurance costs, living expenses (including accommodation), and costs for handouts and printouts.

Timetable 2021/2022

Fall Semester	from August 23
Midterm Break	November 18-21
Christmas Break	December 24 - January 2 (re-exam week January 3-7)
Spring Semester	from January 10
Easter Break	April 15 - 18
Midterm Break	May 4
Graduation	June 11
End of Year	June 22

Teaching at SSE Riga is very intensive and interactive and an average day involves at least eight hours of work at school (lectures, seminars, assignments, reports). Successful studies require full-time commitment. Courses from different study years might overlap; consequently, it might not be possible to take several core courses from different study years. Courses usually run for 3-6 weeks and students are assessed continuously. Furthermore, written exams are given in each course.

Application deadlines:

April 15 for the Fall Semester October 15 for the Spring Semester.

Application process for students
1. Students must be nominated by a representative of the home university international office.
2. An application form for exchange students will be sent out after the nomination.

Additional requirements
Students must be at least in their 2nd year of studies.
Students' grade average must be at least B according to the ECTS grading system.

Admissions process for students

The application is accepted only when all the required documents are submitted.

The SSE Riga administration will notify candidates by April 30 for the fall semester or October 30 for the spring semester.

SSE Riga maintains the right to reject applicants that do not match the criteria mentioned in the requirements for admission.

Resources and Services

Accommodation

We are pleased to offer our students accommodation at the SSE Riga Student Dormitories. The dormitories are located at Patversmes iela 22, Riga, and are about 20 minutes by bus from SSE Riga. The Dormitories are for SSE Riga students only.

The price ranges from 120 - 220 EUR per month. We have the following units available: Triple room with shared bathroom: 120 eur per month (43 beds available), double room with shared bathroom: 140 eur per month (16 beds available), double room with private bathroom: 180 eur (12 beds available), double private apartment 220 eur per person (one unit available). Prices include all utilities: electricity, heat, hot water, wifi internet. A 100 eur security deposit is required.

The Dormitories have four large shared kitchens, as well as study rooms and a leisure room, and wifi internet throughout. To see a virtual tour of the dormitories click here.

If you are interested in living in the Dormitories, please email the property manager Janis Meija (janis.meija@sseriga.edu) and include the following information: 1) your full name and study year, 2) type of room you are interested in, 3) which semester you would like to live there (whole year or one semester), 4) roommate preference, and 5) your country of origin. Availability is based on a first-come first-served basis, so make your reservations today!

Dormitories account information for rent payments:

SIA PATVERSMES IELA 22

Reg. No.: 40103309585

Legal address: Strēlnieku iela 4a, Riga, LV-1010

IBAN Account No.: LV13HABA0551048035638

Bank: SWEDBANK AS, SWIFT Code: HABALV22

Library

The SSE Riga Library collection holds approximately 25 000 books covering the main disciplines of business and economics - management, marketing, accounting, organisation, finance, micro- and macroeconomics, etc. In addition, it includes material on business law, statistics, computing and business English. It also holds a wide selection of periodicals and provides access to a large number of databases. Library patrons who need to return material may drop it off at the SSE Riga reception desk.

Opening Hours

The library has the following opening hours:

Monday to Friday: 09:00 - 17:00

Weekends: closed

The SSE Riga Library is located on the 6th floor of the Peter Wallenberg Building on Strelnieku iela 4a. Its primary mission is to support the study programmes of the School. However, it is open also to external users. It was made possible by the very generous support of Johan Björkman, a well-known Swedish businessman.

Services

Online Library Catalogue is accessible from any internet access point

Books can be borrowed for 2 weeks

Periodicals are lent out for 3 days (except the latest issue)

Two reading halls are available for readers

Printing and Copying of Library materials for a set fee

SSE Riga Personal Librarian Service

SSE Riga Library Materials Order Form

SSE Riga Faculty/Staff Copyright Guidelines

library@sseriga.edu

SSE Riga Library, Strēlnieku iela 4a, Riga, LV-1010, Latvia

P. Wallenberg Building, 6th Floor

Health Insurance Policy

Majority of you have European Health Insurance Cards–these are useful only in a really severe situations, when your life is under threat. Please note: when you move your habitual residence to another country, you should register with the S1 form instead of using the EHIC to receive medical care in your new country of habitual residence.

EVAK(EHIC)cards are quite basic, most of the medical services will not be covered by it. Also, there is a possibility to purchase health insurance while in Latvia.

Health Insurance policies can be purchased here:

https://www.bta.lv/en/private/health-insurance

https://www.gjensidige.lv/lv-lv/apdrosinasana/privatpersonam/personu-kas-ierbrauc-lv-apdrosinasana

https://www.ban.lv/kontakti/filiales-riga/centralais-birojs/

https://www.if.lv/privatpersonam/kontakti/pieteikumi/veselibas-apdrosinasana

Student Support

On the elearning platform, all the internal regulations are displayed. It is highly recommended to get acquainted with all the documents before your arrival.

Health related information is located here.

Information about the Student Association is here.

Contact Person for International Exchanges Programme

Marina Troškova

Marina.troskova@sseriga.edu

+371 670 158 04

Strēlnieku iela 4a, Rīga, LV-1010, Latvia

Information on the Bachelor Programme

BSc Programme

The three-year programme in Economics and Business is a meeting point for talented young people who wish to study in an international but close-knit community.

Quick Facts

Three-year full-time programme

130 students admitted every year

English as the language of instruction

Top-level international lecturers

Modular system, not more than three courses at a time

Two internships, 4-8 weeks

Specialization options: Economics, Finance, Retail, Entrepreneurship

Accredited by the Latvian Ministry of Education and Science

Diploma of Bachelor of Social Sciences in Economics

Application deadline is April 8, 2020; academic year begins on mid-August

Overview

Our student community includes students from 10 countries and international exchange students from more than 15 countries.

The international environment formed by lecturers and students from different countries, with English as the language of instruction, adds to students' personal development.

Admitting just 130 top undergraduates in one class allows for personalised attention to students and it takes just a few weeks to get to know all of your study mates.

The skills taught in the Economics and Business programme will be useful in any job down-the-road because they are widely adaptable. The programme also offers the perfect balance of both practice and theory.

What happens after the diploma?

At this moment SSE Riga graduates can be found in almost all sectors of the economy and in more than 60 countries around the world.

88% found employment within 3 months of completing

72% found positions even before they completed their studies.

The most popular industries among SSE Riga's recent graduates appears to be banking and finance as well as audit and consulting. Many graduates also start career in information technology, advertising and marketing companies, as well as wholesale, retail and manufacturing companies.

1. Data Analysis

Course Director	**Garančs Rihards**, Lecturer
Department	Languages, Communication& IT
Lecturer(s)	**Rihards Garancs**
	rihards.garancs@carlsberg.com
ECTS Credit Points	**3 ECTS;** core course
Course Prerequisites	All students must have a personal computer with Excel 2013 or later installed. Note: it is preferred to have Windows excel version
IT-skills needed	No previous IT skills are required
Related Courses	Business Intelligence (elective course) & curriculum in Data Science Lab
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	ITC course covers introductory knowledge and primary skills in Microsoft Word and Microsoft Excel. The course aims to prepare students for the most common tasks they will have to do during their studies. Course briefly covers most common functions of Word and covers more advanced areas of Excel that are relevant for Business studies.
Content	- Word assignment covering most common and useful features of Microsoft Word for everyday use - Excel lectures demonstrating capabilities and typical use cases of Microsoft Excel: • Overall knowledge about formulas, their structure & usage • Improving speed & efficiency in excel (most commonly used hotkeys) • Usage of text manipulations in excel • Date & time application in excel • The basics of conditional formatting • Working with vast array of data – pivot tables • Presenting data and introduction to *dashboarding*
Structure and Format	The course is highly practical and requires students to use the tools and features demonstrated in lectures. All lectures are followed by practicums where students are required to solve advanced issues and learn to use demonstrated tools on new problems. Practicums aim to prepare students for the exam where a large amount of typical Excel problems will have to be solved in a short amount of time. The course will show business thinking behind excel data analysis capabilities and guidelines for data analysis, for example how a simple working table can be made into interactive graphical data representation. The course will gradually develop the most used techniques for data manipulation/analysis from regular formulas, to table format and finally to pivot tables.
Literature and other resources	There will be no extra reading materials apart from the course excel and word files provided before the course via e-learning platform. Extra learning materials will be provided after the course to further strengthen the knowledge.
Learning Outcomes	Course will be useful for all students who will need to work with Word or Excel during their studies and work life. Course will be especially useful for students foresee a lot of analytical work and data. By the end of the course one should be equipped with the basic skills & knowledge to do analytical tasks & data management/analysis on excel.
Attendance	Attendance is mandatory, one cannot miss more than two lectures/seminars

Requirements and Grading	To pass the course, all students must submit a Word Task and pass the exam in Excel. Word Task makes up 25% of the course grade while the rest of the grade is decided by Excel Exam Result. A combined minimum of 100 points is necessary to pass the course.

2. Financial Accounting

Course Director	**Tocelovska Natalja**, Lecturer
	natalja.tocelovska@sseriga.edu
Department	Finance& Accounting
Lecturer(s)	Tocelovska Natalja, Lecturer
	natalja.tocelovska@sseriga.edu
	Lubloy Agnes, Associate Professor
	agnes.lubloy@sseriga.edu

ECTS Credit Points	**3 National CP/ 4,5 ECTS CP**; core course		
	Student Workload (SWL): **Structured SWL**		**Unstructured SWL**
	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
	30	20	85

Course Prerequisites	Mathematics
Research skills needed and developed	Analytical skills, conceptual thinking
IT-skills needed	MS Excel, Word
Related Courses	Managerial Economics, Management Accounting and Finance, Accounting and Finance
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The main objective of the course is to develop students' ability to measure, record, and communicate the financial information of the company. Being the first course in accounting (and followed by Managerial Economics, Management Accounting and Finance in Year 1 and Accounting and Finance in Year 2), Financial Accounting provides important background for the upcoming studies of the students. To successfully develop this base, we focus on both how to prepare and read the financial statements of the company.
Content	1. Introduction to accounting - learning the scope of accounting, the accounting equation, double-entry system, T-accounts - recording the transactions, journal entries - defining accounting concepts and principles - preparing a trial balance - preparing an Income statement - preparing a balance sheet 2. Adjustments for financial statements - making provisions for receivables - accounting for depreciation of non-current assets - making a valuation of inventories - making adjustments for accruals and prepayments 3. Interaction between financial statements

	- preparing a cash flow statement - comparing financial statements of different types of companies - analysing financial statements (accounting ratios)
Structure and Format	This will be an intensive course combining lectures and seminars. We will have a slower start concentrating on the very basics of Financial Accounting during the first week, then gradually increasing the pace in the following two weeks. The only way of learning accounting properly is by solving as many exercises as possible. During this course, we will combine both theory and problem solving to ensure the best grade during the exam. - Lectures (15*90) - Seminars (10*90): To prepare for the upcoming seminar students need to read the chapters stated in the course description together with the review questions (will be provided to the students at the beginning of the course).
Literature and other resources	Frank Wood's Business Accounting: Volume 1, Pearson Education Ltd 13th edition, 2015. The number of the chapter required to be read for each lecture is stated in the course outline (will be provided to the students at the beginning of the course)
Learning Outcomes	After completion of the course, students should be able to: - understand the general purposes and functions of accounting - know and apply the basic vocabulary, definitions and double-entry procedures of accounting including the accounting equation - understand the underlying concepts and standards of accounting - record common transactions - perform the accounting for non-current assets, inventory, receivables, non-current liabilities, current liabilities, and equity - draw and interpret a multiple-step income statement, balance sheet, and cash flow statement of a company - understand the interactions between the financial statements and the way they are used by investors, creditors, regulators, and managers - analyse the financial statements
Attendance	Not mandatory (neither lectures nor seminars)
Requirements and Grading	Written exam (100%), at least pass in Exam

3. Mathematics

Course Director	**Nicolas Gavoille**, Assistant Professor nicolas.gavoille@sseriga.edu
Department	Economics
Lecturer(s)	**Nicolas Gavoille**
ECTS Credit Points	4,5 ECTS, core course
Course Prerequisites	Basic mathematics
Research skills needed and developed	The course develops abstract thinking, logic and rigorous reasoning. It also provides a set of basic mathematical tools necessary to understand economic theory and hence economic academic literature.
IT-skills needed	None
Related Courses	Economic Statistics, Econometrics, Microeconomics, Macroeconomics, International Economics, Financial Economics, International Finance, Managerial Economics.
Students eligible	Year 1 / 2 / 3 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The course provides an introduction to the **essential mathematical methods** used in modern **economics** and **finance**. The objective of the course is to equip students with the mathematical toolkit required for later coursework, and to show how to use mathematical language to better understand economics. The emphasis will essentially be put on **procedures and examples**. As a way of demonstrating the importance of mathematics in economics, various **economic applications** will illustrate the mathematical concepts studied during the course.
Content	**Week 1** Introduction, set theory, introduction to probabilities **Week 2** Functions of one variable and introduction to differentiation **Week 3** Introduction to optimization **Week 4** Introduction to integral calculus **Week 5** Calculus with functions of several variables **Week 6** Introduction to linear algebra 1 **Week 7** Introduction to linear algebra 2
Structure and Format	- Lectures (20 x 90 min) - Seminars in small groups (20 x 90 min)
Literature and other resources	The reference textbook is Sydsaeter and Hammond, Mathematics for Economic Analysis (1995).
Learning Outcomes	By the end of this course it is expected that the student will: - Have developed analytical skills and rigorous reasoning - Understand the principles of optimization and linear algebra, which are the cornerstones of all modern economic theory - Be able to understand mathematical representations of economic models Have sufficient mathematical skills to succeed in later math intensive courses (in particular Financial Economics and Econometrics).
Attendance	Attending lectures and seminars is not mandatory but **highly** recommended
Requirements and Grading	- Midterm exam - Final exam - The midterm grade counts for 30% of the total grade **if** the midterm grade is higher

than the final exam grade, but only for 10% if the midterm grade is lower than the final exam grade.

- To pass, **both** your final exam grade and your total grade have to be **greater than or equal to 100**.
- All students obtaining a grade lower than 100 at the final exam will have to retake the exam in January
- Debtors are required to take **both** the midterm and the final exams.

4. Academic English

Course Director	**Banziņa Elīna**, Assistant Professor elina.banzina@sseriga.edu
Department	Languages
Lecturer(s)	Banziņa Elīna (elina.banzina@sseriga.edu)
ECTS Credit Points	**2 National CP/ 3 ECTS CP; core course** Student Workload (SWL): Structured SWL Unstructured SWL 16 on-site and online lectures, 7 on-site seminars, each 45 Estimated time of self- each 45 min x 2 min x 2 studies: 60 h
Research skills needed and developed	The course develops students' referencing, paraphrasing, argumentation and effective writing skills that are expected in academic prose
Related Courses	Introduction to Academic Studies, Critical Thinking
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	In this course sequence, students will be introduced to academic writing conventions, various advanced grammar issues in academic discourse, and the principles of effective argumentative writing, which will help them with reports and presentations at SSE Riga and beyond.
Content	The English in an Academic Context component focuses on referencing, paraphrasing, using diplomatic language, professional correspondence, and various advanced English usage issues. The Articles component is devoted solely to English article use, one of the most difficult aspects of the English language. Finally, Argumentative Writing teaches students how to construct logical arguments, develop paragraphs, and generate clear and focused writing.
Structure and Format	The EAC component: 4 on-site lectures (90 min), 5 self-paced lectures, 4 on-site seminars (90 min), written assignments. The Articles component: 3 self-paced lectures (90 min), 1 on-site lecture; written assignments. The Argumentative Writing component: 3 on-site lectures (90 min), 1 self-paced lecture; 2 on-site seminars (90 min); written assignments and individual meetings with those who need additional help
Literature and other resources	There is no textbook for this course. All course material will be available online or posted to E-learning by the instructor.
Learning Outcomes	Students will be able to produce grammatically accurate, clear, logical, well-organized written work that conforms to academic writing standards.
Attendance	The course will be delivered in a twice-weekly lecture format, supplemented with practical sessions for those who wish to have additional practice. Attending lectures is mandatory; attendance at seminars is optional.
Requirements and Grading	The grade for Academic English is based on the results of the final exam. The exam consists of two parts: the combined EAC and Articles exam, and a written essay that needs to be submitted by Jan 5. Each individual exam component needs to be passed in order to successfully complete the course.

5. Introduction to Academic Studies

Course Director	Landes Xavier, Assistant Professor xavier.landes@sseriga.edu
Department	Business and management
Lecturer(s)	Xavier Landes, Associate Professor, xavier.landes@sseriga.edu (course director) Christopher Rieber, Lecturer christopher.rieber@sseriga.edu (course co-director) Dominik Gerber, Assistant Professor, dominik.gerber@sseriga.edu Jurgen De Wispelaere, Assistant Professor, jurgen.dewispelaere@gmail.com
ECTS Credit Points	**2 National CP/ 3 ECTS CP**; core course Student Workload (SWL):

Structured SWL		**Unstructured SWL**
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
20	5	60

Course Prerequisites	None
Research skills needed and developed	Academic presentation Academic reading Academic writing Academic research and referencing Autonomous work Critical thinking and argumentation Hand-note taking Peer feedback Teamwork
IT-skills needed	None
Related Courses	Academic English Business Law Ethics and Sustainable Business Macroeconomics Marketing Microeconomics More generally all courses which require critical thinking and analysis including the bachelor thesis
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	IMPORTANT **All electronic devices should be stored in bags during lectures and seminars, except by explicit mention from the lecturer or TAs.** **Failure to comply will lead to the immediate exclusion from the lecture and/or points penalty. For online lectures and seminars, the rule doesn't apply.** The overall course goal is to expose and train students to the requirements and methods of academic studies, which represent a significant divergence from their high-school environment. Universities' activities are based on knowledge production and dissemination. These two functions are the premises for producing a high-quality education. It is therefore important for students to assimilate university standards in terms of academic competences, i.e. skills (such as reading, writing or presenting, note taking), knowledge (about business, economics, ethics, politics, anthropology), values (like honesty, good faith) and attitudes (in terms of work ethics).

	This course is a pre-requisite to most courses at SSE Riga that rely on text analysis, critical thinking and argumentation. In other words, the academic competences trained in this course are key to students' success up to (and including) their bachelor thesis.
Content	**1. Introduction: Studying at SSE Riga [Week 34 orientation week 90 mins, livestreamed]** During this first session, some of the particularities of academic studies will be presented in particular in terms of methodology, work ethics and autonomous learning. A particular emphasis will be put on distant learning, what does it entail, what are the challenges, and so forth. Specifics concerning the course will be introduced. Students are expected to pay close attention and take careful notes during lectures and seminars. Attendance at the seminars and the lectures on Reliable Sources, Referencing, and Plagiarism are mandatory. We expect that students actively participate in discussions and come prepared having read the selections for the day's lecture or seminar ahead of time. This session will address the particularity of studying at a business and economics school. What does it mean in terms of content? What could be students' expectations and duties? What is expected from the rest of the society? What studying at SSE Riga does imply? Appleby, Drew C. (2016), 'Why Your Freshman Year In College Will NOT Be 13th Grade', Psych Learning Curve, accessed on June 7, 2019 http://psychlearningcurve.org/freshman-year/ Landes, X. and C. Rieber (2018), 'Ko vajadzētu darīt biznesa skolām?' Satori, December 11th [English version available on the e-learning platform] McDonald, Duff (2018), The Golden Passport, Harper Business, pp.277-284. Robbins, Stever (2010), 'The Path to Critical Thinking', Harvard Business School, accessed on June 7, 2019 https://hbswk.hbs.edu/archive/the-path-to-critical-thinking The point cannot be stressed enough: you need to take notes for every lecture you are attending. It is your own and sole responsibility to keep up with the course material (i.e. readings done and complete/exhaustive notes), especially since all lectures will be online, you need to be properly motivated, manage your time and workload. Here is some advice (more to come) Dynarski, Susan (2017), 'For Note Taking, Low-Tech is Often Best', Harvard Business School, accessed on June 7, 2019 https://www.gse.harvard.edu/news/uk/17/08/note-taking-low-tech-often-best? **2. Segments 'When I was you: Insights from the faculty' (10-15 mins segments, recorded)** These segments will constitute interviews of some faculty members who will share their experience and tips about how to succeed as a student, especially at SSE Riga. **3. Reliable Sources, Fact-Checking and Post-Truth—Referencing and plagiarism [Week 34, 90 mins, recorded]** This lecture establishes the criteria for using sources in academic writing at SSE Riga. Students will learn how to evaluate information they find and discriminate between authoritative sources and popular but not trustworthy sources on the Internet. Explore these two websites concerning the MMR vaccine debate: Anti vaccine scientific support arsenal. (n.d.). Retrieved May 14, 2018, from: https://avscientificsupportarsenal.wordpress.com/ Center for Disease Control and Prevention. (n.d.). Vaccine safety. Retrieved May 14, 2018,

from: https://www.cdc.gov/vaccinesafety/concerns/autism.html
Also familiarize yourselves with the concepts of working papers and peer review:
University of California Berkeley. (n.d.). Scrutinizing Science: Peer Review. Retrieved May 14, 2018, from: http://undsci.berkeley.edu/article/howscienceworks_16
European Central Bank. (n.d.). Working Papers Series. European Central Bank. Retrieved from: https://www.ecb.europa.eu/pub/research/working-papers/html/index.en.html
The lecture will also instruct students on how to reference properly using the SSE Riga stylesheet. A discussion of content and language plagiarism will follow, highlighting the importance of academic honesty as well as how SSE Riga checks students' work for plagiarism.

4. Reliable Sources, Fact-Checking and Post-Truth—Referencing and plagiarism Q & A [Week 34, 60 mins, livestreamed]

5. Efficient Reading and Good Argumentation [Week 39, 90 mins, recorded]

This session will enter into the details of the methodology to read academic texts efficiently, identify the main claims as well as the characteristics of good argumentation, i.e. of valid and sound arguments.

Damer, T. Edward. (2005). A Code of Intellectual Conduct. In Attacking Faulty Reasoning (pp. 5-13). Boston: Wadsworth.

MacDonald, Chris and Hasko von Kriegstein (2017). Introduction. In Business Decision Making. [Manuscript].

Swatridge, Colin. (2014). How will you make yourself clear? In Oxford Guide to Effective Argument and Critical Thinking (pp.19-40). Oxford: Oxford University Press.

5. Efficient Reading and Good Argumentation Q & A [Week 39, 60 mins, livestreamed]

6. Insights from TA about note-taking [Week 39, 45 mins, livestreamed]

7. Detecting and Avoiding Fallacies [Week 40, 90 mins, recorded]

The session will be a presentation of the main fallacies, why they matter and how to avoid them. Some examples from the first assignment will be presented.

Gula, Robert J. (2007). Final note. In Nonsense (pp. 219-222). Edinburg VA: Axios Press.

MacDonald, Chris and Hasko von Kriegstein (2017). Chapter 7. In Business Decision Making. [Manuscript].

8. Detecting and Avoiding Fallacies Q & A [Week 40, 60 minutes, livestreamed]

9. Discussion 'Why are economists letting down climate change?' [Week 40, 90 minutes, livestreamed]

Questions to be prepared
a) Which kind of publication is it?
b) What's the media outlet on which the article? How do you assess its quality?
c) Who are the authors? Could they be considered as authorities on the topic?
d) What's the main claim of the publication? Try to build a formalised argument, i.e. premises and conclusion(s)
e) Do you find the argument convincing? Why? Justify

10. Teaching assistant seminars for tips and hints [Week 41, X 60-mins, sessions]

[DEADLINE] draft text analysis of Eatwell and Goodwin 'Promises', 1-1.5 page [October 9, 22:00]

The draft won't be noted, but any failure to upload a one-page document will lead to fail the course. Please be reminded that no late submission will be accepted. Any late submission will lead to fail the course.

11. Seminars round 1: [Week 42, 120 mins, 12 groups, small rooms]

These sessions will lead students through the article introduced in #4, above. Students *must* come with their notes on the article and actively participate in a discussion on the main points of the article. Questions for the text analysis will also be introduced and discussed.

12. Writing Center: [Week 43, Small Library Reading Room]

TAs staff the writing center with 3 students for 3x90 min sessions helping students to refine their arguments on the final paper.

[DEADLINE] Draft text analysis of Helm, 'Climate-Change Policy: Why has so Little been Achieved? 1.5-2 pages [October 23, 22:00]

13. Seminars round 2: [Week 44, 120 mins, 12 groups, small rooms]

These sessions will review the outlines students have produced on the questions, emphasizing common mistakes and suggesting means of improvement.

[DEADLINE] Text analysis Helm, 'Climate-Change Policy: Why has so Little been Achieved? 5 pages [November 8, 23:00]

IMPORTANT:

- Uploaded assignments should be in .doc format.

- File name should read Last name_first name ONLY! Example: Rieber_Christopher

- No late submission policy. If your work cannot be uploaded because it has been submitted too late, it will receive a 0 grade.

- Plagiarism will lead to a minimum punishment of a 0 grade.

- If you want extensive feedback, you need to clearly indicate on your assignment "I would like to receive extensive feedback".

[DEADLINE]: Resubmission, 5 pages [January 10, 22:00]

Students will have to produce an analysis on a different text.

IMPORTANT:

- Uploaded assignments should be in .doc format.

- No late submission policy. If your work cannot be uploaded because it has been submitted too late, it will receive a 0 grade.

- Plagiarism will lead to a minimum punishment of a 0 grade.

- If you want extensive feedback, you need to clearly indicate on your assignment "I would like to receive extensive feedback".

- In the word document, lecturers' comments should be left on and the track-changes function should be put on.

PLEASE NOTE THAT RE-EXAM GRADES (JANUARY) CANNOT GO OVER 100 POINTS (OUT OF 200)

Structure and Format	Cf. above
Literature and other resources	All compulsory readings will be uploaded on the e-learning platform. All books from which complementary readings are extracted are available at the SSER library. The readings from the course contain necessary information that students will use to write the Final Assignment. Course manual MacDonald, Chris and Hasko Von Kriegstein (2018), Textbook: Business Decision Making. [manuscript]. Complementary, readings include Fisher, Alec. (2011). Critical thinking: An introduction. Cambridge: Cambridge

	University Press. Gula, Robert J. (2007). Nonsense. Red herrings, straw men and sacred cows: How we abuse logic in our everyday language. Edinburg VA: Axios Press. Howard-Snyder, Frances, Daniel Howard-Snyder & Ryan Wasserman. (2013)., The power of logic. New York: McGraw-Hill. Swatridge, Colin. (2014). Oxford guide to effective argument and critical thinking, Oxford: Oxford University Press. PLEASE NOTE: reading selections may change owing to unforeseen circumstances.
Learning Outcomes	By the end of the course, students should be able to: - Read an academic article and identify the main argument, - Find for reliable sources, select information and do proper referencing, - Learn the value and technique of carefully listening to lectures and taking notes by hand, - Write a critical analysis of arguments, - Build a strong argument for a paper or a thesis, - Present their analysis, - Provide substantial feedback to their peers, - Teamwork, - Work autonomously (i.e. do the readings on their own, assignments at home and manage their workload). The course is structured in such a way to provide instruction in the above skills through practice. Through attending lectures, reading, and writing on topics presented in the course, students will practice how to capture, retain, and present information in a manner appropriate to university studies. The first full 60-minute lecture is dedicated to introducing the skill set. We will evaluate students' ability to deploy the skills by grading their assignments and giving quizzes that test such skills as note-taking if the need arises.
Attendance	Attendance is mandatory for guest lectures and for the lectures on Referencing and Plagiarism. Any demand of additional information emanating from students who do not attend to lectures will be answered at the discretion of lecturers. Attendance to seminars is compulsory. Unjustified absence (i.e. without a doctor's note or force majeure case) will lead to failing the course. Students are invited to ask questions of faculty either directly after lectures or by making an appointment. Faculty are happy to answer substantive questions and to discuss course content in a meaningful way.
Electronic Devices Policy	Electronic devices are not allowed. They should be stored during lectures and seminars, except when explicitly stated otherwise by lecturers. Failure to comply could lead to exclusion until the end of the lecture.
Requirements and Grading	The final grade will be composed of the following: - Participation: 50 points - Final assignment: 150 points

6. Economic Statistics

Course Director	**Morten Hansen**, Lecturer morten.hansen@sseriga.edu
Department	Economics
Lecturer(s)	Morten Hansen, Head of Economics Department morten.hansen@sseriga.edu Konstantīns Beņkovskis, associate professor (R seminars, konstantins.benkovskis@sseriga.edu)
ECTS Credit Points	**3 National CP/ 4,5 ECTS CP; core course** **Student Workload (SWL): Structured** **Unstructured SWL** **SWL**

	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
	12-15, altogether app. 30 academic hours.	8-10 seminars, altogether 16-20 academic hours 5 R seminars, altogether 10 academic hours.	80-120 hours.

Course Prerequisites	Basic probability theory, combinations and permutations
Research skills needed and developed	Creating understanding of hypothesis formulation and testing
IT-skills needed	Excel an advantage, STATA to be developed
Related Courses	Mathematics, Econometrics
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	By far the most important objective is to make students understand the idea of hypothesis testing and be able to formulate hypotheses and perform tests. To get this far, the topics described under "Content" are needed, e.g. sampling and sampling distributions. In addition, the course provides some basic technical skills for the statistical analysis of economic data using popular software and programming language R (see "Content" section).
Content	Random variables Discrete probability distributions: Binomial, Hypergeometric, Poisson Continuous probability distributions: Exponential, Normal, Uniform Sampling Sampling distributions: Student's t, $\chi 2$, F Point estimation Interval estimation/Confidence intervals R seminars: - Introduction to dplyr package, data frame, basic types of data, import of data from csv/xls files, good practices in organizing datasets - Basic operations with databases (filter, mutate, select, arrange), and basic data visualization - Summary statistics - Probability distributions and random variables Hypothesis testing and confidence intervals Hypothesis testing
Structure and Format	Lectures by the lecturer – some 30 academic hours in blocks of two or three hours. Seminars led by TAs. Four groups of students, one for each TA i.e. groups of around 30 students. 7-8 seminars in total, two academic hours per seminar.

	R seminars (5 seminars, 2 academic hours each) – students will need their laptops with R to solve various problem sets in class
Literature and other resources	**Textbook**: Statistics for Business and Economics, 8th edition. Paul Newbold, William L. Carlson, Betty M. Thorne. Pearson. Chs, 1, 2, 4 – 10. **Empirical applications** will require the use of free software environment for statistical computing – R. Students may install R on their private laptop (see https://cran.r-project.org/bin/windows/base/ and https://www.rstudio.com/products/rstudio/download/). R tutorials: Quick R tutorial by DataCamp: https://www.statmethods.net/r-tutorial/index.html Tutorials point: https://www.tutorialspoint.com/r/index.htm
Learning Outcomes	Understanding the idea of basic sampling and hypothesis testing. Be able applying statistical analysis to the real data using R statistical computing software
Attendance	No mandatory attendance
Requirements and Grading	The final exam (3 ½ hours), written, open-book, school's calculator only, counts for 80% of the grade. In case of an online exam, Respondus software to be used. One assignment in R, counts for 20% of the grade. Requirements for pass: at least 100 points (50%) both in the final exam and the assignment. Debtors should re-submit the assignment

7. Microeconomics

Course Director	**Morten Hansen**, Lecturer morten.hansen@sseriga.edu
Department	Economics
Lecturer(s)	Morten Hansen, Head of Economics Department
ECTS Credit Points	**4 National CP/ 6 ECTS CP; core course** **Student Workload (SWL): Structured SWL Unstructured SWL** Lectures (count and length in Seminars (count and length Estimated time of self- academic hours- 45 min.) in academic hours- 45 min.)) studies (in hours) 23-25 lectures, 3x45 min each 12-14 seminars, 90 min each 100-150 hours
Course Prerequisites	Understanding of mathematical derivatives
Research skills needed and developed	No research skills needed but students will be taught - and experience - how to write a report on a microeconomic topic, i.e. perform some basic research.
IT-skills needed	Excel, PowerPoint, Word
Related Courses	Mathematics, Macroeconomics, International Economics, International Finance, Financial Economics
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	To provide students with an understanding of core microeconomic concepts and enable them to provide analysis of microeconomic problems, theoretical as well as practical.
Content	Microeconomics at an intermediate level: Budget constraint, indifference curves optimal choice, elasticity, demand, costs, supply, equilibrium, welfare analysis, market forms (perfect competition, monopoly, monopolistic competition, oligopoly, monopsony), externalities, public goods.
Structure and Format	23-25 lectures, each of 3 academic hours. 12-14 seminars run by TAs. 4 TAs in all, i.e. some 30 students per TA group.
Literature and other resources	Hal Varian: Microeconomics, chs 1-10, 14-16, 35 and 37. Various handouts, e.g. relevant articles from The Economist, the Financial Times and other sources.
Learning Outcomes	A deep understanding of microeconomics and the ability to perform practical analysis of a microeconomic nature.
Attendance	Not mandatory but highly recommended
Requirements and Grading	The course has three sets of grading. A written mid-term, closed book, 2 hours, a written final exam, closed book 3 hours and a report on a microeconomic topic. These elements count for 25%, 50% and 25% in the overall grade. To pass the weighted average of the three must be at least 100 points, In addition the final exam must be at least 100 points, the weighted average of the mid-term and the final exam must be at least 100 points and the report must receive at least 100 points. Failure to meet all requirements will result in the course being failed and one or both of its sub-components being failed. . In case of online exams (mid-term and final), Respondus software to be used.

8. Managerial Economics

Course Director	**Točelovska Natalja**, Visiting Assistant Professor Natalja.tocelovska@sseriga.edu
Department	Economics
Lecturer(s)	Tocelovska Natalja, Visiting Assistant Professor natalja.tocelovska@sseriga.edu Andris Strazds, Lecturer andris.strazds@sseriga.edu
Credit Points	**2 National CP/ 3 ECTS CP**; core course Student Workload (SWL):
Course Prerequisites	Financial Accounting, Microeconomics
Research skills needed and developed	Analytical skills, conceptual thinking
IT-skills needed	MS Office
Related Courses	Financial Accounting, Financial Economics, Management Accounting and Finance, Accounting and Finance
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	Managerial Economics is the first course in management accounting. While the upcoming management accounting courses will focus on the analysis of the financial statements and planning of the financial performance of the company, the course in managerial economics develops the fundamental concepts of costing and thus the ability to price the product or service, the valuation of the investment decisions of a company, and its budgeting. Discussion on concepts started in the Managerial Economics will be further developed in the upcoming Management Accounting and Finance, Accounting and Finance, and Financial Economics courses. Further, managerial economics is an important topic, in that it deals with concrete decision problems that every one of you will later encounter in real-world firms. This should be a strong additional motivator to study if the prospect of a passing grade on the exam alone is not enough.
Content	1. **Cost accounting** - nature of costs - opportunity cost, economic profit - learning curve - full costing - activity-based costing, cost drivers - marginal costing - revenue management 2. **Capital budgeting** - net present value - internal rate of return - payback period - WACC

Student Workload (SWL):

Structured SWL		Unstructured SWL
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
20 hours	18 hours	42 hours

	- tax effect and tax shield - free cash flow **3. Taxation** - corporate income tax - social taxes - value added tax **4. Strategy and budgeting** - financial budgets - key performance indicators and scorecards - budgets and performance appraisal
Structure and Format	The course will be oriented towards making the participants understand different methods, techniques, and models, as well as enabling them to use these tools in practice. Thus, the course will be largely 'hands-on', in the sense that the participants are expected to work actively with various problems. The lecture part will not be very large. There will be two hours of lecturing each day. The rest of the day will be devoted to working on practical exercises. - Lectures: 10*90 - Assignments: 7 (in pairs)
Literature and other resources	Essential Management Accounting: Allen M.W., Myddelton D.R. The chapters required for each lecture are stated in the course calendar. In addition to the course book there will be articles uploaded into eLearning, which are treated as compulsory reading.
Learning Outcomes	**Knowledge** describe the costing methods for a product or service explain the necessity of budgeting for a company and the budgeting methods define the time value of money explain the capital budgeting techniques discuss the interest rate structure and the tax effect
	Skills conduct the costing for a product or service perform the capital budgeting for a project applying several capital budgeting techniques prepare the budget for a company
	Competences choose the reasonable costing method for a product or service select the reasonable capital budgeting technique for the project valuation plan the future performance of a company by applying the budgeting methods
Attendance	Not mandatory for lectures
Requirements and Grading	Exam: 100% of the grade. The exam is closed-book. A precondition for being allowed to take the final exam is that students have submitted and passed all the assignments.
	For debtors **Course retakers**: follow the requirements of the ME course 2021 (in case all the assignments have been passed before, the retaker does not need to sign-up for groups and submit the daily assignments) **Debtors of the ME part**: do not need to submit the daily assignments (in case all the assignments have been passed before, otherwise please contact Dr. Natalja Tocelovska). The ME part debtors should take the exam only **Debtors of the SOBP part**: should submit the assignment as provided by Dr. Nicolas Gavoille

9. Organization & Management

Course Director	**Gleizdāne Inga**, Lecturer
Department	Business and Management
Lecturer(s)	Gleizdāne Inga, Lecturer inga.gleizdane@sseriga.edu
Teaching Assistants	Leontjeva Olga olga.leontjeva@hotmail.com
Credit Points	**3 National CP/ 4,5 ECTS CP**; core course Student Workload (SWL):

Structured SWL		Unstructured SWL
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
14 lectures, 31 academic hours	4 seminars, 5 academic hours	100 hours

Course Prerequisites	None
Research skills needed and developed	• Case study analysis incl. preparation and in class discussion • Case write-up development in concise, analytical and justified manner and with application of theoretical knowledge • Teamwork, virtual team collaboration • Business information research and application with critical thinking and problem solving in mind • Visual and oral presentation of the research
IT-skills needed	Word, PPT
Related Courses	Introduction to Entrepreneurship, Human Resource Management, Strategy, Research methods for the BSc Thesis, BSc Thesis.
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	Organization and Management course objective is to provide you with knowledge of the ways how the variety of organizations are structured and managed in order to not only support the business strategy but even create competitive advantage. Imagine a case - 100 employees, a product or service, a potential client base and an empty sheet/ "0 organization" – how would you build and implement a structure, processes, culture and other management practices to provide the product or service to the client in an efficient and sustainable manner?
Content	Organization strategy, business model and the environment critically influence the choice of the "best" fit/most appropriate solutions of the organization design and management. The course will cover the approaches of effective organizations and effective management. The most common approaches as well as new trends based on rapidly changing environment will be analyzed. Main concepts coveredL I Organization: - Organisational Design - Structure and skills (e.g. organizational structure, job design, role of the managers and employees)

	• Processes and governance (e.g. communication, decision making, learning and development, agile, lean) • Culture and behaviors (e.g. values, norms, identity, purpose) II Management and leadership of organizations: • planning • organizing • leading • controlling
Structure and Format	• Lectures (14* 90) incl. guest lectures • Seminars - case study discussions (3*45 mins, around 45 students per group) + 1 case analysis training seminar • 3 Case write-ups (2-3 A4 pages each) • Independent study of the materials posted on the e-learning platform • The Virtual Team Project: o 6 students per group combining SSER students and students from partner university (Vrije University Amsterdam and University of Alabama) o Mindful team analysis, development and effective and efficient virtual team collaboration (incl. Team Canvas), reflection o Company analysis (business model and related organization and management elements) o report and presentation formats for deliverables.
Literature and other resources	• Reading list consisting of academic as well as business articles • Case studies (showcasing specifics situation and experience of organisations to further be developed by using the learned theory and best practice)
Learning Outcomes	At the end of the course the students should be able to identify effective and ineffective organizational design elements and management approaches by critically evaluating different influencing factors. Students should be able to provide suggestions based on the company strategy and environment analysis. **Knowledge** Gained theoretical and best practice knowledge about: Organisation design, structures, processes, culture Management and leadership of an organization incl. planning, organizing, leading and controlling
	Skills Applying theoretical knowledge to particular case analysis. Using research tools to gather and analyze information on organization Using virtual collaboration tools
	Competences Critical thinking, problem solving, decision making, teamwork, virtual team collaboration, reflection skills, presentation skills.
Attendance	Attendance encouraged but not mandatory
Electronic Devices Policy	Electronic devices during class sessions used only for learning purpose.
Requirements and Grading	• 3 individual case write-ups (45%) • Virtual team project (55%) 100 points out of 200 needed to pass the course in total. And at least 50% of the points required for each of the 2 components (individual and team).
	For debtors Only the failed component has to be re-taken to fulfill the grading criteria. The passed components are transferred.

10. Macroeconomics

Course Director	**Hansen Morten**, Lecturer, Head of Economics Department morten.hansen@sseriga.edu
Department	Economics
Lecturer(s)	Morten Hansen, Lecturer morten.hansen@sseriga.edu
ECTS Credit Points	**5 National CP/ 7.5 ECTS CP; core course** **Student Workload (SWL): Structured SWL Unstructured SWL**

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
35 lectures in total; 30 lectures of 2 academic hours and 5 lectures of 3 academic hours; in total 75 academic hours	14 seminars; each 2 academic hours; in total 28 academic hours	At least 1 hour of self-study per structured student workload, i.e. at least 100 hours

Course Prerequisites	Mathematics and microeconomics. Not mandatory but highly recommended. A good command of English is obviously needed.
Research skills needed and developed	No research skills needed but students will be taught - and experience - how to write a report on a macroeconomic topic, i.e. perform some basic research skills. This will also build upon skills learned in the Microeconomics course.
IT-skills needed	Excel, PowerPoint, Word
Related Courses	Microeconomics, International Economics
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	To introduce students to the main concepts of macroeconomics at an intermediate level and to enable them to perform macroeconomic analysis, including evaluation of a country's economic policies, existence of imbalances and how to correct such imbalances.
Content	Macroeconomics at an intermediate level: GDP, GDP disaggregation, the ISLM model, fiscal and monetary policy, the ASAD model, exchange rates, the Phillips curve and the link between labour markets and inflation.
Structure and Format	App. 25 lectures, each of 3 academic hours. 12-14 seminars, run by TAs. 4 TAs in all, i.e. some 30 students per TA group.
Literature and other resources	Dornbusch, R., Fischer, S. and Startz, R.: Macroeconomics, 11th edition, chs 1 – 20. Various articles, some scholarly and some from sources such as The Economist and Financial Times.
Learning Outcomes	A very deep understanding of macroeconomics and the ability to perform practical macroeconomic analysis.
Attendance	Not mandatory but highly recommended.
Electronic Devices Policy	No electronic devices allowed during lectures or in exams.
Requirements and Grading	The course has three sets of grading. A written mid-term, closed book, 2 hours, a written final exam, closed book 3 hours and a report on a microeconomic topic. These elements count for 25%, 50% and 25% in the overall grade. To pass the weighted average of the three must be at least 100 points, In addition the final exam must be at least 100 points, the weighted average of the mid-term and the final exam must be at least 100 points and the report must receive at least 100 points. Failure to meet all requirements will result in the course being failed and one or both of its sub-components being failed.

11. Ethics and Sustainable Business

Course Director	**Landes Xavier**, Assistant Professor xavier.landes@sseriga.edu
Department	Business and Management
Lecturer(s)	Xavier Landes, Associate Professor, xavier.landes@sseriga.edu Christopher Rieber, Lecturer, christopher.rieber@sseriga.edu
ECTS Credit Points	**National CP/ 3 ECTS CP; core course** **Student Workload (SWL):** **Unstructured SWL** **Structured SWL**

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
25	3	60

Course Prerequisites	None
Research skills needed and developed	- Academic reading - Academic writing - Analytical and presentation skills - Critical thinking
IT-skills needed	None
Related Courses	
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The course will present students with the basics of business ethics. The course is about acquiring the 'toolbox' for evaluating and discussing concepts and issues that are relevant for modern private companies and societies such as corporate social responsibility, fiduciary duties, The course objectives are: - To understand the importance and nature of business ethics, - To master basic concepts and tools - To apply ethical knowledge to case studies, - To grasp the importance of sustainable, especially its environmental dimension. At the end of the course, students should be able to understand the basics of business ethics and sustainability, to identify and solve ethical issues on their own. By doing so, they should display independent and critical thinking.
Content	THIS COURSE DESCRIPTION MAY BE SUBJECT TO CHANGE. IN ADDITION, NOTE THAT GUEST LECTURES ARE NOT INDICATED HERE. STUDENTS NEED TO KEEP THEMSELVES INFORMED ON SSE RIGA OFFICIAL SCHEDULE. **1. Course presentation and final report [Zoom lecture, 60 minutes]** **[DEADLINE] TEAM REGISTRATION: 3-4 PERSONS** **2. Lecture 1: What is Ethics? [Zoom lecture, 60 minutes]** Stewart, M. (2006). 'The Management Myth'. Atlantic. https://www.theatlantic.com/magazine/archive/2006/06/the-management-myth/304883/ **3. Lecture 2: Why Business Ethics Matters? [Zoom lecture, 60 minutes]** **Mandatory readings** Jennings, M.M. (2012). Business Ethics: Case Studies and Selected Readings. Reading 1.9 'Some Simple Tests for Resolving Ethical Dilemmas'; Reading 1.10

'Some Steps for Analyzing Ethical Dilemmas'; Reading 1.11 'Plagiarism', Stamford: Cengage Learning, 33-40 Available on the elearning platform

Mc Donald, D. (2017). The Golden Passport: Harvard Business School, the Limits of Capitalism, and the Moral Failure of the MBA Elite. New York: HarperCollins. Chapter 47 'Self-Interest with a Side Dish of Ethics'.

Murray, A. (2019, August 19). 'America's CEOs Seek a New Purpose for the Corporation'. Fortune. Retrieved from https://fortune.com/longform/business-roundtable-ceos-corporations-purpose/

Weismann, J. (2019, August 21). 'America's Most Powerful CEOs Say They No Longer Only Care About Shareholder Value. Here's How They Can Prove It'. Slate. Retrieved from https://slate.com/business/2019/08/ceos-shareholder-value-investors-business-roundtable.html

Wilson, T. (2019, August 20). 'Save Capitalism by Paying People More'. The New York Times. Retrieved from
https://www.nytimes.com/2019/08/20/opinion/business-roundtable.html

Complementary reading

Crane, A., & Matten D. (2016), Business Ethics, Chapter 1: 'Introducing Business Ethics', Oxford: Oxford University Press, 3-43

Norman W. (2013), 'Business Ethics' in LaFollette, Hugh (ed.), The International Encyclopedia of Ethics, Blackwell, 652–668

In the News

McDonald, D. (2018), 'When You Get That Wealthy, You Start to Buy Your Own Bullshit': The Miseducation Of Sheryl Sandberg', Vanity Fair, November 27th https://www.vanityfair.com/news/2018/11/sheryl-sandberg-harvard-business-school-leadership

[DEADLINE] REPORT IDEA: 0.5-1 PAGE

4. Lecture 3: The Social Responsibilities of Business [Zoom lecture, 60 minutes]

Mandatory readings

Davis, K. (1960), 'Can Business Afford to Ignore Social Responsibilities?', California Management Review, 2(3): 70-76 Please search by title: Can Business Afford to Ignore Social Responsibilities in EBSCO Business Source Complete

Friedman, M. (1970), 'The Social Responsibility of Business Is to Increase its Profits', New York Times Magazine, September 13th Available on the elearning platform.

Jennings, M.M. (2012), Business Ethics: Case Studies and Selected Readings, Reading 2.9 'Framing Issues Carefully: A Structured Approach for Solving Ethical Dilemmas and Trying Out Your Ethical Skills on Some Business Cases', Case 2.10 'Galleon Hedge Fund: Expert Networks, Friendly Discussions or Insider Trading?', Stamford: Cengage Learning, 79-81 Available on the elearning platform. In the News

Benioff, M. (2018), 'The Social Responsibility of Business', The New York Times, October 24th https://www.nytimes.com/2018/10/24/opinion/business-social-responsibility-proposition-c.html

Douglas, J., & Fosbrook, B. (2018), 'What Facebook can learn from Bank of America's history about good corporate citizenship', Washington Post, November 28th
https://www.washingtonpost.com/outlook/2018/11/28/what-facebook-can-learn-bank-america-about-good-corporate-citizenship/

Mohn, T. (2017), 'Howard Schultz, Starbucks and a History of Corporate Responsibility', The New York Times, November 15th https://www.nytimes.com/2017/11/15/business/dealbook/howard-schultz-starbucks-corporate-responsibility.html

5. Lecture 4: Fiduciary Duty [Recorded lecture, 60 minutes]
Mandatory readings

Hart, O., & Zingales, L. (2017), 'Serving Shareholders Doesn't Mean Putting Profit Above All Else', Harvard Business Review, https://hbr.org/2017/10/serving-shareholders-doesnt-mean-putting-profit-above-all-else

O'Brien, L. (2004), 'How to Restore the Fiduciary Relationship', Harvard Business Review, 82(5): 70-77

https://hbr.org/2004/05/how-to-restore-the-fiduciary-relationship

In the News

MacDonald, C. (2012), 'Investment Advice and Fiduciary Duties' in The Business Ethics Blog https://businessethicsblog.com/2012/04/05/investment-advice-and-fiduciary-duties/

6. Lecture 5: Stakeholder Theory [Recorded lecture, 60 minutes]

Mandatory readings

Freeman, E.R. (2014). Stakeholder Theory of the Modern Corporation. In Hoffman, W.M, Frederick, R.E., & Schwartz, M.S. Business Ethics. Oxford: Wiley Blackwell, pp.184-191.

Freeman, E.R., & Elms, H. (2018). The Social Responsibility of Business Is to Create Value for Stakeholders. MIT Sloan Management Review

https://sloanreview.mit.edu/article/the-social-responsibility-of-business-is-to-create-value-for-stakeholders/

7. Lecture 6: CSR Policy [Zoom lecture, 60 minutes]

Mandatory readings

Crane, A., & Matten D. (2016). Business Ethics. Oxford: Oxford University Press. Chapter 2 'Framing Business Ethics', 44-84.

8. Lecture 7: Conflict of Interests and Corruption [Recorded lecture, 60 minutes]

Mandatory readings

Cain, D.M., Loewenstein, G. & Moore, D.A. (2005). 'Coming Clean but Playing Dirtier: The Shortcomings of Disclosure as a Solution to Conflicts of Interest' and Miller, D.T., 'Psychologically Naive Assumptions about the Perils of Conflicts of Interest' in Moore, D.A., Cain, D.M., Loewenstein, G., & Bazerman, M.H. Conflicts of Interest: Challenges and Solutions in Business, Law, Medicine, and Public Policy, Cambridge: Cambridge University Press, 104-129 Available on the elearning platform.

Emmanuel, E.J. & Thompson, D.F. (2008). 'The Concept of Conflicts of Interest' in Emmanuel, E.J., Grady, C., Crouch, R.A., Reidar, K.L., Miller, F.G. & Wendler, D. The Oxford Textbook of Clinical Research Ethics. Oxford: Oxford University Press. Available on the elearning platform.

In the News

Marriage, M., & Ford, J. (2018, August 28). 'A dangerous dance: when auditors are too close to the client', Financial Times. Retrieved from

https://www.ft.com/content/29a029a0-a7b2-11e8-8ecf-a7ae1beff35b#

Norman, W. and MacDonald, C. (2010), 'Conflicts of Interest' in Brenkert, George G. and Tom L. Beauchamp, The Oxford Handbook of Business Ethics, Oxford: Oxford University Press, 441-470 Available on the elearning platform.

Thompson, D. (1993). 'Understanding financial conflicts of interest.' New England Journal of Medicine 329, 573–6. Available on the elearning platform.

Additional resources

http://www.ethicalsystems.org/content/conflicts-interest

9. Lecture 8: Corporate Culture [Recorded lecture, 60 minutes]

Mandatory readings

Epley, N., & Kumar, A (2019). 'How to Design an Ethical Organization'. Harvard Business Review. Retrieved from https://hbr.org/2019/05/how-to-design-an-ethical-organization

Greenfield, K. (2008), 'Corporate Ethics in a Devilish System', Journal of Business

and Technology Law, 3(2): 427-435
http://digitalcommons.law.umaryland.edu/jbtl/vol3/iss2/11/
Schwartz, M.S., Cragg, W., & Hoffman, W.M. (2014), "An Ethical Approach to Crisis Management" in Hoffman W.M., Frederick, R.E., & Schwartz, M.S. Business Ethics: Readings and Cases in Corporate Morality. Oxford: Wiley Blackwell, 749-756 Available on the elearning platform.

In the News
Mensel, L. (2015, June 15), Interview of Juris Luyendijk 'Reforming the Financial Sector'. The European. https://www.theeuropean-magazine.com/joris-luyendijk/10252-reforming-the-financial-sector
Obloj, T. (2013, December 11), 'Financial incentives and bonus schemes can spell disaster for business', The Guardian, https://www.theguardian.com/sustainable-business/financial-incentives-bonus-schemes-lloyds-fine

10. Lecture 9: Social Media responsibilities [Zoom lecture, 60 minutes]
Feinberg, A. (2017, July 17). 'Twitter's Never Going to Ban Donald Trump'. Wired. Retrieved from https://www.wired.com/story/twitter-ban-donald-trump/#
Newton, C. (2018, January 5). 'Twitter explains why it hasn't banned President Trump'. The Verge. Retrieved from https://www.theverge.com/2018/1/5/16855900/twitter-donald-trump-ban-explanation
Robert, S. T. (2020, April 8). 'The Great A.I. Beta Test'. Slate. Retrieved from: https://slate.com/technology/2020/04/coronavirus-facebook-content-moderation-automated.html
Rosen, C. (2019, October 1). 'A Trump Twitter Ban Would Backfire'. Commentary. Retrieved from https://www.commentarymagazine.com/politics-ideas/trump-twitter-ban-harris/

11. Lecture 10: Sustainability [Recorded lecture, 60 minutes]
Mandatory readings
Caradonna, J.L. (2014). Sustainability: A History. Oxford: Oxford University Press, pp. 233-255.
Thiele, L.P. (2016). Sustainability. Cambridge, Polity Press, pp. 14-38.

In the News
The Guardian' series, 'The Polluters'
https://www.theguardian.com/environment/series/the-polluters
Logadóttir, H.H. (2015). 'Iceland's Sustainable Energy Story: A Model for the World?'. UN Chronicle. Retrieved from https://unchronicle.un.org/article/iceland-s-sustainable-energy-story-model-world
Thomson, Adam (2018), 'The New Sunshine State', The Financial Times, https://ig.ft.com/special-reports/renewable-energy/

Additional resources
McCormick, K., Richter, J. L., & Pantzar, M. (2015), Greening the Economy Compendium. Lund University Available on the e-learning platform (This compendium is particularly important for your sustainability report)
Portney, Kent E. (2015), Sustainability, Cambridge MA and London: The MIT Press, pp.1-56.
12. Lecture 11: Climate Change [Zoom lecture, 60 minutes]
Mandatory Readings
Caney, Simon (2015). 'Climate Change' in Moellendorf, D. & Widdows, H. The Routledge Handbook of Global Ethics. London and New York: Routledge, 372-386.
Lenton, T.M., Rockström, J., Gaffney, O., Rahmstorf, S., Richardson, K., Steffen, W., & Schellnhuber, H.J. (2019). 'Climate Tipping Points – Too Risky to Bet Against'. Nature, 575, 592-595. Retrieved from:

	https://www.nature.com/articles/d41586-019-03595-0
	In the news
	Chapman, B. (2017, October 27). 'BP and Shell are planning for catastrophic 5°C global warming despite publicly backing Paris climate agreement', The Independent, Retrieved from: https://www.independent.co.uk/news/business/news/bp-shell-oil-global-warming-5-degree-paris-climate-agreement-fossil-fuels-temperature-rise-a8022511.html
	13. Lecture 12: Carbon Accounting [Recorded lecture, 60 minutes]
	Mandatory Readings
	Brohé, A. (2016). The Handbook of Carbon Accounting, Saltaire: Greenleaf Publishing Limited. Chapter 2 'The basic principles of carbon accounting', pp.25-47
	14. Q&A Session [Zoom lecture, 60 minutes]
	This session will be devoted to answer students' questions about the course, assignments, etc. Students should come with questions.
	FINAL DEADLINE: TEAMREPORT [], 12 pages (excl. references)
	This report is a report on a specific field/kind of climate risks or climate responses that will, if worthy, part of a final collective report accessible on SSE Riga website. Before engaging to write the final version, students should submit their idea, present it and get it accepted by a TA and a lecturer. [More details to follow]
	TEAM REPORT ORAL PRESENTATIONS
	Lectures will gather all the students while the seminars will be conducted in small groups of ca. 20 students. Student participation is expected during seminars through discussions, presentations and writing. At the end of each seminar, students will write their case
	study portfolio. Case study portfolio should contain at least two case studies.
Structure and Format	Please note that this course description is tentative and, therefore, may be subject to changes.
	The course will be made of (subject to change):
	- 14 x 60-minute lectures
	- 60-minute guest lectures (TBD)
	- A collective final report on climate change (12 pages)
Literature and other resources	The required readings will be announced in due time.
	- Case studies
	- Books on business ethics available at SSE Riga library
	- Online resources
	Indicative literature
	- Crane, A. (2016), *Business Ethics*, Oxford: Oxford University Press
	- Ferrell O.C., Fraedrich, J., & Ferrell, L. (2013), *Business Ethics: Decision-Making and Cases,* Stanford: CT. Cengage
	Electronic resources
	- Chris MacDonald blog: https://businessethicsblog.com
	- Markkula Center for Applied Ethics: https://www.scu.edu/ethics/focus-areas/business-ethics/resources/cases/
	Movies (business ethics has been dealt extensively with in cinema)
	- The modern corporation and work conditions o *Glengarry Glen Ross* (1992)
	o *The Corporation* (2003)
	o *The Take* (2004)
	o *A Decent Factory* (2004)
	o *Walmart: The High Cost of Low Price* (2005)
	o *Enron: The Smartest Guys in the Room* (2006)

	o *Merchants of Doubt* (2014)
	- Finance and banking industry o *Wall Street* (1987) o *Rogue Trader* (1999) o *Boiler Room* (2000) o *Too Big to Fail* (2011) o *Inside Job* (2010) o *Wall Street: Money Never Sleeps* (2010) o *The Wolf of Wall Street* (2013) o *Master of the Universe* (2013)
	- Energy industry o *Crude* (2009) o *Haynesville: A Nation's Hunt for an Energy Future* (2009) o *Gasland* (2010) o The Big Fix (2012) o The Great Invisible (2014)
Learning Outcomes	**Knowledge** - What's is ethics? What's business ethics? - Key ethical theories: stockholder, stakeholder approaches. - Key concepts: stakeholder, moral duty, fiduciary duty, corporate social responsibility, corporate responsibility, sustainability. - The main causes, manifestations and risks of climate change. **Skills** - Academic reading. - Ethical analysis. - Critical thinking. - Argumentation. - Teamwork and report writing. **Competences** - To be able to understand and engage ethical issues both in texts and in practices (case studies). - To be able to identify the main stakeholders, their interests and justify why prioritizing some. - To be able to identify climate risks and understand how they can impact specific groups or sectors. - To be able to work in teams and distribute fairly the workload. - To do independent research on climate change and to be able to structure the results in a clear written and oral manner.
Attendance	There is no rule of attendance.
Requirements and Grading	The final grade will be constituted of: - Course readings on Perusall: 60 points that evaluate the participation to the readings. - Final team report + presentation: 140 points Students who fail the course will have to rework their team report. The resubmission will be pass (100 points out of 200) or fail (90 points).

12. Introduction to Entrepreneurship

Course Director	Andrejs Strods, Visiting Lecturer andrejs.strods@sseriga.edu
Department	Business and Management
Lecturer(s)	Andrejs Strods, Visiting Lecturer andrejs.strods@sseriga.edu Anna Andersone, Visiting Lecturer anna.andersone@sseriga.edu Diāna Lāce, Visiting Lecturer diana.lace@sseriga.edu
Credit Points	**1 National CP/ 1,5 ECTS**; core course Student Workload (SWL): *(see table below)*
Course Prerequisites	N/A
Research skills needed and developed	Participants will apply both quantitative (surveys) and qualitative research skills (user interviews) as well as desk research practice
IT-skills needed	General Office suite, remote communication tools,
Related Courses	Organization and Management project, Marketing, Start-up Accelerator
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The Introduction to Entrepreneurship is a boot-camp style course that focuses on application of Lean startup methodology to solve global challenges. The course will equip participants with the basic understanding of tools to identify customer pains, design a value proposition to an intended product or service, develop, test and iterate business models and present the business idea to a wider audience. The course has a highly intensive pace and tight milestones that will require a tightly-knit teamwork to deliver the expected results. In addition, a number of guest lecturers and on-site coaches will support the teams in their journey; thus, the participants will be acquainted with the mentor – team dynamics that are common in nowadays technology startup area.
Content	The following topics will be covered in the boot camp: • Sharing entrepreneurial experiences with experienced startup founders; • Team formation, responsibility split; • identifying beach-head market for your product or service; • designing a Value proposition; • Business model development; • Market size estimation; • Startup lifecycle – roadmap planning & KPIs; • Pitching business ideas to investors. The participants should be aware of the high-intensity pace and workload during the days of the course.
Structure and Format	Given the intensity of the course the participants will work in teams of 4-5 and further divided into 6 cohorts (seminar groups) each headed by an experienced coach and a TA to support the teams during teamwork sessions with advice and guidance.

Student Workload (SWL):

Structured SWL		Unstructured SWL
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
22	23	16

	The general structure of the course through-out the 5 days is the following • A progress checkpoint in the morning • A short lecture on the respective tool (30") followed by 45" – 1h teamwork to shape the business idea using given tools. The scheduled activities will take place from 9am until 5pm with additional deliverables for the afterhours.
Literature and other resources	The course materials will be distributed in class; some of the curricula is based upon: *Aulet (2013) Disciplined Entrepreneurship: 24 Steps to a Successful Startup, published by John Wiley & Sons* *Bernarda and Smith (2014) Value Proposition Design: How to Create Products and Services Customers Want, published by John Wiley & Sons;* *Osterwalder and Pigneur (2013) Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, published by John Wiley & Sons.*
Learning Outcomes	
	Knowledge: Students are able to demonstrate understanding of entrepreneurship as an alternative career and mindset; identify distinction between entrepreneurial and managerial attitude and approach. Able to name distinctive characteristics of a startup. Identify startups by their stage of maturity and illustrate the stages by specific real-life examples. Able to explain basic concepts of problem-solution fit, value proposition, product-market fit, business model.
	Skills: Analyze value propositions and business models of various companies. Use in practice frameworks of Value proposition canvas, Business model canvas, Lean canvas to ideate, design and assess business ideas. Apply Team canvas to establish efficient teamwork and to reflect on team's productivity. Select a method for building a prototype. Compose a pitch deck for presentation to investors.
	Competences: Students complete the project where they demonstrate their ability to 1) generate ideas of sustainable businesses; 2) assess ideas as business opportunities; 3) test these opportunities by conducting interviews with target customers; 4) create prototype of their product; 5) design value propositions and business models; 6) present their business idea in front of large audience and a jury of professional investors; 7) experience teamwork under harsh dynamics and learn to get the most out of one's team.
Attendance	Mandatory for the whole course
Electronic Devices Policy	Allowed and required. Teamwork and seminars must be with video on.
Requirements and Grading	Participation in all scheduled activities is mandatory; missed classes have to be cleared with the Academic department. Students need to get 100 points to get a passing grade. In the online format, all lectures have a camera-on and muted microphone requirement The course grade will consist of • 4 daily assignments to be delivered as a group 60% (4x15%) • Final project work presentation & submission 40% Bonuses & penalties • Best performing teams in the final presentations will be awarded with up to 10% bonus Inactivity in class or teamwork – 10% penalty. Lecturers and coaches will use a two-card system to indicate that a more proactive engagement if expected – where a participant will get a yellow-card – warning for the first time, followed by a red-card – a deduction of 20 points of the grade if the engagement is not improving.

13. Marketing

Course Director	**Marius Raugalas**, Visiting Lecturer, marius.raugalas@sseriga.edu
Department	Business and Management
Lecturer(s)	Marius Raugalas, marius.raugalas@sseriga.edu + Guest lecturers (TBC)
ECTS Credit Points	**3 National CP/ 4,5 ECTS CP; core course**

Student Workload (SWL): Structured SWL / **Unstructured SWL**

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
10 45min regular and lectures	c.15 45min seminars + 3 days of 4-5h /day simulation game	c. 10 hours / week

Course Prerequisites	None
Research skills	Developed basic research skills: Company, Customer & Competitor research, Evaluation of marketing strategy and performance results
IT-skills needed	Basic (Word and PowerPoint)
Related Courses	Previous: Introduction to Entrepreneurship; Upcoming: Economic and Consumer Behaviour, Market Research, Strategy
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	This is an introductory marketing course designed to provide students with basic knowledge and tools required for undertaking successful marketing audit, planning, strategy and execution.
Content	Key topics covered: Marketing Planning and Strategy, Segmentation and Targeting, Market Research, Customer Management and Value, Product and Brand management, Pricing and Channel Strategies, Marketing Communications, Digital Marketing.
Structure and Format	Regular and guest lectures supported by individual tasks (online readings aligned with the lectures and tested with a mid-term quiz exam, case studies & written case reports) and group tasks: real life advertising project and related marketing plan assignment/presentation, case presentation and simulation game. Groups are to be chosen / formed by students themselves, with strictly 4 students in each group.
Literature and other resources	Harvard Business Publishing and other online readings, tutorials and case studies
Learning Outcomes	**Knowledge** Solid understanding of key marketing concepts and frameworks **Skills** Running ads on Facebook/Instagram social media platforms **Competences** Writing a marketing plan, analyzing marketing cases, developing and launching ads on Facebook/Instagram social media platforms
Attendance	All lectures are optional and will be recorded for viewing at any time. Seminars and simulation game are mandatory. 1 of the 4 seminars (and related write-up) can be missed without penalty. Missing more than 1 seminar will result in a 5 point grade penalty per missed seminar, which can be avoided by completing an additional assignment. Coming to seminars unprepared (i.e. without having read the case) can be considered as equivalent to missing them.
Electronic Devices Policy	N/A (online format)
Requirements	Deliverable- Type- Grade

and Grading	Mid-term quiz exam- Individual- 20% 2 case write-ups- Individual- 10% Case presentation- Group-10% Simulation game-Group-20% Marketing plan- Group-30% Plan presentation-Group- 10% **For debtors** Debtors only need to pass the mid-term quiz exam, capped at Merit (140)

14. Economic and Consumer Psychology

Course Director	**Reinson Heidi**, Visiting Lecturer heidi.reinson@sseriga.edu
Department	Business and Management
Lecturer(s)	Heidi Reinson
ECTS Credit Points	**3 ECTS;** core course
Course Prerequisites	Marketing (Y1)
IT-skills needed	Word and PowerPoint for team assignments
Related Courses	Marketing, Anthropology, Market Research, Research Methods
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The purpose of the course is to give students a broad understanding of decision-making processes – how different internal/external factors influence our daily judgment, behaviour, and purchasing decisions. This course is not only about marketing but also human decision making in general, so it relevant for all students, regardless of the career aspirations one might have.
Content	The first half of the course will be covering the theoretical background of judgment and decision making, while the second half is focusing on the specific applications (brands, advertising, pricing, etc.), with cross-referencing between the lectures. Here is (non-exhaustive) list of the main concepts and terms covered: - What influences consumer behaviour? - The difficulty of mapping consumer preferences - System 1 (automatic) and System 2 (reflective) - Cognitive biases and heuristics - The MINDSPACE framework of behaviour change (Messenger, Incentives, Norms, Defaults, Salience, Priming, Affect, Commitments, Ego) - Embodied cognition - Cialdini's 6 principles of persuasion - What is rationality? Bounded rationality - How do people assess value? - Opportunity cost neglect - Mental accounting - Prospect theory (absolute vs. subjective value) - Endowment effect - Bonus: Behavioural Finance - Emotions and their role in decision making - Brands and brains (Long-term Potentiating, LTP) - Consumer goals/needs - Psychology of advertising - Attention and memory - Implicit learning - Neuromarketing research - Shopper behaviour (in-store) - Psychology of prices (price-value associations, decoy pricing, bundling, €9.99, Free) - Trends in consumer behaviour
Structure and	- Lectures (10 x 90 min)

Format	- Seminars (3 x 60 min) - Independent study of the materials posted on the course home page on the e-learning platform - Three (3) thematic assignments for the seminars - Final exam
Literature and other resources	- Caldwell, L. (2012). The Psychology of Price: chapter 12 - Duhigg, C. (2012). The power of habit - Griskevicius, V., et al. (2009). Fear and Loving in Las Vegas - Heath, R., Brandt, D., & Nairn, A. (2006). Brand relationships - Kahneman, D. (2011). Thinking, Fast and Slow - Ly, K. et al (2014) A Practitioner's Guide to Nudging - Poundstone, W. (2010). Priceless - Schwartz, B. (2000). Self-determination – The tyranny of freedom - Thaler, R. H. (2015). Misbehaving: The making of behavioral economics - Wilson, T, & Gilbert, D. (2005). Affective forecasting + a few videos and newspaper articles See the separate reading list for full titles and details about finding the papers. Most of the articles and scanned book chapters are uploaded on the eLearning platform. You will be required to read only one or a few chapters from the books listed above. Page numbers will be confirmed in the beginning of the course. Course Director has the right to add titles during the course, while not extending the overall workload.
Learning Outcomes	Understanding of key concepts in consumer psychology, ability to discuss factors influencing consumer behaviour and decision-making processes. Overview of the relevant literature in the related disciplines.
Attendance	**Lectures:** Attending the lectures is not mandatory but missing a lecture means minus 2 points from the overall grade (-3 points in case of guest lectures). This is in fact not a very harsh punishment (just -1%) and can easily be made up by doing well in the exam and group assignments. As it is very difficult to draw the line between "good" and "not so good" excuses, the -2 points rule applies for all cases except if you have an official doctor's note. **Seminars**: All students must individually read the course materials (book chapters, articles, lecture slides), prepare for each seminar in their teams, and attend all three seminars. All groups have to submit their work by the deadline which is a day or a few days before the respective seminar. 5 pre-announced teams will be presenting (up to 7 minutes each) their analysis and answer questions. General discussion will follow the presentation and students are expected to actively participate based on their prior readings and work in groups. All students are expected to contribute equally to the group-based write-ups. NB! Missing a seminar means the absent student should finish the homework individually, i.e. prepare for the same assignment as others do in groups. All debt clearance has to be submitted by September 8 the latest.
Requirements and Grading	The final grade max 200 consists of: - 60% Exam (max 120 points) - 10% Class attendance (max 20 points, i.e. -2 points per missed lecture) - 10% Seminar 1 assignment (max 20 points) - 10% Seminar 2 assignment (max 20 points) - 10% Seminar 3 assignment (max 20 points) In order to pass the course, you have to pass the exam (i.e. get at least 60 points) as well as get a pass on the total grade (at least 100 points)!

15. Management Accounting & Finance

Course Director	Marina Le Clere, Visiting Professor
Department	Finance & Accounting
Lecturer(s)	Marina Le Clere, Visiting Professor, marina.leclere@sseriga.edu
ECTS Credit Points	**3 National CP/ 4,5 ECTS CP**; core course Student Workload (SWL): **Structured SWL** **Unstructured SWL**

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
34	32	60

Course Prerequisites	Financial Accounting
Research skills needed and developed	Analytical skills, conceptual thinking, critical thinking
IT-skills needed	Excel
Related Courses	Financial Accounting, International Finance, Financial Economics, Accounting and Finance, Finance Specialization
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The main objectives of the course are as follows: • To deepen students' understanding of major accounting standards and to introduce students to more advanced accounting concepts and techniques; • To develop students' knowledge of financial ratio analysis, • To introduce students to management accounting; • To develop students' critical thinking and analytical skills when dealing with complex financial information.

Content	The course will deal with the following accounting issues:
	  Financial ratio analysis (operating profitability, efficiency, financial leverage, liquidity).
	  Cash flow statement preparation and analysis,
	  Main shareholders' equity accounts and new shares' issuance;
	  Major consolidation principles and consolidation accounts
	  Introduction to management accounting.
	  Budgeting and budget control.

Structure and Format	The course is structured as a combination of self-paced prerecorded lectures followed by online seminars where students will deepen their understanding of the concepts through group work, Q&A sessions and games. Students will participate in several case discussions, online quizzes, discussion forums and feedback seminars. At the end of the course, students will submit a written group report which aims to test students' ability to apply studied concepts towards the analysis of a publicly-traded European company.
Literature and other resources	Frank Wood's Business Accounting 2, 10th edition, 2005, London, Prentice Hall. Relevant chapters from the textbook: • Three financial statements – Chapters 11, 12, 14, 7, 8 • Financial ratio analysis – Chapters 27, 28

	• Group accounting – Chapters 16-26 • Equity and issue of new shares – Chapters 4, 5, 9 • Budgeting and budgetary control – Chapters 38-40 Three case studies
Learning Outcomes	**Knowledge** Students are expected to demonstrate knowledge of key accounting concepts covered in the course (see item 14 above) and be able to apply them in different business and educational settings **Skills** Students are expected to be able to construct cash flow statement, to prepare basic budget for an organization and to consolidate business entities using IFRS standards. Students should acquire solid financial analysis skills and be able to apply them in analyzing publicly-traded companies. **Competences** By the end of the course, students should acquire solid understanding of key financial concepts and be able to apply this knowledge in the workplace as well as in the higher-level financial courses at SSERiga.
Attendance	Not mandatory (neither lectures, nor seminars). However, participation grade aims to encourage students to attend seminars and listen to self-paced lectures within specified period of time.
Electronic Devices Policy	Not applicable in COVID-19 times.
Requirements and Grading	The grading of the course is as follows: • Final exam – 70% (individual) • Group Project – 20% (group) • Participation – 10% (individual/group) Participation Grading. Students can receive maximum 20 points for participation in class and case discussions as well as submitting quizzes and class assignments. Details for participation grading will be outlined during the first introductory lecture. Minimum passing requirements: In order to pass the course, a student should earn, at least, 100 points out of maximum 200 and receive a passing grade for the final exam. In order to pass the exam, a student should obtain 70 points out of maximum 140.

16. Public Economics

Course Director	**Hanna Vakhitova** Assistant professor / Senior Researcher, Kyiv School of Economics vakhitova@kse.org.ua
Department	Economics
Lecturer(s)	**Hanna Vakhitova** Assistant professor / Senior Researcher, Kyiv School of Economics
Teaching Assistants	TBA
ECTS Credit Points	3 ECTS, core course
Course Prerequisites	Microeconomics
Research skills needed and developed	Basic math skills, data search, exploratory analysis of data, synthesis from several sources
IT-skills needed	EXCEL, PowerPoint, general IT skills (to participate in mobile polls, to fill in google forms, etc.)
Related Courses	Microeconomics, Economic Statistics, Econometrics
Students eligible	Year 1 and exchange students
Introduction (Course objectives)	Public economics (or, as other call it, 'public finance') is an applied microeconomics course. It is about the role of the public sector in general and government in particular from economics perspective. We will discuss why we need government, when markets fail, what public goods are and how they are provided, what the social transfers are, how the ideal tax system should look like and who bears the tax burden.
Content	1. (3 hours) Public economics as a science. The role of the government in a market economy. 2. (3 hours) Measuring the size of the government. **In-class group activity. Assignment № 1**. Market and efficiency. 3. (3 hours) Public goods and Externalities: main aspects. Case study: Parking in SF. **In-class group activity 2. Assignment № 2.** 4. (3 hours) Theory of a "good" tax system. Taxation and tax incidence. 5. (3 hours) The theory of expenditure programs. Case study: social assistance system in Ukraine. **In-class group activity.** 6. (3 hours) Healthcare reforms in post-communist countries. **In-class group activity 4. Assignment № 3.**
Structure and Format	• Lectures (6x 90 min and 2*45 min) • Thematic assignments (3) • In-class group activities (4 x 45 min) (groups of 6 students, in one room with free space, if possible) • Independent study of the materials posted on the course home page on the e-learning platform

Literature and other resources	Main textbook (paper and electronic copies): • Economics of the Public Sector - Joseph E. Stiglitz, 4th ed. Other reading (will be provided by instructor in electronic format): • Poterba, J. (2004). "Recent Developments in and future prospects for Public Economics" / in M. Szenberg and L. Ramrattan, New Frontiers in Economics, pp.185-202. • Birdsall N. and A. Diofasi, 2015. Global Public Goods for Development: How Much and What For?, CGD notes. https://www.cgdev.org/publication/global-public-goods-development-how-much-and-what • Parking in San Francisco, Kennedy School of Government, case program, CR14-07-1877.0, HKS 346 • Modern Economic Studies, Volume 1, issue 1. https://ideas.repec.org/s/kse/modern.html Databases (freely accessible) • Life in Transition Surveys (LIT). https://www.ebrd.com/what-we-do/economic-research-and-data/data/lits.html
Learning Outcomes	• Understand the neoclassical views on the role of the government in the market economy. • Measure the scope and discuss the variety of government activities in the economy. • Formulate solutions to case studies and practical problems, which involve the need for government interventions. • Provide advanced analysis of expenditure programs, including the need for it, the forms of intervention and program incidence. • Discuss tax issues from the perspective of "a good tax system". • Run evidence-based intellectual discussion about current issues related to the economic activity of the government
Attendance	Mandatory for classes with group activities.
Electronic Devices Policy	OK if muted
Requirements and Grading	**Three assignments (60 points total)**. Deadline for submission – the same day after the corresponding in-class activity by 22:00. **Written exam (140 points total)** The minimum score to pass is 100 points in total AND at least 50% both on exam and the assignments

17. Human Resource Management

Course Director	**Gleizdāne Inga**, Lecturer inga.gleizdane@sseriga.edu
Department	Business and Management
Lecturer(s)	Gleizdāne Inga, Lecturer inga.gleizdane@sseriga.edu
ECTS Credit Points	**3 National CP/ 4,5 ECTS CP**; core course Student Workload (SWL): **Structured SWL** **Unstructured SWL**

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
15 Lectures, 32 academic hours. The exam – 2 hours	6 seminars, 9 academic hours	90 hours

Course Prerequisites	None
Research skills needed and developed	Critical thinking, problem solving, self-awareness, receiving and providing feedback, decision making, presentation skills.
IT-skills needed	Word, PPT
Related Courses	Organization and Management, Strategy
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The main objective of the course is to introduce students to Human Resource Management (HRM) processes and approaches, show the link to business strategy, explore how with appropriate HRM activities one can affect the performance and wellbeing of the employees and organization overall. Another goal is to encourage and train students in applying the gained knowledge throughout different positions in their future life (e.g. the top management member, manager of a team, tram member, project manager, entrepreneur, subordinate). Third goal is to provide students with an opportunity to develop their skills and self-awareness that will help them to be more successful in their future jobs by using different learning techniques (e.g. case discussions, peer evaluation and feedback, personality tests, oral individual examination).
Content	The course provides knowledge as well as develops student competency in order to analyze and select and/or develop the most appropriate HRM approaches to achieve set goals. The HRM topics covered: - HR strategy, HR relation to business goals - Development of HR practices, work arrangements, expectations - Recruitment (hiring, attracting, headhunting, selection, talent pools) - Performance management system, appraisal process (KPI's, OKR's, Balanced Scorecard, Management by objectives)

	• Reward (monetary, non-monetary, compensation systems) • Motivation, engagement • Learning and Development (competency assessment, development), talent management • Culture, Diversity, generation similarities and differences • Future trends 15. Structure

Structure and Format	• Lectures (around 15*90 min), reading prior to the lectures is required. Around 6 guest speakers invited
	• Case Seminars – (3 *45 min) case analysis discussions, groups of 40 to 60 students
	• Other Seminars:
	  o Case analysis training
	  o Exam case study try-out session
	  o Q&A session.
	• Reading and video materials posted on the e-learning platform or from databases (2-5 per lecture)
	• Internship reflection report in 2 parts and peer evaluation
	• Tests regarding competencies, personality traits
	• 1 case write-up submitted (with 1 option to re-submit)
	• Course project, reflection report and peer
	• evaluation
	• Independent study of the materials posted on the course home page on the e-learning platform
	• Oral exam – presentation of a case study analysis

Literature and other resources	Articles and videos related to Human Resource management field and 3 case studies.
Learning Outcomes	Identify and understand HR processes, understand how they are linked to other business processes. Propose theory-based and best practice-based solutions of how HR processes and approaches can be improved/developed to achieve better results for the stakeholders; Practically analyze and solve HRM challenges.
Attendance	Attendance encouraged but not mandatory
Requirements and Grading	Individual assignments - 30% (Internship task 10%, case write up 20%) Group assignments - 30% Final exam - 40%. Requirements to pass: 100 points in total and at least half of the points in each of the sections (individual, group and final exam).

18. International Finance

Course Director	**Ágnes Lublóy**, Associate Professor agnes.lubloy@sseriga.edu
Department	Finance & Accounting
Lecturer(s)	Lubloy Agnes, Associate Professor agnes.lubloy@sseriga.edu
ECTS Credit Points	**4,5 ECTS;** core course
Course Prerequisites	Statistics, Managerial Economics
Research skills needed and developed	Analytical skills, conceptual thinking
IT-skills needed	Excel
Related Courses	Statistics, Managerial Economics, Macroeconomics, Management Accounting and Finance, Econometrics Financial Economics, Accounting and Finance, Finance Specialization
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The objective of the course is to introduce students to several key concepts in international finance. The course covers several financial management dimensions of leading a multinational enterprise. In particular, the course aims to: - provide students with a basic knowledge of how international financial markets work - provide students with an understanding of exchange rates - explore instruments and methods used to manage exchange rate risk in the global markets. - provide an in-depth understanding of the process and techniques used to make international investment decisions.
Content	*I. Global Financial Environment* The first part of the course provides an introduction to the global financial environment by discussing the international financial markets, and the motives and risks of multinational enterprises. The characteristics and the major transactions of foreign exchange markets are also discussed briefly. Finally, international parity conditions are covered, the economic theories linking exchange rates, price levels, and interest rates are explained. *II. Managing exchange rate risk exposure* The second part of the course deals with the concept of risk management of exchange rate risk exposure. The rationale for risk management and various types of foreign exchange exposure are reviewed. Financial instruments available in international financial markets for hedging purposes are covered in detail, instruments such as currency forwards, currency futures, currency options and swaps are discussed. *III. International investment decisions* The third part of the course covers capital budgeting in general and from multinational perspective. International diversification as a risk management technique is discussed as well.
Structure and Format	Lectures (11 x 90 min) Guest lectures (2x45 min) Seminars (9 x 90 min)

Literature and other resources	Textbook: Moffett M., Stonehill A., and Eiteman D.: *Fundamentals of Multinational Finance*, Pearson Education, 3rd edition, 2009. Selection of quantitative problem sets from the textbook (with solutions). 8-10 journal articles from the field of international finance.
Learning Outcomes	After completion of the course, students shall be familiar with the characteristics of foreign exchange markets and international parity conditions; conceptually understand exchange rate risk exposure; describe the instruments of currency forwards, futures, options and swaps; utilize financial instruments to hedge exchange rate risk exposure; perform a capital budgeting analysis to evaluate international projects; and understand the impact of international diversification on portfolio risk.
Attendance	Not mandatory (neither lectures, nor seminars).
Electronic Devices Policy	Electronic devices are not allowed neither during lectures nor during seminars, except for Seminar 8.
Requirements and Grading	Written exam (100%)

19. Econometrics

Course Director	**Konstantīns Beņkovskis**, Associate Professor, konstantins.benkovskis@sseriga.edu
Department	Economics
Lecturer(s)	**Konstantīns Beņkovskis** (lectures and seminars), Associate Professor, konstantins.benkovskis@sseriga.edu **Nicolas Gavoille** (seminars), Assistant Professor, nicolas.gavoille@sseriga.edu
ECTS Credit Points	National CP/ 7,5 ECTS CP; core course
Course Prerequisites	The course uses tools developed in Mathematics from Year1 (in particular differentiation and matrix calculus) In addition, this course requires understanding of statistics. Although the course includes the introductory part, it is recommended to refresh Economic Statistics from Year 1, especially focusing on Chapters 6 and 9 of "Statistics for Business & Economics" by Paul Newbold
Research skills needed and developed	The course develops the ability to understand and critically evaluate the empirical studies in economics and related fields. Moreover, the course provides some basic technical skills for the empirical analysis of economic data using popular software and programming language R
IT-skills needed	Although there will be an introductory seminar in R, it is assumed that students are familiar with R basics that were covered in Year 1. Thus, refreshing R knowledge from Year 1 Mathematics and Statistics is a good idea
Related Courses	Previous courses: Mathematics (Year 1), Economic Statistics (Year 1) Upcoming courses: International Economics (Year 2), Financial Economics (Year 2), Market Research (Year 2), Research Methods for Bachelor Thesis (Year 2), Specialisation: Economics (Year 3)
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	This course introduces students to econometrics that, literally interpreted, means "economic measures". Econometrics is a mixture of economic theory, mathematical economics, economic statistics, and mathematical statistics. Economic theory makes statements that are usually qualitative, but the theory itself does not provide any numerical outcomes. It is **the job of econometrician to confront the theory to data and to provide numerical estimates**. The objective of the course is twofold. First, serious economic literature is unthinkable without considering results of empirical studies. The course will teach students **how to understand and critically evaluate the empirical studies in economics and related fields**. Although most of students will be the consumers of econometric and statistical information in their professional life, the deep understanding of econometrics is not possible without "putting hands on the data". The second goal of the course is **to provide some basic technical skills for the empirical analysis of economic data**. These skills will be also useful for writing your Bachelor Thesis. Accordingly, the emphasis is on empirical applications and the **use of R in econometrics**
Content	**Topic 1: Introduction to econometrics** **Topic 2: Review of statistics** • Random variables and probability distributions • Two random variables

- Random sampling
- Population mean: estimation and hypothesis testing

Topic 3: Linear regression with one regressor
- Linear regression model
- Estimating the coefficients of the linear regression model: ordinary least squares (OLS)
- OLS assumptions
- Measures of fit
- Dummy variables
- The sampling distribution of the OLS estimators: testing hypotheses and confidence intervals for coefficients
- Heteroskedasticity versus homoscedasticity

Topic 4: Linear regression with multiple regressors
- Omitted variable bias
- Multiple regression model
- OLS estimation in multiple regression
- Measure of fit
- Least Squares assumptions
- Multicollinearity
- Distribution of the OLS estimators
- Hypothesis tests and confidence intervals for a single coefficient
- Tests of joint hypotheses
- Model specification

Topic 5: Nonlinear regression functions
- Nonlinear functions of a single independent variable
- Interactions between independent variables

Topic 6: Internal and external validity
- External validity and threats to external validity
- Internal validity and threats to internal validity
- Simultaneous causality

Topic 7: Instrumental variables (IV) regression
- Correlation between explanatory variable and error: omitted variables
- Instrumental variables: main idea
- IV estimator with a single regressor and a single instrument
- General IV regression model
- Tests for the instruments

Topic 8: Regression with binary dependent variables
- Binary data
- Linear probability model
- Probit regression
- Logit regression
- Marginal effects
- Maximum likelihood estimation

Topic 9: Heckman model
- Selection bias
- Incidental truncation
- Heckman selection model

Topic 10: Regression with panel data
- Problems with cross-section data
- Omitted variables
- Panel data
- First differenced regression
- Fixed effects regression

	Topic 11: Quasi-experimental design • Difference-in-differences • Regression discontinuity design (RDD) **Topic 12: Introduction to time series econometrics** • Introduction to time series econometrics • Autocorrelation • Autoregression (AR), autoregressive distributed lag (ADL) models • Exogeneity • ARCH and GARCH models **Topic 13: Vector autoregression models (VAR), forecasting** • Vector autoregression (VAR) models • Forecasting with time series models **Topic 13: ARCH and GARCH models** • ARCH models • GARCH models **Topic 14: Stationarity and cointegration** • Stationarity, breaks, trends • Cointegration • Error correction models (ECM)
Structure and Format	Lectures (29 x 90 min) in Zoom or on site • Seminars (12 x 90 min): problem sets in R in Zoom or on site (2 groups) • Independent study of the materials posted on the course home page on the e-learning platform • Five thematic assignments
Literature and other resources	There are **two principal textbooks**: • James H. Stock and Mark W. Watson, "Introduction to Econometrics", Addison-Wesley, 2003 • Wooldridge, J. M., "Introductory Econometrics. A Modern Approach", South-Western, Cengage Learning, 2013 Empirical applications will require the **use of free software environment for statistical computing – R**. Students may install R on their private laptop (see https://cran.rproject. org/bin/windows/base/ and https://www.rstudio.com/products/rstudio/download/). R tutorials: • Quick R tutorial by DataCamp: https://www.statmethods.net/rtutorial/ index.html • Tutorials point: https://www.tutorialspoint.com/r/index.htm
Learning Outcomes	By the end of this course it is expected that the student will: • know the basic principles of econometric analysis; • be able to apply wide range of econometric techniques for the real-world data analysis using R statistical computing software; • be able to understand and critically evaluate the empirical studies in economics and related fields
Attendance	Attending lectures and seminars is not mandatory but highly recommended
Requirements and Grading	Final exam (50%) – exam. Midterm exam (20%). For students who did not attend the midterm, but submitted a doctor note, the midterm grade will equal the final exam grade (it will be not adjusted in case of re-exam)

20. Welfare Economics and Public Policy

Course Director	Dominik Gerber, PhD Lecturer dominik.gerber@sseriga.edu
Department	Economics
Lecturer(s)	Dominik Gerber, PhD, Assistant Professor dominik.gerber@sseriga.edu Jurgen De Wispelaere, PhD, Assistant Professor jurgen.dewispelaere@gmail.com
ECTS Credit Points	**4 National CP/ 6 ECTS CP**; core course
Course Prerequisites	Microeconomics, Public Economics
Research skills needed and developed	Capacity to read & discuss non-technical research literature in economic and political theory
IT-skills needed	Basic office tools
Related Courses	Public Economics
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	This is a largely non-technical introductory course on the economic analysis of institutions and public policies. If we want our economy to function efficiently, what does "efficiently" mean, and under which circumstances are efficient outcomes likely to be had? What is the role of the government in ensuring market efficiency? What should policymakers do if economic efficiency conflicts with other important social goals (health, happiness, fairness, etc…)? Is democracy necessary for growth? What are the criteria that we may want to use (or not use) to measure welfare? Unfortunately, it is not possible to find an 'objective' answer to such questions (e.g. no COVID-19 policy is 'objectively correct'). Any such answer requires from the very beginning on a value (aka "normative") judgment of some sort. In this course, we will tackle the assets and limitations of economic analysis in offering guidance to the policymaker who faces such questions (almost) on a daily basis. WEPP builds both on your knowledge of the basic concepts of microeconomics and public economics. In contrast to the latter, WEPP centers much more on the *politics* surrounding market economies, i.e. on situations in which the ideal of efficiency collides with other ideals. WEPP also includes a much stronger focus on the broader *institutional* context in which markets operate.
Content	This course will not follow a textbook. For supplementary support on the lecture topics in Parts I and II of the course, the following two textbooks are highly recommended: Gruber, Jonathan. 2016. *Public Finance and Public Policy*. 5th ed. New York: Worth Publishers. Stiglitz, Joseph E., and Jay K. Rosengard. 2015. *Economics of the Public Sector*. 4th ed. New York / London: W.W. Norton. Chapters that correspond to the WEPP lecture themes are listed below (in brackets) and downloadable from e-learning. Reading them is **not** mandatory and they **won't** be tested in the final exam. See point 15 (below) for the detailed course schedule.

PART 1: BASIC CONCEPTS & PROBLEMS OF WELFARE ECONOMICS
Lecture 1: Introduction & Setting the Stage
Readings: No readings assigned.
Lecture 2: What Is a Good Economic Outcome?
Utilitarianism, Pareto efficiency, fundamental welfare theorems, utility possibilities frontier, Kaldor-Hicks efficiency

Mandatory Readings:
Hayek, Friedrich A. 1945. "The Use of Knowledge in Society." *American Economic Review* 35(4): 519–30.
Wight, Jonathan B. 2015. *Ethics in Economics: An Introduction to Moral Frameworks.* Stanford: Stanford University Press (Chapter 4). [Stiglitz & Rosengard, Ch 3.]
Lecture 3: Cost-Benefit Analysis
Willingness to pay, non-pecuniary costs and benefits, pandemic lockdowns, coercion problems, welfare trade-offs
Mandatory Reading:
Thunström, Linda, et al. 2020. "The Benefits and Costs of Using Social Distancing to Flatten the Curve for COVID-19." *The Journal of Benefit-Cost Analysis:* 1-17 (pre-published online).
Wight, Jonathan B. 2015. *Ethics in Economics: An Introduction to Moral Frameworks.* Stanford: Stanford University Press (Chapter 5).
[Gruber: Ch. 8]
Lecture 4: Efficiency vs. Fairness
Rawlsian indifference curves, liberal egalitarianism, the "difference principle", conceptions of the welfare state.
Mandatory Reading:
Rawls, John. 1999. *A Theory of Justice.* Belknap Press of Harvard University Press, §1-5, §11-13.
[I recommend to read Rawls along with: van Parijs, Philippe. 2002. "Difference Principles." In *The Cambridge Companion to Rawls.* Ed.
Samuel Freeman. Cambridge: Cambridge University Press, pp. 200- 240.]
[Stiglitz & Rosengard: Ch. 7]
Lecture 5: Measurement Issues

Limitations of the welfare-as-preference-satisfaction view, thinking beyond the GDP, long term efficiency, capabilities.
Mandatory Reading:
Stiglitz, Joseph E., et al. 2018. *Beyond GDP: Measuring What Counts for Economic and Social Performance.* Paris: OECD Publishing
(Chapters 1-2).
PART 2: INSTITUTIONAL DESIGN
Lecture 6: Preference Aggregation Problems
Social welfare functions, Arrow's 'General Possibility' Theorem, voting paradoxes, single-peaked preferences, median voter theorem
Mandatory Readings:
Gruber: Ch. 9
Saari, Donald G. 2001. *Decisions and Elections: Explaining the Unexpected.* Cambridge: Cambridge University Press (chapter 2, sections 2.1-2.5).
[Stiglitz & Rosengard: Ch. 9]
Lecture 7: Negative Externalities: State and Non-State Solutions
Pigouvian taxation, Coasean bargaining, property rights, transaction costs, cap and trade, tradeable permits
Mandatory Reading:
Barro, Josh. 2014. "Don't Want Me to Recline My Airline Seat? You Can Pay Me." *The New York Times* (27.8.2014).

Gruber: Chapter 5.
[Stiglitz & Rosengard: Ch. 4 and 6]

Lecture 8: Collective Action: State and Non-State Solutions
The "Tragedy of the Commons", free-riding problems, prisoners' dilemma and cooperation games, tit-for-tat, trust, informal institutions
Mandatory Readings:
Ostrom, Elinor. 2000. "Collective Action and the Evolution of Social Norms." *The Journal of Economic Perspectives* 14(3): 137–58.
Richman, Barak D. 2006. "How Community Institutions Create Economic Advantage: Jewish Diamond Merchants in New York." *Law & Social Inquiry* 31(2): 383–420.
[Stiglitz & Rosengard: Ch. 5]
[Gruber: Ch. 7]

Lecture 9: Corruption
Principle-agent vs. collective action approaches to corruption, good governance, trust-corruption relationships, fighting corruption
Mandatory Readings:
Mungiu-Pippidi, Alina. 2020. "The Rise and Fall of Good- Governance Promotion." *Journal of Democracy* 31(1). 88-102.
Rothstein, Bo. 2013. "Corruption and Social Trust: Why the Fish Rots from the Head Down." *Social Research* 80(4): 1009-1032.

Lecture 10: Democracy
Inclusive and extractive institutions, the Lee Thesis, knowledge coordination, institutional drivers of development
Mandatory Readings:
Acemoglu, Daron, and James A. Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Profile Books (pages 7-9, Chapter 3).
Rodrik, Dani. 2000. "Institutions for High-Quality Growth: What They Are and How to Acquire Them." *Studies in Comparative International Development* 31(1): 3-31.

PART 3: CASE STUDY
Lectures 11 and 12: The Unconditional Basic Income
Guest Lecturer: Jurgen De Wispelaere, PhD
Mandatory Readings:
De Wispelaere, Jurgen, and Leticia Morales. 2020. "Emergency Basic Income as a Public Health Response to the COVID-19 Pandemic." Working Paper.
De Wispelaere, Jurgen, and Ruslan Yemtsov. 2019. "The Political Economy of Universal Basic Income." In *Exploring Universal Basic Income: A Guide to Navigating Concepts, Evidence, and Practices*. Ed. Ugo Gentilini et al. Washington, DC: World Bank, pp. 183-215.
Ståhl, Christian, and Ellen MacEachen. 2020. "Universal Basic Income as a Policy Response to COVID-19 and Precarious Employment: Potential Impacts on Rehabilitation and Return-to-Work." *Journal of Occupational Rehabilitation* (prepublished online).
Van Parijs, Philippe, and Yannick Vanderborght. 2017. *Basic Income: A Radical Proposal for a Free Society and a Sane Economy*. Cambridge: Harvard University Press (chapter 1).
Vlandas, Tim. 2020. "The Political Economy of Individual-Level Support for the Basic Income in Europe." *Journal of European Social Policy:* 1-16 (pre-published online).

Lecture 13: Q&A
Readings: No readings assigned.

Structure and Format	- Online Lectures (13 x 90min): led by course director & guest lecturer - On-site and online Seminars (8 x 60min), six groups of 20-25 students: led by TAs and course director - Independent study & annotation of assigned readings prior to each lecture - Four short written assignments - Comprehensive final exam

Literature and other resources	All readings (mandatory and non-mandatory) will be made available on Perusall, a collaborative reading tool (accessible via e-learning). See point 20 below for more info on Perusall. No books need to be purchased by the students.
Learning Outcomes	After completing this course, the students will be able to: i) define the basic concepts of Welfare Economics; ii) explain the trade-offs between economic efficiency and other important social goals; iii) compare assessment criteria for public policies; iv) analyze policy proposals in the light of their welfare impact; v) discuss the interdependence between markets and politics.
Attendance	Lectures: Lecture attendance is not mandatory. All lectures will be recorded and uploaded on the e-learning platform on the same day. It goes without saying that you alone bear the responsibility if you miss content.* Absentee tutoring won't be provided.

Seminars: • Participation in the Thursday Seminars (S1, S3, S5, S7) is mandatory (see separated course schedule). In these seminars we will discuss the writing assignments which you must submit prior to the seminars (see point 20 below). • Participation in the Friday Seminars (S2, S4, S6, S8) is *not* mandatory. These seminars will be more informal gatherings. In these seminars we will have time to address and hopefully solve the problems which you encountered in the readings (taking the problem scores/ your activity on Perusall as a basis) and/or in the lectures. *The substantial part of the material you require in order to pass the course's evaluation components (see below, point 20) will be provided in the lectures. Clearly, skimming through the lecture slides won't do – slides are but a pedagogical tool and never reflect the full content of a course. Experience overwhelmingly shows that the following features are key determinants for success in WEPP: • Regular attendance, • Adequate preparation (=having done the readings before each lecture, continuously catching up on things you haven't fully understood, etc.) • Active learning attitude (=active seminar participation, willingness to voice comments and disagreements, reasonable notes-taking) |
| **Requirements and Grading** | • Reading assignments (mandatory readings): 15% of the overall grade (max. 30 points) • Four written assignments: 30% of the overall grade (max. 60 points • Comprehensive final exam: 55% of the overall grade (max. 110 points) **1. Reading assignments (mandatory readings)** This is a reading-intensive course. The assigned texts are sometimes difficult and may be unfamiliar in content and style to many of you. You are expected to come to class (or rather, join the zoom lectures) having thoughtfully read and annotated the required readings for that day. By 'thoughtfully annotate' I mean that you… • …keep track of the things that you can't understand, that confuse you, or that you disagree with, • …deeply engage points in the readings • …stimulate discussion by offering informative questions or comments • …help others by addressing their questions or confusions. Research shows that by annotating thoughtfully, you'll learn more and get better grades. To help you with this task and to make the whole process of reading more |

fun, **we will be using *Perusall*, a collaborative and social reading & annotation tool.** You can start a new annotation thread in *Perusall* by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class, and it happens in real time.

For each assignment we will evaluate the annotations you submit on time, that is, no later than the beginning of the lecture to which the assignment had been assigned. Based on the overall body of your annotations, you will receive a score for each assignment as follows 3 = demonstrates exceptionally thoughtful and thorough reading of the entire assignment; 2 = demonstrates thoughtful and thorough reading of the entire assignment 1 = demonstrates superficial reading of the entire assignment OR thoughtful reading of only part of the assignment; 0 = demonstrates superficial reading of only part of the assignment

Access to Perusall as well as more detailed instructions about its functioning will be provided separately on e-learning.

2. Four written assignments

Each Tuesday evening (22:00 LV time strict deadline), you will submit a written assignment – in the form of presentable slides – through e-learning. The assignment tasks will be quiz-like problem sets which you will be asked to answer in **groups of three**. The groups will be formed after the first lecture and **will remain the same for all the four assignments**. Be reminded that your slides will form the basis for each Thursday seminar. Your groups will therefore have to participate together in the same seminar slot.

Each assignment submitted on time will yield max. 15 points.

3. Final exam (at home, using Respondus)

The course concludes with a comprehensive exam covering all course material (lectures and mandatory readings). The exam will consist of three parts:

• One set of multiple-choice questions (max. 35 points)

• One set of narrow questions requiring short written answers
(<150 words) (max. 35 points)

• One broad question which must be answered in the form of a short essay (<700 words) (max. 40 points)

The exam will operate under an 'open-book' policy, meaning that all course material may be used.

The maximum score of the final exam is 110 points. **To pass the course, students must achieve a minimum score of 55 points in the
final exam!**

21. Market Research

Course Director	Zane Varpina, PhD Assistant Professor zane.varpina@sseriga.edu
Department	Business and Management
Lecturer(s) and Teaching Assistants	Konstantin Benkovskis, PhD Associate Professor, email: konstantins.benkovskis@sseriga.edu > Kata Fredheim, PhD Assistant Professor email: kata.fredheim@sseriga.edu>, Dominik Gerber, PhD , email: dominik.gerber@sseriga.edu> Xavier Landes, PhD Assistant Professor, email: xavier.landes@sseriga.edu> Christopher Rieber, Lecturer , email: christopher.rieber@sseriga.edu Zane Varpina, PhD Assistant Professor, email: zane.varpina@sseriga.edu
ECTS Credit Points	4,5 ECTS; core course 13 lectures and 4 seminars
Research skills needed and developed	A knowledge of basic to intermediate statistics and econometrics and familiarity with STATA or similar software is necessary. A familiarity with research approaches is beneficial. IT
IT-skills needed	STATA, Excel, Power BI, Powerpoint or some other similar presentation software.
Related Courses	Organizational management, Economic and Consumer Psychology, Statistics, Econometrics, Economic Anthropology, Research Methods and the year 3 bachelor theses.
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	This course provides an introduction to market research, and discusses key concepts, methods, issues and their applications. Students gain an understanding of both the depth and the breadth of market research. Students also understand the subject's importance for a business, whether a start-up or an established company
Content	Students will explore the relevance of market research through seven horizontal themes, each student will be assigned to one theme. The themes are: (1) Sustainability , (2) New Technologies, (3) Transport and logistics, (4) Health, Well-being, Happiness, (5) Finance, (6) Education and skills, (7) Data and privacy. Students will explore challenges and opportunities in these themes with (1) professionals who work and started businesses, (2) policy makers who are thinking about how to tackle these challenges and (3) researchers who are experts in the field. Working with real-life problems brought forward by real businesses, students will develop the capability to plan and manage market research projects. In addition to an overview of market research, the course has a methods component. It covers research design, including qualitative and quantitative methods used for analyzing research data to make decisions. By the end of the course students will be able to use the most common market research tools and conduct data analysis with ease.
Structure and Format	DETAILED COURSE STRUCTURE Part 1: Introduction to Market Research In this part of the course, students will have the opportunity to learn: Lecture 1 (2x 45min) Introduction to Market research - Details about this course - What is market research - Why market research matters - How is it useful for SSE-R students' career Panel session Introduction to themes This course will cover seven themes. For each theme you will have the opportunity to

	meet experts and business leaders and learn about real questions and problems they face as well as their industry.
	Part 2: Market research and qualitative methods In this part of the course, students will have the opportunity to learn:
	Lecture 1 (2x 45 min) Qualitative research 101
	- What is qualitative research - How does qualitative research differ from quantitative research - What are the types of qualitative research methods - How to decide which qualitative research method to use
	Lecture 2 (1x 45 min) Secondary research basics
	- What is already out there - How to use what's already out there
	Lecture 3 (3x 45 min) Interviews and focus groups Seminar 1 (3*45 min): Practice session
	- How to design qualitative instruments for interviews and focus groups - How to recruit participants for interviews and focus groups - How to write questions for interviews and focus groups - How to use prompts How to keep discussions and interviews moving - What is the role of the moderator (moderator guide) - What is the role of the interviewer - How to ensure participants turn up and participate - Recording audio, video, and notes - Ethics, anonymity, confidentiality
	Lecture 4 (1x45 min) Organizing and analyzing data
	- How to organize data - How to analyze data - How to transcribe your data and notes - How to analyze interview data and notes - How to write focus group reports - How does the information you found relate to quantitative data
	Lecture 5 (45 min) Qualitative vs quantitative
	- How to navigate the qualitative and quantitative divide
	Part 3: Market research and quantitative methods Part 3 of the course is divided into two sections. Part 3 / B will cover surveys; Part 3 / A will cover Quantitative methods of market research using STATA.
	Part 3 /A: Quantitative methods of market research using Stata In this part of the course students will have the opportunity to learn: Lecture 6 (4*45 min) Lecture 7 (4*45 min) Seminar 2 (2*45 min) Lecture 8 (4*45 min) Seminar 3 (2*45 min) ANOVA Exploratory factor analysis ANOVA and Exploratory factor analysis Confirmatory factor analysis Confirmatory factor analysis Part 3 /B: SURVEYS In this part of the course students will have the opportunity to learn: Lecture 9 (3x45 min) Designing Surveys
	- What are the objectives - What types of surveys are there, how to select most appropriate - How to delineate the market segment - What are the most common survey pitfalls - How to design survey instrument - Sampling – sample frame, sample size, sampling strategies - Response rate and addressing nonresponse - Technical implementation - piloting, translation, ethical issues Lecture 10 (3x45 min) Analyzing Surveys - Preparing data for analysis (cleaning, coding) - Common survey errors - Analyzing survey to test your hypotheses : descriptive, inferential, association and causal analysis of data Lecture 11 (2x45 min) Interpreting results - Reflect on approaches to analyzing your data - What are your results and how to interpret them
	Part 4: Finding and communicating insight In this part of the course students will learn: Lecture 12 (2x45 min) : Turning data to insight
	Communicate your insight
	- How to synthesize findings - How to get insights from data that will solve a business problem
	- How to develop research-based recommendations - How to test and refine your ideas before creating a presentation
	Lecture 13 (2 x45 min) Data visualization Seminar 4 Data visualisation Practice
	- What are the appropriate data visualization techniques - How to get the most out of data visualization
Literature and other	TBA

resources	
Learning Outcomes	In this course you will: - Learn about market research and write a market report - Gain first-hand experience in developing a piece of original research - Apply different qualitative and quantitative methods - Gain insight into a specific field (see list) Improve your negotiation, analytical and communication skills Gain experience with working with real businesses on real problems
Attendance	Attendance of lectures is not mandatory. Attendance of seminars is not mandatory.
Electronic Devices Policy	Strictly no phones / tablets/ laptops during lectures. Only if specified before.
Requirements and Grading	Exam covers reading and lecture materials - 30% Market research report You will have the opportunity to write a market research report. You will work in teams of four. You will be allocated a theme in the beginning of the course. Firstly, you will identify a market research question based on the panel with experts and the interviews/ focus groups you conduct. Secondly, you will sketch out what questions you would like to include in the survey. You will then negotiate with all teams working in the same theme to develop a shared survey. Thirdly, you will collect survey data based on the survey you agreed on. You can do this in person or online. All teams with the same theme will work together to collect data. Since it will be approximately 20 people collecting data (5 teams) the target is 1000 participants. Fourthly, you team analyses the data to answer your research question. After that you may choose to do a focus group session to confirm your findings. Your team will write a market research report to answer your market research question based on the data you collected. The report will include an introduction, clear research question, methods section, analysis, findings and conclusion, references and any relevant appendixes. You will conduct original research, which will include interviews and focus groups, survey and analyzing survey results. You will work in teams of 4 Market research report presentation - 60% You will have the opportunity to present your Market research report in your teams to industry experts. You will work in teams of 4 - 10%

22. Business Law

Course Director	**Susan - Gale Wintermuth**, Jur.Dr.
Department	Business and Management
Lecturer(s) and Teaching Assistants	**Susan - Gale Wintermuth**
ECTS Credit Points	**3 ECTS**; core course
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The course is comprised of lectures, discussions, and problem solving. There may be one or two guest lectures on unique legal topics.
Content	MODULE A: THE INTERNATIONAL COMMERCIAL CONTRACT Introduction 1. General legal principles of international commercial transactions 1.1 Elements of contract formation 1.2 Civil v common law differences 2 Parts of the contract 2.1 Parties to the contract 2.1.1 Legal personality 2.1.2 General company law principles 2.2 Payment terms 2.2.1 Promissory notes 2.2.2 Letters of credit 2.3 Dispute resolution terms 2.3.1 Jurisdiction 2.3.2 Applicable law 3 CISG 3.1 Applicability 3.2 Contract formation 3.3 Simple v fundamental breach 3.4 Basic remedies Module B: ALTERNATIVE DISPUTE RESOLUTION TERMS 4 Procedural v substantive law 5 Alternative dispute resolution (ADR) procedures 5.1 Negotiation/mediation/conciliation 5.2 Arbitration 6 Setting aside of the award 7 Enforcing the award 7.1 New York Convention

7.2 Defenses and exceptions to enforcement

Module C: DEBTOR-CREDITOR RELATIONSHIPS

8 Payment terms, cont.
8.1 Suretyship and guarantees
8.2 Secured and unsecured debt

8.3 Payment terms, cont.
Promissory notes
8.3.1 Non-negotiable
8.3.2 Negotiable
8.4 Letters of credit

Module D: TRANSPORT OF GOODS
9 Treaties
10 ICC Incoterms
11 Documents of title

Module E: EU LAW
12 "Rule of law"
13 Basic structure of the EU
13.1 Treaties
13.2 Institutions
13.3 Company law
13.4 Brussel I Regulation
13.5 Rome I Regulation

Open

Q&A

Final Exam

Structure and Format	**Content.** The course is a survey of the wide-ranging areas of law that guide international commercial transactions. This survey approach is necessary, since this is not the study of law in one particular jurisdiction, such as Latvia: rather, it is the study of the general principles, which will be found in different forms in different jurisdictions. **Objective.** The objective of the course is for you, the student, to develop critical thinking skills in the area of international business law, e.g., the skill to identify legal issues raised by a fact scenario and the legal rules that apply, and then to apply the rules to the scenario to develop a logical and persuasive conclusion and, thus, to be able to work intelligently alongside legal counsel, when required. **Structure.** The course is comprised of lectures, discussions, and problem solving. There are may be one or two guest lectures on unique legal topics
Literature and other resources	*Material.* Material is available in many languages on the topics discussed in the course. You are encouraged to read about the topics in your mother tongue, if this helps you with the nuances and details. 1) TWOMEY AND JENNINGS, Anderson´s Business Law (20. & 21. editions); and 2) MARSON, Business Law (3rd edition 2013). Both are available in the library. NOTE: Textbooks written in English are invariably based on the law of English-speaking states, which are common law states. The European Union is comprised of civil law states. These are different traditions, but with regard to international law they share international principles.

	TWOMEY covers US law. MARSON covers UK law. These authors present these international principles clearly. So, please note, material that focuses narrowly on national statutory law is not the subject of this course, unless specifically discussed in class. You need not focus on these discussions in Twomey or Marson. 3) BALTIC LAW COMPANION. The Baltic Law Companion accompanied an earlier text, MARSON. However, even though we are not using this text, the translations of the legal terms are of paramount importance. It translates terms and principles into Estonian, Latvia, Lithuanian. Read the Baltic Companion to ensure you understand the vocabulary in this course. 4) POSTED. There is linked and posted material on the course homepage on Moodle. 5) You may want to make use of the following links to country specific information: http://www.loc.gov/law/help/guide/nations.php ; and regarding EU law, go to: http://europa.eu/ , select your language, then select the icon relating to "EU law".
Attendance	You are expected to attend all sessions. If you are going to miss a session, inform the lecturer and make arrangements to obtain the class notes from a colleague.
Electronic Devices Policy	N/A
Requirements and Grading	QUIZZES. There may be quizzes (announced or unannounced) on the reading material that cover all the reading material up to and including the day of the quiz. Passing all quizzes with a combined total of at least 50% is a pre-requisite for entry into the final exam. ANSSIGNMENTS. There may be assignments during the course, intended to help prepare you for the final exam. Passing all assignments is a pre-requisite for entry into the final exam. FINAL EXAM. The final is closed-book. The questions are (a) scenario based, which must be answered in the required IRAC format; and (b) short essay, which must be answered with an introduction outlining the points to be covered, a discussion of the points, and a summary. "IRAC" is a structured system for analyzing legal issues raised by a fact scenario. It stands for the structure of the analysis: issue is first stated, rules applicable are then listed, application is the heart of the analysis wherein the rules are applied to the facts and a discussion is developed leading to, next, the conclusion. FINAL GRADE. Your final grade is based on the final exam. If you wish to receive credit for class participation, keep your name tag in front of you in class or on your screen. (I cannot give you credit, if I do not know your name.)

25. Accounting & Finance

Course Director	**Pajuste Anete**, Associate Professor anete.pajuste@sseriga.edu
Department	Accounting and Finance
Lecturer(s)	**Le Clere Marina**, Lecturer marina.leclere@sseriga.edu
ECTS Credit Points	**4 National CP/ 6 ECTS CP**; core course Student Workload (SWL): **Unstructured SWL** **Structured SWL**
	Lectures (count and length in academic hours- 45 min.) • Seminars (count and length in academic hours- 45 min.)) • Estimated time of self-studies (in hours) 30 academic hours • 25 academic hours • 120 hours
Course Prerequisites	Introductory Accounting, Management Accounting
Research skills needed and developed	Data analysis / statistical inference Reviewing academic literature Writing a consulting report Case study analysis
IT-skills needed	Data analysis software (e.g., Excel) Ability to access and search academic literature databases Ability to use databases (e.g., Thomson Reuters Datastream)
Related Courses	Prior: Financial Accounting, Management Accounting and Finance, Managerial Economics, Financial Economics Subsequent: Finance Specialisation
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The objective of the course is to integrate knowledge obtained in other accounting and finance related courses, and to give hands-on experience in producing an in-depth evaluation of a company. The course provides tools for historical financial analysis, forecasting, and equity valuation using spreadsheet modelling. The course will deal with the following areas: Financial Analysis (FA) Equity Valuation (EV) Accounting Theory and Research (AT) Entrepreneurial Finance (EF)
Content	Financial analysis (FA) This part of the course covers three inter-related financial analysis relationships: the relationship between profitability, financing and growth of the firm; the leverage formula; and Du-Pont analysis. We will study the key ratios in the areas of profitability, financial position, and liquidity, as well as emphasize the measurement considerations (necessary adjustments and calculations) and the interpretation of figures. We will also conduct activity- and

	personnel-based analysis, talk about operating and financial risks and perform an in-depth historical financial analysis.

Equity valuation (EV)
Equity valuation is a wide area that covers many different approaches. In general, there are three broad approaches to valuation: discounted cash-flow valuation (DCF), relative valuation, and contingent claim valuation. You have learned the following DCF models in the Financial Economics course: the Discounted Dividend, Weighted Average Cost of Capital, Adjusted Present Value, and Free Cash Flow to Equity models. We will learn the excess return valuation framework (e.g. Abnormal Profit Model), the relative valuation (e.g. using Price-to-Earnings and Market-to-Book ratios) and basic contingent claim valuation in this course. We will discuss benefits and difficulties with each model, when it is reasonable to use each approach and finally we will apply the models to a company valuation. The emphasis in this course will be on the relation between accounting information and the different models.

Accounting theory and accounting research (AT)
Some of the questions that constantly come up in accounting are: How should we measure income? When should we recognize revenue? How do we measure expenses? What is the value of our assets? In this part of the course, we will deal with recognition and measurement problems. We will investigate further the impact of alternative accounting policies on financial ratios, discuss the quality of financial reporting and warning signals for earnings management. We will study the accounting policies related to, for example, construction projects, intangible assets and fair value. The course will also introduce the basic accounting research.

Entrepreneurial Finance (EF)
This section of the course will examine elements of entrepreneurial finance, focusing on the funding of young innovative high growth oriented start-ups. The lectures and seminars will address the key financing challenges facing entrepreneurs: how much money can and should be raised; when should it be raised and from whom; and what is a reasonable valuation of the company. The aim of the section is to provide students with an understanding of the differences between the financing decisions facing start-ups as opposed to larger firms, covered in other parts of the course. |
| **Structure and Format** | The course is organized in 10 lectures, 4 guest lectures and 11 seminars. Most lectures and seminars are two or three hours long.
Lectures, guest lectures and seminars
The lectures introduce the major theories and empirical results while the guest lectures are given by invited speakers that add a different, applied perspective. Seminars are designed to apply and reinforce knowledge of the basic principles covered in lectures. They involve solving problems that students attempt on their own before coming to the seminar.
Project
The objective of the course is to integrate and deepen your |

	knowledge of accounting and finance. This objective is supported by an extensive project. The project consists of four parts. The first part contains a historical financial analysis of a company. The second part consists of a financial planning model the aim of which is to create a forecast model of the company that can be used for analysis and valuation purposes. The model will consist of budgeted income statements, balance sheets, cash flows statements, key ratios for the coming five-year period and equity valuation. The model makes it easy to evaluate alternative future scenarios, by showing the effects of different strategies, expense development etc. on company's profitability and financial position. The third part is a report on equity valuation based on the results of part 1 and 2. The objective is to evaluate whether the present share price of the company corresponds to your expectation about the future of the company. The fourth part consists of an opposition to another project. The project will be completed in groups of two students. **Case discussions and write-ups** There will be four graded case discussions (Lectures 3, 6, 8 and 10). You can get a maximum of 20 points (out of 200) for this part of the course. You can earn a maximum of 8 points (out of 20) for your class contribution and 12 points (3 points per case) for case write-ups. Prior to each case discussion, you have to upload a 1-2 page case write-up (per group), which addresses the case question(s). Cases contain all the necessary information about the company and the industry. Therefore you should not use any outside information (e.g., the Internet, people in the industry) when preparing for case discussion. The main purpose of the case is to develop YOUR decision making skills, therefore consulting other people or copying ready-made case analysis is not only plagiarism but also cheating yourself in your learning process. Any plagiarism cases will be dealt with severely. By the way, what actually happened to the company may not be the "best" or "right" course of action. Likewise, there may be multiple reasonable solutions to the problem.
Literature and other resources	Course book: "Business Analysis and Valuation" by Palepu, Healy and Peek (PHP). Reference book: "Corporate Finance" by Berk and De Marzo (BD). Different readings on the eLearning platform.
Learning Outcomes	At the end of the course students will be able to: Knowledge - compare the pros and cons of different valuation models; - describe accounting recognition and measurement problems; - discuss earnings management research; - compare the financing decisions facing start-ups as opposed to larger, more mature firms;

	Skills - build a financial forecast and valuation model; Competences - perform an in-depth financial analysis of a firm; - apply different models for company valuation.
Attendance	Participation in the group work seminars 3, 4, 6, 10, and the final project presentation is mandatory. Attendance of the case sessions is not compulsory; however, only the case write-ups of those attending will be graded. Attendance in other parts of the course is not compulsory, with a condition that by not attending you forfeit your rights for individual (online) office hours during the course. Attendance will be taken using short polls during the lecture. Failure to answer to the poll questions will be counted as an absence.
Electronic Devices Policy	Unauthorized recording of class sessions is strictly forbidden.
Requirements and Grading	The grading of the course is as follows: • Exam - 100 points (individual) • Project - 80 points (group) • Case discussions (individual) and write-ups (group) - 20 points In order to pass the whole course at least 100 points out of 200 are needed. Besides, it is necessary to pass the exam AND the project (i.e., to get 50 percent of the maximum grade). A student that passes the exam or the project but does not pass the course overall can carry forward the grade on the passed component. For example, a student that passes the project but fails the exam and re-exam can re-take the course and attempt the exam the following year without having to redo the project. Similarly, a student that passes the exam or re-exam but fails the project can carry forward their exam grade and do a new project the next year. A student that passes the exam and project, but fails to achieve at least 100 points on the overall final course grade has to take the re-exam to pass the course.

26. International Economics

Course Director	**Konstantīns Beņkovskis**, Associate Professor konstantins.benkovskis@sseriga.edu
Department	Economics
Lecturer(s)	Konstantīns Beņkovskis, Associate Professor
ECTS Credit Points	**4 National CP/ 6 ECTS CP**; core course Student Workload (SWL): **Structured SWL** **Unstructured SWL** <table><tr><td>Lectures (count and length in academic hours- 45 min.)</td><td>Seminars (count and length in academic hours- 45 min.))</td><td>Estimated time of self-studies (in hours)</td></tr><tr><td>40 hours</td><td>30 hours</td><td>90 hours</td></tr></table>
Course Prerequisites	Although the course is motivated by the aim of understanding past and current events in both the world economy and in the Baltic States, the principal means by which this will be realized is economic theory backed up by some empirical evidence. Thus we shall rely on formal economic modelling. This means extensively using tools from Year 1 Microeconomics. The level of mathematics is rather simple. But it might be wise to review the topic on derivatives, constrained optimization and other basic math concepts from Year 1 Mathematics. Also, prior knowledge of econometrics is required to understand some additional reading materials better
Research skills needed and developed	This course develops research skills based on formal economic modelling, and requires some abstract thinking
IT-skills needed	Some R skills from Econometrics (Year 2) would be required for the Assignment
Related Courses	Previous courses: Mathematics (Year 1), Microeconomics (Year 1), Macroeconomics (Year 1), Econometrics (Year 2) Upcoming courses: Specialisation: Economics (Year 3)
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The course will examine the causes and consequences of international trade, as well as providing an analysis of trade policy. Questions addressed will include: • Why do nations trade? • What goods and services do they trade? • Who gains from this trade? • Is free trade optimal? • Should countries intervene to influence the structure of their international trade? In practice we observe that trade is frequently subject to barriers and restrictions (not to speak about recent case of Russia's food embargo or ongoing trade war between the US and the rest of the world, mainly China). Countries are often reluctant to remove such restrictions for various political, cultural or economical reasons. Accordingly we shall investigate the motives for countries or organizations to restrict or regulate international trade and we shall study the effects of such policies on economic welfare as well as the role of the World Trade Organisation (WTO) in shaping trade policy at a multi-country level (as well as more recent examples of TPP or TTIP)
Content	1. Introduction and overview of the world trade • What is International Economics about? • Important topics and structure of the course • World trade in goods and services • Baltic States trade in goods and services

- Offshore outsourcing
- Fragmentation of production and global value chains

2. Labour productivity and comparative advantage
- Comparative advantage versus absolute advantage
- Gains from trade
- Determination of specialization, pattern of trade and prices
- Comparative advantage with many goods
- Empirical evidence
- Some misconceptions about comparative advantage

3. Factor endowment and comparative advantage
- Income distribution
- Specific factors model
- Heckscher-Ohlin model
- Stolper-Samuelson theorem
- Rybczynski theorem
- Empirical evidence
- Summary for different time horizons

4. The standard trade model
- Key relationships
- Welfare and terms of trade
- Effects of economic growth
- Effects of international transfers of income
- Effects of import tariffs and export subsidies

5. Economies of scale and imperfect competition
- Economies of scale and international trade
- Internal economies of scale
- Imperfect competition and international trade
- Intra- and inter-industry trade
- External economies of scale
- Dumping

6. International factor movements and regional economic issues
- International labour mobility
- Regional economic issues
- International borrowing and lending
- Foreign direct investment and multinational firms

7. The instruments of trade policy
- Overview of trade policy instruments
- Cost and benefit analysis
- Import tariff
- Export subsidies
- Other instruments

8. The political economy of trade policy
- The case for free trade
- Arguments against free trade
- Income distribution and trade policy

9. Trade policy and its controversies
- Import-substituting industrialization

	• Export-oriented industrialization • Technology and externalities • Strategic trade policy • Globalization 10. International negotiations and preferential trade agreements • Advantages of negotiations • World Trade Organization (WTO) • Preferential trade agreements European Union
Structure and Format	• Video lectures (10 lectures) – video lectures will be available on the google drive in mp4 format (each lecture will be split into several files, each fragment ~10-15 minutes long on average). Students can watch these video lectures at any time, without restrictions. The topics of video lectures can be found in the Content section above. • Independent study of the materials posted on the course home page on the e-learning platform. • 11 online seminars (including Introductory seminar and Q&A session at the end) – seminars will be organized in Zoom. Seminars 2-10 will be devoted to the solution of various exercises and problem sets. Seminars will also contain short quizzes. Students should watch the corresponding video lecture and read the respective chapter in the textbook prior to the online seminar. o Seminar 1: Introduction and course requirements (1 hour) o Seminar 2: Ricardian model + quiz (3 hours) o Seminar 3: Specific factors model + quiz (3 hours) o Seminar 4: Heckscher-Ohlin model + quiz (3 hours) o Seminar 5: Comparative advantage drivers + quiz (3 hours) o Seminar 6: Standard trade model + quiz (3 hours) o Seminar 7: Economies of scale and factor movements + quiz (3 hours) o Seminar 8: Instruments of trade policy + quiz (3 hours) o Seminar 9: Instruments of trade policy 2 + quiz (3 hours) o Seminar 10: Political economy + quiz (3 hours) o Seminar 11: Q&A (3 hours) Two thematic assignments, one of which will require the use of R package for the analysis of trade data. Some students may find it helpful to work together on the problem sets (max. 3 people in a group), but simply relying on the work of others is a recipe for disaster on the final exam
Literature and other resources	Krugman, P.R., Obstfeld, M., and Melitz, M.J. "International Economics: Theory&Policy", 9th edition, Parts 1 and 2 is the main text for the course. The pdf of the textbook is available on the e-learning platform. In some lectures, materials from the 3rd edition will be used (these are no more present in later versions, but scans are available on the e-learning platform). The course intensively borrow some recent discussions and empirical findings from the VOX CEPR's policy portal (www.voxeu.org). These materials are usually very short (2-3 pages) and easy to read, although based on a serious academic research. Students are highly recommended to read articles and blogs on VoxEU regularly if interested in the overview of current economic thinking
Learning Outcomes	The expected learning outcomes are: Knowledge Understanding of trade theories and their applicability to explaining trade patterns. Skills Make use of quantitative trade data to describe trade and to analyse trade policy Competences Understanding of the intellectual and policy issues on the current international trade agenda. Analysing and predicting the potential effect of trade policy on economic and business environment.

Attendance	Video lectures can be accessed any time on the google drive. Participation in online seminars is not mandatory but highly recommended (note that online quizzes contribute 10% to the final grade)
Electronic Devices Policy	Students may use electronic devices during the offline lectures and seminars in a way that does not disturb the others. The use of electronic devices is an integral part of the course in the online format.
Requirements and Grading	Final digital exam (60%) – exam: 18-Jun-2021; re-exam: 20-Aug-2021; The exam will cover all the lecture material and the main textbook reading. Note that you will be allowed to use any non-electronic source of information during the exam, including textbook and lecture materials. Two assignments (30%) Online seminar quizzes (10%, 7 best results out of 9 online seminars will be used in the final evaluation) Requirements for pass: 100 points in total AND at least 50% in final exam.

27. Specialization Course: Economics

Course Director	**Konstantīns Beņkovskis**, Associate Professor konstantins.benkovskis@sseriga.edu
Department	Economics
Lecturer(s)	**Konstantīns Beņkovskis**, Associate Professor konstantins.benkovskis@sseriga.edu
ECTS Credit Points	**5 National CP/ 7,5 ECTS CP**; specialisation course Student Workload (SWL):
Course Prerequisites	Although the course is motivated by the aim of understanding past and current events, the principal means by which this will be realized is economic theory backed up by some empirical evidence. Thus we shall rely on formal economic modelling. This means extensively using tools from Year 1 Microeconomics and Year1 Macroeconomics. The level of mathematics is rather simple. But it might be wise to review the topic on derivatives, constrained optimization and other basic math concepts from Year 1 Mathematics. Also, prior knowledge of econometrics is required to understand some additional reading materials better
Research skills needed and developed	This course develops research skills based on formal economic modelling, and requires some abstract thinking
IT-skills needed	Some R skills from Econometrics (Year 2) and Statistics (Year 1) would be required for the Assignment
Related Courses	Previous courses: Mathematics (Year 1), Microeconomics (Year 1), Macroeconomics (Year 1), International Economics (Year 2), International Finance (Year 2), Econometrics (Year 2)
Students eligible	Year 3 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	This course covers various topics in International Macroeconomics. Since all students come from small countries, it is essential to focus on the issues of open economy and interaction with other countries. Namely, students will have a deeper understanding of current account and exchange rate determinants. At first, the course covers the intertemporal trade model to understand why countries run current account deficits and surpluses, and when current account deficits are sustainable. The course will also use different theories related to money supply and demand, to explain the most important price in international macroeconomics – exchange rate. Students will understand the causes of exchange rate volatility, discuss the law of one price and its failure and study the concept of real exchange rate. Afterwards, the exchange rate and the real side of the economy will be linked to study the effect of monetary and fiscal policy on output, current account and exchange rates. The final big topic will cover monetary policy and the role of central banks in more details. Students will study various tools of monetary policy (of course, including recent unconventional instruments), discuss goals and targets of monetary policy, list the main

The Student Workload (SWL) table under ECTS Credit Points:

Structured SWL		Unstructured SWL
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
12 x 3 hours	5 x 3 hours	150 hours

	transmission mechanisms of monetary policy and touch the issue of optimal currency zone
Content	Topic 1: Introduction to the course •Linking this course to Macroeconomics, Microeconomics, International Economics and other courses •The Roadmap of the course Topic 2: National Accounts and Balance of Payments •National income accounts •Balance of payments accounts Topic 3: Intertemporal Trade and Current Account Balance •Link between current account and financial flows •Intertemporal trade in small economy •Fiscal policy, investments and the current account •Global intertemporal trade •Transversality condition •Current account sustainability Topic 4: Determinants of Exchange Rate in the Short and Long Run •Foreign exchange market: demand, supply and equilibrium •Covered and uncovered interest rate parity •Money supply and demand •Money supply and exchange rate in the short run •Money supply and exchange rate in the long run •The law of one price •Purchasing power parity •Real exchange rate Topic 5: Output and the Exchange Rate in the Short Run •Output market equilibrium in the short run •Asset market equilibrium in the short run •Effect of monetary and fiscal policy on output and current account Topic 6: Monetary Policy and Central Banks •Money supply •Tools of monetary policy – conventional and unconventional •Goals and targets of monetary policy •Transmission mechanisms of monetary policy •Fixed versus flexible exchange rate regimes •Optimal currency zone
Structure and Format	•Lectures in Zoom (12 x 3 hours) •Seminars in Zoom (4 x 3 hours) will be devoted to the solution of various exercises and problem sets. Seminars will also contain short quizzes •Independent study of the materials posted on the course home page on the e-learning platform •One thematic reading assignment: - a group of students (up to 3 people) should read one seminal research paper related to the subject of the course (the papers will be assigned randomly)

	- students should apply similar analysis to other countries / periods of time assessing whether conclusions of the authors are supported by the recent empirical data - most of the research papers use empirical analysis, which requires the knowledge of R and Econometrics - students will make a short presentation (in Zoom) to make a brief outline of the paper and their own findings
Literature and other resources	This course does not rely on one single textbook: it is based on several seminal sources •Krugman, Obstfeld and Melitz "International Economics: Theory and Policy", Parts 3 and 4 (9th edition) – to review the main concepts of national accounts and balance of payments statistics, exchange rate determinants, as well as output and exchange rate interaction. This book is on the whole rather user friendly but perhaps technically more simple than is ideal for a course at this level •Several chapters from Mishkin "The Economics of Money, Banking, and Financial Markets" (10th edition) to have an in-depth view on goals and tools of monetary policy, transmission mechanisms of monetary policy and the structure of central banks (selected chapters will be available on the elearning platform) •Two introductory chapters of Obstfel and Rogoff "Foundations of International Macroeconomics" for the intertemporal trade model. While this book is rather advanced and definitely exceeds the bachelor level, it is useful to show how modern macroeconomics looks like and prepare students for potential Master studies (selected chapters will be available on the elearning platform) The course intensively borrow from seminal empirical studies (will be available on the elearning platform) as well as some recent discussions from the VOX CEPR's policy portal (www.voxeu.org). These materials are usually very short (2-3 pages) and easy to read, although based on a serious academic research. Students are highly recommended to read articles and blogs on VoxEU regularly if interested in the overview of current economic thinking
Learning Outcomes	The expected learning outcomes are: - To develop an understanding of current account and exchange rate determinants - To understand how the monetary policy operates and study its main transmission channels - To get an idea about modern models of international macroeconomic - To be able to read basic macroeconomic statistical reports like National Accounts and Balance of Payments
Attendance	Attending lectures is not mandatory but highly recommended
Requirements and Grading	Final exam (60%) – exam: 18-Sep-2020; re-exam: 04-Jan-2021 One reading assignments (30%) Online seminar quizzes (10%, 3 best results out of 4 online seminars will be used in the final evaluation) Requirements for pass: 100 points in total AND at least 50% in final exam Debtors are required to pass both, the assignment and the final exam

28. Specialization Course: Retail Management

Core Course Team	**Yuri Romanenkov,** yuri.romanenkov@sseriga.edu
Department	Business and Management
Lecturer(s)	Yuri Romanenkov (SSER'07), Course Director Peter Fedchenkov, Sbermarket Tomas Kairys (SSER'05), Johnson & Johnson Kristina Nadricka, VU University Amsterdam Dr. Jens Nordfält, University of Bath / H. Swenson Research Foundation Yuri Romanenkov (SSER'07), SSE Riga Justinas Šukys (SSER'13), Civitta
ECTS Credit Points	**10 National CP/ 15 ECTS CP**; specialisation course

Student Workload (SWL):	**Structured SWL**		**Unstructured SWL**
	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
	20	104	200

Course Prerequisites	Marketing, Managerial Economics, Organisation & Management, Accounting, Microeconomics, Macroeconomics
Research skills needed and developed	Fieldwork & primary research
IT-skills needed	Excel, Powerpoint
Related Courses	Strategy, Marketing, Managerial Economics, Organisation & Management, Accounting, Microeconomics
Students eligible	Year 3 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	Give students an overview of the fundamentals of the modern retail industry and the business & economic context it operates in Help students develop an initial practical toolkit for a successful start of a career in retail and adjacent industries (e.g. consumer products, media, logistics, consulting, marketing agencies, etc)
Content	The course will be structured in six Classroom Modules: 1. Strategy & Business Models in Retail (September) (Peter Fedchenkov, Co-Founder, Sbermarket) This module will explore the core elements of major business models in retail and key retail formats. It will include coverage of grocery, specialist retail, online, and omnichannel retail. 2. Marketing in Retail (September/October) (Dr. Jens Nordfält, University of Bath / Hakon Swenson Research Foundation) This module will demonstrate and discuss how the store can work with their range and their store environment to effectively influence shoppers' purchase decisions, over two-thirds of which are made in-store. The module will also include a number of analytical and field exercises for students to practice the application of some of

the methods introduced.

3. Store Operations & Supply Chain (October) (Justinas Šukys, Co-head of Retail & Consumer Practice, Civitta) This module will explore how retailers create value through efficient operations, highly relevant in this extremely competitive industry. It will introduce students to the main strategic decisions about store operations, the major principles of supply chain dynamics between retailers and their suppliers across the whole retail value chain.

4. Customer-centric Service Design in Retail & Field Project (October/November) (Kristina Nadricka, VU University Amsterdam) This module will explore how retailers can create and deliver better customer experiences by applying human centric problem solving, i.e. service design thinking. It will give students a theoretical understanding of core service design concepts and tools (personas, empathy map, customer journey, stakeholder map, service scenarios, prototyping) and provide with practical experience working on a service design project to solve an actual customer experience challenge of a retailer.

5. Commerce and Finance in Retail (November) (Tomas Kairys, Consumer Health Strategy Director, Johnson & Johnson) This module will add a finance perspective to the previous modules, giving students the tools to assess the financial impact of and build business cases & financial models around category management, marketing, commercial, operational & supply chain, and other decisions. It will also introduce students to commercial & strategic dynamics between suppliers and retailers and what levers their managers can pull to create and capture maximum value.

6. The Future of Retail (November) (Yuri Romanenkov, SSE Riga) The module on the future of retail will build on the concepts learned in the previous modules to open up the discussion of the rapid evolution the retail industry is now undergoing and its outlook for the future. It will touch on the impact of the COVID-19 pandemic, urbanization & demographic evolution, globalisation, the next generation of shoppers, retail technology & stores of the future. The module will conclude with a course capstone class returning to the strategic fundamentals of this industry.

Structure and Format	The course will use a range of formats, including: - Case discussion seminars (which will follow the cycle of individual preparation, team preparation, class session, and individual reflection) - Lectures - Field exercises and other field work - Field project (more details below) - Individual preparation / pre-reading Field project will be part of the Customer-centric Service Design module. Students will be working in small teams (5-6) on a real challenge defined by our partner retailer and involve key steps of service design cycle: 1. Customer research and empathy creation 2. Analysis through customer journey mapping 3. Ideation and new solution definition

	4. Prototyping and testing 5. Presentation of new solution & recommendations Details on the structure and format of each individual module will be made available through the elearning platform prior to the start of the module. Students will choose their own teams and each team will be the same for the Class Project and case seminar preparation.
Literature and other resources	The course will draw on a range of types of literature and other inputs, that will form required reading, incl.: 1. Cases 2. Theoretical notes 3. Articles 4. Book chapters 5. Online sources Detailed information on required literature for each course module will be available on the elearning platform prior to the start of the module.
Learning Outcomes	1. Understanding of major retail business models, formats, and their key strategic characteristics (dimensions for strategic choices); 2. Understanding of the principles and mechanics of the fundamental retail business drivers, incl. marketing & commercial, store operations & supply chain; 3. Understanding of the structure and drivers of financial statements and management accounting of businesses in the retail & consumer value chain. 4. Students' own view on the future of the industry; 5. Practical skills on research & analysis relevant to the start of a professional career.
Attendance	- Attendance at all class and field activities (per calendar on the elearning platform) is mandatory, except where individual activities specifically marked as optional. - Excused absences: o An excused absence is typically due to an illness or a family emergency o Recruiting and/or employment commitments are explicitly not grounds for an excused absence o If a student needs to be absent from class, they should contact BSc Programme Academic Co-ordinator prior to the start of class (or, in exceptional circumstances, as soon as practical) who will make a determination about whether the absence is excused - Unexcused absence policy: o A student is allowed one unexcused absence with no repercussions o Two further unexcused absences will result in a proportionate adjustment of the class participation grade

	o More than three unexcused absences will result in the student not passing the course The above does not apply to Field Project Presentations; attendance of these required to pass the course
Requirements and Grading	Grade structure - Exam – 30% - Field project report & presentations – 40% - Class participation – 30% Passing the course will require a passing grade on the exam and a passing grade on the Field project.

30. Specialization Course: Finance

Course Director	Marina Le Clere, Visiting Professor
Department	Finance & Accounting
Lecturer(s)	Marina Le Clere, Visiting Professor, marina.leclere@sseriga.edu Marta Khomyn, PhD, Visiting Lecturer, marta.khomyn@gmail.com Arvids Kostomarovs, Visiting Lecturer, arvids.kostomarovs@sseriga.edu
ECTS Credit Points	**5 National CP/ 7,5 ECTS CP**; specialisation course

Student Workload (SWL): **Structured SWL**		**Unstructured SWL**
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
42.25	44.25	160

Course Prerequisites	Financial Economics, Accounting & Finance
Research skills needed and developed	Econometrics
IT-skills needed	Excel and STATA
Related Courses	Financial Economics
Students eligible	Year 3 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The objective of the course is to provide in-depth knowledge in the field of finance, including market microstructure, market efficiency, behavioural finance, and financial risk management. The course also offers practical insights into entrepreneurial finance (including valuation), improves students' understanding of the functioning of financial institutions and discusses various empirical topics in corporate finance. As the last course before the bachelor thesis and graduation, it is designed to fill the knowledge gaps necessary for bachelor thesis project, and to provide useful practical skills for the job market.
Content	Financial Markets' Microstructure • Market design • Price formation • Liquidity • Market manipulation Informational Efficiency and Anomalies • Factor models and arbitrage • Anomalies and bubbles • Behavioural finance Financial Institutions and Financial Risk Management • Overview of financial and non-financial institutions and major trends in financial services' industry • Banks' regulatory environment and AML legislation • Reporting of financial institutions and specificity of their valuation • Financial risk management including operational, market and credit risk • Systemic risk: financial networks and contagion Entrepreneurial Finance • The venture capital method in valuation

	• Term sheets • Shareholder agreements, share structure, dilution Other • Empirical topics in Corporate Finance
Structure and Format	The course is delivered online and is structured around a series of lectures, seminars, case study discussions, project consultation sessions and a computer-based simulation. Lectures are accompanied by course readings, consisting of chapters from textbooks and articles, as well as seminars delivered by course instructors to solidify the knowledge. The course places significant emphasis on practical applications of finance theory. Specifically: • Group project is focused on a design of a new financial product for an existing financial institution. Instructors will provide students with guidelines and regular consultation sessions for the group project. Group project will culminate in project presentations to a panel of course instructors and professionals from financial institutions' industry. • Case discussions are used intensively in the financial institutions and financial risk management modules. • An online simulation EntrepSIM© is central for the courses' entrepreneurial finance module. The aim of the venture simulation game is to give students hands-on experience in high-tech new ventures' start-up, financing and growth. Through the use of a computer simulation students will be exposed to the difficulties of start-up financing, the different stages of evolution new ventures go through and the evolving roles played by team members and finance providers throughout these phases. The game is played in a series of rounds over a simulated five-year period.
Literature and other resources	Compilation of textbook chapters, research papers and surveys, as well as case studies. Computer-based simulation EntrepSIM
Learning Outcomes	Upon completion of the course, the students will have a deeper understanding of financial market microstructure, informational efficiency, functioning of financial institutions and financial risk management, as well as basic entrepreneurial finance issues. The students will gain practical skills in designing a financial product for a financial institution as well as acquire practical understanding related to raising funds for entrepreneurial ventures.
Attendance	Mandatory
Requirements and Grading	Group project - 30% EntrepSIM© simulation & one page write-up (in groups) - 10% Individual Participation – 10% Mid-course multiple choice in-class test - 10% Final written exam - 40%

31. Strategy

Course Director	**Yuri Romanenkov**, Lecturer yuri.romanenkov@sseriga.edu
Department	Business & Management
Lecturer(s)	Yuri Romanenkov, Lecturer yuri.romanenkov@sseriga.edu
ECTS Credit Points	Core course – 6 ECTS
Course Prerequisites	SSE Riga Y1 and Y2 required curriculum (incl. especially Microeconomics, Macroeconomics, Accounting, Financial Economics, Marketing, Organisation & Management)
Research skills needed and developed	Identifying relevant facts / evidence from a large volume of pre-read material to construct arguments
IT-skills needed	Basic Excel
Related Courses	Y1/Y2: Microeconomics, Macroeconomics, Accounting & Finance, Financial Economics, Marketing, Organisation & Management, Y3: Retail Management Specialisation
Students eligible	Year 3 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	Strategy is an integrated set of choices that positions an organisation in its environment so as to achieve its vision over the long run. The field of strategy encompasses all the theories, concepts, methods and tools that general managers can use to ensure long-term profitable growth of the companies they manage. The course is structured to integrate various individual strategy components (internal choices, economic and competitive environment analysis, strategic positioning decisions, corporate development, etc) into sustainable business and corporate policies. These involve: o Business-unit-level strategies, such as e.g. generic competitive strategies of differentiation or low cost; strategies for platform businesses o Corporate strategies, such as diversification, vertical integration (make or buy), mergers and acquisitions (M&A), alliances and cooperation, ecosystems, globalisation decisions. Our objective during the course is to cover the main analytical and conceptual approaches that may be applied to make business and corporate strategy decisions, as well as to illustrate the managerial situations and process in which these decisions are made and carried out. This implies that, along with introducing the fundamentals of the theory in strategic management, the course will also train students on a variety of analytical tools that can help them directly assume and appreciate managerial roles in enhancing and sustaining corporate performance.
Content	The course covers two core areas: 1. Business strategy Business strategy deals with a firm operating in a single market or industry making an integrated set of choices that positions it to deliver superior performance vs competitors over the long run. We will build a foundational analytical toolkit, starting with the analysis of firm's choices and capabilities, industry and value chain characteristics, and

	competitive environment. We will then consider how firms position themselves in the market environment and sustain their advantage through responding to competitive dynamics, innovating business models and leveraging their main capabilities. 2. Corporate strategy Corporate strategy is about opportunities to gain competitive advantage by operating in multiple markets, industries or segments of the value chain simultaneously, and by cooperating with other organisations. Most large companies today as well as many medium-size firms operate in more than one industry, form part of inter-firm alliances or networks of firms or ecosystems, and are thus implementing some form of corporate strategy. We will work through the key concepts in corporate strategy, such as vertical and horizontal integration, acquisitions and divestments, industry and geographic diversification, globalisation, alliances, ecosystems, and other forms of corporate development.
Structure and Format	The course is facilitated through a continuous four-step learning cycle. If students follow this cycle rigorously, not only will they be well prepared for all classes, but they will also set foundations for a good performance on the final assessment. 1. Individual preparation Each student individually reads the case for the upcoming class session and the assigned accompanying theoretical materials (articles, notes, sections of books) to form an initial view on the questions provided by the course instructors ahead of that session. Questions will generally focus on diagnosing the problem and recommending a solution. Individual preparation is a critical step in the learning process, as it is essential that students have a clear and complete view of the fact base presented in the case and the readings and that they have given it individual consideration. 2. Team discussion and preparation of one-pagers Ahead of class (and the one-pager submission deadline) teams will connect online to discuss the questions for the upcoming class session. At the meeting students share the perspectives that they have formed individually, prepare the one-pager articulating their team view (more detailed guidance on the one-pagers below) and submit it. Team Allocation Students will prepare for class and work on case one-pagers in teams of 4-5 people. Teams will be assigned. 3. Online class session Each class session will be structured in two parts: o Case discussion: Course Director will facilitate a class discussion of the case assigned for the class. All students will be expected to contribute by active in-class participation throughout the course. More details on class discussion norms will be provided at the introductory session. o Mini-lecture: Course Director will synthesize the case discussion to consolidate the key takeaways of the class (theoretical concepts, analytical tools, specific lessons of the case, etc). Occasionally, the mini-lecture at the end of a class session will be delivered by a lecturer or a guest speaker (in which case, it will generally be longer and include time for Q&A) Class sessions will run over two or three 45 min slots depending on the complexity of the case. 4. Individual post-class reflection After each class, we ask that students take some time to review their class notes, team one-pager and individual preparation notes to crystallise their most important personal lessons in a written reflection (more detailed guidance on written reflections below)

Literature and other resources	Cases form the core material for the Strategy course. For most sessions they are supplemented with theoretical notes, academic and business articles, and/or book excerpts to facilitate preparation for class discussion. Please see a detailed list of course materials for each session in the Appendix. All materials will be provided to students digitally through the e-learning platform.
Learning Outcomes	The course focuses on the perspective and skills required for a general manager in diagnosing complex business situations and identifying solutions to strategic problems. It is designed to build upon previous coursework of Y3 students of the SSE Riga B.Sc. programme by drawing upon the integration of various functional and technical areas, developing the mastery of the base strategic analysis toolkit and providing an integrated perspective on what may constitute sustained competitive advantage for a firm and help it attain superior financial performance. Specifically with respect to the field of Strategy, by the end of the course students should be able to: o Understand and articulate different strategy choices available to general managers o Assess a firm's external environment, industry structure and potential o Form a view on competitive dynamics affecting a firm o Assess how an expansion in both different industries and geographic markets may affect the economic value generated by firm o Understand the rationale and main elements involved in vertical integration, alliance, M&A, ecosystems, and other corporate development decisions The course aims to develop along all elements of FREE: 1. Capacity for cross-functional critical thinking and fact-based analysis under incomplete information that is expected of a general manager 2. Ability to reflect, both on managerial problems presented in cases, and on the contribution the student and their classmates make to the discussion 3. Ability to empathise with the case protagonist and other stakeholders and to put managerial decisions into broader human context 4. Capacity for entrepreneurial opportunity-focused thinking combined with an appreciation for the impact of managerial decisions on others
Attendance	For a successful completion of the course, attendance and in-class contributions are paramount. Students are expected to contribute regularly to the classroom discussion, which will form 20% of the final grade. **Attendance is compulsory for all Class Sessions** and will be registered. For students missing any sessions during the course, a written note of apology should be provided to the TA for the class (copying the Course Director) via email prior to the start of the respective session. Note specifically that classes missed due to employment commitments or recruiting activities will be considered unexcused absences. **One unexcused absence is allowed without any class participation point deduction** (i.e. student will receive their average class participation points for the duration of the course). **A further two unexcused absences will result in zero points for class**

	participation and one-pager associated with each missed class. More than three unexcused absences will result in the student not being allowed to take the final exam and required to re-take the course the following year. Please note again that a great learning experience in the Strategy course for each student relies on their classmates being consistently fully prepared for class. The Strategy Course Leadership team and SSE Riga administration have a high expectation of levels of preparation.
Electronic Devices Policy	The course is conducted entirely online and will rely on students having a reliable internet connection and a suitable device with a microphone and a webcam and a sufficiently large screen to be able to view course materials presented live and to present their work when requested.
Requirements and Grading	Course evaluation will be composed of the following elements: o Class participation (20%, 40 points of 200) o One-pagers prepared in teams (30%, 60 points of 200) o Capstone Boardroom exercise (50%, 100 points of 200) Class participation (20%) Class participation is an essential part of the course and will represent 20% of final grade. Students will be graded on the quality and quantity of their comments: o Quality: A high-quality comment concisely conveys a single well-reasoned point backed by relevant facts and builds on the ongoing class discussion to advance it forward. A low-quality comment does not make a clear point, has weak logic, is not grounded in fact and/or is irrelevant to the ongoing discussion. o Quantity: Students are expected to ask to be called on for comment whenever they feel they have a point that would advance the class discussion. A significantly lower frequency would adversely affect the class participation part of the grade. Note that considering class length and group size, it is not expected that every student will contribute to every class session and many students receiving maximum points on class participation do not contribute to every single class. Case one-pagers prepared in teams (30%) Cases will be worked on in teams of 4-5 students. For each case, student groups will have to answer one key question (see the list of questions posted as a separate document on SSE Riga e-learning platform). Please note the following guidelines for the one-pagers: o Do not copy or summarise the information provided on the case – instead, try to analyse it and draw conclusions regarding the strategic issues at stake and potential approached to deal with them o Structure your analysis – do not merge the issues but rather disentangle them and try to deal with each issue separately o Substantiate – be sure to back up your arguments and analysis with facts and figures from the case, and, if a vital piece of information is missing, be clear about your assumptions o Be critical – recognise that in management and strategic issues there is no one "perfect" answer, be sure to acknowledge alternative scenarios, and the limitations and potential counter-arguments to your view o Recognise the multi-dimensionality of firm performance and competitiveness – do not get locked in your focus just on one dimension, such as market share, customer satisfaction or margin o Try to think beyond the obvious – do not get stuck with formal theoretical frameworks and bring in your own creative view and managerial judgement in your analysis and recommendations. One-pager format: All case one-pagers should be in memo style in Word document

format, on one page (not exceeding 500 words). The name and participants of each group should be clearly visible on the document submitted and the file name. A template for one-pager format will be provided on the E-learning platform

One-pager deadline: Each case one-pager should be handed in by 09.00 a.m. (at the latest) on the day of the respective session, by uploading it electronically to the dedicated space on the SSE Riga e-learning platform. Late or missing submissions will be assigned zero points.

Capstone Boardroom Exercise (50%)

The final assessment of the Strategy course and the SSE Riga required curriculum overall will involve an examination where students will play company management presenting a solution to a strategic problem (based on a case analysis) at a Board meeting, with the Board played by a combination of SSE Riga alumni and faculty. For evaluation purposes, the Board will act as the examiners. More information on this assessment will be provided in a briefing session during the course.

Individual Post-Class Reflections (pass/fail)

After each class and prior to the start of subsequent class, students are required to submit a brief individual reflection on the case via the elearning platform. We expect each reflection to consist of 3-5 sentences (whether as a single paragraph or in bullet-point format) summarising what the student is taking away from their experience with that case (synthesizing their own thinking, working in the team, and the class session). A reflection should be submitted for each case, whether or not a student has attended that class session. The reflections are made available to all course participants after the deadline and students are encouraged to review those of their classmates for additional insight. The reflections are graded on a pass/fail basis.

In order to pass the Strategy course, each student will be required to meet all three requirements below:
(a) Achieve a passing grade in the Capstone Boardroom Exercise
(b) Achieve a passing grade for the course overall
(c) Have submitted all individual post-class reflections

32. Artificial Intelligence

Course Director	Rihards Garančs, Visiting Lecturer
Department	Languages, Communication& IT
Lecturer(s)	**Rihards Garančs** (rihards.garancs@gmail.com)
Teaching Assistants	**TBI**
ECTS Credit Points	**4.5**
Course Prerequisites	All students must have read and answer preparatory questions on white paper about Artificial Intelligence.
Research skills needed and developed	Research skills taught in Data Analysis & Research Methods is enough.
IT-skills needed	Basic skills of R studio are required.
Related Courses	Data analysis & Econometrics
Students eligible	Year 3, and Exchange students.
Introduction (Course objectives)	The course is be designed for future managers that will encounter AI or related field decisions or work on an AI project or evaluate one offered by 3rd party. It is not a hands-on programming course. The course will add one or more practical elements, such as: - working in groups for a company to assess AI/digital strategy, - case competition (AI related), - developing an AI enhanced digital product or improving one within an industry (e.g. feasibility of dynamic insurance pricing for drivers - pay as you drive) - finding an industry & assessing digital disruption with practical proposal.
Content	Course will have the following topics: <u>History & Current events:</u> - History of AI - Most advanced current AI applications, breakthroughs - AI classification <u>Data behind AI:</u> - Data mining - Internet of Things - Unsupervised learning - Machine learning - Deep learning - Computer vision - Explosion of data and implications - Data privacy & security & legal <u>AI & digital:</u> - Digitization & disruption - AI in digital lives - Chat bots - Digital strategy in company - AI and government - AI issues for a person

	AI implementation in company: - Skills & profiles needed - Project management - Assessment model framework - Where to see next trends and betting on technology
Structure and Format	Course will have multiple theoretical lectures with course work running in parallel & readings to be assessed and prepared for the lectures.
Literature and other resources	There will be extra reading materials provided before the course via e-learning platform. Further suggested readings (books) will be provided during the course to further strengthen the knowledge.
Learning Outcomes	Outcome is for students to have a broad understanding of various aspects of AI, implications in the workforce, government, legal issues, and personal lives. It should equip students with knowledge on how to assess different AI projects, bring them up to date with latest AI advancements and issues world is facing, and find risks of industry disruption and understand most advanced data science concepts and their practical applications within business environment.
Attendance	Attendance is mandatory, one cannot miss more than two lectures
Requirements and Grading	To pass the course, all students must do one or two (TBI) group works within teams of four. A combined minimum of 100 points is necessary to pass the course.

33. Specialization: Entrepreneurship

Course Director	Dr. Dmitrijs Kravčenko, Assistant Professor dmitrijs.kravcenko@sseriga.edu
Department	Business and Management
Lecturer(s)	Dr. Dmitrijs Kravčenko (SSE Riga, LV) Dr. Gretta Corporaal (University of Oxford, UK) Dr. Thomas P. Galvin (US Army War College, USA) Dr. Bo Kelestyn (University of Warwick, UK) Dr. Haley Beer (University of Warwick, UK) Dr. Barton Friedland (University of the Arts, London, UK) Dr. Jarrod Ormiston (Maastricht University, NL / OECD / UN) Dr. Murray Taylor (Macquarie University, AUS) Dr. Laura Ratniece (Riga Graduate School of Law, LV) Dr. Ralph Soule (George Washington University, USA) Ms. Miranda Lewis (University of Warwick, UK) Ms. Olga Barreto Goncalves (LIAA, LV) Mr. Viesturs Sosārs (SSE Riga / TechHub, LV) Mr. Daniel Melse (Art Academy of Latvia, LV) Mr. Emil Syundyukov (University of Latvia, LV) Ms. Linda Egle (Gemius Latvia, LV) Ms. Madara Ūlande (Social Entrepreneurship Association of Latvia) Ms. Egita Prāma (DOTS Foundation for an open society, LV)

ECTS Credit Points	**10 National CP/ 15 ECTS CP**; specialisation course		
	Student Workload (SWL): **Structured SWL**		**Unstructured SWL**
	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
	25x45	20x45	N/A

Course Prerequisites	None
Research skills needed and developed	Skills needed: basic familiarity with primary research methods; secondary and desk research skills. Skills developed: advanced qualitative research design.
IT-skills needed	Basic digital literacy (word and data processing, use of search engines, VOIP, presentation software etc.)
Related Courses	Introduction to Entrepreneurship
Students eligible	Year 3 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	World Economic Forum ranks Latvia 3rd in Europe on its index of entrepreneurial activity. Entrepreneurship is a key driver of the Fourth Industrial Revolution and fostering entrepreneurship pays dividends across sectors and allows new ideas, models and energy to invigorate the entire international economic system. Yet, new business success typically requires a rare combination of innovation, technical skills, and entrepreneurial know-how. This course will enable you to develop the knowledge and skills to identify and screen opportunities, and implement them within new and established organizations. Through a combination of academic rigor and experiential and

	practical learning, you will learn how to identify, design and launch entrepreneurial ventures with social goals, understand developing trends of the digital economy and its impact on entrepreneurship, learn about key aspects of business environments, and acquire technical skills needed for building and managing a business organization.
Content	This primary aims of the specialisation are: 1. to help students build essential skills and knowledge necessary to start and maintain a new enterprise, 2. to develop an understanding of the entrepreneurial environment, and of emerging trends, 3. to introduce students to the startup ecosystem of Latvia. The specialisation is structured around six broad themes/components*: Organizational design and business models, including: • Entrepreneurial ideas and global settings • Organizational forms and structures, building a learning organization • Digital economy, new forms of work and new modes of production • Two sided markets and platform firms • E-commerce and digital marketing Narratives and counter-narratives for new ventures, including: • Formulating and projecting your message • Defending against hostile counter-narratives Social entrepreneurship, including: • Theory and practice of social entrepreneurship • Sustainable business models, scaling, impact measures and investment • Entrepreneurship during times of crisis New venture administration, including: • Start-up law and ecosystems • Financial forecasting for entrepreneurs • B2B sales • International commerce law • Negotiations Advanced qualitative research methods, including: • Understanding the full research toolbox • Contextual interviews, qualitative profiling, empathy mapping, shadowing • Digital research methods SSE Riga Business Lab, where you will work in multidisciplinary teams from four different Universities in a mini-incubator format (and in friendly competition) to develop your start-up idea and pitch it to a jury of investors and entrepreneurs. *some content may vary subject to any COVID-19 restrictions
Structure and Format	This course will be delivered using a range of methods, including lectures and guest lectures, seminars and workshops, individual study. This specialisation is very 'hands on', and you will be expected to apply yourself on a number of different occasions, in ways that you may be fully unfamiliar with! Details on the structure and format of each individual component will be made available through the e-learning platform prior to the start of the module.

	COVID-19 impact: Following school policy and guidelines issued by the Ministry of Education and Science, all teaching will be delivered remotely until, at least, 30th October 2020 and, possibly, beyond that.
Literature and other resources	Please regularly consult the e-learning platform for relevant readings
Learning Outcomes	On successful completion of this course, students will be able to: 1. Document, develop and/or describe a novel or existing business model for a new enterprise; 2. Implement appropriate strategies and tools to recognize an innovation opportunity and to develop a concept of a new product or service; 3. Demonstrate familiarity with work in the digital sphere and with key changes in economic and industrial relations pertaining to the digitization of work; 4. Identify and engage in socially responsible business practices for new business ventures; 5. Successfully and effective communicate your ideas, as well as know how to maintain communication in competitive environments.
Attendance	Attendance of all sessions is compulsory. Research shows that students who attend regularly are more likely to achieve a better degree result than those who do not. Due to remote teaching brought about by COVID-19 restrictions, you are being asked to follow a certain etiquette during live video lectures (e.g. microphone discipline, keeping camera on, etc.) – see e-learning page for more details. Consistent failure to engage in such practices will incur a warning and, should the issue persist, a penalty to your final grade of up to 10%. If you have to miss a session for any reason, please email the course teaching assistant (Dāvis Auškāps) to explain your absence either in advance or within 24 hours after the session. Regular non-attendance will adversely impact your degree progress.
Requirements and Grading	Grade weighting: Primary group project (SSE Riga Business Lab) – 40% Secondary group project (Social Entrepreneurship) – 25% Narratives and counter-narratives coursework – 10% Platform economy assignment – 7.5% Negotiations coursework – 7.5% Case study one-pagers – 10% (pass/fail) Please note that you will need to obtain a passing grade on each of these elements in order to pass the course.

34. Business Analytics

Course Director	Rihards Garančs, Visiting Lecturer
Department	Languages, Communication& IT
Lecturer(s)	Rihards Garančs, Visiting Lecturer rihards.garancs@sseriga.edu
ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course

Student Workload (SWL): **Structured SWL**   **Unstructured SWL**

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
14	4	65

Course Prerequisites	It is recommended to go through Data Analysis or Business Intelligence course as it will help to put the knowledge gained in practice and perspective.
Research skills needed and developed	Couse will give a comprehensive review of data analysis and research skills.
IT-skills needed	All necessary IT skills will be taught in the class.
Related Courses	Data analysis (core course) & Business Intelligence (elective course)
Students eligible	Year 1 and older, exchange students.
Introduction (Course objectives)	Course is designed to apply data analytics into a business context. Course will provide with knowledge, structure, frameworks, and strategies for becoming a successful analyst and being able to effectively translate data for business insights.
Content	Course structure with several distinct parts. Reporting: - How to effectively approach new data? - How to select the right KPIs? - How to plan and design a report? - How to present data intensive report? - How to gather/extract data? Getting analysts mindset: - How to find patterns? - Finding mistakes, checking data - Right way of planning & forecasting - Approach towards analysing data - How to critically read data visualisations? - Applying "data scientist" mindset (population, hypothesis, economic profit, etc.) - Systems Thinking Working with others: - How to find the right questions that data can answer? - How to manage requests between business needs & IT capabilities? - Expectation management (finding requirements) - Decision making in a team - How to do a data storytelling effectively? Strategic analytics:

	- DDDM - Optimising problems in a business environment - Getting right questions and structuring the problem at hand - Strategies for dealing with ambiguity, changing business environment - Different Analytics disciplines approaches (People, Financial, Marketing, Operations) - Using critical thinking in Business Analytics (weights on problem, scoping & end goal, misleading tactics, etc.)
Structure and Format	Course will have 7x90min lectures & 4x45 min seminars where we will go through cases that have to be prepared before the seminar. After that there will be a final project work that will be presented during the last lecture.
Literature and other resources	All extra reading materials will be provided before the necessary lecture via e-learning platform.
Learning Outcomes	By the end of the course students will have comprehensive knowledge on business analytics & how to leverage that to achieve company goals, and will have analysts mindset that can work with/communicate data effectively in a business context.
Attendance	Attendance is mandatory, one cannot miss more than two lectures
Requirements and Grading	To pass the course, all students must successfully pass case studies (80 points) and final project (100 points), lastly, student activity is worth 20 points. A combined minimum of 100 points is necessary to pass the course.

35. Climate Change

Course Director	Xavier Landes, xavier.landes@sseriga.edu
Department	Department of Business and Management
Lecturer(s)	Xavier Landes, xavier.landes@sseriga.edu
ECTS Credit Points	**2 National CP/ 3 ECTS CP**; core/ elective course
Course Prerequisites	None
Research skills needed and developed	- Academic presentation - Academic reading - Academic writing - Academic research and referencing - Autonomous work - Critical thinking and argumentation - Hand-note taking - Peer feedback - Teamwork
IT-skills needed	None
Related Courses	- Academic English - Academic Studies and Critical Thinking - Ethics and Sustainable Business More generally all courses which require critical thinking and analysis including the bachelor thesis
Students eligible	Year 1 or older, as well as exchange students
Introduction (Course objectives)	The course aims at introducing students to the topic of climate change. More precisely, it aims to present the anthropogenic causes of the current increase of greenhouse gas (carbon dioxide, methane, nitrous dioxide, etc.) and their consequences. The format of the course will be reading/presentation seminars during which the students will go through Frank Incropera's book Climate Change: A Wicked Problem. The objective will be to discuss the different chapters, evaluate them critically and complement the information with other sources. The students are expected to come prepared.

Under "ECTS Credit Points":

Student Workload (SWL): **Structured SWL**		Unstructured SWL
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
0	24	55

Content

1. Session 1: Climate Change, Global Warming and the Anthropocene

Chapters 1-4
2. Session 2: Global Warming and Climate Change

Chapter 5
3. Session 3: Mitigation, Adaptation and Geoengineering

Chapter 6
4. Session 4: The Public Policy and Politics of Climate Change

	Chapters 7-9 **5. Session 5: The Ethical Dimensions** Chapter 10 **6. Session 6: The Future of Climate Change** Chapter 11
Structure and Format	6 seminars of 180 minutes
Literature and other resources	Burns, Wil C.G. and Andrew L. Strauss (2013), Climate Change Geoengineering: Philosophical Perspectives, Legal Issues, and Governance Frameworks, Cambridge University Press Diamond, Jared (2005), Collapse: How Societies Choose to Fail or Succeed, Viking Books Ellis, Erle C. (2018), Anthropocene: A Very Short Introduction, Oxford University Press Fagan, Brian (2000), The Little Ice Age, Basic Books Fagan, Brian (2004), The Long Summer, Basic Books Gardiner, Stephen (2011), A Perfect Moral Storm: The Ethical Tragedy of Climate Change, Oxford University Press Giddens, Anthony (2011), The Politics of Climate Change, Polity Hamilton, Clive (2010), Requiem for a Species: Why We Resist the Truth about Climate Change, Earthscan Helm, Dieter and Cameron Hepburn (2010), The Economics and Politics of Climate Change, Oxford University Press Homer-Dixon, Thomas (2006), The Upside of Down, Random House Canada Incropera, Frank P. (2016), Climate Change: A Wicked Problem, Complexity and Uncertainty at the Intersection of Science, Economics, Politics, and Human Behavior, Cambridge University Press Intergovernmental Panel on Climate Change (2019), Special Report: Global Warming of 1.5□ C Mann, Michael E. (2012), The Hockey Stick and the Climate Wars, Columbia University Press Mann, Michael E. and Tom Toles (2016), The Madhouse Effect: How Climate Change Denial is Threatening our Planet, Destroying our Politics And Driving Us Crazy, Columbia University Press Maslin, Mark (2013), Climate: A Very Short Introduction, Oxford University Press Maslin, Mark (2014), Climate Change: A Very Short Introduction, Oxford University Press Moellendorff, Darrel (2014), The Moral Challenge of Dangerous Climate Change: Values, Poverty, and Policy, Cambridge University Press Nordhaus, William D. (2013), The Climate Casino: Risk, Uncertainty and Economics for a Warmer Planet, Yale University Press Oreskes, Naomi and Erik M. Conway (2013), 'The Collapse of Western Civilization: A View from the Future', Daedalus, 142:1, pp.40-58. Oreskes, Naomi and Erik M. Conway (2014), The Collapse of the Western Civilization: A View from the Future, Columbia University Press Parker, Geoffrey (2013), Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century, Yale University Press Romm, Joseph (2018), Climate Change: What Everyone Needs to Know, Oxford University Press Rosen, William (2014), The Third Horseman: Climate Change and the Great

	Famine in the Fourteenth Century, Viking Books Tainter, Joseph (2003), The Collapse of Complex Societies, Cambridge University Press Wagner, Gernot and Martin L. Weitzman (2015), Climate Shock: The Economic Consequences of a Hotter Planet, Princeton University Press Ward-Jenkins, Bryan (2005), The Fall of Rome and the End of Civilization, Oxford University Press Welzer, Harald (2012), Climate Wars: Why People Will Be Killed in the Twenty-First Century, Polity
Learning Outcomes	**Knowledge** - The basics of the climate science. - The causes of climate change. - The current and potential effects of climate change on human sciences and the environment. - The potential remedies (technology, politics). - The moral and political issues. **Skills** - Critically read a text. - Reformulate and engage arguments. - Find complementary, relevant, information. - Clearly present one's own ideas in a structured manner. **Competences** - Being able to provide a clear and articulated view on the causes and implications of climate change. - Being able to formulate the multilayered challenges faced by humanity and the natural environment in front of dangerous climate change. - Being capable of presenting and tackling potential solutions.
Attendance	Missing more than 2 classes will lead to fail the course
Requirements and Grading	The grade will be constituted of two parts: - 50% about the participation and text presentation, - 50% about the research paper itself on the topic of students' choice

36. Critical Thinking and Argumentation

Course Director	Edgars Lapiņš, Visiting Lecturer
Department	Business and Management
Lecturer(s)	Edgars Lapiņš Edgars.Lapins@sseriga.edu
ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course

Student Workload (SWL): **Structured SWL**   **Unstructured SWL**

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
20 (10 x 2 x 45min)	0	45

Course Prerequisites	None
Research skills needed and developed	Skills needed: learning to learn, an open mindset. Skills to be developed, primary: critical thinking, strong argumentation, scientific literacy. Secondary: rhetoric, negotiation and practical applications of the scientific method in professional contexts.
IT-skills needed	No IT skills needed above Year1 student baseline average.
Related Courses	Consumer Behavior Research Methods Academic Skills Negotiation and Dispute Resolution
Students eligible	Year 2/ 3 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	Every January, some of the world's most influential people – heads of state, CEOs of the largest companies and NGOs, bankers, Nobel prize winners, Greta Thunberg and also Donald Trump – meet at the annual World Economic Forum in the mountains of Davos, Switzerland. WEF's Future of Jobs Panel sees these decision-makers of the future job market deliberate over the Top10 skills most demanded in the labor market. Critical Thinking has been named the #2 most demanded skill in the future job market in 2020, and its importance is growing. "Complex Problem Solving" is #1, "Creativity" came in third. Other important skills on the Top10 include "People Management" and "Emotional Intelligence". But what do employers have in mind exactly when their job ads say they are looking for "analytically and critically thinking candidates"? And when was the last time you were sure you were right, yet you couldn't convince your friend, family member colleague or partner with clearly laid-out arguments? What are the simplest and most effective ways to build a strong argument and to argue your position? How to best evaluate others' arguments? How can we identify the most often used methods of persuasion and rhetoric used in business, marketing, politics and personal relationships? How to not fall for them? There is no magic bullet to "hack one's brain" into 100% critical thinking. And this course does not pretend to be one. It will, however, build a stronger understanding, recall and practical applications of critical thinking as a skill in professional contexts. Through interactive lectures, workshop seminars, homework assignments, online discussions and a strong feedback component, course participants will enhance

	their critical thinking skills while wrestling with diverse and controversial topics such as policy-making, teamwork and organizational hierarchy, climate change, research methods and ethics, conservative and liberal worldview conflicts, sports, placebo, nocebo, philosophy of science and health.
Content	Lecture 1. Argumentation 101: Most efficient way to build a strong argument.
	Lecture 2. Critical Thinking 101: What critical thinking is, what it isn't, how our brain works against us and what it means in business, relationships and society.
	Lecture 3. Argumentation Errors 101: Most common logical fallacies & psychological heuristics in decision-making, and how to avoid them.
	Lecture 4. The Scientific Method 101: Humanity's sharpest tool for understanding the world and answering the biggest questions. How science works, and how it doesn't, in everyday life.
	Lecture 5. Bullshit Detection Kit: 9 tools for detecting and disarming bad reasoning.
	Lecture 6. Media Literacy: Source evaluation, biases in journalism, spotting agendas, interests and fake news.
	Lecture 7. Rhetoric & Debunking: Countering weak argumentation, emotional rhetoric and winning debates. Intro to public speech and negotiation.
	Lecture 8. Critical Thinking in Real Life: Evidence-based, results-oriented thinking in personal and professional life.
	Lecture 9. Review, exam prep & discussion on course topics.
	10. Final Exam
Structure and Format	9 interactive lectures/seminars (2 x 45min) + final exam. Participants are expected to submit a homework assignment after each lecture. Expected homework workload each week: 1h minimum, 2-3h max suggested.
Literature and other resources	Primary course material is lecture slides prepared by the lecturer. Optional reading (literature used and referenced throughout the course; in other words, the best books in the world to shape a critical thinker's mindset): • Philip E. Tetlock and Dan Gardner – Superforecasting: The Art and Science of Prediction (2015) • Daniel Kahneman – Thinking, Fast and Slow (2011) • Carl Sagan – The Demon-Haunted World: Science As A Candle In The Dark (1995) • Ben Goldacre - Bad Science (2008)
Learning Outcomes	After completing the course (successfully passing the exam) participants will have a working systematic framework of critical thinking and strong argumentation skills, with many relevant, vivid examples from areas of business, politics, media and interpersonal relationships, to draw from for support.
	Participants will be able to build strong, evidence-based arguments on a wide variety of subjects by evaluating and referencing the types and strength of available evidence. The course will build an understanding of the scientific method and how its principles can be used in decision-making in business and daily lives.
	Emphasis in this course is on building practical skills which will help in

	professional contexts. This course was created to facilitate an environment governed by sound, rational and results-oriented judgments.
Attendance	Attendance is mandatory and expected at all 10 sessions.
Requirements and Grading	**Deliverables** Course deliverables consist of: a) Homework assignments (average length: 50% of one A4 page. Max: two A4 pages) b) Signed attendance sheets (max 2 lectures may be unattended, regardless of reason) c) Scored quality participation in online discussion forums d) A passed final exam (score exceeding 100/200) Final Exam The exam has both quiz-type questions and essay-type questions. **Exam Eligibility** NB! To be eligible to take the final exam, participants must: • Attend at least 7 out of 9 lectures (excl. exam), AND • Hand in at least 6 out of 8 homework assignments, AND • Contribute with substantial, high-quality participation in the course's online discussion forum topics. **Grading** The homework assignments will be graded on a pass/fail basis. In the event of a failing grade, the student may be asked to complete an additional assignment. The final exam will be graded on a 200 point basis. To pass the course, it is necessary to pass the final exam. To pass the final exam, it is necessary to score at least 100 points out of total 200.

36. Fundamental Principles of Sales

Course Director	Guntars Logins, Visiting Lecturer
Department	Business and Management
Lecturer(s)	Guntars Logins, guntars@alphapartners.lv

ECTS Credit Points

National CP/ 3 ECTS CP; elective course

Student Workload (SWL): **Structured SWL**   Unstructured SWL

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
8 lectures (16 x 45 min)	2 seminars (4 x 45 min)	16-20 h (recommended course literature)

Course Prerequisites	None
Research skills needed and developed	No specific Research Skills needed for the course.
IT-skills needed	No specific IT skills needed for the course.
Related Courses	Economic and Consumer Behaviour (Y1), Marketing (Y1)
Students eligible	Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	Ability and skill to effectively sell your products, services and ideas is becoming increasingly important in today's marketplace. There are plenty of businesses and individuals in different industries that have great products, services and ideas. However, the reality and the challenge is that they leave a lot of money on the table by not fully understanding how to sell themselves effectively. Even if someone doesn't specifically have a title "Salesperson", everybody can benefit from improving one's understanding of fundamental principles of how to sell.
Content	**Introduction to Sales** - What is sales and what does it mean to sell? - How good sales skills will help you in your career regardless what field you choose to work in? - What are the principles of effective communication of selling your products, services and ideas? **Buying Cycle** - How do people buy? - What processes and stages people go through when they make positive/negative buying decisions? **Decision making framework** - How do people make buying decisions? - What mental processes people go through when they make decisions? **Sales Cycle and Sales Process** - What is the sales cycle for selling physical products? - What is the sales cycle for selling services? - How to structure your sales cycle? - What are the most common mistakes being made through every single stage

of the sales cycle?

Consultative Selling Methodology
- How to become a client's Trusted Advisor?
- How to find out a client's needs and desires?
- What are effective questioning techniques?
- What are the 3 Levels of understanding that need to take place between both parties?

Unique Selling Points vs Unique Value Propositions
- What are the differences between selling points and value propositions?
- How to effectively communicate value?
- How to choose the right selling point to be relevant for the client's situation?

Dealing with Objections
- What are the most common objections in selling situations?
- How to deal with "price/money" objections?
- How to deal with people who procrastinate decision-making?
- How to cover objections in advance?

Close, Follow-up & Solidification
- How to bring people to making decisions?
- How to conduct effective follow-up activities?
- How to solidify sales deals?
- What are effective negotiation techniques?

Structure and Format	5 consecutive weeks of 2 sessions per week (8 lectures + 2 seminars). Each lecture/session is 2 x 45 min.
Literature and other resources	Recommended literature: ● Dale Carnegie, "How To Win Friends And Influence People"; ● Frank Bettger, "How I Raised Myself From Failure To Success In Selling"; ● Keith Ferrazzi, "Never Eat Alone".
Learning Outcomes	● Understanding fundamental principles of sales; ● Understanding people's decision making process and how people buy; ● Ability to create and structure sales cycle for any product or service; ● Ability to effectively ask questions and find out other party's needs; ● Skills to effectively communicate value; ● Skills to deal with other party's concerns and objections; ● Understanding of how to close people and bring them to making decisions. ● Ability to use different negotiation techniques in selling situations.
Attendance	Since different concepts covered during the course are related to each other, it is important that students attend all the lectures. In order to pass the course, 80% attendance (8 out of 10 sessions) is mandatory.
Requirements and Grading	Test at the end of the course: 17-Dec-2020 Written exam (50%) Classroom Participation (25%) Attendance (25%)

37. The Future of Work

Course Director	Ieva Snikersproge
Department	Guest Lecturer (Economic anthropologist/sociologist)
Lecturer(s)	Ieva Snikersproge
ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course

Student Workload (SWL): **Structured SWL**		**Unstructured SWL**
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
10	10	70

Course Prerequisites	None
Research skills needed and developed	Academic reading skills, summarizing, critical analysis, arguing
IT-skills needed	Ms Word, Zotero (or other referencing software)
Related Courses	Welfare Economics and Public Policy, Economic Anthropology, Globalization, Economic History
Students eligible	Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	With the development of artificial intelligence, the question about the future of work is regaining public interest. In the last few years, all major analytical periodicals and various economic policy advising organisations from the ILO to the OECD and the World Economic Forum have produced reports on the future of work. The reports alarm that the rise of artificial intelligence technologies will massively sweep away jobs and increase unemployment across all socio-professional groups, including highly skilled work categories. The suspicion about an imminent "end of work" is not new, over the 20th century various social scientists (Keynes 1930, Fourastié 1949, Touraine 1968, Bell 1973, Rifkin 1995) have predicted that due to technological advancement and productivity gains industrialised societies will run short of jobs. However, unlike now, the majority of the 20th-century analysts were hopeful about productivity gains. They believed that productivity gains would either lead to a reduction in working time or enable the revaluation of human activity, i.e., capitalist societies would start paying undervalued services that improve people's wellbeing. However, this is not what has happened. The Corona virus-induced social confinement has revealed that "essential services" – that is, services essential to the survival of human societies – are in short supply, whereas "essential workers" – people providing essential services – remain underpaid and undervalued. One might wonder: Why did the 20th-century predictions on the future of work never come true? Why the present version of the "end of work" narrative is so different from its predecessors? And why fears for massive unemployment cohabit with underserved yet essential sectors of the economy? The course will provide keys for understanding the "end of work" narrative, its

	economic basis and political repercussions. It aims to go further than merely describing the most recent evolutions oo the job market in industrialised countries. It will situate the "end of work" narrative in the broader historical and macro-economic context to tease out what is and what is not recognised as work in different settings. It will cover all the major work forms: piece-work, time-based wage-labour, and welfare-protected salaried work, manual and intellectual work, formal and informal work, productive and reproductive work, micro-entrepreneurship, freelance and platform work. The course will pay particular attention to the changing frontier between paid and unpaid human activity that can and cannot be turned into jobs. This course will offer an evolutive understanding of work and employment, which is useful for anyone interested in macro-economic policy or entrepreneurial forms that seek to provide innovative solutions for valuing human labour.
Content	1. Course Guidelines Part I: The Issues 2. The Future of Work: OECD, World Economic Forum, Frey & Osborne 3. The Future of Work: Baldwin "The Globotics Upheaval: Globalization, Robotics and the Future of Work" 4. On the side-lines: "essential workers" and the global care crisis 5. Reproductive labour: Domestic labour 6. Reproductive labour: Reproduction of the society 7. Informal labour I 8. Informal labour II Part II: The History of Work 9. The Beginning of Work 10. What is Work?: Toil vs. Self-realisation 11. Capitalism and Abstract Labour: Marx and Labour-Power 12. Capitalism and Abstract Labour: Proletariat, Class, and Surplus population 13. Welfare state and the Post War Social Contract 14. The Three Worlds of Welfare Capitalism and Other varieties of capitalism 15. Service-Based Economies Part III: Emerging Work Forms and their Alternatives 16. Freelance work, Self-employment, Platform labour 17. Economic growth, Climate change, and "Green Jobs" 18. Flexicurity & Basic Income schemes 19. Repoliticizing Work 20. Exam
Structure and Format	• Interactive lectures-seminars (19 x 45 min) • Exam (1 x 45 min) • Independent reading/study time of assigned readings (18 sessions x 2 h = 36 hours) • QACQ writing (3 x 3h = 9 hours) • Individual research paper (15 hours) • Independent preparation for the exam (10 hours)
Literature and other resources	1. Course Guidelines • Dunlosky, John, Katherine A. Rawson, Elizabeth J. Marsh, Mitchell J. Nathan, and Daniel T. Willingham. 2013. 'What Works, What Doesn't'. Scientific American Mind, October, 47–53 2. The Future of Work: OECD, World Economic Forum, Frey & Osborne • Frey, Carl Benedikt, and Michael A. Osborne. 2017. 'The Future of Employment: How Susceptible Are Jobs to Computerisation?' Technological Forecasting and Social Change 114 (January): 254–80. https://doi.org/10.1016/j.techfore.2016.08.019. • OECD. 2019. OECD Employment Outlook 2019: The Future of Work. OECD Employment Outlook. OECD. https://doi.org/10.1787/9ee00155-en.

3. The Future of Work: "The Globotics Upheaval" • Baldwin, Richard E. 2019. The Globotics Upheaval: Globalization, Robotics, and the Future of Work. New York, NY: Oxford University Press. Selections

4. On the side-lines: "essential workers" and the global care crisis
• Lowrey, Annie. 2020. 'Don't Blame Econ 101 for the Plight of Essential Workers'. The Atlantic, 13 May 2020. https://www.theatlantic.com/ideas/archive/2020/05/why-are-americas-most-essential-workers-so-poorly-treated/611575/.
• Robertson, Camobell, and Robert Gebeloff. 2020. 'How Millions of Women Became the Most Essential Workers in America'. The New York Times, 18 April 2020. https://www.nytimes.com/2020/04/18/us/coronavirus-women-essential-workers.html.
• Yeates, Nicola. 2004. 'A Dialogue with "Global Care Chain" Analysis: Nurse Migration in the Irish Context'. Feminist Review, no. 77 (January): 79–95. https://doi.org/10.2307/1395901.
5. Reproductive labour: Domestic labour
• Folbre, Nancy. 2008. Valuing Children: Rethinking the Economics of the Family. Family and Public Policy. Cambridge, Mass. ; London, England: Harvard University Press.
• Laslett, Barbara, and Johanna Brenner. 1989. 'Gender and Social Reproduction: Historical Perspectives'. Annual Review of Sociology 15 (1): 381–404. https://doi.org/10.1146/annurev.so.15.080189.002121.

6. Reproductive labour: Reproduction of the society
• Bhattacharya, Tithi, ed. 2017. Social Reproduction Theory. London: Pluto Press. Selections.

7. Informal Labour I: Definition
• Chen, Martha Alter. 2012. 'The Informal Economy: Definitions, Theories and Policies'. WIEGO (Women in Informal Employment: Globalizing and Organizing). https://www.wiego.org/sites/default/files/publications/files/Chen_WIEGO_WP1.pdf .
• Hart, Keith. 2008. 'Informal Economy'. In The New Palgrave Dictionary of Economics, edited by Steven N. Durlauf and Lawrence E. Blume, 2nd ed. Palgrave Macmillan.

8. Informal labour II: Households in Capitalist Economies
• Gudeman, Stephen F. 2008. 'Models, Mutuality, and Trade'. In Economy's Tension: The Dialectics of Community and Market, 1–26. New York: Berghahn Books.
• Pahl, R.E. 1984. 'Households, Work and Society'. In Divisions of Labour, 1st Edition edition, 313–36. Oxford: Wiley-Blackwell.

9. The beginning of work
• Komlosy, Andrea. 2018. 'Terms and Concepts'. In Work: The Last 1000 Years, 7–23. London: Verso Books.
• Polanyi, Karl. 2001 [1944]. 'Societies and Economic Systems'. In The Great Transformation: The Political and Economic Origins of Our Time, 45–58. Boston: Beacon Press.
• ———. 2001 [1944]. 'The Self-Regulating Marlet and the Fictitious Commodities: Labor, Land, and Money'. In The Great Transformation: The Political and Economic Origins of Our Time, 71–80. Boston: Beacon Press.
10. What is work? Toil vs. Self-realization
• Beatty, Joy E., and William R. Torbert. 2003. 'The False Duality of Work and Leisure'. Journal of Management Inquiry 12 (3): 239–52. https://doi.org/10.1177/1056492603256340.

• Méda, Dominique, and Patricia Vendramin. 2017. 'A History of the Value Accorded to Work'. In Reinventing Work in Europe, 7–47. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-39525-8.

11. Capitalism and Abstract Labour: Marx and Labour-Power
• Tronti, Mario. 2019a. 'Marx, Labour-Power, Working Class'. In Workers and Capital, translated by David Broder, 103–14. London: Verso.
• 2019b. 'Productive Labour'. In Workers and Capital, translated by David Broder, 160–83. London: Verso.

12. Capitalism and Abstract Labour: Class, Proletariat and Surplus population
• Carbonella, August, and Sharryn Kasmir. 2015. 'Dispossession, Disorganization and the Anthropology of Labour'. In Anthropologies of Class: Power, Practice and Inequality, edited by James G. Carrier and Don Kalb, 41–52. Cambridge, United Kingdom: Cambridge University Press.
• Denning, Michael. 2016. 'Wageless Life'. In Global Histories of Work, edited by Andreas Eckert. Berlin, Boston: De Gruyter. https://doi.org/10.1515/9783110437201-011.

13. Welfare state and the Post War Social Contract
• Castel, Robert. 2003. From Manual Workers to Wage Laborers: Transformation of the Social Question. Edited by Richard Boyd. 1 edition. New Brunswick, N.J: Transaction Publishers. Selections.
• Maier, Charles. 1996. 'The Postwar Social Contract: Comment'. International Labor and Working-Class History 50: 148–56. Selections.

14. The Three Worlds of Welfare Capitalism and Other varieties of capitalism
• Esping-Andersen, Gøsta. 1990. The Three Worlds of Welfare Capitalism. Cambridge, UK: Polity Press. Selections.
• Hall, Peter A., and David Soskice. 2004. Varieties of Capitalism: The Institutional Foundations of Comparative Advantage. Repr. Oxford: Oxford University Press. Selections.

15. Knowledge & Service-Based Economies
• Bell, Daniel. 1973. The Coming of Post-Industrial Society: A Venture in Social Forecasting. Reissue edition. New York: Basic Books.
• Cohen, Daniel. 2009. 'The Era of Ruptures'. In Three Lectures on Post-Industrial Society, translated by William McCuaig, 11–34. Cambridge, MA: MIT Press.

16. Freelance work, Self-employment, Platform labour
• De Stefano, Valerio. 2016. 'The Rise of the Just-in-Time Workforce: On-Demand Work, Crowdwork, and Labor Protection in the Gig-Economy'. Comparative Labor Law & Policy Journal 37. https://heinonline.org/HOL/Page?handle=hein.journals/cllpj37&id=507&div=&collection=.
• Sundararajan, Arun. 2016. The Sharing Economy: The End of Employment and the Rise of Crowd-Based Capitalism. Cambridge, Massachusetts: The MIT Press.

17. Economic growth, Climate change, and "Green Jobs"
• ILO. 2017. Will Green Jobs Come at the Expense of Growth and Prosperity? https://www.youtube.com/watch?time_continue=445&v=GuBglO1_fFg&feature=emb_logo.
• Jackson, Tim. 2009. 'Keynesianism and the "Green New Deal"'. In Prosperity without Growth: Economics for a Finite Planet, 103–19. London ; Sterling, VA: Earthscan.
• Méda, Dominique. 2016. 'ILO Research Paper No.18. The Future of Work: The Meaning and Value of Work in Europe'. International Labour Office.p17-27

| | 18. Flexicurity & Basic Income schemes
• Parijs, Philippe van, and Yannick Vanderborght. 2017. Basic Income: A Radical Proposal for a Free Society and a Sane Economy. Cambridge, Massachusetts: Harvard University Press. Selections.
• Thelen, Kathleen. 2014. Varieties of Liberalization and the New Politics of Social Solidarity. Cambridge ; New York, N.Y: Cambridge University Press. Selections.

19. Repoliticizing Work
• Askenazy, P. 2013. 'Working Time Regulation in France from 1996 to 2012'. Cambridge Journal of Economics 37 (2): 323–47. https://doi.org/10.1093/cje/bes084.
• Weeks, Kathi. 2011. The Problem with Work: Feminism, Marxism, Antiwork Politics, and Postwork Imaginaries. Durham, London: Duke University Press. Selections. |
|---|---|
| **Learning Outcomes** | After taking the course, the students will understand:
• The latest evolutions on the job-market
• The history of work in capitalist societies
• How human activity is economically valued and turned into a job
• The structural difficulties to remunerate care work
• The relationship between paid and unpaid human activity
• Bottlenecks created by the fourth industrial revolution
• Policy options for facing the latest wave of job destruction |
| **Attendance** | Mandatory. The lectures are designed to be highly interactive, presence and participation contribute to the final grade. To make up for absence, students are required to write a QACQ for each of the sessions' readings. These QACQs do not count towards the three already assigned QACQs but towards the participation grade.
To minimize the risks of COVID-19 propagation, during, before and right after the course students are expected to observe social distancing. |
| **Requirements and Grading** | • Class Room participation (25%) – student participation should demonstrate deep engagement with the assigned readings
• Three QACQs (5% each = 15%) – for three freely chosen assigned readings students are expected to write an A4 summary that consists of four sections:
o quote (you should find a quote in the assigned reading that, according to you, represents the main argument),
o argument (summary of the main argument in your own words),
o connection (relate this article to at least one of the previous readings),
o question (critically engage with the text by asking a question that addresses some lacuna)
• Individually written paper (30%) – 2000-2500 words, the subject must be consulted with the professor by 30.09.2020, paper deadline: 20.10.2020.
• Written exam (30%) – date tbc
To pass the course, for any of the assignments, students should score at least 50%.
The professor is available to help students learn and succeed with all the assignments. |

38. Game Theory

Course Director	Nicolas Gavoille, Associate Professor
Department	Economics
Lecturer(s)	Nicolas Gavoille, Associate Professor nicolas.gavoille@sseriga.edu
ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course

Student Workload (SWL): **Structured SWL**		**Unstructured SWL**
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
9 x 2	-	20

Course Prerequisites	Mathematics, Statistics, Microeconomics, Econometrics
Research skills needed and developed	Fundamental concepts of economic analysis
IT-skills needed	-
Related Courses	Microeconomics
Students eligible	Year 2 or older, as well as exchange students
Introduction (Course objectives)	Game theory aims to help us understand situations in which decision-makers (consumers, firms, countries, politicians, voters, lawmakers and criminals, teachers and students, family members, you) strategically interact. Because of these interactions, the outcomes of your actions depend not only on what you do, but also on what other agents do. In this context, game theory attempts to mathematically and logically determine the action that rational players should take in order to attain the best outcome for themselves. It provides a framework to understand observed behaviors and a guideline on how to improve our actions. The course provides an introduction to the essential concepts and tools of game theory, such as Nash equilibrium, mixed strategies, backward induction, sub-game perfect equilibrium, extensive games and Bayesian games. As game theory originally emerged as a field of mathematics, being at ease with basic probability theory and calculus is required. A large emphasis will however be put on applications. We will study how economists (but also biologists, political scientists and sociologists) use these concepts to specify multi-players situations (i.e., "games") in order to explain outcomes observed in real life. Several questions that will be treated in class: why are international agreements on CO_2 emissions so hard to reach? Why increasing import tariffs can lead to a trade war? How to bid in an auction? Why drug cartels always end up in blood? How to shoot a penalty kick in football?
Content	The outline is indicative and may be adapted according to specific needs and to the time constraint. Session 1: Introduction – Preferences, Rationality and Dominance Session 2: Nash equilibrium 1 Session 3: Nash equilibrium 2 - Applications

	Session 4: Mixed strategy equilibrium Session 5: Mixed strategy equilibrium 2 - Applications Session 6: Extensive games with perfect information Session 7: Extensive games with imperfect information Session 8: Bayesian games 1 Session 9: Bayesian games 2
Structure and Format	Online lectures (9 x 90 min) + exam
Literature and other resources	Lecture slides will be posted on the e-learning platform after each lecture. Reference textbooks: • Tadelis, S. (2013). Game theory: an introduction. Princeton University Press. • Harrington, J. (2009). Games, strategies and decision making. Macmillan. • Osborne, M. J. (2004). An introduction to game theory (Vol. 3, No. 3). New York: Oxford university press.
Learning Outcomes	After completing this course, students will be able to better understand strategic interactions in real-life scenarios. **Knowledge** Pure-strategy Nash equilibrium, Mixed-strategy Nash equilibrium, Subgame-Perfect Nash equilibrium, Bayesian Nash equilibrium. **Skills** Microeconomic modeling, predicting the outcome of various types of games (i.e., strategic interactions) using the appropriate solution-concept, **Competences** Reasoned decision making, predicting individual behaviors.
Attendance	Not mandatory (but highly recommended).
Requirements and Grading	The final exam will account for 100% of the grade. The exam will take place online on Friday, May 21. Also, participation in some games during lectures may provide (small) bonus/malus.

39. Globalisation

Course Director	Inese Jansone inese.jansone@durham.ac.uk, inese.yansone@gmail.com
Department	Business and Management
Lecturer(s)	Inese (Jansone) Malašenoka
ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course **Student Workload (SWL): 41 h** **Unstructured SWL** **Structured SWL**

ECTS Credit Points (cont.)	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
	9 lectures 2 academic hours each	1 seminar 2 academic hours	(1) **obligatory** reading for 8 lecture topics app 2h per topic, (2) **home assignment** preparation app 5h (3) **optional** reading/ video material 1 more h per topic

Course Prerequisites	None
Research skills needed and developed	Ability to read and critically analyse text, enagge in discussions.
IT-skills needed	PowerPoint, Word
Related Courses	
Students eligible	Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	To equip students with the ability to: - Evaluate major trends and themes that have emerged in the field of political economy as a result of Globalisation. - Engage theoretical debates in case study analysis. - Demonstrate critical and analytical modes of thinking about political and economic processes. - Demonstrate comparative analytical skills in social phenomena. Demonstrate fluency in analysing and deconstructing political and economic processes. - Demonstrate appropriate cognitive, communicative and transferable skills, including understanding basic concepts and theories, contributing to discussions, using library and internet resources, participating in group work, and constructing reasoned arguments. - Think analytically and critically; to apply and use concepts to analyse and compare the nature and variety of political and economic processes.
Content	Lecture Outline 1. Historical context: evolution of international playground - 1900-1945 2. Historical context: evolution of international playground - 1945-1990 3. International political economy and traditional approaches 4. Transnational actors and organisations 5. Globalising economy and its limits 6. Humanitarian intervention 7. Nationalism and globalisation

	8. Globalisation, governmentality and the new Spaces of Citizenship
	9. Evolution of political community as the result of globalisation
	10. Exam
Structure and Format	9 Lectures (90 mins) Exam 90 mins
Literature and other resources	Baylis, J., Smith, S., Owens, P. (eds), 2014. The Globalization of World Politics, Oxford University Press: Oxford. sixth edition McGrew A. G., Lewis P. G. 1992, Global politics: Globalisation and the nation state, Polity press Brown C., Ainley K., 2005, Understanding International Relations, Palgrave Macmillan: Houndsmills and New York. (Or later editions) Thomas Hylland EriksenBerg, 2007, Globalization: The Key Concepts Dicken, P. (2014) Global Shift: Mapping the Changing Contours of the World Economy (7th edn, Sage). Dicken, P. 2003, Global Shift: Reshaping the Global Economic Map in the 21st Century, Fourth Edition, London: Sage. Kaplinsky, R., 2005, Global Dynamics, Globalization, Poverty and Inequality, Cambridge: Polity Press Bishop, T., Reinke, J., Adams, T., 2011, Globalisation: Trends and Perspectives, Journal of International Business Research, Vol. 10, No. 1 Held, D., McGrew, A., 2002, Globalization/Anti-Globalization, Cambridge: Polity Press. Stiglitz, J. 2007 Making Globalization Work: The Next Steps to Global Justice (Penguin).
Learning Outcomes	Importantly, and more broadly, this module will develop your comparative and analytical skills which will guarantee a solid addition to the rest of your work in any discipline. It encourages to think critically, question, and engage in constructive debate.
Attendance	Students are allowed to miss 3 lectures, presence at the seminar is mandatory
Requirements and Grading	50% seminar presentation 50 % essay based exam

40. Governance-Risk Management-Compliance in Banking

Course Director	Jean Kertudo, Guest Lecturer
Department	Accounting and Finance
Lecturer(s)	Jean KERTUDO (McGill University) Kertudo.jean@gmail.com
ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course Student Workload (SWL): **Unstructured SWL** **Structured SWL**

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
20		20

Course Prerequisites	Basic economic, accounting & financial terminology; basic math
Research skills needed and developed	Well structured and logical mind.
IT-skills needed	N/A
Related Courses	Financial accounting, Organization and Management, Macroeconomics, Data analysis, Management accounting and finance, International Finance, Accounting and finance, Financial mathematics, Understanding and preventing corruption, Leadership and corporate accountability,
Students eligible	All
Introduction (Course objectives)	Clarify the complex and closely intertwined concepts of Governance, Risk Management and Compliance, which are the pillars of all firms' management. The focus is on the banking industry, which, owing to its core responsibility in the economy, is faced with ever-increasing compliance requirements; but it is also relevant for other industries. Allows students to better assess their future core challenges in joining a firm, whether a bank or not, and thus also their future accountability to other stakeholders : superiors, peers, subordinates, shareholders, customers, authorities- for their own good, as well as for the Society as a whole.
Content	By focusing on the more specific environment of banks, the course will identify in more concrete terms the meaning and intertwining of the three key "buzzwords" of GRC: - The traditional overarching principle of (good) "Corporate Governance", without which a firm cannot, or even should not, survive. Explaining this concept means covering the strategic and objective setting at the highest level of a firm: its risk tolerance and appetite, as well as its fundamental accountability and transparency requirements. - The "compliance" framework which, for banks, can be conveniently divided into four main themes – monetary policy, banking prudential supervision, capital market supervision and market integrity. This classification will allow us to clarify the concept of "compliance risk". - The risk management, which is the raison d'être of banking and beyond compliance risk, encompass a broad range of risk factors. Governance and compliance requirements, and in particular Basel prudential rules, apply to the whole sequencing of the risk management cycle (identification, measurement, analysis, objective, monitoring, mitigation, reporting, controlling and auditing) and their complexity is often a source of confusion. In effect, it will be shown that the GRC logic has moved over time to a CRG logic,

	with compliance becoming the overarching principle. While the shift accelerated after the global financial crisis of 2007-9, it will be left to assess whether this new framework can help the global financial system to face the real-life test of the covid-19 legacy.
Structure and Format	9 lectures (2x45 min.) through PowerPoint presentations and one final exam.
Literature and other resources	Lecturer's manual; BIS and FATF websites.
Learning Outcomes	Becoming familiar with financial jargon, infrastructures and institutions; develop capacity to identify/assess/treat/monitor banking Risks, starting with compliance risk; becoming quickly operational in key functions of the internal Governance structure of financial institutions. **Knowledge:** understanding the multiple dimensions of a financial systems, including its numerous acronyms, concepts (of risk in particular), supervisory rules and authorities. **Skills:** ability to put into proper perspectives the rights and duties of the different stakeholders in a bank and their respective accountabilities, including in particular within the hierarchy of the institutions, from Board to employees. **Competences:** Becoming quickly operational at all levels of the hierarchy within a bank on issues related to governance and/or compliance and/or risk management.
Attendance	In view of the complexity and multiple ramifications of the subject, attendance of classes is a prerequisite for passing the exam
Requirements and Grading	Passing grade based on final exam at end of course, consisting of a quiz (12 questions with 1 correct answers out of proposed 5; 5 point per correct answer for a total=60) and an essay of 1-1 ½ page (40 points)

41. Introduction to Media Literacy

Course Director	Vita Dreijere, Visiting Lecturer
Department	Languages, Communication& IT
Lecturer(s)	Vita Dreijere, Visiting Lecturer, vita.dreijere@sseriga.edu

ECTS Credit Points

2 National CP/ 3 ECTS CP; elective course

Student Workload (SWL):		**Unstructured SWL**
Structured SWL		
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
20	10	30

Course Prerequisites	Recommended strong interest in conventional and social media content. Recommended basic understanding of disinformation concept. Recommended understanding of importance of quality journalism and of critical assessment of media content and willingness to understand media effects. Mandatory – knowledge about main issues covered in media during the course.
Research skills needed and developed	Interviewing, document analysis, ethnographic methods
IT-skills needed	Basic IT skills
Related Courses	Academic Studies and Critical Thinking, Academic English, Critical Thinking and Argumentation
Students eligible	Year 1 or older, as well as exchange students
Introduction (Course objectives)	The course introduces students to basic principles of quality journalism from systemic and production perspectives, it provides tools for critical approach to the information published in media and explains the main factors that affect media content. The course creates an understanding about differences between journalism and other kinds of published content.
Content	1. Introduction to media literacy and its main concepts. Media, truth and trust. Do we live in post-truth era? 2. Journalism and online publishing: common traits and differences. Journalism quality standards. Is there a room for emotions in journalism? 3. Journalism genres, news values. Sourcing in journalism. 4. Media landscape: structural viewpoint, economic factors, media ownership. 5. Professional roles in newsroom. Media interrelation with public relations, advertising, politics. 6. Misinformation and disinformation. Manipulative information management techniques. 7. Relevant media theories: agenda-building, agenda-setting and framing. Media effects: theory and practice. Disinformation effects. 8. Information verification process and tools 9. Media regulation and self-regulation. Ethical standards. 10. Closing session with oral presentations of final projects.
Structure and Format	Lectures (10 x 90 min) Seminars (10 x 45 min) Three thematic assignments Final project and its oral presentation Independent study of the materials posted on the course home page on the e-learning platform

	Independent study of news, investigative and analytical content published in media during the course
Literature and other resources	Althuis, J., Haiden, L. (2018). Fake News: a Roadmap. https://www.stratcomcoe.org/fake-news-roadmap Hirst, M. (2019). Navigating Social Journalism. A Handbook for Media Literacy and Citizen Journalism. New York: Routledge. Schudson, M. (2020). Journalism. Cambridge, Medford: Polity. Hanitzsch, T., Hanusch, F., Ramaprasad, J., de Beer, A.S. (2019). Worlds of Journalism. Journalistic Cultures Around the Globe. New York: Columbia University Press. Silverman, C. (ed.) Verification Handbook for Disinformation and Media Manipulation. https://datajournalism.com/read/handbook/verification-3 Baltic Media Health Check 2019-2020. The Media After Covid: Finding strategies to survive and thrive. https://www.sseriga.edu/sites/default/files/inline-files/Baltic_Media_Health_Check_2019_2020.pdf Trewinnard, T. (2017). News Verification Guide. Riga: Centre for Media Studies at SSE Riga. https://www.sseriga.edu/sites/default/files/inline-files/News%20Verification%20Guide%20in%20English.pdf Reuters Institute for the Study of Journalism https://reutersinstitute.politics.ox.ac.uk/ First Draft webpage https://firstdraftnews.org/
Learning Outcomes	**Knowledge** Students understand all the key concepts, journalism quality standards and systemic factors relevant for critical analysis of media content, they understand media effects and can identify differences between quality journalism and other kinds of publishing. Students have knowledge about information verification process and its tools. Students understand the media landscape and factors that have formed it. **Skills** Students can recognize if journalism quality and ethical standards have been met in the media content they consume. Students can recognize misinformation and disinformation content in media and have acquired necessary skills for fact-checking. Students can produce informative and analytical content for their own social media platforms. **Competences** Students are critical consumers of media content and provide demand for quality journalism as well as serve in their communities as ambassadors that help to understand the value of correct, accurate and precise information.
Attendance	Students are allowed to miss two seminars
Requirements and Grading	Final project and its oral presentation – 35% Three thematic assignments – 45% Participation in seminars and discussions during classes – 20% In order to pass the course, a student shall receive at least 100 points in total.

42. Introduction to Taxation

Course Director	Helvijs Henšelis (TWINO), Visiting Lecturer
Department	Accounting and Finance
Lecturer(s)	Helvijs Henselis, helvijs.henselis@gmail.com, Bachelor's Degree, Economics and Finance, Stockholm School of Economics in Riga

ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course

	Student Workload (SWL): **Structured SWL**		**Unstructured SWL**
	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
	20 x 45min	4x 45min	24x 45min

Course Prerequisites	Accounting
Research skills needed and developed	N/A
IT-skills needed	Excel
Related Courses	Accounting, International Economics, International Finance
Students eligible	Year 2 and older, as well as exchange students
Introduction (Course objectives)	The purpose of the course is to provide an overview of the basic principles of taxation and its role in the business world. The course will focus on both local perspective, as well as international perspective. The course shall not go into details of particular local tax regimes, but rather focus on general principles that are followed throughout the world. The material (including the examples) will be presented from an EU perspective. In particular, the course aims to develop students' understanding about: (1) The overall role and importance of taxes in the society (focusing on the business side, rather than government); (2) Types of direct and indirect taxation, e.g. CIT, VAT, PIT (based on Latvian/EU tax system), as well as different types of tax systems; and (3) International tax aspects, such as structuring and Transfer Pricing. It is expected that after the course the students shall look at taxation in a broader perspective and be familiar with the core principles of the taxation in the EU, as well as recent global developments in the world of tax.
Content	Lecture 1: Introduction; Lecture 2: Corporate Income Tax Lecture 3: Value Added Tax Lecture 4: Payroll Taxes / Individual Taxation Lecture 5: Other Taxes Lecture 6: Taxation from an International Perspective Lecture 7: Transfer Pricing Lecture 8: OECD Model Tax Convention Lecture 9: Pre-exam session Lecture 10: EXAM
Structure and Format	- Lectures (9 x 90 min) – structured as interactive presentations including discussions, examples and small case studies - Homework – based on material covered in the lectures

	- Seminars for preparing for the exam (optional, depending on necessity) Exam (written) – structured as a multiple choice test and exercises based on the content of the course
Literature and other resources	Optional reading materials will be provided during the course
Learning Outcomes	It is expected that after the course the students shall: - Look at taxation in a broader perspective than before; - Be familiar with the core principles of the taxation in the EU; - Be aware of recent global developments in the world of tax; - Know how to calculate the CIT liability of a company; - Be able to explain the effects and importance of inter-company pricing and many other tax aspects. As a result, the course will serve as an advantage for those interested in continuing their careers in positions associated with tax (accounting, finance, consulting) or simply broaden the horizons of the curious as the vast majority of the content is not covered in any other course in the curriculum.
Attendance	Mandatory at lectures according to overall SSE Riga policies. Pre exam session is optional.
Requirements and Grading	Written exam (100%) AND compliance with the attendance policy

43. Investments

Course Director	Kenneth Jeffrey Marshall, Visiting Lecturer
Department	Business and Management
Lecturer(s)	Kenneth Jeffrey Marshall, Visiting Lecturer kjm@post.harvard.edu

ECTS Credit Points

2 National CP/ 3 ECTS CP; elective course

Student Workload (SWL):		**Unstructured SWL**
Structured SWL		
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
-	5 seminars and 1 exam session for a total of 21 academic hours	40

Course Prerequisites	None
Research skills needed and developed	Listed equity analysis skills developed
IT-skills needed	Spreadsheets
Related Courses	Financial Economics, Accounting and Finance, Sp.Finance
Students eligible	Year 2 or older, as well as exchange students
Introduction (Course objectives)	After completing this course, students should be able to: 1. Generate value investment ideas; 2. Understand the essence of an issuer's core business as the basis for meaningful analysis; 3. Assess an issuer's past performance by calculating key metrics like return on capital employed; 4. Forecast an issuer's future performance by evaluating its competitive strengths and weaknesses; 5. Gauge an issuer's shareholder-friendliness through indicators like executive compensation; 6. Identify the price at which a company's stock becomes inexpensive; 7. Understand price vs. value, margin of safety, and other key value investing concepts.
Content	Concepts covered during the course include stocks as business ownership interests, accounting as a language, capital employed as the required financial base of an enterprise, operating income as the most fungible measure of earnings, company quality as a characteristic independent of stock price, the power of qualitative versus quantitative forecasting, stock market inefficiencies, and the merits of indefinite holding periods.
Structure and Format	5 days, each consisting of one 90 minute and one 120 minute discussion seminar 17:15–18:45 and 19:00-21:00 each of the 5 teaching days.
Literature and other resources	Good Stocks Cheap: Value Investing with Confidence for a Lifetime of Stock Market Outperformance, McGraw-Hill 2017, ISBN 125983607X
Learning Outcomes	**Knowledge** The approach to capital management that performs best over the long term. **Skills** Gauging the essential nature of a business, interpreting financial statements, and

	assessing strategic positioning, all from the perspective of a successful long-term value investor. **Competences** An ability to allocate capital both as an agent, working on behalf of clients as a professional money manager; and as a principal, acting for one's self and one's family.
Attendance	Mandatory attendance
Requirements and Grading	Class participation 50%, final exam 50%

44. Negotiation and Dispute Resolution

Course Director	Daniels Pavluts, Visiting Lecturer daniels.pavluts@sseriga.edu
Department	Business and Management
Lecturer(s)	Daniels Pav ļuts, MPA daniels.pavluts@sseriga.edu
ECTS Credit Points	3 ECTS; elective course
Course Prerequisites	General interest in improving interpersonal communication effectiveness
Research skills needed and developed	None
IT-skills needed	General computer literacy (e-learning platform)
Related Courses	None
Students eligible	Year 1 and older, as well as exchange students
Introduction (Course objectives)	We negotiate agreements and deal with conflicting interests on a daily, in fact hourly basis –in our academic, professional and private lives – these include completing team assignments, participating in job interviews, negotiating business deals, advancing political agendas, resolving family disagreements or getting the loved person to marry you etc. If we all are in this business - why is it that negotiation and dispute resolution skills of many of us often produce no agreements or less than satisfactory ones? How come it so difficult to handle trade-offs between company bottom line and relationships? Why do we leave money on the table for the sake of compromise that nobody seems to be content with? Why do we brush potential conflicts under the carpet instead of using them as an opportunity to take us to the next level? Why do we brush aside emotions as unimportant although they clearly influence outcomes?
Content	This introductory negotiation skills course will cover the basic elements of classic unassisted two-party and multi-party negotiation analysis (alternatives (BATNA), anchoring, distributional and integrative bargaining, coalition building etc.) as well as assisted negotiation and Alternative Dispute Resolution (ADR) methods – facilitation and mediation. The course will also provide an intensive opportunity for each class member to build his or her individual negotiating and conflict management skills. Teaching of the course is based on negotiation training principles developed by skilled negotiation practitioners and trainers of the Harvard Negotiation Project. The main approaches include Mutual Gains Approach and Consensus Building Approach. Lecturer's approach to teaching is based on participatory learning methods widely approved in some of the best universities in the world, which put a lot of stress on group interaction, two-way communication and active student participation. If you are planning to go to Harvard or Stanford Business Schools one day, you'd better get used to speaking up in class now.

Structure and Format	The essential teaching techniques in the course will be preparatory reading, class discussion, negotiation simulations, as well as 10 lectures (10x105 min). The class will be meeting twice a week according to class schedule (subject to change, please follow closely). One session each week will be dedicated to role-playing and then debriefing simulation exercises (mandatory attendance!), while every second will be used for lecturing and class discussion. The students will be expected to independently read assigned texts and study materials on the course e-learning platform page.
Literature and other resources	The principal texts for the course will be: Roger Fisher and William Ury, Getting to Yes, (Houghton-Mifflin, Boston), 1991 (paperback, 2nd edition); Lawrence Susskind and Jeffrey Cruishank, Breaking Robert's Rules (Oxford University Press, New York) 2006, (paperback). Copies of the books on the list will be made available at the SSE library. It is advised that students read both books entirely in advance, as much as possible. Other readings will be made available as web based material on the course website. The simulations (realistic roleplays) used throughout the course are developed by Harvard Law School and Harvard Negotiation Project. Students are encouraged to create a profile at Harvard Program on Negotiation website https://www.pon.harvard.edu and research the resources on it. On top of principal books, multiple online readings will be provided organized per session – available on e-learning platform.
Learning Outcomes	The course will seek to challenge some commonly held beliefs about effective negotiation practices to equip the SSE students with skills to negotiate wiser, more efficient and more sustainable agreements in their academic and private lives as well as professional careers.
Attendance	Students will be expected to attend all class sessions as much as possible (there are only 10 sessions). The 5 simulation sessions (on Mondays mostly) are mandatory without exceptions at risk of failing the course. This discipline is important to ensure the individual and collective learning experience, as the course heavily relies on in-class experiential learning.
Requirements and Grading	The course will be graded on 200 points scale. Assessment of student performance will substantially depend on in-class activity – quality as well as minimum regularity of contribution to class discussion. Absenteeism, inadequate preparation for class discussions and late assignments will influence the assessment of student's performance and might potentially lead to failing the course. Required assignments: Mandatory participation in 5 weekly simulations (see class schedule) and completing corresponding five reflection memos – memo for each of the weekly simulations in class. Memo templates with questions will be posted on the course website after the respective simulation. Memos will be due before next simulation in class, the last one – before the final exam. All reflection memos must be completed to be able to sit for the final exam. Reading assignments will be due for each class session. Assigned reading will then be used for discussion in class. Having done the reading assignment will be a good start for meaningful contributions to class discussion and an investment into better understanding of the subjects discussed. NB: There is reading assigned also for the first session so please make sure you pick up reading packets in library in advance or

else you will hav e to catch up.

Discussion forums managed by Teaching Assistant will be available on the class site – participation in discussions is not mandatory, but reasonable effort will improve the class participation grade with the same approach to grading and points. The discussion forum should be treated as an opportunity for additional learning. TA will initiate discussions during the class period, but starting additional discussions by students themselves is encouraged.

Students who fail to collect sufficient amount of participation points (awarded for in-class discussion interventions and discussion forums) towards the end of the course will be given a substantial written assignment as a precondition to be able to sit for the final exam.

45. Political Economy of Today's Russia

Course Director	Lolita Cigane, Visiting Lecturer
Department	Economics
Lecturer(s)	Lolita Cigane lolita.cigane@gmail.com
ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course

Student Workload (SWL): **Structured SWL**		**Unstructured SWL**
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
9	9	9

Course Prerequisites	
Research skills needed and developed	Some understanding of the system of Communism and development paths of Central and Eastern Europe after collapse of the Soviet Union is advisable.
IT-skills needed	General Word processing skills
Related Courses	
Students eligible	2nd and 3rd year students as well as Exchange students
Introduction (Course objectives)	This course will give a view on today's Russia from political economy perspective, delving into political and economic notions and ideas that explain and define Russia as an actor at the global stage but also domestically. The course will be less focused on Political Economy theories but will rather combine explanations that are informed by interdisciplinary approach, combining fields of economics, politics, sociology.
Content	• Political Economy of demography and cynicism. • Political economy of gas. The case of Nord Stream I and II • The ambivalence of Russia's political and economic elites • Politics of Disinformation: domestic and global • The empty country: the legacy of communist politics of industrialization and collectivization • Political Economy of expansion: from "interest spheres" to annexation Structure and Format The course will consist of nine lectures and seminars and will run from November 19 – 28 to December 2- 4 (multiple choice exam during the last class). It will include lectures and seminars, class work, student presentations as well as feature some guest speakers.
Structure and Format	The course will consist of nine lectures and seminars and will run from November 19 – 28 to December 2- 4 (multiple choice exam during the last class). It will include lectures and seminars, class work, student presentations as well as feature some guest speakers.
Literature and other resources	Indicative: • Putin's last term: Taking the long view by Ian Bond and Igor Yurgens. Centre for European Reform. • Russia's Crony Capitalism: The Path from Market Economy to Kleptocracy, Anders Aslund 2019 • Agnia Grigas The New Geopolitics of Natural Gas. Harvard University Press. 24 April 2017 • Peter Pomerantsev. Nothing Is True and Everything Is Possible: The Surreal Heart of the New Russia 2015 • Two decades of Putin, Kadri Liik European Council on Foreign Relations, 2019

	• Film: The Man who was too free, Vera Krichecskaya, Mikhail Fishman • BBC4 The puppet master, 2019 • Between Two Fires: Truth, Ambition, and Compromise in Putin's Russia by Joshua Yaffa | Jan 14, 2020
Learning Outcomes	The course will give students a richer picture of today's Russia, helping explain its sometimes bewildering conduct at the global stage. It will take a deeper look at the internal fragilities that overshadow the future of Russia and make policy makers act seemingly irrationally and self-destructively.
Attendance	Attending lectures and seminars is mandatory. During the last lecture a multiple choice exam will be held, the logic of the course is such that each next class builds on the previous, those who would have attended all classes will pass the multiple choice exam with ease.
Requirements and Grading	Attendance and class work – 20% Multiple Choice Exam – 40 % A 3 page essay on a topic of student 's choice relevant to the class – 40%, submitted by 12 December. Requirements for pass: at least 100 points in total AND at least 50% in final exam and essay.

46. Quantitative Business Intelligence

Course Director	Rihards Garančs, Visiting Lecturer
Department	Languages, Communication& IT
Lecturer(s)	Rihards Garančs, Visiting Lecturer rihards.garancs@sseriga.edu
ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course Student Workload (SWL): **Unstructured SWL** **Structured SWL**

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
30	0	60

Course Prerequisites	All students must have a personal computer with MS Power BI installed. Note: currently Mac OS does not support MS Power BI program, to circumvent this, it is suggested to install parallel Windows or Boot Camp to run Windows OS.
Research skills needed and developed	Couse will give an introduction on data analysis and research skills.
IT-skills needed	Basics of MS Excel concepts such as data load, logical functions, etc. are required.
Related Courses	Data analysis (core course) & Artificial Intelligence (core course)
Students eligible	Year 1 and older, exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The course is designed to give an introduction to data management, analysis, and visualizations when working to large amount of data. There will be two parts to this, the first one will focus on data management, principles of building databases, and suggestions on creating overall data architecture. The other part will focus on Business Intelligence - visualizing and presenting the insights; it will show how to approach vast data analysis and how to develop management reporting.
Content	Course will have the following themes: • Introduction on working with large data, assessment of alternatives • Introduction to Power Query and data modelling & M language • Working with raw and unstructured data to create a database • Working with multiple sources & data files to create a single data model • Principles of database design & sustainability • Introduction to text analysis • Introduction to principles of self-serviced BI architecture • Introduction to MS Power BI tool, its possibilities & the future of BI • Gold standard for developing analytics via Power BI Principles of data visualisation & story-telling
Structure and Format	Course will be split into two distinct parts. The first one in February will cover data management and second part in April will cover data visualization. The course will be highly practical and requires students to use the tools and features demonstrated in lectures followed by occasional homework to solidify the knowledge.
Literature and other resources	There will be no extra reading materials apart from the course excel and word files provided before the course via e-learning platform. Extra learning materials (articles and an e-book) will be provided during the course to further strengthen the knowledge.
Learning Outcomes	Course will be useful for all students who will need to work with any sort of analysis. Course will be especially useful for students foresee a lot of analytical work and data. By the end of the course one should be equipped with the basic skills & knowledge to

	do analytical tasks & data management/analysis on with latest BI tools.
Attendance	Attendance is mandatory, one cannot miss more than two lectures
Requirements and Grading	To pass the course, all students must submit a homework and analyze a case study. A combined minimum of 100 points is necessary to pass the course.

47. Speech and Accent Training

Course Director	Elīna Banziņa, Assistant Professor
Department	Languages, Communication& IT
Lecturer(s)	Elīna Banziņa, Assistant Professor

ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course
	Student Workload (SWL): **Unstructured SWL**
	Structured SWL

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
14	3 +2 for final presentations	60

	Due to the highly individualized approach of this course, the maximum enrollment is limited to 14 students per class. For this reason, the course will be offered twice during the semester.
Research skills needed and developed	Self-assessment; critical analysis of performance; goal-setting and progress review
IT-skills needed	Basic
Related Courses	Academic English, Business and Leadership Skills module
Students eligible	Year 1 or older, as well as exchange students
Introduction (Course objectives)	This practical course is designed to help undergraduate students improve their English pronunciation, listening, and presentation skills, and increase their confidence as communicators and presenters. Please note that the focus is on American English pronunciation, set in a sociolinguistic context.
Content	The course begins with an overview of the vowel and consonant system of American English, and continues with a discussion of stress and rhythm patterns, intonation, thought groups, pausing, connected speech effects, voice quality settings, commonly mispronounced words, persuasive speech strategies that are unique to American English, etc. Students will engage in interactive hands-on activities in class, analyze authentic native-produced speech, prepare and analyze their own audio recordings and short videotaped class presentations, and meet one-on-one with the instructor for individual feedback and additional practice.
Structure and Format	The class consists of three important components: lectures (7 x 90 min), individual conferences (3 x 30 min), and independent work. Individual conferences with the instructor provide intensive targeted practice, attention to student's individual goals, and progress evaluation. Equally important is independent practice at home preparing recordings, presentations, and analyzing speech; there will be assignments after each class. The final exam is an oral presentation that the student prepares individually. N.B. The class sessions will be scheduled in late afternoons (15-17 PM) rather than evenings.
	Course structure:
	Session 1. Intro & Course Policies; Commonly Mispronounced Words; Speech Production System

	Session 2. Voice Quality Settings; Individual Sounds: Vowels --- Individual Conferences --- Session 3. Individual Sounds: Vowels & Consonants Session 4. Individual Sounds: Consonants; Persuasive Speech; Rhythm & Stress Session 5. Vowel Reduction; Content & Function Words --- Individual Conferences --- Session 6. Thought Groups & Focus Words; Stress in Compound Nouns Session 7.Linking & Connected Speech Effects; Discourse Stress; Intonation --- Individual Conferences --- EXAM FINAL PRESENTATION
Literature and other resources	Online resources or materials provided by the instructor.
Learning Outcomes	**Knowledge:** By the end of this course, students will have developed an understanding of the main principles that underlie speech intelligibility and persuasiveness. Students will be able to recognize the differences between the vowel system, consonant system, rhythm, stress, intonation, and voice quality of their native language and that of American English, and will be aware of their own personal pronunciation challenges and goals. They will be able to explain connected speech effects, identify persuasive speech strategies that are unique to American English, and recognize the most common mispronunciations. **Skills:** Students will develop the ability to identify and produce the sounds, rhythm, stress, intonation and other speech features of (American) English at a near-native level and/or reach a high degree of intelligibility. Students will improve their listening skills and be able to identify speech patterns used in authentic native-produced speech. Further, with continuous individual and assisted practice throughout the course, they will be able to apply the principles of English speech production to their own speech patterns, both prepared and spontaneous, by analyzing their own audio recordings and videotaped presentations, identifying the differences between their own and native speakers' production, and making the necessary modifications. **Competences** Students will be able to target and successfully modify those areas of pronunciation that added to their unintelligibility or accentedness, making people perceive them as less professional, and, overall, increase their confidence as communicators and presenters by being able to use emphasis, variability and persuasiveness strategies in spontaneous speech for a memorable delivery.
Attendance	Mandatory
Requirements and Grading	This course is graded on a 200-point scale; the total grade is based on two in-class presentations (30% and 70% of the total score, respectively). Since success in pronunciation learning depends on various individual factors, progress will be measured relative to the individual initial baseline performance and the effort that students put in. Homework assignments are mandatory and can be attempted several times until the required skill level is demonstrated and a passing level is reached. Individual feedback on assignments and feedback received in the individual meetings are part of the ongoing assessment that leads to a successful delivery of the final presentation.

48. Understanding and Preventing Corruption

Course Director	Dominik Gerber, Assistant Professor
Department	Economics
Lecturer(s)	Dominik Gerber, PhD, Assistant Professor dominik.gerber@sseriga.edu Guest Lecturer: Jaroslavs Strelcenoks (former head of KNAB 2011-2016)

ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course	
	Student Workload (SWL): **Structured SWL**	**Unstructured SWL**
	10 Lectures and seminars (2x 45min)	Estimated time of self-studies (in hours)
	20 academic hours	60 academic hours

Research skills needed and developed	This course does not presuppose any particular research skills or prior academic training in the area of corruption. It requires, however, a willingness to read and discuss a research literature (both technical and non-technical) from a wider set of disciplines, including Economics, Law, and Political Science.
IT-skills needed	Basic office tools
Related Courses	Welfare Economics, Microeconomics, Business Ethics
Students eligible	Year 1 or older, as well as exchange students
Introduction (Course objectives)	According to the World Bank, individuals and businesses globally pay about $1 trillion per year in bribes. Corruption comes at an enormous economic and political cost. Economically, high levels of corruption undermine the basic conditions for efficient markets. The World Economic Forum estimates the cost of corruption at $2.6 trillion, or 5% of the global gross domestic product. Politically, corruption fosters distrust among citizens and disenchantment towards politicians and political institutions. Corruption is often at the roots of state failure and human rights violations. This course examines the phenomenon of corruption, explores means of measuring its different variations, and analyses its causes and its effects on society. The course also examines policy strategies for corruption control and prevention, and it seeks to offer case-based insights into anti-corruption organizational frameworks, codes of conduct, and law-enforcement.
Content	***All reading assignments are available on Perusall! (accessible through the course's e-learning space)*** **PART I: Understanding Corruption** Session 1: What Is Corruption? Why Should We Care? No assignments due. Suggested introductory reading: Ray Fisman and Miriam Golden. 2017. Corruption: What Everyone Needs to Know. Oxford: Oxford University Press. (Chapters 1 and 2) **Complementary resources:** Susan Rose-Ackerman. 2016. Corruption and Government: Causes, Consequences and Reform. Cambridge: Cambridge University Press. (Chapter 1) Mark Pieth. 2018. "What is Corruption?" In Confronting Corruption: Past Concerns, Present Challenges, and Future Strategies. Eds. Mark Pieth and Fritz Heimann. Oxford: Oxford University Press, 29-48. Oskar Kurer. 2015. "Definitions of Corruption." In Routledge Handbook of Political

Corruption. Ed. Paul M. Heywood. London: Routledge, 30-41.
Rasma Karklins. 2002. "Typology of Post-Communist Corruption." Problems of Post-Communism 49(4): 22-32.
Transparency International. "What is Corruption?"
https://www.transparency.org/en/what-is-corruption

To set yourself in the right mood, consider watching Dark Money by Kimberly Reed on your preferred streaming/download platform:
https://www.darkmoneyfilm.com.

Session 2: Corruption at Siemens (Case Study)
Written Assignment #1 Corruption at Siemens. Due 2h before class begins (e-learning; output will be presented and discussed in class)

Session 3: Measuring Corruption
Reading Assignment #1 due 2h before class begins (Perusall)
Paul M. Heywood. 2015. "Measuring Corruption." In Routledge Handbook of Political Corruption. Ed. Paul M. Heywood. London: Routledge, 137-151.
Written Assignment #2 CPI and GCB data analysis. Due 2h before class begins (e-learning; output will be presented and discussed in class)
Complementary Resources:
Alina Mungiu-Pippidi and Mihály Fazekas. 2020. "How to Define and Measure Corruption." In A Research Agenda for Studies of Corruption. Ed. Alina Mungiu-Pippidi and Paul M. Heywood. Cheltenham: Edward Elgar, 7-26.
Charles Kenny. 2017. Results Not Receipts: Counting the Right Things in Aid and Corruption. Washington DC: Center for Global Development. (Chapter 2)
Short (6min) video of TI's founder, Peter Eigen, "Fighting Corruption at Every Level": https://www.youtube.com/watch?v=Q1vK6BsMBbk

Session 4: Consequences of Corruption
Reading Assignment #2 due 2h before class begins (Perusall)
Ray Fisman and Miriam Golden. 2017. Corruption: What Everyone Needs to Know. Oxford: Oxford University Press. (Chapter 4)
Reading Assignment #3 due 2h before class begins (Perusall)
Sören Holmberg and Bo Rothstein. 2011. "Dying of Corruption." Health Economics, Policy and Law 6(4), 529-547.

Complementary resources:
Susan Rose-Ackerman. 2016. Corruption and Government: Causes, Consequences and Reform. Cambridge: Cambridge University Press. (Chapter 2)
Eric M. Uslaner. 2015. "The Consequences of Corruption." In Routledge Handbook of Political Corruption. Ed. Paul M. Heywood. London: Routledge, 199-211.

Session 5: Causes of Corruption
Reading Assignment #4 due 2h before class begins (Perusall)
Bo Rothstein and Jan Teorell. 2015. "Causes of Corruption." In Routledge Handbook of Political Corruption. Ed. Paul M. Heywood. London: Routledge, 79-94.
Reading Assignment #5 due 2h before class begins (Perusall)
Raymond Fisman and Edward Miguel. 2007. "Corruption, Norms, and Legal Enforcement: Evidence from Diplomatic Parking Tickets." Journal of Political Economy 115(6), 1020-1048.

Complementary resources:
Susan Rose-Ackerman. 2016. Corruption and Government: Causes, Consequences and Reform. Cambridge: Cambridge University Press. (Chapter 4)

Nicolás Ajzenman. Forthcoming 2021. "The Power of Example: Corruption Spurs Corruption." American Economic Journal: Applied Economics.
KICKBACK – The Global Anti-Corruption Podcast (Interdisciplinary Corruption Research Network). Interview with Susan Rose-Ackerman on the principal-agent theory of corruption (March 18, 2019): https://soundcloud.com/kickback-gap/1-episode-susan-rose-ackerman

PART II: Preventing Corruption
Suggested Introduction to Part II: TED talk (16min) video of TI's founder, Peter Eigen, "How to expose the corrupt":
https://www.ted.com/talks/peter_eigen_how_to_expose_the_corrupt

Session 6: Money Laundering and Corruption
Reading Assignment #6 due 2h before class begins (Perusall)
Susan Rose-Ackerman. 2016. Corruption and Government: Causes, Consequences and Reform. Cambridge: Cambridge University Press. (Chapter 9)
Written Assignment #3 "Luanda Leaks". Due 2h before class begins (e-learning; output will be presented and discussed in class)
Complementary resources:
Diego Gambetta. 1996. The Sicilian Mafia: The Business of Private Protection. Cambridge: Harvard University Press (Intro, chapters 1-3).
David Forrest and Wolfgang Maennig. 2015. "The Threats to Sports and Sports Governance From Betting-Related Corruption." In Routledge Handbook of Political Corruption. Ed. Paul M. Heywood. London: Routledge, 328-346.
Mark Pieth. 2018. "Finance and the 'Shadow Economy'." In Confronting Corruption: Past Concerns, Present Challenges, and Future Strategies. Eds. Mark Pieth and Fritz Heimann. Oxford: Oxford University Press, 119-137.
KICKBACK – The Global Anti-Corruption Podcast (Interdisciplinary Corruption Research Network). Interview with Frederik Obermaier on the FinCEN Files, revealing global money laundering systems (October 5, 2020): https://soundcloud.com/kickback-gap/39-frederik-obermaier-on-the-fincen-files-revealing-global-money-laundering-systems

Session 7: Contemporary Reform Agendas

Reading Assignment #7 due 2h before class begins (Perusall)
Ray Fisman and Miriam Golden. 2017. Corruption: What Everyone Needs to Know. Oxford: Oxford University Press. (Chapter 9)
Reading Assignment #8 due 2h before class begins (Perusall)
Jordan Gans-Morse, et al. 2018. "Reducing Bureaucratic Corruption: Interdisciplinary Perspectives on What Works." World Development 105: 171-188.
Complementary Resources:
Alina Mungiu-Pippidi. 2015. The Quest for Good Governance: How Societies Develop Control of Corruption. Cambridge MA: Cambridge University Press. (Chapter 5)
Bo Rothstein. 2021. Controlling Corruption: The Social Contract Approach. Oxford: Oxford University Press. (Chapter 9)
Susan Rose-Ackerman. 2016. Corruption and Government: Causes, Consequences and Reform. Cambridge: Cambridge University Press. (Chapters 13-14)
Ting Chen and James Kai-sing Kung. 2019. "Busting the 'Princelings': The Campaign Against Corruption in China's Primary Land Market." The Quarterly Journal of Economics, 134(1): 185-226
Henrik H. Jensen. 2019. "Three ways digitalization will help end crime." https://www.weforum.org/agenda/2019/10/3-ways-digitalization-will-help-end-crime/

KICKBACK – The Global Anti-Corruption Podcast (Interdisciplinary Corruption Research Network). Interview with Olesea Stamate on her experience in tackling corruption in Moldova (March 15, 2021): https://soundcloud.com/kickback-gap/50-olesea-stamate-on-her-experience-in-tackling-corruption-in-moldova

Session 8: Anti-Corruption Frameworks (EU and International)
Guest Lecture by Jaroslavs Strelcenoks (Head of KNAB 2011-2016)

Session 9: Legal and Organisational Aspects of Combating Corruption: The Case of KNAB
Guest Lecture by Jaroslavs Strelcenoks (Head of KNAB 2011-2016)

Session 10: Ethical Guidelines and Codes of Conduct
Guest Lecture by Jaroslavs Strelcenoks (Head of KNAB 2011-2016)

Structure and Format	All class sessions will be delivered in a mixed lecture / seminar mode. - Class sessions (7 x 90min) - Guest lectures (3 x 90min) - Independent study & annotation of assigned readings - Independent (or in pairs of two) delivery of three written assignments - Written report on a self-chosen corruption case
Literature and other resources	Mentioned under "Content"
Learning Outcomes	**Knowledge** Upon successful completion of this course, students will be able to complement previously acquired knowledge in economics with knowledge on the social phenomenon of corruption. The key take-away will be a comprehensive understanding of the fact that the outcomes of economic exchanges critically depend on society's capacity to control corrupt behavior. **Skills** By the end of this course, students will be able to: 1. …define and compare different kinds and measures of corruption 2. …explain the main causes and effects of corruption 3. …move from the identification of corrupt behavior to strategic analysis for intervention and prevention 4. …evaluate the benefits and drawbacks of different anti-corruption strategies **Competences** By the end of this course, students will have a solid understanding of the meaning and importance of good governance in today's world. In their future professional trajectories, they will demonstrate awareness of the manyfold incentives for corrupt behavior and of their own responsibilities as economic and political agents.
Attendance	Lecture attendance is not mandatory. Experience overwhelmingly shows that the following features are key determinants for success in my classes: - Regular attendance, - Adequate preparation (=having done the readings before each lecture, continuously catching up on things you haven't fully understood, etc.) - Active learning attitude (=active participation, willingness to voice comments and disagreements, reasonable notes-taking)
Requirements and Grading	This course has three evaluation components: 1. 8 Reading assignments (RAs) (Perusall): 10% of the overall grade (max. 20 points) 2. 3 short written assignments (WAs) (written alone or with a colleague): 40% of the overall grade (max. 80 points) 3. Final Paper (written alone or with a colleague): 50% of the overall grade (max. 100 points)

To pass this course, students must achieve 100 points in total AND score at least 50 points in the Final Paper.

1)   Reading Assignments

You are expected to come to class having thoughtfully read and annotated the assigned readings.

2)   Written Assignments

All written assignments will have to be submitted on e-learning in the form of presentable slides, by which I mean slides with a neat and professional look that contain the essential elements (bullet points, graphs, tables, diagrams, etc.) of your responses. The slides should express your responses succinctly and understandably. Please refrain from packing large junks of text into your slides, and please don't pack any text into the presenter's notes. No lower or upper limit for # of slides – take 10 minutes presentation time (per each assignment) as a rough guideline. I will ask some of you to present their assignment outcomes in class.

3)   Final Research Paper

The final written assignment is a 3'000-4'000-word scientific report developing on one corruption case of your choosing. (The reference list does not count toward the word total). As with the WAs, you may write the Final Paper alone or with a colleague.

49. The Welfare State

Course Director	Xavier Landes, xavier.landes@sseriga.edu
Department	Business and Management
Lecturer(s)	Xavier Landes, xavier.landes@sseriga.edu Jurgen De Wispelaere, jurgen.dewispelaere@sseriga.edu
ECTS Credit Points	**2 National CP/ 3 ECTS CP**; elective course Student Workload (SWL): **Unstructured SWL** **Structured SWL**

Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
	24	55

Research skills needed and developed	- Academic Reading - Academic Writing - Argumentation - Critical Thinking - Presentation Skills
IT-skills needed	Word, PowerPoint
Related Courses	- Academic Studies and Critical Thinking - Ethics and Sustainable Business - Microeconomics - Macroeconomics - Public Economics - Welfare Economics and Public Policy
Students eligible	Year 1 or older, as well as exchange students
Introduction (Course objectives)	The course offers an introduction to the welfare state as a concept, a set of practices and public policies. All industrialized nations have public institutions that are welfarist to some extent, i.e. engaged in redistributing resources, supporting vulnerable groups, managing social risks (e.g. illness, age, unemployment). The creation of welfarist institutions was not only key for socioeconomics purposes, but also nation building. Through mutual material support, the goal has been to engrain solidarity within a given population in the hope of nurturing a shared national identity. The course offers to walk students through this history and to reflect on the role of the welfare state in contemporary societies. It is not because the welfare state results from past dynamics, especially Industrialization, that its structure is fixed. As any institution, it is meant to evolve, to be reformed. In that perspective, it is important to discuss the challenges faced by the welfare state in a context of rising populisms. The course will be structured in two parts. The first, normative, led by Xavier Landes will be based on Joseph Heath article 'Three Normative Models of the Welfare State'. The goal will be to discuss the justifications offered to modern welfare states by three principles: equality, community and efficiency. Such a discussion will also constitute an opportunity to analyze deeper Heath's text and carry on an authentic in-depth normative analysis. The second part, led by Jurgen De Wispelaere, is structural, comparative and focuses on the practical implementations of public policies such as the question of the scope of the welfare programs or the new policies of risks.
Content	**TENTATIVE COURSE PLAN – SUBJECT TO CHANGE** **1. What is the Welfare State? (Xavier Landes, 3 hours)**

The first session will be devoted to defining and presenting the main lineaments of a general history of the welfare state in industrialized countries. During this session, it will be shown that there is not a single welfare state, but various forms, different possibilities to classify them (e.g. Esping-Andersen 1990). It will also be shown that welfare states result from complex histories made of social struggles, self-help movements (organized by unions, fraternal societies, churches) and governments' initiatives.

Mandatory Readings
Garland, D. (2016). The Welfare State. Oxford: Oxford University Press, 1-12.
Heath, J. (2011). Three Normative Models of the Welfare State. Public Reason, 3(2), 13-43. Available at: http://www.publicreason.ro/articol/49
Other Readings
Esping-Andersen, G. (1990), The Three Worlds of Welfare Capitalism, Polity Press, pp.9-54

2. Redistribution (Xavier Landes, 3 hours)
During this class and the next two, the justifications for having a welfare state will be presented. In other words, welfare states exist
for enacting principles and achieving desirable outcomes (qualified here as 'dimensions'). The first dimension is to redistribute resources in order to promote equality of some sort. From this perspective, welfare states are seen as being legitimate to correct (within limits) unequal results (in terms of distribution of goods and positions).

Mandatory Readings
Other Readings
3. Community (Xavier Landes, 3 hours)
The role of the welfare state in nation building and the "necessity" of a strong shared national identity for welfare states will be discussed. In that context, cultural diversity creates tensions on various levels. First, diversity is seen as threatening social homogeneity, supposedly required for maintaining high levels of trust, solidarity and welfare expenditures. Secondly, the claims for recognition, carried by multiculturalism, are perceived as not fulfilled by (or even colliding with) redistribution (Fraser and Honneth 2004).
Mandatory Readings
Johnston R., Banting, K., Kymlicka, W., and Soroka, S. (2010). National Identity and Support for the Welfare State. Canadian Journal of Political Science, 43:2, 349-377.
Walzer, M. (1983). Spheres of Justice. NYC: Basic Books, pp.64-94.
Other Readings
Kumlin, S., Stadelmann-Steffen, I., & Haugsgjerd, A. (2018). Trust and the Welfare State. In E.M. Uslaner (Ed.). The Oxford Handbook of Social and Political Trust (pp.385-408). Oxford: Oxford University Press.
Lenard, P.T. & Miller, D. (2018). Trust and National Identity. In E.M. Uslaner (Ed.). The Oxford Handbook of Social and Political Trust (pp.57-74). Oxford: Oxford University Press.
Sandelind, C. (2016). Constructions of identity, belonging and exclusion in the democratic welfare state. Pre-print

4. Efficiency (Xavier Landes, 3 hours)
This session will focus on the efficiency argument. In a nutshell, the intervention of public institutions would be mostly justified by market inefficiencies, social costs and harms. The contemporary argument, which originates in William Baumol (1952), has been recently reformulated in assurance terms: the welfare state would primarily act as an insurer of last resort (e.g. Moss 2002), which would furnish a strong justification

for its existence and extent.
Moss
Mandatory Readings
Moss, D. (2002). When All Else Fails. Cambridge MA: Harvard University Press, pp.1-52
Other Readings

5. Universalism and Targeting in the Welfare State (Jurgen De Wispelaere, 3 hours)
Welfare state policies come in two main forms: universal programs that encompass a large share of the population and programs specifically targeted to specific groups, such as the unemployed, the sick or the old. In this session we examine the difference between universal and targeted policies and how this structures different types of welfare state regimes. We discuss the pros and cons of targeting and examine different ways to conceptualise the idea of the universal welfare state and how this affects the politics of the welfare state. The class focuses on the so-called "paradox of redistribution", which suggests that welfare states often "target within universalism" and that universal policies play a key role in ensuring the long-term political stability of the welfare state. While the paradox of redistribution has become something of an orthodoxy in the politics of the welfare state, recent research has started to criticise this position as well.

Mandatory Readings
Korpi, W. & Palme, J. (1998) "The Paradox of Redistribution and Strategies of Equality: Welfare State Institutions, Inequality, and Poverty in the Western Countries", American Sociological Review 63 (5), pp. 661-687.
Selections from Rothstein, B. (1998) Just Institutions Matter: The Moral and Political Logic of the Universal Welfare State. Cambridge: Cambridge University Press.
More Readings TBA

6. The Politics of the New Welfare State (Jurgen De Wispelaere, 3 hours)
The last session will be devoted to understanding recent changes in social risks and how welfare states have responded to various challenges from the 1990s onwards. For the past decades welfare states have faced demographic, social and financial challenges and attempted to curtail some of the classic welfare state programs. At the same time, advanced welfare states have also faced an increase in new social risks — the so-called "Great Risk Shift" (Hacker) — and taken on different roles or priorities (e.g. intergenerational and gender equality). The result has been a recalibration rather than wholesale retrenchment of welfare states and the rise of the so-called "new welfare state". In this class we discuss the emergence of a series of new social risks and the challenges this poses for the traditional welfare state. We specifically examine the politics of the new welfare state (Bonoli et al), which argues that recent developments in risk positions have significantly altered the political constellation surrounding welfare state support, stability and development across Europe.
Mandatory Readings
Bonoli, G. & Natali, D. (eds.) (2012) The Politics of the New Welfare State. Oxford University Press (selective chapters).
More Readings TBA

Structure and Format	6 seminars of 180 minutes
Literature and other resources	Anderson, B. (2006). Imagined Communities, Verso. Baumol, W.J. (1952), Welfare Economics and the Theory of the State, Longmans. Banting, K. and W. Kymlicka (2006), Multiculturalism and the Welfare State, Oxford University Press.

Beck, U. (1992), Risk Society: Towards a New Modernity, Sage, pp.19-84.

Cramer, K.J.J. (2016), The Politics of Resentment, University of Chicago Press, pp.1-25.

Davis, E. (1998), Public Spending, Penguin.

Esping-Andersen, G. (1990), The Three Worlds of Welfare Capitalism, Polity Press, pp.9-34.

Fraser, N. (1997), Justice Interruptus, Routledge, pp.11.39.

Fraser, N. & Honneth, A. (2004), Redistribution or Recognition, Verso.

Garland, D. (2016), The Welfare State: A Very Short Introduction, Oxford: Oxford University Press

Heath, Joseph (2011), 'Three Normative Models of the Welfare State', Public Reason, 3(2): 13-43. Hochschild, Arlie Russell (2018), Strangers in their Own Land, The New Press.

Larsen, Christian Albrekt (2013), Rise and Fall of Social Cohesion, Oxford University Press.

Lindblom, Charles E. (2001), The Market System: What It Is, How It Works, and What to Make of It, Yale University Press, pp.123-165.

Lindert, Peter H. (2004), Growing Public: Social Spending and Economic Growth Since the Eighteenth Century, Cambridge University Press, pp.3-36.

Miller, David (1995), On Nationality, Oxford University Press.

Moss, David A. (2002), When All Else Fails: Government as the Ultimate Risk Manager, Harvard University Press, pp.1-21.

Rorty, Richard (1999), Achieving our Country, Harvard University Press, pp.39-107.

Satz, Debra (2010), Why Some Things Should Not Be for Sale, Oxford University Press.

Stiglitz, Joseph (1989), The Economic Role of the State, Blackwell.

Learning Outcomes	At the end of the course, students should have a sense of how welfare states emerge, which kind of function they fulfil and the main arguments for and against their intervention. In particular, the salience of equality, efficiency and community principles should be clear. Students should be able to express clearly their analysis and to engage in rational exchanges of arguments with their peers and lecturers. **Knowledge** - The historical origins and role of the welfare state - Its main justifications - The principles of equality/redistribution, community and efficiency. - The diversity of welfare programs - The new challenges and risks faced by the modern welfare state. **Skills** - Critically read a text. - Reformulate and engage arguments. - Find complementary, relevant, information. - Clearly present one's own ideas in a structured manner. **Competences** - Being able to identify the different justifications of the welfare state. - Being able to clearly reformulate such justifications. - Being able to critically discuss such justifications. - Being able to present a robust normative evaluation of the welfare state. - Being able to identify welfare programs as universal or targeted. - Understand the new challenges faced by welfare states.
Attendance	Attendance is mandatory, missing more than two classes leads to fail the course.
Requirements and Grading	Students will be evaluated on the basis of: - One presentation and active participation: 50% - A final paper (7-8 pages) on the topic of their choice related to the course content: 50%. Students need to indicate by whom they want to be graded.