



Stockholm School of Economics in Riga

Course Catalogue

For Spring 2025



Co-funded by
the European Union

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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:

150 students every year are admitted to the Bachelor's programme

20-30 students every year enrolled in the Executive MBA 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).

Timetable 2024/2025

Fall Semester	from August 19
November Holiday	November 18
Christmas Break	December 21 - January 5
Spring Semester	from January 8
Easter Break	April 18 - April 21
May Holidays	May 1
Graduation	June 14
End of Year	June 20

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.

Stockholm School of Economics in Riga

Grading Explanation ECTS Grade (external)	200 point scale* (internal)	Evaluation	Explanation
A	170 - 200	Excellent	top 10% of the students taking the course
B	150 - 169	Very Good	next 25 % of the students taking the course
C	130 - 149	Good	next 30 % of the students taking the course
D	110 - 129	Satisfactory	next 25 % of the students taking the course
E	100 - 109	Sufficient	next 10 % of the students taking the course
F	0 - 99	Fail	Grade below 100 points (99 - 0)
N	N	Absent	Absence with no excuse
S	S	Absent	Reason of absence illness

***ECTS grading scale** is based on the class percentile of a student in a given assessment, that is how he/she performed relative to other students in the same class and **prevails** the internal grading in 200 points system. E.g., if the lowest score in class is 140 points, the student would receive grade E in the transcript.

Resources and Services

Accommodation

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

The Dormitories have four large shared kitchens, as well as study rooms and a leisure room, and wifi internet throughout. The detailed information about prices is available here:

<https://www.sseriga.edu/education/bachelor/campus>

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) the 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

Monday-Friday: 9:00–20:00

Saturday: 10:00–17:00

Sunday: CLOSED

The SSE Riga Library is located on the 6th floor of the Peter Wallenberg Building on Strēlnieku 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

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>

<https://www.if.lv>

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

<https://www.ban.lv/privatpersonam/iebrauceju-apdrosinasana/>

Contact Person for International Exchanges Programme

Marina Troškova/ marina.troskova@sseriga.edu

+371 670 158 11

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

150 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, International Politics

Accredited by the Latvian Ministry of Education and Science

Diploma of Bachelor of Social Sciences in Economics

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 150 top undergraduates in one class allows for personalized 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.

Information on Individual Educational Components

Please note that the final version of the course outlines will be available on the elearning platform under each course.

Year 1

Managerial Economics

Course Director	Natalja Tocolovska, Visiting Assistant Professor
Department	Accounting and Finance
Lecturer(s)	Natalja Tocolovska, Visiting Assistant Professor natalja.tocolovska@sseriga.edu Andris Strazds, Lecturer andris.strazds@sseriga.edu
Credit Points	3 ECTS CP; core course
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, Business Valuation
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, a taxation aspect is introduced in this course. Discussion on concepts started in the Managerial Economics will be further developed in the upcoming Management Accounting and Finance, Business Valuation, 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	Cost accounting nature of costs opportunity cost, economic profit cost-volume-profit analysis learning curve full costing activity-based costing marginal costing Capital budgeting net present value internal rate of return payback period free cash flow weighted average cost of capital tax effect and tax shield Taxation corporate income tax

	<ul style="list-style-type: none"> social taxes value-added tax Strategy and budgeting financial budgets incremental and zero-base budget budgeting for control key performance indicators balanced scorecard economic value added budgets and performance appraisal
Structure and Format	<p>This is an intensive course combining lectures and seminars. The course is oriented towards making the participants understand different methods and techniques, as well as enabling them to use these tools in practice. Despite the course's brief duration of two weeks featuring daily lectures, it systematically examines fundamental aspects present in all businesses. We cover essential topics ranging from the complexities of product costing to the assessment of investment decisions. Additionally, we investigate the role and influence of taxes and review strategic planning and budgeting. Throughout this programme, we blend theoretical knowledge with hands-on problem-solving exercises.</p> <p>Lectures: 10*90 Seminars: 5*90</p> <p>Assignment: 1 compulsory assignment. Students are expected to work in groups of four persons (please sign up for a group in the eLearning). The problem for an assignment will be uploaded into eLearning. The date of the assignment and its deadline are stated in the course calendar. Students should upload the video recording of them giving a PowerPoint presentation of the assignment solution into SSE Riga Google Drive. The presentations will be graded on a Pass/Fail basis. The grade on the assignment will be provided in the eLearning. In case of a Fail grade, please approach Dr. Natalja Tocelovska</p>
Literature and other resources	<p>Essential Management Accounting: Allen M.W., Myddelton D.R.</p> <p>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.</p>
Learning Outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> identify the costs and benefits that are relevant to a particular decision and reach a costing conclusion based on them define the time value of money explain the nature and importance of investment decision-making and capital budgeting techniques discuss the importance of financial and non-financial measures of performance in managing business and how the balanced scorecard attempts to integrate them <p>Skills</p> <ul style="list-style-type: none"> conduct the costing for a product or service perform the capital budgeting for a project by applying several capital budgeting techniques and including the tax effect construct various budgets for a company, including the cash budget, from relevant data <p>Competences</p> <ul style="list-style-type: none"> choose a costing method for a product or service select a capital budgeting technique for the project valuation plan the future performance of a company by applying the budgeting methods
Attendance	Lectures: not mandatory

	Seminars: not mandatory
Electronic Devices Policy	Electronic devices are allowed during the lectures ONLY for the dedicated activities of the course
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 the Assignment.
	For debtors ME course retakers should take the exam only

Macroeconomics

Course Director	Hansen Morten, Lecturer, Head of Economics Department											
Department	Economics											
Lecturer(s)	Morten Hansen, Lecturer morten.hansen@sseriga.edu											
Teaching Assistants												
Credit Points	7 ECTS CP; core course Student Workload (SWL): <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><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>35 lectures in total; 30 lectures of 2 academic hours and 5 lectures of 3 academic hours; in total 75 academic hours</td><td>14-16 seminars; each 2 academic hours; in total 28 academic hours</td><td>At least 1 hour of self-study per structured student workload, i.e. at least 100 hours</td></tr></table>			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	14-16 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
Structured SWL		Unstructured SWL										
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Duration	<i>From 08-Jan-2025</i> <i>To 11-Apr-2025</i>											
Re-exam date	<i>TBA</i>											
Course Prerequisites	Mathematics and microeconomics. Not mandatory but highly recommended. A good command of English is obviously needed.											
Research skills needed and developed	Lectures and seminars provide students with models with which to analyze an economy. The report develops research skills: How to obtain relevant data and relevant background information (literature, evaluations, forecasts) to put this together in order to analyze the history of a country's economic development, its current stance as well as provide forecasts for its future trajectory. Research skills from previous courses are used: Database searches and referencing which is then combined with IT skills (the use of R and Excel in particular).											
IT-skills needed	Knowledge of R and Excel											
Related Courses	Microeconomics (previous course). Future courses: International Economics, Financial Economics, Economics Specialization.											
Students eligible	Year 1 and exchange students, as well as debtors from previous study years.											
Introduction (Course objectives)	To familiarize students with relevant concepts of the macro economy. To introduce students to models with which they can analyze macroeconomic developments, for instance the impact of economic policy. To make students able to evaluate the development of an economy: Are macroeconomic imbalances present or looming? To make students able to suggest policy advice: What would be reasonable and relevant advice to a certain economy?											
Content	See also the specific structure; how these concepts are related to the textbook under item 16. <i>1. GDP and its determinants:</i> <ul style="list-style-type: none">• Aggregate consumption; theories of aggregate consumption• Aggregate investment; theories of investment• Government consumption and investment• Exports and imports and their determinants											

	<p>2. <i>Models for analysis of macroeconomic phenomena:</i></p> <ul style="list-style-type: none"> • Keynes' Cross • ISLM, ISLMBP • AS/AD, ASADNX, Swan diagram <p>3. <i>Background theory:</i></p> <ul style="list-style-type: none"> • Goods market • Money markets and the role of interest rates • Aggregate demand • Labour markets, expectations, the Phillips curve and aggregate supply • Closed versus open economies and the role of exchange rates • Determinants of inflation <p>4. <i>The role of policy:</i></p> <ul style="list-style-type: none"> • Fiscal policy • Monetary policy • Which exchange rate regime? Fixed or floating? • Limitations to stabilization policies • Policy trade-offs <p>5. <i>Growth</i></p> <ul style="list-style-type: none"> • Short run stabilization versus long run growth
Structure and Format	Typically 8 academic hours of lectures per week with, typically, two seminars.
Literature and other resources	<p><i>Main textbook:</i> Rudiger Dornbusch, Stanley Fischer, Richard Startz Macroeconomics, 11th ed., 2011, McGraw Hill Chs 1 – 20 (with some omissions, which will be mentioned during the course)</p> <p>Other, supporting articles, are included with variations from year to year due to changing focus in the world economy (from The Economist, Financial Times, IMF, various blogs etc.).</p> <p>Textbook and structure of the course:</p> <p><u>Introduction</u> Ch 2 National Income Accounting – about GDP</p> <p><u>First short run model – goods market only</u> Ch 9 Income and Spending – Keynes Cross model, market for goods and services</p> <p><u>Second sr model – goods and money market</u> Ch 10 Money, Interest and Income – introducing the domestic money market Ch 15 The Demand for Money – introducing the domestic money market Ch 16 The Fed, Money and Credit – money supply Ch 11 Monetary and Fiscal Policy – ISLM model</p> <p><u>Goods market, domestic money market, international money market</u> Ch 12 International Linkages – ISLMBP model, international money market Ch 18 Financial Markets and Asset Prices – linking interest rates and exchange rates</p>

	<p><u>Long run model, closed economy</u></p> <p>Ch 5 Aggregate Supply and Demand – ASAD model</p> <p>Ch 6 Aggregate Supply: Wages, Prices, and Unemployment – ASAD model, labour market</p> <p>Ch 7 The Anatomy of Inflation and Unemployment – the Phillips Curve</p> <p>Ch 8 Policy Preview – Policy in practice</p> <p>Ch 17 Policy – Policy in practice</p> <p><u>Behavioural functions</u></p> <p>Ch 13 Consumption and Saving – Consumption functions</p> <p>Ch 14 Investment Spending – Investment functions</p> <p>Ch 3 Growth and accumulation – long run economic growth</p> <p>Ch 4 Growth and Policy – long run economic growth</p> <p><u>Long run model, open economy</u></p> <p>Ch 20 International Adjustment and Interdependence – ASADNX model, Swan diagram</p> <p><u>Additional topics</u></p> <p>Ch 19 Big events: The Economics of Depression, Hyperinflation, and Deficits</p>
Learning Outcomes	<p>Knowledge</p> <p>Of main macroeconomic concepts and their interaction</p> <p>Of main macroeconomic models: Keynes Cross, ISLM, ISLMBP, ASAD, ASADNX, Life Cycle and Friedman’s Permanent Income Hypothesis, Simple and flexible accelerators, Tobin’s Q, Neoclassical model for investment, Solow growth model, models for demand and supply of money.</p> <p>Skills</p> <p>Ability to analyze an economy, using the aforementioned macroeconomic models</p> <p>Competences</p> <p>To evaluate the past development of a country’s economy, its current stance and make forecasts; to evaluate data about an economy in order to assess such an economy’s “health” and propose policy advice to address potential imbalances.</p>
Attendance	Attendance is not mandatory but is highly recommended.
Electronic Devices Policy	<p>For on-site lectures there is a no devices policy.</p> <p>Written exams are closed book – on-site this is ensured by invigilators.</p>
Requirements and Grading	<p>For Year 1 and exchange students:</p> <p>Grading consists of two parts: a) A written exam part (mid-term exam and final exam) and b) A report part. Passing both yields the overall grade for the macroeconomics course.</p> <p>a) The written exam part:</p> <p>A written, 2-hour mid-term exam (MT), closed book; weight 1/3 in the written exam grade.</p> <p>A written, 3-hour final exam (FE), closed book, covering material dealt with from after the MT to the FE; weight 2/3 in the written exam grade.</p> <p>To pass, the weighted average ($1/3 \times \text{MT} + 2/3 \times \text{FE}$) must be 1) at least 100 and 2) the result of the final exam (FE) must be at least 100</p> <p>If 1) and 2) are fulfilled, the weighted average constitutes the grade for the written exam part.</p> <p>If 1) and/or 2) are not fulfilled, the student is eligible for the re-exam (ReEx), closed book, 3 hours, covering all material dealt with through the course and its</p>

grade must be at least 100 to pass the written exam part. Previous MT and FE results do not apply, only the ReEx result.

If a student is ill on the day of the mid-term exam, the result of the final exam will constitute the full grade for the written exam part if the student has presented a valid doctor's certificate to the school administration.

b) The report part:

A report must be submitted and presented. Specific instructions concerning length, structure, topic(s), referencing etc. are available on the course eLearning page.

To pass the report part, a grade of at least 100 must be obtained.

If both a) and b) are successfully completed, one overall grade is given for the course; a weighted average, 75% of the written exam part and 25% of the report part (in all implying: mid-term 25%, final exam 50%, report 25%).

In case of online exams (mid-term and final), Respondus software to be used.

For debtors

See above. If only one component is passed, the second must be retried in a following year to obtain an overall pass of the course.

If neither component is passed, both parts have to be tried again.

If the written exam part is not passed in the first year, the student may choose to pass via the MT+FE rule or via the ReEx rule.

Civil Protection

Course Director	Dr. med. Romualds Ražuks , Guest Lecturer, Assistant professor at University of Latvia
Department	N/A
Lecturer(s)	Romualds Ražuks, romualdsr@hotmail.com
Teaching Assistants	N/A
Credit points	1 ECTS CP ; core course
Course prerequisites	None
Research skills needed and developed	Basic research skills
IT-skills needed	General computer literacy
Related courses	N/A
Students eligible	Year 1 students, as well as debtors from previous study years
Introduction (Course objectives)	Course examines the role of Civil Protection system in Latvia (as in framework of the EU and NATO), its organization and management structure, and main tasks of the system's subjects. The course explores the disaster management principles and planning aspects, analyses the legal and practical measures of cooperation among state, local government and other stakeholders during disaster situations. Course gives an insight on possible daily dangerous situations and threats, considers and provides safe behaviour principles and actions during such situations. Course ensures that students obtain general knowledge on disaster medical system and the role and practical implication of the first aid.
Content	<ol style="list-style-type: none"> 1. Civil protection system in Latvia. Disaster management, planning and implementation measures. 2. Potential disasters and their consequences. 3. Early warning and notification system. The role of the media in emergencies and disasters. 4. Context of civil protection in European Union and NATO, procedures of receiving and requesting humanitarian assistance. 5. Planning of civil protection in local governments, merchants and institutions. 6. Procedures and behaviour in case of fire and evacuation procedures. 7. Requirement of classification, storage and shipping of dangerous chemical goods and their mixtures. 8. Organization of disaster medicine system in a country. Emergency public health situations. 9. Introduction to the first aid. First aid in special situations. 10. Disaster relief operations (action scheme, emergency calls). Experience and lessons learnt from international missions. 11. Adult Basic Life (BLS) Support algorithm. Chain of survival on the street. 12. Adult Basic Life Support algorithm practical demonstration and training in cardiopulmonary resuscitation. Choking algorithm. 13. Final exam (online test).

Structure and format

<i>Session</i>	<i>Session subjects and readings</i>
1 Lecture	Civil protection system in Latvia and its role in the national security system. Legal framework for provision of civil protection system. Planning, organization and management, structure and main tasks of civil protection. Rights and duties of inhabitants in civil protection. Examples from practice.
2 Lecture	<p>Potential disasters (in Latvia and outside) and their consequences – natural disasters, man-made disasters, technogenic disasters, public disorders, terrorist attacks, armed conflicts, epidemics, epizootics and epiphytotic; Establishments of subjects to increased risk, criteria for their specification and measures for risk reduction; Evacuation planning measures. Examples from practice.</p> <p>Early warning and notification system, aim, tasks and provisions of operation. Behaviour of population.</p> <p>The role and impact of mass media and social media on information during the crisis situations and disasters; Accessibility, distribution, broadcasting and manipulation of information; The impact of information on decision making, opportunities and challenges.</p>
3 Lecture	Bilateral framework of cooperation in civil protection; Cooperation in Baltic Sea Region; European Union civil protection mechanism; The role of civil protection in NATO; Reception of and request for humanitarian assistance. Examples of practice.
4 Lecture	Civil protection plan of local government, merchant and institution; Defined aim and tasks, development and implementation of civil protection plans; Civil protection commission of local municipality, tasks, rights, structure, and management; Examples of practice.
5 Lecture	<p>Behaviour in case of fire; Smoke detectors; Fire extinguishers; Evacuation procedures (home or public facilities, during disasters); Disaster survival kit (bag); Examples of practice.</p> <p>International and domestic transportation and shipping of dangerous chemical goods by road transportation, railway, air transportation and sea; European regulation on classification, labelling and packaging of dangerous substances and mixtures – CLP; European regulation on registration, evaluation, authorisation, and restriction of chemicals – REACH</p>
6 Lecture	<p>Organization of disaster medicine system in a country.</p> <p>Emergency public health situations. Development of disaster medicine in the World. Disaster relief operations: action scheme. Practical experience from international missions, opportunities and challenges, lessons learnt, required competence, mission mandate; Possible participation in international missions – disaster assistance, diplomatic missions, peacekeeping mission, war operations, humanitarian aid crises, volunteer work under UN system or other organization. Examples of practice.</p>
7 Lecture/ seminar	Introduction to the first aid: concept, purpose, and operating/action principles. First aid kit. First aid and emergency medical assistance. First aid in disaster situations; Actions on the accident site. First aid in special situations: drowning; wounds, injuries, amputations, and other damage. Electro trauma. Animal

		bites. Foreign objects in a breathing way. Multiple victim situations action; action scheme. Diseases.
	8 Lecture/ seminar	Chain of survival on the street. Adult Basic Life Support (BLS) algorithm. BLS scheme and practical demonstration. Cardiopulmonary resuscitation. Training in the practical application of resuscitation measures. Usage of defibrillator, Teamwork in provision of cardiopulmonary resuscitation. First aid for the person who is choking. Choking algorithm.
Literature and other resources	No.	Author, title, publisher
	1	Selected Online Reading on Civil Protection and Disaster Preparedness. European Parliament Library (source: https://eplibrary.libguides.com/EPOL/SR/Civil_protection/e-books).
	2	National Security Law. Available in English language (source: www.likumi.lv ; www.vvc.gov.lv).
	3	Law on Civil Protection and Disaster Management. Available in English language (source: www.likumi.lv ; www.vvc.gov.lv).
	4	Decision No.1313/2013/EU of the European Parliament and of the Council of 17 December 2013 on a Union Civil Protection Mechanism (source: http://eur-lex.europa.eu).
	5	Regulation (EC) No 1907/2006 of the European Parliament and of the Council of 18 December 2006 concerning the Registration, Evaluation, Authorisation and Restriction of Chemicals (REACH), establishing a European Chemicals Agency...(source: http://eur-lex.europa.eu).
	6	Commission staff working paper “Risk Assessment and Mapping Guidelines for Disaster Management”; SEC(2010) 1626 final; 43.p., Brussels, 21.12.2010. (source: http://ec.europa.eu/echo);
	7	Cabinet Regulation No.659, adopted 30 June 2009 “Procedures for the Receipt and Provision of Humanitarian Assistance”. Available in English language (source: www.likumi.lv ; www.vvc.gov.lv).
	8	Wendling, C., J. Radisch and S. Jacobzone (2013), “The Use of Social Media in Risk and Crisis Communication”, OECD Working Papers on Public Governance, No. 24, OECD Publishing. (source: http://dx.doi.org/10.1787/5k3v01fskp9s-en).
	9	Mario Moiraghi. Civil Protection, 2007 – Available at: https://books.google.mk/books?id=bDSxPqIuEQ0C&printsec=frontcover#v=onepage&q&f=false
	10	European Resuscitation Guidelines 2021 (source: https://www.cprguidelines.eu/).
Learning outcomes	Knowledge	
	<ul style="list-style-type: none"> Understanding the functioning of the Civil Protection system and the tasks and responsibilities of its subjects. Understanding the types of disasters, as well as dangerous natural and man-made objects in the territory of Latvia and near its borders. Knowledge of the basic principles of First Aid and its role in case of disaster. 	
	Skills	

	<ul style="list-style-type: none"> • Ability to respond appropriately to daily situations of potential danger and their consequences, by selecting the possible actions of the plan in such situations. • Understanding of the signals of Early Notification System of disaster. • Ability to deal with the organizational and practical aspects of First Aid. • Readiness to instruct and lead the people in disaster situations.
	Competences <ul style="list-style-type: none"> • Safe behaviour at emergency situation depending on its nature and type. • Professional targetted operation in disaster situations in accordance with the Emergency Plan under the direction of the Emergency Response Center. • First aid provision at a disaster site for various types of damage and their combinations.
Attendance	Mandatory in the seminar
Electronic devices policy	No electronic device is authorized in the classroom during the First Aid workshop/ seminar.
Requirements and grading	<p>For the completion of the course it is required the acquisition of a rating – “PASS” or “FAIL” at a written test. The rating incorporates the student’s general attitude and participation – attendance, participation in workshops and final test. In order to be admitted to the final exam student has to attend one of the First Aid workshops according to the group sign-up.</p> <p>GRADING CRITERIA Exam - 50% of the overall grade (min. 50% answers of the exam are correct). Attendance of workshops of First Aid - 50%.</p>
	For debtors The same as for the 1 st time takers

Introduction to Entrepreneurship (TBC)

Course Director	Dmitrijs Kravčenko, dmitrijs.kravcenko@sseriga.edu
Department	Business and Management
Lecturer(s)	Dmitrijs Kravčenko, dmitrijs.kravcenko@sseriga.edu
Credit Points	4 ECTS CP, core course
Course Prerequisites	N/A
Research skills needed and developed	TBC
IT-skills needed	TBC
Introduction (Course objectives)	TBC
Content and structure	<ol style="list-style-type: none"> 1. Intro to entrepreneurship and overview (2h lecture + 2h seminar) 2. Entrepreneurship and leadership (2h lecture + 2h seminar) *[bridging leadership topic from IML to OBHRM] 3. Psychology of Entrepreneurship (1h lecture) 4. Innovation and opportunity identification (2h lecture + 2h workshop) *[covering innovation topic towards OBHRM] 5. Social entrepreneurship (2h lecture + 2h field trip) *[freeing space of this topic on Eship specialization] 6. International entrepreneurship (2h lecture + 2h seminar) *[foreshadowing internationalisation towards OBHRM] 7. Market analysis, idea validation and prototyping (4h workshop) 8. Public policy and entrepreneurship (1h lecture) 9. Entrepreneurial operations and marketing (2h lecture + 2h seminar) *[synergy with marketing course around the same time] 10. Legal structures and financial plans (2h lecture + 2h workshop) 11. Critical perspective

Marketing

Course Director	Marius Raugalas, Visiting Lecturer											
Department	Business and Management											
Lecturer(s)	Marius Raugalas, marius.raugalas@sseriga.edu Justinas Šukys, justinas.sukys@sseriga.edu											
Teaching Assistants												
Credit Points	5 ECTS CP; core course Student Workload (SWL): <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><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>10 45min regular and lectures</td><td>c.15 45min seminars + 3 days of 4-5h /day simulation game</td><td>c. 10 hours / week</td></tr></table>			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
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 needed and developed	Developed basic research skills: Company, Customer & Competitor research, Evaluation of marketing strategy and performance results, conducting and executing a marketing plan / ad campaign											
IT-skills needed	Basic											
Related Courses	Previous: None Upcoming: Economic and Consumer Behaviour, Introduction to Entrepreneurship, Market Research, Strategy											
Students eligible	Year 1 and exchange students, 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	Assigned book readings to be provided as scanned pdf copies.											
Learning Outcomes	Knowledge Solid understanding of key marketing concepts and frameworks											
	Skills Running digital ads											
	Competences Writing a marketing plan, analyzing marketing cases, developing and launching ads on social media platforms											
Attendance	All lectures are optional but will not be recorded. Seminars and simulation game are mandatory. Missing a 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											

Requirements and Grading	Deliverable	Type	Grade
	Simulation game	Group	20%
	Mid-term exam	Individual	30%
	3 case answers	Group	Pass/Fail
	Case presentation	Group	10%
	Project presentation	Group	40%
	For debtors debtors from previous study years only need to attend and participate in the relevant parts which they haven't passed yet in previous years		

Economic and Consumer Behaviour

Course Director	Heidi Reinson , Visiting Lecturer
Department	Business and Management
Lecturer(s)	Heidi Reinson, Visiting Lecturer heidi.reinson@sseriga.edu +Guest lecturers
Credit Points	3 ECTS CP ; core course
Course Prerequisites	-
Research skills needed and developed	Needed: using databases for literature and references Developed: randomized control trial (RCT) design basics
IT-skills needed	MS Powerpoint or other slideshow app
Related Courses	Marketing, Anthropology, Market Research, Research Methods
Students eligible	Year 1 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 and behaviour, including purchasing decisions. This course is not only about marketing but human decision making in general, so it is relevant for all career prospects.
Content	<p>The course will cover both the theoretical background of judgment and decision making as well as the specific practical applications (brands, advertising, pricing, etc.) We will also discuss the role of behavioural science in business and policy.</p> <p>Here is a list of the main themes and concepts covered:</p> <ul style="list-style-type: none"> • Introduction to the field of behavioral economics • Rationality and bounded rationality • Cognitive biases and heuristics in decision-making • System 1 (automatic) and System 2 (reflective) • Behaviour Change models • The EAST framework (Easy, Attractive, Social, Timely) • Cialdini's 6+1 principles of persuasion • Opportunity cost neglect • Mental accounting • Prospect theory (absolute vs. subjective value, loss aversion) • Endowment effect • Time discounting and intertemporal choice • Behavioural Finance • Emotions and their role in decision making • Brands and brains (Long-term Potentiating, LTP) • Psychology of advertising • Attention and memory • Implicit learning • Embodied cognition • Shopper behavior (in-store) • Psychology of prices (price-value associations, bundling, etc.)
Structure and Format	<ul style="list-style-type: none"> ● 9 lectures, incl: <ul style="list-style-type: none"> ○ 5 live lectures (Soros) ○ 2 pre-recorded lectures (delivered as short videoclips)

	<ul style="list-style-type: none"> ○ 2 guest lectures ● 3 seminars (3h + 60 min + team meeting with EMBA mentor) ● Independent study of the materials posted on eLearning ● Forum post ● Quiz on eLearning platform ● Peer review / feedback to another team ● Report (in teams) ● Final exam
Literature and other resources	See the separate reading list for full titles and details about finding the papers. The articles and scanned book chapters are uploaded on the eLearning platform.
Learning Outcomes	Knowledge Understanding of key concepts in economic behaviour and consumer psychology. Overview of the relevant literature in the related disciplines.
	Skills Ability to discuss factors influencing consumer behavior and decision-making processes, applying these ideas to business and social challenges.
	Competences Improved problem-solving competences using the skillset acquired during the course. Applied both in analyzing and improving your own behaviour as well as in professional settings.
Attendance	Mandatory in all seminars and at least 5 lectures. If you miss a seminar, you need to submit debt clearance. If you attend less than 5 lectures, you'll lose 2 points for each (i.e. 5 lectures give a total of 10 points of your final grade)
Electronic Devices Policy	Allowed in lectures and the workshop (for notes) but not allowed in the last seminar.
Requirements and Grading	The final grade max 200 consists of: <ul style="list-style-type: none"> ● 5% Attending 5 lectures x 2 points (max 10 points) ● 5% eLearning forum post (max 10 points) ● 5% eLearning quiz (max 10 points) ● 5% Peer review / feedback to another team ● 20% Team assignment "EMBA nudge project" (max 40 points) ● 60% Exam (max 120 points) <p>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). Assignment details are uploaded on eLearning and discussed in lectures.</p>
	For debtors Re-take the failed components only.

Business Ethics and Sustainability

Course Director	Landes Xavier, Associate Professor											
Department	Business and Management											
Lecturer(s)	Xavier Landes, Associate Professor, xavier.landes@sseriga.edu											
Teaching Assistants	TBA											
Credit Points	3 ECTS CP; core course Student Workload (SWL): <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><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>28</td><td></td><td>60</td></tr></table>			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)	28		60
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)										
28		60										
Duration	From 31-Mar-2025 To 16-May-2025											
Re-exam date	26-Jun-2025 (TBC)											
Course Prerequisites	None											
Research skills needed and developed	<ul style="list-style-type: none">• Academic reading• Academic writing• Analytical and presentation skills• Critical thinking											
IT-skills needed	<ul style="list-style-type: none">• Word processor											
Related Courses	<ul style="list-style-type: none">• Academic Studies and Critical Thinking• Climate change (elective)• Microeconomics											
Students eligible	Year 1 and exchange students, as well as debtors from previous study years											
Introduction (Course objectives)	<p>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,</p> <p>The course objectives are:</p> <ul style="list-style-type: none">• 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. <p>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.</p>											
Content	THIS COURSE DESCRIPTION MAY BE SUBJECT TO CHANGE. 1. Lecture 1: Sustainability [Week 1, 90 minutes] Mandatory Readings rvis, B., Y. Mao, & D. Robinson (2019). Three pillars of sustainability: in search of conceptual origins. <i>Sustainability Science</i> , 14:681-695. Complementary Readings iele, L.P. (2016). <i>Sustainability</i> . Cambridge: Polity Press, 14-38.											

2. Lecture 2: Why Business Ethics Matters? [Week 1, 120 minutes]

Mandatory Readings

- Calla, J.B. (2013). Leadership Ethics. In H. LaFollette (Ed.). *The International Encyclopedia of Ethics*. Chichester: Wiley-Blackwell.
- 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.
- Stewart, M. (2006). The Management Myth. *Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/2006/06/the-management-myth/304883/>

Complementary Readings

- Sturges, 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, pp. 33-40 Available on the elearning platform
- Primarity, Jeffrey (2021). Business Ethics. *The Stanford Encyclopedia of Philosophy*. Retrieved from: <https://plato.stanford.edu/archives/fall2021/entries/ethics-business/>

In the News

- Donald, D. (2018, November 27), When You Get That Wealthy, You Start to Buy Your Own Bullshit: The Miseducation of Sheryl Sandberg. *Vanity Fair*. Retrieved from: <https://www.vanityfair.com/news/2018/11/sheryl-sandberg-harvard-business-school-leadership>

3. Lecture 4: The Social Responsibilities of Business [Week 1, 120 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
- Edman, M. (1970, September 13), The Social Responsibility of Business Is to Increase its Profits. *New York Times Magazine*.

In the News

- Douglas, J., & Fosbrook, B. (2018, November 11), 'What Facebook can learn from Bank of America's history about good corporate citizenship', *Washington Post*. Retrieved from: <https://www.washingtonpost.com/outlook/2018/11/28/what-facebook-can-learn-bank-america-about-good-corporate-citizenship/>
- Sensblatt, L. (2022, March 17). The state of Starbucks: Sustainability, union drives and the return of Howard Schultz. *Seattle Times*. Retrieved from <https://www.seattletimes.com/business/the-state-of-starbucks-sustainability-union-drives-and-the-return-of-howard-schultz/>

4. Lecture 5: Stakeholder Theory + Quiz 1 [Week 1, 120 minutes]

Mandatory Readings

- Stakeholder, E.R. (2014). Stakeholder Theory of the Modern Corporation. In W.M. Hoffman, R.E. Frederick, & M.S. Schwartz. *Business Ethics* (pp.184-191). Oxford: Wiley Blackwell.
- Stakeholder, E.R., & Elms, H. (2018, January 4). The Social Responsibility of Business Is to Create Value for Stakeholders. *MIT Sloan Management Review*. Retrieved from: <https://sloanreview.mit.edu/article/the-social-responsibility-of-business-is-to-create-value-for-stakeholders/>

In the News

- Stakeholder, 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>

5. Lecture 6: Fiduciary Duty [Week 2, 120 minutes]

Case study: ABACUS

Mandatory Readings

3D

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 7: CSR Policy [Week 2, 120 minutes]

Mandatory Readings

Whistleblowing. In H. LaFollette. *The Oxford Handbook of Practical Ethics* (pp.539-563). Oxford: Oxford University Press.

7. Lecture 8: Conflicts of Interest [Week 2, 120 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 D.A. Moore, D.M. Cain, G. Loewenstein, & M.H. Bazerman (Ed.). *Conflicts of Interest: Challenges and Solutions in Business, Law, Medicine, and Public Policy* (pp.104-129). Cambridge: Cambridge University Press. Available on the elearning platform.

Emmanuel, E.J. & Thompson, D.F. (2008). The Concept of Conflicts of Interest. In E.J. Emmanuel, C. Grady, R.A. Crouch, K.L. Reidar, F.G. Miller & D. Wendler (Ed.). *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#>

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

Additional resources

<https://www.ethicalsystems.org/content/conflicts-interest>

8. Lecture 9: Corporate Culture + Quiz 2 [Week 2, 120 minutes]

Case study: Boeing 737 MAX

Mandatory Readings

Wiley, 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 W.M. Hoffman, R.E. Frederick, & M.S. Schwartz (Ed.). *Business Ethics: Readings and Cases in Corporate Morality* (pp.749-756). Oxford: Wiley Blackwell. Available on the elearning platform.

In the News

Boj, T. (2013, December 11), 'Financial incentives and bonus schemes can spell disaster for business', *The Guardian*. Retrieved from:

	<p>https://www.theguardian.com/sustainable-business/financial-incentives-bonus-schemes-lloyds-fine</p> <p>9. Case study practice [Week 3, 90 minutes] Case study: TBD This voluntary session will be devoted to practice for the final case study. Students interested to attend will have to register in advance, and come prepared to the session, which implies to have read the case study, Jennings and having work on the preliminary questions. Preliminary Questions TBA Mandatory Readings Case Study ederik, R. (2013). Bribery and Extortion. In H. LaFollette (Ed.). <i>The International Encyclopedia of Ethics</i>. Chichester: Wiley-Blackwell. (TBC) ennings, M.M. (2012), <i>Business Ethics: Case Studies and Selected Readings</i>. 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.</p> <p>10. Lecture 11: Environmental Sustainability [Week 3, 120 minutes] Mandatory Readings SD the News e Guardian' series, 'The Polluters' https://www.theguardian.com/environment/series/the-polluters omson, Adam (2018), 'The New Sunshine State', <i>The Financial Times</i>, https://ig.ft.com/special-reports/renewable-energy/ Additional Resources Cormick, K., Richter, J. L., & Pantzar, M. (2015), <i>Greening the Economy Compendium</i>. Lund University Available on the e-learning platform</p> <p>11. Lecture 12: Climate Change and Businesses + Quiz 3 [Week 3, 120 minutes] Mandatory Readings nneuil, C., P.-L. Choquet, & B. Franta. (2021). Early warnings and emerging accountability: Total's responses to global warming, 1971-2021. <i>Global Environmental Change</i>, 71: 102386. asso, M. & K. Vladimirova. (2020). A Moral Analysis of Carbon Majors'Role in Climate Change. <i>Environmental Values</i>, 29(2): 175-195. the news apman, B. (2017, October 27). 'BP and Shell are planning for catastrophic 5°C global warming despite publicly backing Paris climate agreement', <i>The Independent</i>, 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</p> <p>12. Q&A Session [Week 4, 60 minutes] This session will be devoted to answer students' questions about the course, final exam, etc. Students should come with questions.</p>
Structure and Format	<p><u>Please note that this course description is tentative and, therefore, may be subject to changes.</u> The course will be made of (subject to change):</p>

	<ul style="list-style-type: none"> • 3 x 60-minute lectures • 5 x 90-minute lectures • 3 x 120-minute lectures • 3-4 x 90-minute guest lectures (unplanned at the moment)
Literature and other resources	<p>The required readings will be announced in due time.</p> <ul style="list-style-type: none"> • Case studies • Books on business ethics available at SSE Riga library • Online resources <p>Indicative literature</p> <ul style="list-style-type: none"> • Crane, A. (2016). <i>Business Ethics</i>, Oxford: Oxford University Press • Ferrell O.C., Fraedrich, J., & Ferrell, L. (2013). <i>Business Ethics: Decision-Making and Cases</i>, Stanford: CT. Cengage • Moriarty, Jeffrey. (2021). <i>Business Ethics: A Contemporary Introduction</i>. London: Routledge. <p>Electronic resources</p> <ul style="list-style-type: none"> • Chris MacDonald blog: https://businessethicsblog.com • Markkula Center for Applied Ethics: https://www.scu.edu/ethics/focus-areas/business-ethics/resources/cases/ <p>Movies (business ethics has been dealt extensively with in cinema)</p> <ul style="list-style-type: none"> • The modern corporation and work conditions <ul style="list-style-type: none"> • <i>Glengarry Glen Ross</i> (1992) • <i>The Corporation</i> (2003) • <i>The Take</i> (2004) • <i>A Decent Factory</i> (2004) • <i>Walmart: The High Cost of Low Price</i> (2005) • <i>Enron: The Smartest Guys in the Room</i> (2006) • <i>Merchants of Doubt</i> (2014) • Finance and banking industry <ul style="list-style-type: none"> • <i>Wall Street</i> (1987) • <i>Rogue Trader</i> (1999) • <i>Boiler Room</i> (2000) • <i>Too Big to Fail</i> (2011) • <i>Inside Job</i> (2010) • <i>Wall Street: Money Never Sleeps</i> (2010) • <i>The Wolf of Wall Street</i> (2013) • <i>Master of the Universe</i> (2013) • Energy industry <ul style="list-style-type: none"> • <i>Crude</i> (2009) • <i>Haynesville: A Nation's Hunt for an Energy Future</i> (2009) • <i>Gasland</i> (2010) • <i>The Big Fix</i> (2012) • <i>The Great Invisible</i> (2014) • <i>Pump</i> (2014) • Chemical industry <ul style="list-style-type: none"> • <i>Michael Clayton</i> (2007) • <i>Circle of Poison</i> (2015) • Tobacco industry <ul style="list-style-type: none"> • <i>The Insider</i> (1999) • <i>Thank You for Smoking</i> (2005) • <i>Addiction Incorporated</i> (2011) • Sustainability <ul style="list-style-type: none"> • <i>Darwin's Nightmare</i> (2004) • <i>Food Inc.</i> (2008) • <i>The End of the Line</i> (2009) • <i>Planet Ocean</i> (2012)

	<ul style="list-style-type: none"> • <i>Switch</i> (2012) • <i>Tomorrow</i> (2015) • <i>Racing Extinction</i> (2015) • International business and developing countries <ul style="list-style-type: none"> • <i>The Constant Gardener</i> (2005) • <i>Blood Diamond</i> (2006) • <i>Fire in the Blood</i> (2012) • Climate Change <ul style="list-style-type: none"> • <i>An Inconvenient Truth</i> (2006) • <i>Climate Refugees</i> (2010) • <i>Chasing Ice</i> (2012) • <i>Years of Living Dangerously</i> (2014) • <i>Before the Flood</i> (2016) • Plastic Pollution <ul style="list-style-type: none"> • <i>Plasticized</i> (2011) • <i>A Plastic Ocean</i> (2016) • Social Media <ul style="list-style-type: none"> • <i>The Social Network</i> (2010) • <i>The Great Hack</i> (2019)
Learning Outcomes	Knowledge <ul style="list-style-type: none"> • What's 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 <ul style="list-style-type: none"> • Academic reading. • Ethical analysis. • Critical thinking. • Argumentation. • Teamwork and report writing.
	Competences <ul style="list-style-type: none"> • 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.
Electronic Devices Policy	No electronic device is authorized in the classroom. All devices should remain stored in the bags for the duration of the class, except explicit contrary indication. Failure to comply will lead to the exclusion from the class.
Requirements and Grading	The final grade will be constituted of: <ul style="list-style-type: none"> • Final exam: 200 points.
	The 3-hour final exam will be constituted of two parts: one part on the course content (120 points) and a case study (80 points).
	Please note that the in-class quizzes will not be graded. They will be used only for students to self-evaluate their knowledge. The final exam will not be a multiple

	choice, but elaborated answers to questions directly bearing on the course content.
	For debtors Students who failed the course in 2023-2024 or earlier will subject to the same requirements than Y1s, i.e. final exam.
Dates for posting the grades	Final results: <i>06-Jun-2025</i> Re-exam grades: <i>11-Aug-2025</i>

Management Accounting and Finance

Course Director	Ágnes Lublóy, Professor		
Department	Finance & Accounting		
Lecturer(s)	Lublóy Ágnes, Professor agnes.lubloy@sseriga.edu		
Teaching Assistants	TBC		
Credit Points	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)
	32 academic hours	22 academic hours	80 hours
Duration	From 12-May-2025		
	To 20-Jun-2025		
Re-exam date	13-Aug-2025		
Course Prerequisites	Financial Accounting		
Research skills needed & developed	Analytical skills, conceptual thinking, critical thinking		
IT-skills needed	Data analysis software (e.g., Excel) Ability to use databases (e.g., Orbis and Thomson Reuters Datastream)		
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 course builds upon the concepts introduced in the financial accounting course and aims to provide students with solid knowledge and skills required for the analysis and interpretation of complex financial data presented in financial statements of publicly traded companies. The course introduces students to more complex accounting issues such consolidation and fair value accounting. In addition, the course provides an overview of key management accounting concepts. The course aims to deepen students' analytical, technical, and critical thinking skills through a group project in which students will perform financial ratio analysis of a publicly traded company.		
Content	The course covers the following major topics: <ul style="list-style-type: none">Financial ratio analysis (operating profitability, efficiency, financial leverage, liquidity);Major consolidation principles and consolidation accounts;Introduction to management accounting;Cash flow statement preparation and analysis;Budgeting and budget control;Main shareholders' equity accounts and new shares' issuance.		
Structure and Format	The course is structured as a combination of lectures followed by seminars. Students will also deepen their understanding of the concepts through interactive activities, group work, and Q&A sessions. At the end of the course, project groups have to submit a written report in which they need to perform a financial analysis of a publicly-traded company.		
Literature and other resources	Frank Wood's Business Accounting 2, 10th edition, 2005, London, Prentice Hall. Relevant chapters from the textbook:		

	<ul style="list-style-type: none"> • 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 <p>Additional materials posted on elearning.</p>
Learning Outcomes	<p>By the end of the course, students will be able to:</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • differentiate between financial and management accounting; • know major types of financial ratios; • understand basic consolidation principles; • discuss advantages and disadvantages of different types of budgets; • distinguish between different types of share issuance by corporations. <p><u>Skills</u></p> <ul style="list-style-type: none"> • calculate key financial ratios; • construct cash flow statement; • prepare basic budget. <p><u>Competences</u></p> <ul style="list-style-type: none"> • read, analyze and interpret complex financial data presented in financial statements of a company; • perform basic financial ratio analysis of a publicly traded company.
Attendance	Attendance is not mandatory.
Electronic Devices Policy	No electronic devices (except tablets used for taking notes) are allowed during the lectures and seminars.
Requirements and Grading	<p>The grading of the course is as follows:</p> <ul style="list-style-type: none"> • Final exam – 80% (individual) • Group Project – 20% (group) <p><u>Minimum passing requirements:</u> 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 80 points out of maximum 160.</p> <p><u>For debtors</u> Debtors need to re-take the component they failed, not the entire course.</p>

Year 2

Business Valuation

Course Director	Anete Pajuste, Professor											
Department	Accounting and Finance											
Lecturer(s)	Arvīds Kostomārovs, Visiting Faculty, arvids.kostomarovs@sseriga.edu Anete Pajuste, Professor, anete.pajuste@sseriga.edu											
Teaching Assistants	TBA											
Credit Points	6 ECTS CP ; core course Student Workload (SWL): <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><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 and project work (in hours)</td></tr><tr><td>28 academic hours</td><td>27 academic hours</td><td>125 hours</td></tr></table>			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 and project work (in hours)	28 academic hours	27 academic hours	125 hours
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 and project work (in hours)										
28 academic hours	27 academic hours	125 hours										
Duration	<i>From 22-Apr-2025</i> <i>To 22-May-2025</i>											
Re-exam date	TBA (August 2025)											
Course Prerequisites	Introductory Accounting, Management Accounting and Finance, Financial Economics											
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	<i>Prior.</i> Financial Accounting, Management Accounting and Finance, Managerial Economics, Financial Economics <i>Subsequent.</i> Finance Specialization											
Students eligible	Year 2 and exchange students, as well as debtors from previous study years											
Introduction (Course objectives)	This course will enhance your skills in interpreting and analyzing firm's financial reports, with an emphasis on business valuation and investor and creditor decision-making. The course will adopt a holistic approach, encompassing components of strategy, finance, and accounting, with a primary focus on the accounting information's significance. The course will expose you to financial analytics tools that can be used to analyse data from a single company, a large number of companies, and various sources for investment and business decisions. Some of the skills you will learn in this course are required for the CFA exam. There are four primary learning objectives: <ol style="list-style-type: none">1. Provide and apply a framework for financial analysis and valuation2. Acquire proficiency in constructing and interpreting financial ratios3. Assess quality of earnings4. Understand and apply different valuation approaches for mature companies, as well as start-ups											
Content	The course covers five key components of financial analysis and valuation. 1. Understanding the firm's strategy helps in identifying its competitive advantage, key success factors, and potential risks. It is a crucial aspect of financial analysis as it provides insights into the company's future prospects and its ability to achieve its financial goals.											

	<p>2. Accounting analysis entails scrutinizing a company's financial statements, including the balance sheet, income statement, and cash flow statement. Accounting analysis aims to assess the quality of a company's financial statements, the accounting policies and principles applied, and any potential accounting issues that may impact the accuracy of the financial statements.</p> <p>3. Financial analysis involves evaluating a company's financial performance and position by analyzing financial ratios and metrics such as profitability, liquidity, solvency, and efficiency. Financial analysis provides insights into a company's financial health, strengths, weaknesses, and opportunities for improvement.</p> <p>4. Forecasting analysis helps in predicting a company's future financial performance and position based on historical data and current trends. Forecasting analysis is essential for financial planning and decision-making, including budgeting, investment, and financing decisions.</p> <p>5. Valuation involves determining the intrinsic value of a company by analyzing various factors such as the company's financial performance, growth prospects, and market conditions. Valuation is critical for investment decision-making, including buying or selling stocks, bonds, or other securities. Various valuation methods, including residual income model, discounted cash flow analysis, or market multiples, can be used to determine a company's intrinsic value. Initially, we will discuss the valuation of mature and publicly listed firms, followed by emphasis on entrepreneurial finance, which examines the financing of emerging innovative growth-oriented start-ups.</p> <p>Throughout the course, we will look into fast-evolving corporate sustainability and ESG reporting requirements and standards for international companies and investigate the latest thinking as to how the ESG performance create value from investors' perspective.</p>
Structure and Format	<p>The course is organized in 11 lectures, 3-4 guest lectures, 10 seminars, and project presentations. Most lectures and seminars are two hours long.</p> <p>Valuation Project</p> <p>The objective of the course is to integrate and deepen your knowledge of financial analysis and valuation. This objective is supported by a comprehensive valuation project. The project consists of five parts: (1) industry analysis, identifying key strengths and weaknesses, (2) strategy analysis, identifying key operating and financial risks, (3) financial analysis, selecting and calculating key financial ratios, (4) forecasting analysis, consisting of projected income statement, balance sheet, and cash flow statement, and (5) valuation analysis, performing DCF and relative valuation of a company.</p> <p>Case discussions</p> <p>The main purpose of the case analyses is to develop YOUR decision-making skills. Cases contain all the necessary information about the company and the industry, and no outside information (e.g., the Internet, people in the industry) should be used when preparing for case discussion. 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.</p>
Literature and other resources	<p>Course book: “Business Analysis and Valuation” by Palepu, Healy and Peek (PHP).</p> <p>Reference book: “Corporate Finance” by Berk and De Marzo (BDM).</p> <p>Different readings on the eLearning platform.</p>
Learning Outcomes	<p>At the end of the course students will be able to:</p> <p>Knowledge</p>

	<ul style="list-style-type: none"> • compare the pros and cons of different valuation models; • describe accounting recognition and measurement problems; • discuss the structure and operations of private equity firms; • compare the financing decisions facing start-ups as opposed to larger, more mature firms. <p>Skills</p> <ul style="list-style-type: none"> • build a financial forecast and valuation model; • make decisions using financial analysis and valuation framework; • argument and present the financial decisions in a professional setting; • apply theoretical knowledge to practical financial decision making in case discussion setting. <p>Competences</p> <ul style="list-style-type: none"> • perform an in-depth financial analysis of a firm; • apply different models for company valuation.
Attendance	<p>Satisfactory performance in the course requires a thorough understanding of topics discussed in class (as well as the assigned readings and case discussions). To learn the topics discussed in class, to contribute to in-class discussions and to be allowed to take the exam (or re-exam), attendance at all class sessions (by lecturers) is necessary and expected. Attendance at TA-lead seminars is optional, but highly recommended.</p> <p>Attendance will be registered during each class session using in-class quizzes. Two absences (for whatever reason) do not require any further action. If a student misses three or more classes, an excused absence request (for reasons such as illness verified by a healthcare professional) must be filed with the student services for <u>all</u> the missed classes. The administration will then determine the eligibility to take the exam on a case-by-case basis.</p>
Electronic Devices Policy	<p>Unauthorized recording of class sessions is strictly forbidden.</p>
Requirements and Grading	<p>The grading of the course is as follows:</p> <ul style="list-style-type: none"> • Exam – 100 points (individual) • Project – 80 points (group) • Participation – 20 points (individual) <p>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). Attendance in class sessions guarantees a minimum of 10 points in Participation; additional points will be granted for active contribution to class discussions.</p> <p>A student who passes the exam or the project but does not pass the course overall can carry forward the grade on the passed component. Participation grade is not carried forward to the next year. For example, a student who 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 who passes the exam or re-exam but fails the project can carry forward their exam grade and do a new project the next year.</p> <p>For debtors</p> <p>If you have passed one of the two mandatory course components, exam or project, you do not have to retake that component (your grade will be carried forward). Attendance policy (see above) applies also to debtors, who have previously failed the exam. Debtors, who have failed only the project have to attend all the project sessions and final presentations.</p>

Dates for posting the grades	Exam results: <i>30-May-2025</i> Final results: <i>05-Jun-2025</i> Re-exam grades: <i>10 working days after the re-exam</i>
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Economic Anthropology

Course Director	Kata Fredheim, Associate Professor														
Department	Business and Management														
Lecturer(s)	Kata Fredheim, PhD, Email: kata.fredheim@sseriga.edu Klāvs Sedlenieks, PhD, Email: ksedleni@gmail.com Jurga Kupstyte, MH, Email: jurga.kupstyte@sseriga.edu														
Teaching Assistants	Anna Grike, PhD, Email: anna.grike@sseriga.edu Alexandr Stukanov.														
Credit points	3 ECTS CP ; core course Student Workload (SWL): 200 pts Part 1: <table><tr><th colspan="3">Structured SWL</th><th>Unstructured SWL</th></tr><tr><td>Lectures</td><td>Guest lectures</td><td>Seminars</td><td>Estimated time of self-studies (in hours)</td></tr><tr><td>7 x (2x45) mins 6 methods lectures (6x15 mins)</td><td>7x 45 mins</td><td>5x 50min</td><td>20 hours of preparation for analytical discussions and lectures</td></tr></table> Part 2: The estimated workload for Part 2 of the course is: 40 hours. This includes presentation as well as 6 assignments that will be part of your portfolio.			Structured SWL			Unstructured SWL	Lectures	Guest lectures	Seminars	Estimated time of self-studies (in hours)	7 x (2x45) mins 6 methods lectures (6x15 mins)	7x 45 mins	5x 50min	20 hours of preparation for analytical discussions and lectures
Structured SWL			Unstructured SWL												
Lectures	Guest lectures	Seminars	Estimated time of self-studies (in hours)												
7 x (2x45) mins 6 methods lectures (6x15 mins)	7x 45 mins	5x 50min	20 hours of preparation for analytical discussions and lectures												
Course Prerequisites	There are no other courses that are seen as prerequisites. Students are, however, expected to be familiar with the basics of qualitative research and basic social sciences (including economics) concepts.														
Research skills needed and developed	Basic knowledge of qualitative methods and economics, already covered in related courses.														
IT-skills needed	Microsoft office, presentation programme of your choice, please do not use AI in this course.														
Related Courses	Market Research, Economic and Consumer Behaviour, Welfare economics														
Students eligible	Year 2 and exchange students, as well as debtors from previous study years														
Introduction (Course objectives)	Economic Anthropology is not about skulls, bones, or colour of skin. It is about economic and social behaviour; it sets out questions, methods and general perspectives of how to scrutinize the influence of various social and cultural factors, such as family, gender, ethnicity, social class, religious beliefs on behaviour of human beings. At the same time, it is not a sub-discipline of economics, but a sub-domain of social anthropology, science that deals with social and cultural differences and similarities and attempts to explain them in a meaningful way. The course deals with issues that are about real-life behaviour and real-life situations , rather than the ones that are derived from generalizing models. For example, rumour and gossip as a black market of information, socially formed consumer preferences and tastes, informal organisational life, attitudes towards saving and credit, social mechanisms of trust, culturally developed conflict management practices, cross-cultural misunderstandings affecting business, and so on. Given the magnitude of social and cultural influences on our economic behaviour, it is not uncommon to meet anthropologists as modern technology														

development team members, organizational culture consultants, advertising specialists, or working on international development projects. The course also covers five basic **societal issues** every graduate will face in later life and in the workplace, such as gender, kinship, migration, collaboration, money.

One of the key deliveries in this course is to show that everyday behaviour that hardly qualifies as **rational** according to the economic models of homo economicus may be reasonable if the concept of rationality is enlarged so that social and cultural influences are accounted for. At the same time, a wider notion of rationality is a must if one wishes to understand and use cross-cultural business opportunities. Even more so, some 'types of irrational behaviour' may be more efficient economically than allegedly individualistically rational acts.

The course presented during the six study weeks is short but rather intensive. The main purpose is to provide students with a new perspective from which to analyse regularities of everyday life and decisions of economic agents. The course should also introduce you to qualitative methods of data collection and analysis, notably interviewing, participant observation, grounded theory and fieldwork, ethnographic approach to data gathering.

Content

List of lectures and seminars:

Week 1

Introduction to Economic Anthropology (KF)- LECTURE (0)

Methods for the Project Work (KF)- LECTURE (1)

Exchange/ Reciprocity/ Money (KS)- LECTURE (2)

Exchange/ Reciprocity/ Money - Analytical discussion (1)

First of and second of 6 mini-lectures (online videos) to help you prepare the weekly assignment (each 15 mins).

Guest lectures

Week 2

Individual and Collectivity (KS) LECTURE (3)

Individual and Collectivity - Analytical discussion (2)

Gender LECTURE (4)- part of it: Guest lecture 2

Gender - Analytical discussion (3)

Third of 6 mini-lectures (online videos) to help you prepare the weekly assignment (each 15 mins).

Guest lectures

Week 3

Work – LECTURE (5)

Work- Analytical discussion (4)

Fourth of 6 mini-lectures (online videos) to help you prepare the weekly assignment (each 15 mins).

Guest lectures

Week 4

Migration LECTURE (6)

Migration- Analytical discussion (5)

Fifth of 6 mini-lectures (online videos) to help you prepare the weekly assignment (each 15 mins).

	<p>Week 5</p> <p>Sixth of 6 mini-lectures (online videos) to help you prepare the weekly assignment (each 15 mins).</p> <p>Portfolio submission</p> <p>Final exam</p> <p>Deliverables:</p> <p>Project work portfolio (consisting of 6 assignments)</p> <p>Reflections</p> <p>Final defence</p>
<p>Structure and Format</p>	<p>The course consists of two parts, where the first part is intended for students' critical and analytical engagement with the topic-specific literature, as well as with the anthropological theoretical and ethnographic perspectives.</p> <p>The second part is intended for an in-depth hands-on acquaintance with qualitative research approach. Students have the opportunity to conduct original research, and try different methods.</p> <p><u>Theory:</u> Introduction to Economic Anthropology (6 lectures, 5 analytical discussions)</p> <ul style="list-style-type: none"> • Lectures are 90 minutes long, they will be in person. Presentations and all reading materials will be uploaded on e-learning. Attendance is not mandatory, however if you attend all the lectures you will receive an additional 20 points, towards your Part 1 grade. You will be required to read extensively for lectures and analytical discussions. All reading will be posted on e-learning. • The Methods lectures: long lecture will prepare you for Part2, project work. You will also find 6 mini-lectures online, each helping you to prepare your assignment. These will be short, 15 mins long. • Guest lectures are 45 mins long and attendance is mandatory. Recordings will not be available. • Analytical discussions are 50 minutes long and mandatory. In each analytical discussion group there are maximum 16 students with one lecturer. The goal of the analytical discussion is to help you understand the readings, discuss them. You will be required to prepare answers to a set list of questions on the readings for each seminar (you will find the questions on e-learning. You will find the team list on e-learning. Active participation in class discussions during the analytical discussions is expected and graded. Reading the readings for analytical discussions is mandatory, they will be on e-learning. Participation in the discussions will be graded and constitute to 30% of your grade. <p><u>Practical:</u> 6 short assignments, presentation, peer review</p> <p>You will have one lecture to prepare you for the project work. In addition, you will find mini-lectures for every assignment on e-learning.</p> <p>Project work will be an individual assignment that will allow you to try different qualitative methods. As part of project work you will be asked to conduct original research, write six reports, present you report and what you learned in the course (in person exam). In addition, you will be asked to review peers' work both in writing and in a presentation.</p>

In the forthcoming course, lectures, guest lectures and seminars will open up discussions that may allow you to see concepts, societal structures and phenomena differently. Simultaneously, a series of small assignments will unveil novel methodological method. A constellation of short assignments, spanning every week of this course, shall coalesce into a portfolio at the end. In this course there is no final exam, instead you will be evaluated on participation and assignments.

The mini-assignments will serve as a way to learn and try out new methods, at the end the fragments will make a whole. To begin, I ask you **to pick a place** that resonates with you as a person—a place that bears significance to you. The mini assignments will explore emotions, life's chronicles, history, and the narratives of others intertwined with this place.

1) From an anthropology point of view, understanding the deep connection between people and their significant places helps us learn about human cultures and behaviours throughout history. This is important because it shows us how environments shape human experiences, beliefs, and social interactions, which is key to understanding any culture.

2) For business students, recognizing the importance of place in people's lives can guide better market strategies, as it highlights local preferences, habits, and values. This understanding helps businesses connect with customers on a personal level, improving relations and fostering loyalty.

In the first week of the course, I ask you to choose a place. You can see an example of each mini -assignment on e-learning. We will also provide an academic article that uses this method for each mini-assignment. Please use the mini-videos to understand the methods. For each mini-assignment you will collect data and write up your findings. Mini assignments should be written by you (and not our friends like chatgpt), be no longer than 2 pages each. We ask you to use your voice, and we will be much less concerned with grammar and style than authenticity and you exploring the method. Feel free to include photos, videos, drawings etc. that you feel is relevant as an appendix. The place should be a physical and non- virtual space. We estimate that you will need 4-5 hours for each assignment (planning, data collection, analysis, writing). As for the language, we would like to see your language rather than something crafted by AI. It can be raw, the focus is on you experimenting methods. A raw but methodologically and content-wise deep assignment will outscore one empty of thought and content but in perfect English.

The portfolio (consisting of 6 assignments and introductions is 50% of your grade; defense and verbal exam is a further 20%). You will need to submit weekly fieldnotes/ diary.

In addition, you will submit once a weekly reflections in your chosen space.

Week 1: Autoethnography (deadline:)

Take time to reflect and write about your memories in the space. Use fieldnotes as a tool and submit them.

Week 2: History (deadline:)

In this section I encourage you to visit websites, books, archives or even talk to people who know the place to find out about its history.

Week 3: Observation (Naturalistic) (deadline:)

In this assignment, we will ask you to conduct an observation in the chosen space and write about it. We ask you to submit your notes, and one paragraph of reflections.

Week 4: (deadline:)

This is one of the hardest assignments. Please go up to a stranger and ask them questions about the place. Explain to them that you are writing about the space and your relationship to it and that as part of this you are to conduct an interview. Ask them if you can record the interview, but say that it will be anonymous. Use a consent form to ensure them about this. Aim for an interview at least 5 minutes. Submit the transcript of the interview.

The key is to ask them questions that will tell you about their relationship to the place- whether it is their first time there, or they have been there for 50 years.

Week 5: Interview with someone you know (deadline:)

Invite someone you know to the place. The person should have a shared memory of the place with you. Ask them questions about their memories, feelings and try to find out something you did not know about the person. Please keep the interview anonymous, record it and ask them to sign a consent form. Aim for an interview at least 15-20 minutes. Submit the transcript of the interview.

Week 6: Experiment (deadline:)

In this assignment, I ask you to do something that needs to be thought put in before the execution. Stage an experiment. The only limits are that no-one should get hurt (neither emotionally nor physically) and it should not be illegal. No student should end up at a police station.

Portfolio

Please put together your 6 assignment in one document. Provide an introduction (max 2 pages) that should name the place you chose, why you chose the place and reflections on the portfolio. Please feel free to provide any audio-visual materials you like as well as the transcripts in appendices. Include fieldnotes (for at least every week).

We will ask you present this portfolio and will ask one peer to review it from a methods perspective. During this discussion, we will also ask you one question that is about the theory part of the course.

Defence (final exam) 20% of your final grade, we will present these week 14th April.

Literature and other resources

There will be no textbook but a collection of articles and book chapters organized around the topics of lectures and analytical discussions, as well as project work, with literature access instructions posted on e-learning platform. All readings will be accessible online.

	<p>Note to students:</p> <p>The reading list for analytical discussions and lectures is kept to a minimum and every student is expected to have read all the articles. Failing to do</p> <p>While SSE Riga library contains quite a few books on anthropology and sociology of economics and business life, we encourage the students to engage with digital libraries of academic journals, books, and primary sources. Also, further suggestions, especially concerning the execution of the project work, are available upon request from the teachers. Not least, Internet abounds with interactive tutorial and anthropological film materials.</p>
Learning Outcomes	<p>Knowledge</p> <ol style="list-style-type: none"> Awareness of anthropological perspective applied to such topics as human cooperation, new forms of economics, well-being, debt, identity, time, migration, social constructs, family, and gender; Awareness of how ethnographic context reflects upon the ways in which human behaviour is realized, idealized, and occurs; Awareness of the linkage between social and cultural differences and economic behaviour; Awareness of methods and general perspectives on how to scrutinize the relationship between various social and cultural factors and human behaviour; Ability to conduct different qualitative research methods. <hr/> <p>Skills</p> <ol style="list-style-type: none"> Ability to consider how and why social context and social background represent important aspects of a society; Ability to analyse critically and evaluate anthropological arguments; Ability to develop a scientific, qualitative research based paper; Enhancement of critical thinking and critical assessment skills; Ability to build an oral argument, discuss and debate with colleagues; Ability to build a written argument in a clear, structured manner; Written analysis of qualitative research and enhancement of writing skills; Ability to demonstrate creative thinking; Time management and organizational skills; Basic use of interview analysis software. <hr/> <p>Competences</p> <ol style="list-style-type: none"> Communication Skills; Interview skills; Field skills Reflection skills Written and oral presentation skills; Developing complex projects; Time management. Critical thinking
Attendance	<ul style="list-style-type: none"> Mandatory at analytical discussions (seminars). Students are allowed to miss one analytical discussion (see section on Analytical discussions for details on debt clearance and what happens if you miss an analytical discussion). Lectures are mandatory. Guest lectures are mandatory. Attendance will be monitored.
Electronic Devices Policy	<p>If the course is not online, no electronic devices during lectures. No electronic devices during analytical discussions.</p>
Requirements and Grading	<p style="text-align: center;">Breakdown of points, total: 200 points</p> <p>Please note that successful completion of the course implies:</p> <p>(1) At least 50% score grade in seminars</p>

- (2) At least 50% passing grade in portfolio work
(3) Presentation/ exam passed

100 pts in total

PART I

Analytical discussions	30% (that is 60 points in total)
Portfolio (written)	50% (that is 100 points in total)
Presentation/ exam	20% (that is 40 points in total)

Missing analytical discussions (seminars): For one analytical discussion missed, the debt can be cleared by taking a short exam (oral exam, in person, on site). If you miss more than one analytical discussion, you fail the course. You will need to re-take the analytical discussions next year.

For debtors

- If you failed the exam, you will need to re-take the analytical discussions only.
 - If you missed more than one analytical discussion, you will need to re-take all the analytical discussions.
 - If you failed because your total Part1 grade, likely because of low analytical discussion scores, was less than 50% of the Part1 grade, but you passed the exam you cannot retake the exam. You will instead attend analytical discussions.
 - If you failed the project work, you will need to create a portfolio, defend and peer review it.
 - If you failed Part 2, you will need to create a portfolio, defend and peer review it.
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International Economics

Course Director	Oļegs Tkačevs, Visiting Lecturer											
Department	Economics											
Lecturer(s)	Oļegs Tkačevs, Visiting Lecturer olegs.tkacevs@sseriga.edu											
Teaching Assistants												
Credit points	6 ECTS CP; core course Student Workload (SWL): <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><tr><td>Lectures (count and length in academic hours- 45 min.)</td><td>Seminars, Q&A (count and length in academic hours- 45 min.))</td><td>Estimated time of self-studies (in hours)</td></tr><tr><td>30 hours</td><td>30 hours</td><td>100 hours</td></tr></table>			Structured SWL		Unstructured SWL	Lectures (count and length in academic hours- 45 min.)	Seminars, Q&A (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)	30 hours	30 hours	100 hours
Structured SWL		Unstructured SWL										
Lectures (count and length in academic hours- 45 min.)	Seminars, Q&A (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)										
30 hours	30 hours	100 hours										
Duration	From 26-May-2025 To 20-Jun-2025											
Re-exam date	15-Aug-2025											
Course prerequisites	This course will extensively use tools from Year 1 Microeconomics . The level of mathematics is rather simple. Prior knowledge of econometrics is recommended 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	MS Excel, R or Stata											
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 provide an analysis of trade policy. Questions addressed will include: <ul style="list-style-type: none">• 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. Countries are often reluctant to remove such restrictions for various political, cultural or economic 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.											
Content	1. Introduction and overview of the world trade (Chapter 1 and Chapter 2) <ul style="list-style-type: none">• What is International Economics about?• Important topics and structure of the course• World trade in goods and services• Offshore outsourcing• Fragmentation of production and global value chains 2. Labour productivity and comparative advantage (Chapter 3) <ul style="list-style-type: none">• Comparative advantage versus absolute advantage											

- Trade in a one-factor economy
- Determination of specialization, pattern of trade and prices
- Comparative advantage with many goods
- Empirical evidence on the Ricardian model
- Some misconceptions about comparative advantage
- 3. Specific factors and income distribution (Chapter 4)**
 - The specific factors model
 - International trade in the specific factors model
 - Income distribution and the gains from trade
 - The political economy of trade
 - Case studies
- 4. Resources and Trade: The Heckscher-Ohlin model (Chapter 5)**
 - Model of a two-factor economy
 - Effects of international trade between two-factor economies
 - Empirical evidence on The Heckscher-Ohlin model
 - Case studies
- 5. The standard trade model (Chapter 6)**
 - A standard model of a trading economy
 - Welfare and terms of trade
 - Effects of economic growth
 - Effects of international transfers of income
 - Effects of import tariffs and export subsidies
 - Case studies
- 6. Economies of scale and the international location of production (Chapter 7)**
 - Economies of scale and international trade
 - Economies of scale and market structure
 - Imperfect competition and international trade
 - External economies of scale
 - Specialized suppliers
 - Labour market pooling
 - Knowledge spillovers
 - Interregional trade and economic geography
 - Case studies
- 7. Firms in the global economy (Chapter 8)**
 - The theory of imperfect competition
 - Monopolistic competition and trade
 - Firm responses to trade
 - Trade costs and export decisions
 - Foreign direct investments
 - Case studies
- 8. The instruments of trade policy (Chapter 9)**
 - Overview of trade policy instruments
 - Cost and benefit analysis
 - Import tariff
 - Export subsidies
 - Other instruments
 - Case studies
- 9. The political economy of trade policy (Chapter 10)**
 - The case for free trade
 - Arguments against free trade
 - Income distribution and trade policy
 - International negotiations and trade policy
 - Case studies
- 10. Trade policy and its controversies (Chapter 11 and Chapter 12)**
 - Import-substituting industrialization

	<ul style="list-style-type: none"> • Sophisticated arguments for activist trade policy • Globalization and low-wage labour • Globalization and the environment • Case studies
Structure and format	On some days there will be a lecture, on the others - a seminar, mostly covering topics discussed during the previous lectures. There will be a Q&A session before the final exam.
Literature and other resources	<p>Krugman, P.R., Obstfeld, M., and Melitz, M.J. “International Economics: Theory&Policy”, 12th edition, Parts 1 and 2 is the main text for the course. The textbook is <u>available at the library</u>.</p> <p>The course borrows some recent discussions and empirical findings from the VOX CEPR's policy portal (https://cepr.org/voxeu/columns). These materials are usually very short (2-3 pages) and easy to read, although based on serious academic research. Students are highly recommended to read articles and blogs on VoxEU and listen to the trade talks podcast regularly if interested in the overview of current economic thinking.</p>
Learning outcomes	<p>The expected learning outcomes are:</p> <p>Knowledge Understanding of trade theories and their applicability to explaining trade patterns.</p> <p>Skills Make use of the theoretical foundations of international trade and quantitative methods to address trade policy issues</p> <p>Competences Understanding determinants of international trade flows and trade imbalances, and their consequences for income levels and disparities. Analysing causes and consequences of specialization in economic activity and their evolution over time. Assessing the relative importance of geographic and political barriers to trade and the economic consequences of their change.</p>
Attendance	Attending lectures and seminars is not mandatory but highly recommended; students may get additional points for lecture attendance
Electronic devices policy	Students may use electronic devices during the lectures and seminars in a way that does not disturb the others.
Requirements and grading	<p>The final grade depends on three components:</p> <ul style="list-style-type: none"> • Final exam (70%). Duration: approximately 3 hours • One assignment (20%). • Lecture attendance (10%) <p>Note that to obtain points for lecture attendance at least 7 lectures should be attended.</p> <p>Note that you will NOT be allowed to use any source of information during the <u>final exam</u>, including a textbook and lecture materials.</p> <p>To pass, both the final exam grade and the total grade has to be greater than or equal to 100.</p> <ul style="list-style-type: none"> • If a student fails the final exam, but the grade for the assignment is sufficient, the re-exam grade replaces the final exam; • If a student passes the final exam but fails the course (due to a low grade for the assignment), the re-exam grade replaces just the missing component (i.e. the assignment); <p>If a student fails the final exam and receives less than 50% for the assignment, the re-exam grade will be capped at 100 points and replace both the assignment and final exam grades.</p> <p>For debtors</p>

	Requirements for debtors are the same as for Year 2 and exchange students. Debtors may keep the grade for the assignment from the previous year, however they can resubmit the assignment if they want to improve the grade. To avoid misunderstanding, it is highly recommended to contact the course director BEFORE the course starts If any questions arise.
Dates for posting the grades	Final results: <i>09-Jul-2025</i> Re-exam grades: <i>29-Aug-2025</i>

Year 3

Strategy

Course Director	Yuri Romanenkov '07 yuri.romanenkov@sseriga.edu
Department	Business & Management
Lecturer(s)	Yuri Romanenkov '07 (yuri.romanenkov@sseriga.edu) Admin assistant: Julia Rozhnina (julia.rozhnina@clariastrategy.com)
Teaching Assistants	[TBC]
ECTS Credit Points	Core course – 6 ECTS
Duration	<i>From 17-Mar-2025</i> <i>To 17-Apr-2025</i>
Re-exam date	[Date TBC]
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)	<p>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 drive long-term profitable growth of the companies they manage.</p> <p>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.</p> <p>These involve:</p> <ul style="list-style-type: none"> • Business-unit-level strategies, such as e.g. generic competitive strategies of differentiation or low cost; strategies for platform businesses • Corporate strategies, such as diversification, vertical integration (make or buy), mergers and acquisitions (M&A), alliances and cooperation, ecosystems, globalisation decisions. <p>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.</p>
Content	The course covers two core areas: 1. Business strategy

	<p>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.</p> <p>2. Corporate strategy</p> <p>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. Many firms today operate in more than one industry, form part of inter-firm alliances or networks of firms or ecosystems, and are thus pursuing 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.</p>
Structure and Format	<p>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.</p> <p>1. Individual preparation</p> <p>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.</p> <p>2. Team discussion and preparation of one-pagers</p> <p>Ahead of class (and the one-pager submission deadline) teams will connect 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.</p> <p>Team Allocation</p> <p><i>Students will prepare for class and work on case one-pagers in teams of 4-5 people. Teams will be assigned.</i></p> <p>3. Class session</p> <p>Each class session will be structured in two parts:</p> <ul style="list-style-type: none"> • 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 (though not necessarily to each individual class session). More details on class discussion norms will be provided at the introductory session. • 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) <p>Class sessions will run over two 45 min slots with a break in between. Some class sessions involving guest speakers may be longer or may include a shorter session at the end combining both groups for a guest presentation & Q&A.</p>

	<p>4. Individual post-class reflection</p> <p>After each class, we strongly recommend 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 reflection</p>
Literature and other resources	<p>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.</p> <p>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. Hardcopies of all cases will also be provided.</p>
Learning Outcomes	<p>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 on 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 Strategy, by the end of the course students should be able to:</p> <ul style="list-style-type: none"> • Understand and articulate different strategic choices available to general managers • Assess a firm's external environment, industry structure and potential • Form a view on competitive dynamics affecting a firm • Assess how an expansion in both different industries and geographic markets may affect the economic value generated by firm • Understand the rationale and main elements involved in vertical integration, alliance, M&A, ecosystems, and other corporate development decisions <p>The course aims to develop along all elements of FREE:</p> <ol style="list-style-type: none"> 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	<p>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 30% of the final grade.</p> <p>Attendance is compulsory for all Class Sessions and will be registered. For students missing any sessions during the course, a written note should be sent to the Course Admin Assistant via email <u>prior</u> 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.</p> <p>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</p>

	<p>Strategy Course team have a high expectation of levels of preparation of every student for every class. Therefore, if it is entirely apparent to the instructor that a student is unprepared for class, it may be determined an unexcused absence at the instructor's sole discretion.</p> <p>All decisions on absences will be taken by Strategy Course Director and will be final.</p>
Electronic Devices Policy	<p>In order to stimulate focus and facilitate a higher-quality class discussion, students are asked not to use electronic devices in the classroom, except for note-taking. Additional exceptions include certain class sessions, which require the use of Excel, which students will be notified about in advance. Students are expected to have hardcopies of the case with them in class and hardcopies of all cases will be provided in advance.</p>
Requirements and Grading	<p>Course evaluation will be composed of the following elements:</p> <ul style="list-style-type: none"> • Class participation (30%, 60 points of 200) • One-pagers prepared in teams (30%, 60 points of 200) • Capstone Boardroom exercise (40%, 80 points of 200) <p>Class participation (30%)</p> <p>Class participation is an essential part of the course and will represent 30% of the final grade. Students will be graded on the quality and quantity of their comments:</p> <ul style="list-style-type: none"> • 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. • 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. <p>Case one-pagers prepared in teams (30%)</p> <p>Cases will be worked on in teams of 4-5 students. For each case, student groups will have to answer the preparation questions (see the list of questions posted as a separate document on SSE Riga e-learning platform for each class).</p> <p>Please note the following guidelines for the one-pagers:</p> <ul style="list-style-type: none"> • 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 • Structure your analysis – do not merge the issues but rather disentangle them and try to deal with each issue separately • 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 • 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; note specifically that the decision taken by the case protagonist (should you be aware of it), may not necessarily be the most value-accretive option • 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 • 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 (40%)

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.

In order to pass the Strategy course, each student will be required to meet both requirements below:

- a. **Achieve a passing grade in the Capstone Boardroom Exercise**
 - AND**
 - b. **Achieve a passing grade for the course overall**
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Electives

Climate Change

Course Director	Xavier Landes, Associate Professor											
Department	Business and Management											
Lecturer(s)	Xavier Landes, xavier.landes@sseriga.edu											
Teaching Assistants	N/A											
Credit points	3 ECTS CP ; elective course Student Workload (SWL): <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><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></td><td>24</td><td>66</td></tr></table>			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)		24	66
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)										
	24	66										
Duration	<i>From 27-Jan-2025 TBC</i> <i>To 07-Mar-2025 TBC</i>											
Re-exam date	TBC											
Sign-up deadline	20-Jan-2025											
Max. No. of students	N/A											
Course prerequisites	No prerequisite											
Research skills needed and developed	<ul style="list-style-type: none">• Academic reading• Academic writing• Argumentation• Critical thinking• Presentation											
IT-skills needed	Microsoft PowerPoint (or any equivalent presentation program) Microsoft Word (or any equivalent word processor)											
Related courses	Academic Studies and Critical Thinking Ethics and Sustainable Business Introduction to Political Philosophy (elective) Issues in Ethics (elective) The Welfare State (elective) Welfare Economics											
Students eligible	Year 1 or older and exchange students											
Introduction (Course objectives)	<p>The primary goal of this elective is to introduce students to specific issues related to climate change. For 2023/2024, the focus will be on climate engineering (or geoengineering). Climate change represents one of the most pressing global challenges faced by humanity. Traditional responses include mitigation (reduction of CO2 and other greenhouse gas emissions) and adaptation (preparation for shielding populations against specific changes, e.g. by building seawalls, switching to drought-resistant crops). Another response has recently gained traction among some scientists and decision makers: the voluntary alteration of the climate to slow/revert it or lessen some of its adverse impacts.</p> <p>While humans have tried, throughout history, to influence the climate by various means more or less efficient (e.g. rituals, cloud seeding, wildfires), geoengineering has been gaining momentum during the last decade due to the failure of nations to seriously commit to mitigation. Because governments have difficulties to coordinate and agree on sufficient carbon abatement for averting drastic changes, the possibility</p>											

	<p>of modifying the climate through carbon dioxide removal (CDR) or solar radiation management (SRM) has become increasingly attractive.</p> <p>The course's aim is to introduce to the challenges caused by climate change and present the main technologies of CDR and SRM. The goal is to reach a fine-grained view of the multiplicity of issues raised by geoengineering techniques.</p>
Content	<p>6 sessions of 180 minutes</p> <p>The course will be divided into two parts. The first lectures will introduce the different climate engineering methods, while the last lectures will focus on more specific projects, based on students' wishes and presentations.</p> <ol style="list-style-type: none"> 1. Introduction: Climate Engineering in the Anthropocene 2. Carbon Dioxide Removal 3. Solar Radiation Management <p>The content of the following three lectures will be decided with the students. They will bear on specific questions of interest for students, particular techniques or concrete implementations of climate engineering methods.</p> <ol style="list-style-type: none"> 4. Case Studies I 5. Case Studies II 6. Case Studies III
Structure and format	<ul style="list-style-type: none"> • 6 seminars of 180 mins
Literature and other resources	Cf. above
Learning outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> • The basics mechanisms behind anthropogenic climate change. • Carbon Dioxide Removal technologies. • Solar Radiation Management technologies. • The main propositions for regulating geoengineering research and deployment. • The main arguments for and against geoengineering. • The main challenges behind the various climate interventions. • The place of geoengineering within international climate politics. <p>Skills</p> <ul style="list-style-type: none"> • Students will practice reading academic texts for identifying arguments, reformulating, and discussing them critically. • Students will work on using various resources for collecting information about geoengineering. • Students will work on presenting their critical analysis through texts and oral presentations. • More generally, students will perfect their argumentation skills. • Students will develop the ability to evaluate various geoengineering proposals. <p>Competences</p> <ul style="list-style-type: none"> • Be able to efficiently read academic texts. • Be able to identify the main claims and the different parts of such texts. • Be able to develop a critical analysis of such claims, supported by robust arguments.

	<ul style="list-style-type: none"> • Be able to understand the origins and implications of specific arguments in relation to the course's themes (climate change, geoengineering). • Be able to clearly present ideas structured in arguments. • Be able to evaluate the strength of various arguments. • Be able to deliver substantial peer-feedbacks.
Attendance	A minimum of 4 seminars needs to be attended for passing the course.
Electronic devices policy	To be decided later.
Requirements and grading	<p>Students can choose one of the following evaluation modes:</p> <ul style="list-style-type: none"> • Final essay (8 pages) • Presentation of a text + short essay (4 pages)
Dates for posting the grades	<p>Final results: <i>21-Mar-2025</i></p> <p>Re-exam grades: TBC</p>

Understanding and Preventing Corruption

Course Director	Dominik Gerber, Associate Professor							
Department	Economics							
Lecturer(s)	Dominik Gerber, PhD, Associate Professor dominik.gerber@sseriga.edu							
Teaching Assistants	N/A							
Credit points	3 ECTS CP; elective course Student Workload (SWL): <table><tr><th>Structured SWL</th><th>Unstructured SWL</th></tr><tr><td>10 Lectures and seminars (2x 45min)</td><td>Estimated time of self-studies (in hours)</td></tr><tr><td>20 academic hours</td><td>60 academic hours</td></tr></table>		Structured SWL	Unstructured SWL	10 Lectures and seminars (2x 45min)	Estimated time of self-studies (in hours)	20 academic hours	60 academic hours
Structured SWL	Unstructured SWL							
10 Lectures and seminars (2x 45min)	Estimated time of self-studies (in hours)							
20 academic hours	60 academic hours							
Max. No. of students	N/A							
Course prerequisites	None							
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	Basics							
Related courses	Public Policy, Microeconomics, Business Ethics							
Students eligible	Year 1 or older, as well as exchange students							
Introduction (Course objectives)	<p>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, thus hampering development and causing poverty. 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.</p> <p>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.</p>							
Content	<p>***All readings are available on e-learning***</p> <p>***Readings marked with an * are <u>mandatory</u> and must be read and studied <u>before</u> the beginning of the corresponding class session.***</p> <p>Session 1: What Is Corruption? (No mandatory readings. But I strongly suggest to familiarize yourself with the definitions offered in Kurer (2015))</p> <p>Oskar Kurer. 2015. “Definitions of Corruption.” In Routledge Handbook of Political Corruption. Ed. Paul M. Heywood. Routledge, 30-41.</p>							

Ray Fisman and Miriam Golden. 2017. *Corruption: What Everyone Needs to Know*. Oxford: Oxford University Press. Chapters 1 and 2.

Susan Rose-Ackerman and Bonnie J. Palifka. 2016. *Corruption and Government: Causes, Consequences and Reform*. Cambridge University Press. Chapter 1.

Bo Rothstein and Aiysha Varraich. 2017. *Making Sense of Corruption*. Cambridge University Press. Chapter 3.

Yuen Yuen Ang. 2020. *China's Gilded Age: The Paradox of Economic Boom and Vast Corruption*. Cambridge University Press. Chapter 1.

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>

Session 2: Measuring Corruption

*Paul M. Heywood. 2015. "Measuring Corruption." In *Routledge Handbook of Political Corruption*. Ed. Paul M. Heywood. Routledge. 137-151.

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. Edward Elgar. 7-26.

Yuen Yuen Ang. 2020. *China's Gilded Age: The Paradox of Economic Boom and Vast Corruption*. Cambridge University Press. Chapter 2.

Jerg Gutmann, Fabio Padovano, and Stefan Voigt. 2020. "Perception vs. Experience: Explaining Differences in Corruption Measures Using Microdata." *European Journal of Political Economy* 65: 1-14.

Benjamin A. Olken. 2009 "Corruption Perceptions vs. Corruption Reality." *Journal of Public Economics* 93(7-8): 950-964.

Transparency International. 2024. Corruption Perceptions Index 2023.
<https://www.transparency.org/en/cpi/2023>

Session 3: Analyzing Corruption I: Economics

*Susan Rose-Ackerman and Bonnie J. Palifka. 2016. *Corruption and Government: Causes, Consequences and Reform*. Cambridge University Press. Chapter 2.

Pranab Bardhan. 2006. "The Economist's Approach to the Problem of Corruption." *World Development* 34(2): 341-348.

Ray Fisman and Miriam Golden. 2017. *Corruption: What Everyone Needs to Know*. Oxford University Press. Chapter 4.

Anna Persson, Bo Rothstein, and Jan Teorell. 2013. "Why Anticorruption Reforms Fail: Systemic Corruption as a Collective Action Problem." *Governance* 26(3): 449-471.

Heather Marquette and Caryn Peiffer. 2018. "Grappling with the 'Real Politics' of Systemic Corruption: Theoretical Debates versus 'Real-World' Functions." *Governance* 31(3): 499-514.

Session 4: Analyzing Corruption II: Institutions

*Bo Rothstein. 2021. *Controlling Corruption: The Social Contract Approach*. Oxford University Press (Chapters 3 and 4).

Bo Rothstein and Jan Teorell. 2015. "Causes of Corruption." In *Routledge Handbook of Political Corruption*. Ed. Paul M. Heywood. London: Routledge, 79-94.

Daniel Treisman. 2007. "What Have We Learned About the Causes of Corruption from Ten Years of Cross-National Empirical Research?" *Annual Review of Political Science* 10(1): 211-244.

Donatella Della Porta and Alberto Vannucci, *The Hidden Order of Corruption: An Institutional Approach*, Advances in Criminology (Burlington, VT: Ashgate, 2012).

Raymond Fisman and Edward Miguel. 2007. "Corruption, Norms, and Legal Enforcement: Evidence from Diplomatic Parking Tickets." *Journal of Political Economy* 115(6), 1020-1048.

Christian Bjørnskov. 2019. "The Political Economy of Trust." In *The Oxford Handbook of Public Choice, Volume 1*. Ed. Roger D. Congleton, Bernard Grofman, and Stefan Voigt. Oxford University Press, 627-648.

Shaomin Li and Jun Wu. 2010. "Why Some Countries Thrive Despite Corruption: The Role of Trust in the Corruption-Efficiency Relationship." *Review of International Political Economy* 17: 129-154.

Session 5: Scenes of Corruption I: Policy-Making

*Nauro F. Campos and Francesco Giovannoni. 2017. "Political Institutions, Lobbying and Corruption." *Journal of Institutional Economics* 13(4): 917-939.

Transparency International Latvia (DELNA). 2021. "Designing Lobbying Regulation in Latvia."

Emilia Korkea-aho. 2023. "The End of an Era for Foreign Lobbying? The Emergence of Foreign Transparency Laws in Washington, Canberra and Brussels." *Journal of Common Market Studies* 61(6): 1529-1546.

Joshua L. Kalla and David E. Broockman. 2016. "Campaign Contributions Facilitate Access to Congressional Officials: A Randomized Field Experiment." *American Journal of Political Science* 60(3): 545-558.

Marianne Bertrand, Matilde Bombardini, and Francesco Trebbi. 2014. "Is It Whom You Know or What You Know? An Empirical Assessment of the Lobbying Process." *American Economic Review* 104(12): 3885-3920.

F. Daniel Hidalgo and Simeon Nichter. 2016. "Voter Buying: Shaping the Electorate through Clientelism." *American Journal of Political Science* 60(2): 436-455.

Emanuele Colonnelli, Mounu Prem, and Edoardo Teso. 2020. "Patronage and Selection in Public Sector Organizations," *American Economic Review* 110(10): 3071-3099.

Session 6: Scenes of Corruption II: Public Procurement

*[HBS Case Study]: Morris Mthombeni, Albert Wocke, and Alvaro Cuervo-Cazurra. 2020. *McKinsey & Company: Facilitating Bribery in South Africa*. Ivey Publishing.

[HBS Case Study]: Anna Eckardt and Stewart Hamilton. 2008. *Corruption at Siemens* (Parts A and B). IMD.

OECD. 2016. *Preventing Corruption in Public Procurement*.

Carl Dahlström, Mihály Fazekas, and David E. Lewis. 2021. "Partisan Procurement: Contracting with the United States Federal Government, 2003–2015." *American Journal of Political Science* 65 (3): 652-669.

Nicholas Charron et al. 2017. "Careers, Connections, and Corruption Risks: Investigating the Impact of Bureaucratic Meritocracy on Public Procurement Processes." *The Journal of Politics* 79(1): 89-104.

Mihály Fazekas, István János Tóth, and Lawrence Peter King. 2016. "An Objective Corruption Risk Index Using Public Procurement Data." *European Journal on Criminal Policy and Research* 22(3): 369-397.

Session 7: Scenes of Corruption III: Public Service Delivery

*World Bank. 2020. *Enhancing Government Effectiveness and Transparency: The Fight Against Corruption*. Chapter 5.

Transparency International. 2017. *Corruption in Service Delivery: Topic Guide*.

Sören Holmberg and Bo Rothstein. 2011. "Dying of Corruption." *Health Economics, Policy and Law* 6(4), 529-547.

Tetiana Stepurko et al. 2015. "Informal Payments for Health Care Services: The Case of Lithuania, Poland and Ukraine," *Journal of Eurasian Studies* 6(1): 46-58.

Margit Sommersguter-Reichmann and Adolf Stepan. 2017. "Hospital Physician Payment Mechanisms in Austria: Do They Provide Gateways to Institutional Corruption?" *Health Economics Review* 7(1)017): 1-13.

Kendall D. Funk and Erica Owen. 2020. "Consequences of an Anti-Corruption Experiment for Local Government Performance in Brazil." *Journal of Policy Analysis and Management* 39(2): 444-468.

Nicolás Ajzenman. 2021. "The Power of Example: Corruption Spurs Corruption." *American Economic Journal: Applied Economics*, 13(2): 230-257.

Session 8: Fighting Corruption I: What Works? What Doesn't?

*Jordan Gans-Morse, et al. 2018. "Reducing Bureaucratic Corruption: Interdisciplinary Perspectives on What Works." *World Development* 105: 171-188.

Ray Fisman and Miriam Golden. 2017. *Corruption: What Everyone Needs to Know*. Oxford: Oxford University Press. Chapter 9.

Alina Mungiu-Pippidi. 2015. *The Quest for Good Governance: How Societies Develop Control of Corruption*. Cambridge University Press. Chapter 5.

Abhijit V. Banerjee, Esther Duflo, and Rachel Glennerster. 2008. "Putting a Band-Aid on a Corpse: Incentives for Nurses in the Indian Public Health Care System." *Journal of the European Economic Association* 6(2-3): 487-500.

Ritwik Banerjee, Utteeyo Dasgupta, and Satarupa Mitra. 2023. "Stopping the Rot II: Consequences, Causes and Policy Lessons from the Recent Experiments on Corruption." In *The Political Economy of Corruption*. Ed. Chandan Kumar Jha, Ajit Mishra, and Sudipta Sarangi. Routledge, 115-139.

Niklas Kossow. 2020. "Digital Anti-Corruption: Hopes and Challenges." In *A Research Agenda for Studies of Corruption*. Ed. Alina Mungiu Pippidi and Paul M. Heywood. Edward Elgar. 146-157.

Sean Lewis-Faupel et al. 2016. "Can Electronic Procurement Improve Infrastructure Provision? Evidence from Public Works in India and Indonesia." *American Economic Journal: Economic Policy* 8(3): 258-283.

Session 9: Fighting Corruption II: Judicial System, Enforcement, and Anti-Money-Laundering

* Organised Crime and Corruption Reporting Project (OCCRP). 2019. "The Troika Laundromat." <https://www.occrp.org/en/troikalaundromat/> (Read Sections "The Big Picture," "Behind the Scenes," and "The Troika Laundromat's Friendly EU Banker")

Torbjörn Becker et al. 2022. "Anti-Corruption Policies in the Reconstruction of Ukraine." In *Rebuilding Ukraine: Principles and Policies*. Ed. Yuriy Gorodnichenko, Ilona Sologoub, and Beatrice Weder di Mauro. Centre for Economic Policy Research (CEPR), 71-96.

Donatella Della Porta and Alberto Vannucci. 2007. "Corruption and Anti-Corruption: The Political Defeat of 'Clean Hands' in Italy." *West European Politics* 30(4): 830-853.

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.

Oana Borcan, Mikael Lindahl, and Andreea Mitrut. 2017. "Fighting Corruption in Education: What Works and Who Benefits?" *American Economic Journal: Economic Policy* 9(1): 180-209.

Klaus Abbink, Dmitry Ryvkin, and Danila Serra. 2020. "Corrupt Police." *Games and Economic Behavior* 123: 101-119.

Susan Rose-Ackerman. 2016. *Corruption and Government: Causes, Consequences and Reform*. Cambridge: Cambridge University Press. Chapter 9.

	<p>Swissinfo. 2022. "Implementing Russian Sanctions: Switzerland in the Crosshairs." Episodes 1-5, 8. https://www.swissinfo.ch/eng/business/the-impact-of-russia-sanctions-on-swiss-banks/48751978#series-collection</p> <p>Session 10: Fighting Corruption III: Civil Society and Whistleblowing</p> <p>*Catherine E. de Vries and Hector Solaz. 2017. "The Electoral Consequences of Corruption." <i>Annual Review of Political Science</i> 20, 391-408.</p> <p>Emanuela Ceva and Michele Bocchiola. 2020. "Theories of Whistleblowing." <i>Philosophy Compass</i> 15(1): 1-10.</p> <p>Rebecca Weitz-Shapiro and Matthew S. Winters. 2017. "Can Citizens Discern? Information Credibility, Political Sophistication, and the Punishment of Corruption in Brazil." <i>The Journal of Politics</i> 79(1): 60-74.</p> <p>Ruben Enikolopov, Maria Petrova, and Konstantin Sonin, "Social Media and Corruption." 2018. <i>American Economic Journal: Applied Economics</i> 10(1): 150-174.</p> <p>Yuen Yuen Ang. 2014. "Authoritarian Restraints on Online Activism Revisited: Why 'I-Paid-A-Bribe' Worked in India but Failed in China." <i>Comparative Politics</i> 47(1): 21-40.</p> <p>Andrea L. P. Pirro and Donatella Della Porta. 2020. "On Corruption and State Capture: The Struggle of Anti-Corruption Activism in Hungary," <i>Europe-Asia Studies</i> 73(3): 433-450.</p> <p>Claudia Baez Camargo and Franziska Stahl. 2016. <i>Participatory Monitoring: A Practitioner's Handbook</i>. Basel Institute on Governance.</p>
Structure and format	<p>All class sessions will be delivered in a mixed lecture / seminar mode.</p> <ul style="list-style-type: none"> • Class sessions (10 x 90min) • Independent study of assigned readings • Final paper (4'000-5'000 words)
Literature and other resources	Mentioned under "Content."
Learning outcomes	<p>Knowledge</p> <p>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.</p> <hr/> <p>Skills</p> <p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. ...define and compare different kinds and measures of corruption 2. ...explain the main causes and effects of corruption 3. ...participate in discussions about the economic and political implications of corruption 4. ...move from the identification of corrupt behavior to strategic (firm- and policy-level) analysis for intervention and prevention 5. ...evaluate the benefits and drawbacks of different anti-corruption strategies <hr/> <p>Competences</p> <p>As future leaders in business or public affairs, students will be able to employ the above skills in their responsibilities to shape good governance standards in their</p>

	respective environment. They will be aware of the manifold incentives for corrupt behavior and of their own duties as responsible economic and political agents.
Attendance	<p>Lecture attendance is <u>mandatory</u>. Two absences (no excuse required) over the entire course period are tolerated.</p> <p>Three or more absences lead to failure of the course unless they are due to extenuating circumstances (which must be adequately documented).</p>
Electronic devices policy	N/A
Requirements and grading	<p>This course has two evaluation components:</p> <ol style="list-style-type: none"> 1. Attendance and Participation (max. 20 points). Students are expected to attend all class sessions (see §20 above) and actively participate in the discussions. I won't cold-call people, so "active" here means that you must autonomously take the initiative of contributing thoughtfully and productively to the discussions and activities we will be having. That in turn requires that you are doing the mandatory readings <u>before</u> class. Absences and coming to class unprepared will negatively affect your grade. 2. Final Paper (written alone or with a colleague, max. 180 points): the deliverable is a 4'000-5'000-word paper developing on <u>one corruption case of your choosing</u>. The reference list does not count toward the word total. In the paper you will utilize the concepts and theories covered throughout the course to realize the following objectives: <ul style="list-style-type: none"> i. To describe the type of corruption at stake and the central actors; ii. To explain the causal mechanisms underlying the corrupt activities involved in the case; iii. To describe the economic and political consequences of these corrupt activities; iv. To offer an argument about what anti-corruption strategies or policies ought to be implemented to prevent your case from reoccurring in the future. <p>To pass this course, students must achieve at least 90 points in the final paper and 100 points overall.</p>

Speech and Accent Training

Course Director	Elina Banzina, Assistant Professor											
Department	Languages and Communication											
Lecturer(s)	Elina Banzina, Assistant Professor elina.banzina@sseriga.edu											
Teaching Assistants	N/A											
Credit Points	3 ECTS CP ; elective course Student Workload (SWL): <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><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>14</td><td>3 +2 for final presentations</td><td>60</td></tr></table>			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	3 +2 for final presentations	60
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	3 +2 for final presentations	60										
Duration	Due to the highly individualized approach of this course, the maximum enrolment is limited to 14 students per class. For this reason, the course will be offered twice during the semester. <i>ROUND 1: From 20-Jan-2025 To 28-Feb-2025</i> <i>ROUND 2: From 22-Apr-2025 To 30-May-2025</i>											
Re-exam date	TBA											
Sign-up Deadline	Round I <i>13-Jan-2025</i> Round II <i>14-Apr-2025</i>											
Max. No. of Students	14 students per class											
Course Prerequisites	None											
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 (specific eligibility requirements for each round included above)											
Introduction (Course objectives)	This practical course is designed to help undergraduate students acquire a more native-like accent and phonetically persuasive speech patterns based on their individual goals as identified by the instructor, aims to improve students' presentation skills in English, and helps students 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	<p>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.</p> <p>N.B. The class sessions will be scheduled in late afternoons (15-17 PM) rather than evenings.</p> <p><u>Course structure:</u></p> <p>Session 1. Intro & Course Policies; Commonly Mispronounced Words; Speech Production System</p> <p>Session 2. Voice Quality Settings; Individual Sounds: Vowels --- Individual Conferences ---</p> <p>Session 3. Individual Sounds: Vowels & Consonants</p> <p>Session 4. Rhythm & Stress; Content & Function Words</p> <p>Session 5. Persuasive Speech --- Individual Conferences ---</p> <p>Session 6. Thought Groups & Focus Words; Vowel Reduction; Word Stress in Compound Nouns</p> <p>Session 7. Linking & Connected Speech Effects; Discourse Stress; Intonation --- Individual Conferences ---</p> <p>EXAM</p> <p>FINAL PRESENTATION</p>
Literature and other resources	Online resources or materials provided by the instructor.
Learning Outcomes	<p>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.</p> <p>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.</p> <p>Competences</p> <p>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.</p>
Attendance	Mandatory
Electronic Devices Policy	-

Requirements and Grading	<p>This course is graded on a 200-point scale; the grade is based on the final presentation (50%) and the overall progress the student has made in the course (50%). Since success in pronunciation learning depends on various individual factors, progress will be measured relative to the individual initial baseline performance (the initial diagnostic recording) and the effort that students put in.</p> <p>Homework assignments are mandatory. 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.</p>
Dates for posting the grades	<p>Final results:</p> <ol style="list-style-type: none"> 1. <i>16-Mar-2025</i>; 2. <i>13-Jun-2025</i>

Business Organizations

Course Director	Janis Meija, Lecturer											
Department	Business and Management											
Lecturer(s)	Janis Meija											
Teaching Assistants	N/A											
Credit points	3 ECTS CP ; elective course Student Workload (SWL): <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><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>20</td><td></td><td>40</td></tr></table>			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		40
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		40										
Max. No. of students	None											
Course prerequisites	None											
Research skills needed and developed	Students will learn legal research and legal analysis skills, as well as critical thinking skills.											
IT-skills needed	n/a											
Related courses	Business Law, Contracts											
Students eligible	Year 1 or older, as well as exchange students											
Introduction (course objectives)	<p>In this course students will learn the mechanics of business organizations from a legal standpoint. They will learn about various legal entities used to do business, and about the characteristics of each. Students will also gain the skills and knowledge needed to set up their own limited liability company, and will complete all documentation required for company foundation in their home country.</p> <p>Among the topics covered: What is the best type of business organization for me? What are the steps involved in setting up a company? What are the costs? What does it mean to be an officer of a corporation? What are the duties and responsibilities of an officer of a corporation? What are my rights as a majority/minority shareholder?</p>											
Content	<ol style="list-style-type: none">1. The Structure and Management of Business: Unincorporated and incorporated business organizations, sole trader, partnerships, limited partnerships, duties/rights of partners, liability for contracts/torts;2. Business organizations: limited liability companies, joint stock companies, liability for contracts/torts, veil of incorporation, ;3. Company Formation: articles of association, registration, formation, shareholders, officers, capital statement, public/private company;4. Company Finance: debt, shareholders, issuing/transfer of shares, shareholder rights, share capital, (ordinary/preferred/treasury stock), loans, debentures, charges;5. Company officers and liabilities: board of directors, executive directors, appointment/removal of directors, vacant office, disqualification, registration of directors, powers/duties of directors, conflict of interest, breach of duty, remuneration;											

	<ol style="list-style-type: none"> 6. Company officers and liabilities 2: decisions of board of directors, company secretary, duties of secretary, auditor: appointment, duties, removal, corporate governance, insider dealing; 7. Company meetings, shareholder protection, liquidation: annual general meeting, notice of meeting, procedure, resolutions, written resolutions, secretary; 8. Company meetings, shareholder protection, liquidation 2: minority shareholder rights, insider dealing, market abuse, winding up a company, liquidator, insolvency, administration, discussion questions; 9. Guest speaker 10. Exam
Structure and format	<p>Structure of the course will consist of 20 lectures, 45min x 2, Monday and Wednesday evenings, for 5 weeks. Students will be assigned reading before each lecture from the coursebook “Introduction to Business Law” by Lucy Jones. Students are expected to participate in lecture discussions, and also be prepared to answer verbal questions regarding the course material. The students will also have to answer study questions after each unit. At the end of the course there will be an exam.</p> <p>Prior to the first class, students must read Chapter 15.</p>
Literature and other resources	<p>“Introduction to Business Law” by Lucy Jones, Oxford University Press, 5th edition. Hard copies available in the SSE Riga Library, available for check out during the course of the term.</p>
Learning outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> • Understand the basic mechanics of a business organization. • Identify what type of business structure is the most suited for different types of businesses. • Understand the basic steps involved in establishing and liquidating a business organization. <p>Skills</p> <ul style="list-style-type: none"> • Ability to identify various types of business organizations, and understand their functions. • Ability to complete the basic steps to establishing a Limited Liability Company in your country of residence, including filing out and filing paperwork. <p>Competences</p> <ul style="list-style-type: none"> • Understand what it means to be a shareholder and an officer of a corporation, and what responsibilities and liability those positions entail. • Understand various basic operations of a corporation, such as: electing and removing officers, adopting shareholder decisions, understanding what a quorum is, how to record and file board decisions, understand what a shareholder registry is, and other basic elements of corporate operations.
Attendance	<p>Attendance in person is mandatory. A student can miss not more than 20% of the lectures. If the student has more than 20% unexcused absences, he/she will receive no credit.</p>
Electronic devices policy	<p>No laptops allowed. No phones.</p>
Requirements and grading	<p>Students graded on exam: 80%, and class participation 20%.</p>
Dates for posting the grades	<p>Grades posted: within 5 business days after the final exam.</p>

Economic Growth in Historical Perspective

Course Director	Raphaël FRANCK											
Department												
Lecturer(s)	Raphaël FRANCK											
Teaching Assistants	N/A											
Credit Points	3 ECTS CP ; elective course Student Workload (SWL): <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><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>20</td><td></td><td></td></tr></table>			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		
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												
Duration	<i>From 24-Mar-2025</i>											
	<i>To 11-Apr-2025</i>											
Re-exam Date	TBC											
Sign-up Deadline	<i>03-Mar-2025</i>											
Course Prerequisites	None											
IT-skills Needed	None											
Related Courses	Economic Growth											
Students Eligible	Year 1/ 2/ 3 or older and exchange students, as well as debtors from previous study years											
Introduction (Course Objectives)	The course provides an overview of the causes and consequences of the industrial revolution over the 1750-1950 period. It discusses why the industrial revolution first occurred in England, and then spread to the rest of Western Europe and in the USA, but not to Africa and Asia. It then surveys the theories pertaining to the fundamental determinants of economic growth.											
Content	1. Introduction 2. The industrial revolution a. The Malthusian world before the industrial revolution b. Why Great Britain? c. The spread of the industrial revolution and the second industrial revolution d. The success of the United States of America e. Globalization in the 19 th century: when Asia fell behind f. Colonization and economic development g. Globalizations are not eternal (1914-1944) 3. Fundamental determinants of economic growth a. The geography hypothesis b. The cultural hypothesis c. The institution hypothesis d. The ancestry hypothesis											
Structure and Format	Frontal Lectures											
Literature and Other Resources	Acemoglu, Daron, 2009, Introduction to Modern Economic Growth, Princeton University Press. Aghion, Philippe, Howitt, Peter, 2009, The Economics of Growth, MIT Press Galor, Oded, 2011, Unified Growth Theory, Princeton University Press.											

	Weil, David, 2012, Economic Growth 3rd edition, Pearson.
Learning Outcomes	Knowledge The objective of the course is to introduce students to the core issues in the field of economic history.
	Skills The course will provide skills to analyse the causes of growth and poverty in countries
	Competences The course provides a clear understanding of economic development over time.
Attendance	Students are expected to attend all lectures.
Electronic Devices Policy	Laptop computers are only allowed during class for taking notes and viewing slides. Cell phone usage and texting are not permitted.
Requirements and Grading	<p>Essay (100%):</p> <p>You will be given a research question to feed to an AI (e.g., Chat GPT, freely available on https://chat.openai.com/).</p> <p>In 1,000 words (excluding a potential bibliography), you will critically assess the AI-generated answer with your knowledge from the course and the readings. Is the logic sound compared to what you have learned in the course? Is the AI “inventing” facts and references? How would you improve the AI’s answer? You should be precise here and provide (actual) facts and (existing) references to support your argument.</p>
Dates for Posting the Grades	<p>Exam results: <i>25-Apr-2025</i></p> <p>Final results: <i>25-Apr-2025</i></p> <p>Re-exam grades: TBC</p>

Personal Finance and Investments

Course Director	Valters Vestmanis											
Department	Department of Accounting and Finance											
Lecturer(s)	Valters Vestmanis											
Teaching Assistants	N/A											
Credit Points	3 ECTS CP ; elective course Student Workload (SWL): <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><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>10x45min</td><td>10x45min</td><td>20-30h</td></tr></table>			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)	10x45min	10x45min	20-30h
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)										
10x45min	10x45min	20-30h										
Course Prerequisites	Basic understanding of concepts covered in Financial Economics, Macroeconomics and International Finance.											
Research Skills Needed and Developed	No specific research skills needed for this course.											
IT-skills Needed	Google Sheets, MS Excel, MS Power Point.											
Related Courses	Financial Economics											
Students Eligible	Year 2 or older and exchange students, if they are familiar with the course prerequisites.											
Introduction (Course Objectives)	We all need money if we want to live decent lives in this world. But we are rarely taught how money works. We don't talk about personal finances in schools. We rarely talk about it at home with our families. It's not generally accepted to talk about your personal finances with friends. So, personal finance is something we have to master ourselves by reading books, watching videos, researching the internet, trying to make sense of it all. This course aims to give you a deep and practical understanding of the world of personal finances and investments, so that you can start making smarter decisions about money.											
Content	In this course you will: <ul style="list-style-type: none">- Understand the fundamental principles that govern money.- Identify your personal money myths and look for ways to get rid of them.- Learn principles that can help increase your value in the job market and put your career on a fast track.- Learn about budgeting tools and strategies that can help you save money effortlessly.- Get an understanding of the most popular personal investments, and how to choose them according to your preferred lifestyle.- Learn to spot investment scams.- Learn the basic principles of evaluating a brokerage.- Learn to set a financial goal and how to track progress.- Learn the principles of living off passive income.- Gain a perspective of the job market, pension schemes and learn to set realistic expectations for your financial life.											

	<i>** Be aware that this course is not a guide on how to start investing, nor will it cover all the technical aspects of personal investments. But the course will give you the big picture of all the things you should be aware of.</i>
Structure and Format	5 consecutive weeks of 2 sessions per week, including guest lectures and home assignments.
Literature and Other Resources	<p>All the course material will be covered during the lectures and seminars. However, a list of optional textbooks and online resources will be provided for those interested in going beyond the curriculum:</p> <ul style="list-style-type: none"> - M. Housel: "The Psychology of Money" - J. C. Bogle: "The Little Book of Common Sense Investing" - T. J. Stanley: "The Millionaire Next Door" - B. Malkiel: "A Random Walk Down Wall Street" - P. Stanyer, M. Javadi, S. Satchell: "How To Invest" - C. Newport: "Deep Work" - C. Newport: "So Good They Can't Ignore You"
Learning Outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> - Learn the most common personal finance and investment terms. - Recognize methods and tools that can be used when managing your personal money. - Understand the principles of living off passive income. - Understand pension schemes, job market expectations, basics of personal and career development.
	<p>Skills</p> <ul style="list-style-type: none"> - Ability to use and apply personal budgeting tools and tactics. - Ability to differentiate costs and risks of personal investments. - Ability to set and track long-term financial goals.
	<p>Competences</p> <ul style="list-style-type: none"> - Set realistic expectations regarding your financial future. - Think more strategically about your personal cashflow.
Attendance	For a successful completion of the course, attendance and in-class contributions are paramount, since they are the basis of grading.
Electronic Devices Policy	No electronic devices allowed during the class.
Requirements and Grading	<p>Classroom participation (30%). Group assignments (70%).</p> <p>If students fail in classroom participation or in preparing the assignments, they will be subject to a written exam.</p>