



Stockholm School of Economics in Riga

Course Catalogue For Fall 2025



Co-funded by
the European Union

Table of Contents



Stockholm School of Economics in Riga

GENERAL INFORMATION	4
INTERNATIONAL EXCHANGE/ INCOMING STUDENTS	6
TIMETABLE 2025/2026.....	7
RESOURCES AND SERVICES.....	8
SSE RIGA LIBRARY	9
ACADEMIC SUPPORT AND STUDY SERVICES FOR EXCHANGE STUDENTS	9
HEALTH INSURANCE POLICY.....	10
INFORMATION ON THE BACHELOR PROGRAMME.....	11
INFORMATION ON INDIVIDUAL EDUCATIONAL COMPONENTS	14
Year 1.....	14
Academic English.....	14
Academic Studies and Critical Thinking	17
Mathematics	23
Microeconomics	25
Introduction to Entrepreneurship	26
Economic Statistics	27
Year 2	28
Business Law	28
Market Research.....	29
Public Policy	33
International Finance	40
Year 3	42

Artificial Intelligence	42
Specialisation Course: Finance.....	45
Specialisation Course: Economics	48
Specialisation Course: Entrepreneurship	50
Specialisation Course: Retail Management.....	53
Specialisation Course: International Politics	58
Specialisation Course: Data & AI.....	62
ELECTIVES.....	65
Latvian for beginners.....	65
Audit and Taxation in Baltics.....	67
Corporate Finance - M&A and Capital Raising.....	68
Practical Real Estate.....	72
Contract Law.....	73
Fundamental Principles of Sales	75

General Information

About Stockholm School of Economics in Riga

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 3200 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
- 25-30 students every year enrol in the Master's programme

SSE Riga [Executive Education](#) offers effective training and management development solutions to local and international clients in the private and public sectors through the following:

- Open Course and Programmes – equip participants with skills and knowledge to address business challenges
- Custom Programmes – designed to meet the specific needs of the organisation

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 2025/2026

Fall Semester	August 18 – December 19 (or 22)
November Holiday	November 15 – November 18
Christmas Break	December 24 – January 4
Spring Semester	January 7 – June 19
Easter Break	April 3 – April 6
May Holidays	May 1– May 4
Graduation	June 13
End of Year	June 19

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.

Grading System

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. SSE Riga Student Residence Hall

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

The prices range from 220 - 350 EUR per month. Prices are effective for the 2025/2026 academic year (beginning July 2025). We have the following units available: Double room with shared bathroom: 220 EUR per month, Single room with shared bathroom: 350 EUR per month, Double room with private bathroom: 260 EUR.

Prices include all utilities: electricity, heat, hot water, wifi internet, and kitchen facilities. Prices listed are in effect for the 2025/26 academic year (beginning July 2025). Prices are subject to change for the following academic year. A 100 EUR security deposit is required. Please note that contracts for the dormitories are executed on a semester or school year basis, and are not available on a month-to-month basis. The minimum term for a contract is one semester.

The Dormitories have four large shared kitchens, as well as study rooms and a leisure room, and wifi internet throughout.

If you are interested in living in the Dormitories, please email the property manager Janis Meija (janis.meija@sseriga.edu) or complete **[this form](#)**. Availability is based on a first-come first-served basis, so make your reservations today!

Priority for the dormitories is given to SSE Riga students. Students from other universities can apply by sending an application with the requested information to the facilities manager (janis.meija@sseriga.edu).

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

SSE Riga Library

Academic Support and Study Services for Exchange Students



As an exchange student at SSE Riga, you are fully welcome to use the library and benefit from its extensive academic resources and support services throughout your studies.

The library offers a carefully curated collection of approximately 20,000 books in core disciplines of business and economics, including micro- and macroeconomics, international economics, finance, investments, banking, entrepreneurship,

management, marketing, statistics and accounting. Additional subject areas include research methods, anthropology, ethics, philosophy, history, critical thinking, human resources, and personal development. In addition to print resources, the library provides access to several academic databases, such as EBSCOhost, JSTOR, ScienceDirect, Scopus, and ORBIS. A limited collection of printed periodicals is also available. Students can search the library's holdings through the online catalog, accessible via the SSE Riga website. Course-specific textbooks, when assigned, may be requested directly at the library desk.

To accommodate different study needs, the library provides:

A large silent reading room for individual study,

A small reading room for group and individual work,

A hallway area suitable for group work and collaboration.

Printing and scanning facilities are also available to all users.

What distinguishes the SSE Riga Library is its commitment to personalized assistance. Library staff are available to support students in locating materials, using electronic databases, and making full use of the library's services. Assistance is available both on-site and remotely via email or telephone.

Opening Hours:

Monday to Friday: 09:00 – 20:00

Saturday: 10:00 – 17:00

Location:

6th Floor, Peter Wallenberg Building

Follow us for news and updates on Facebook and Instagram: @sserigalibrary.

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.

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>

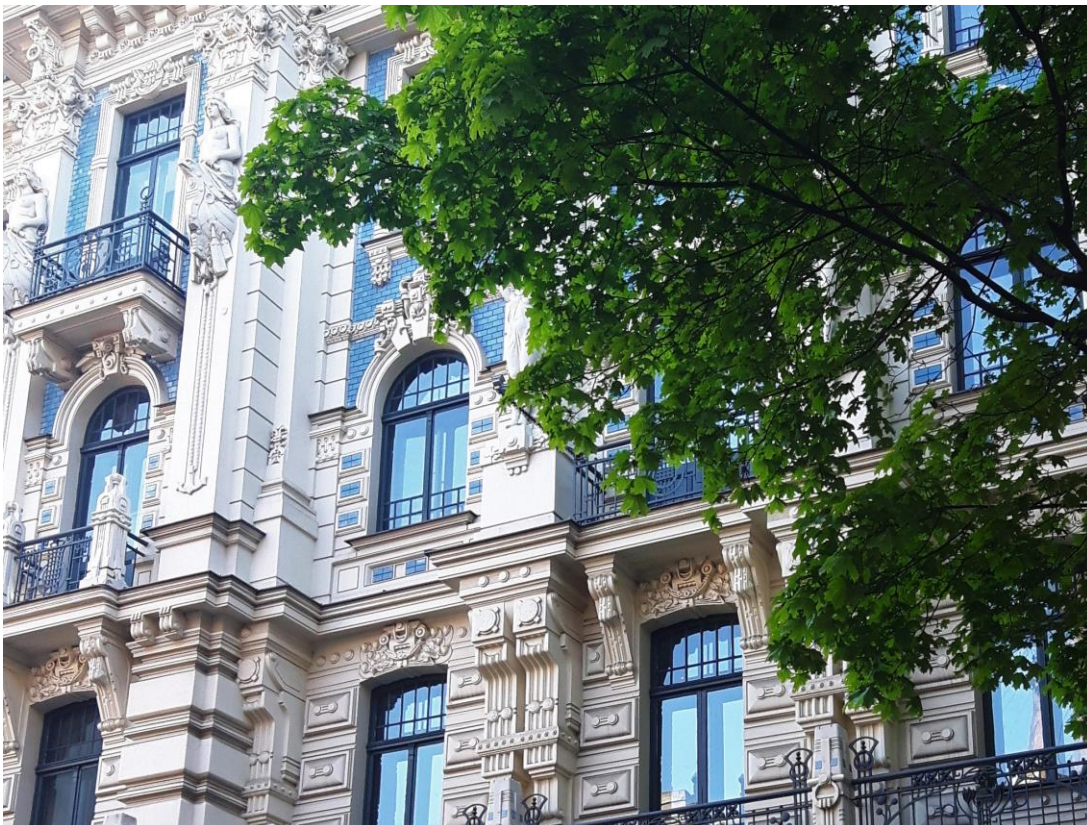
<https://www.ban.lv/privatpersonam/iebrauceju-apdrosinasana/>

Contact Person for International Exchanges Programme

Marina Troškova

marina.troskova@sseriga.edu

+371 670 158 11



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 Study in a programme tailored for today's job market and future opportunities.
	International 65% of the faculty are international, and the programme partners with the Stockholm School of Economics.
	Selective admissions We welcome 150 students annually, ensuring a personalized learning environment.
	English language instruction All courses are taught in English, providing a globally relevant educational experience.
	Practical experience Gain real-world insights through two summer internships lasting 4-8 weeks each.
	Specialisation choices Tailor your education with specialisation options in Economics, Finance, Entrepreneurship, Data & AI, Retail Management or International Politics.



Accredited

Our programme is accredited by the Latvian Ministry of Education and Science, ensuring the highest standards of quality.



Bachelor's degree

Graduate with a Bachelor's Degree in Social Sciences in Economics, a valuable credential for your future goals.

International Perspective

With 65% of our faculty from around the world, and our programme developed in partnership with our parent school in Stockholm – ranked as the best Business School in the Nordic Region by the prestigious Financial Times – you'll be immersed in a truly international learning experience from day one.

In addition, broaden your horizons with a semester abroad in Europe, Argentina, Hong Kong or Korea through our partnerships with 60+ institutions.

Broad Course Offerings

We take pride in our extensive selection of 50+ courses, allowing students to tailor their education in the business and economics sphere to their interests and career goals.

In their final year of study, students choose two specialisation courses from six options:

Economics, Finance, Entrepreneurship, Data & AI, Retail Management, and International Politics.



In the past, our programme has traditionally revolved around finance, microeconomics, and macroeconomics. However, today, with a strong focus on AI and data analytics, we're witnessing a transformation in various industries. Our curriculum now deeply integrates critical thinking and essential data science and AI skills. Our faculty ensures students gain practical experience by incorporating AI and data analytics into real-world projects, preparing them for the data-driven landscape.

Furthermore, we give significant attention to addressing global challenges, along with emphasizing marketing, sustainability, and business ethics. Additionally, we offer various other courses, such as business law, human resource management, and negotiations, to provide a well-rounded education.

Practical Oriented Approach

Our students embark on 2 summer internships, engaging in hands-on learning that puts their knowledge to the test.

At SSE Riga, we believe that practical experience is the cornerstone of a business education.

Practical application is integrated into our curriculum, with activities such as managing digital advertising campaigns with real budgets, presenting business plans to top executives, or analyzing data sets and providing solutions for companies. Our students will be prepared for the challenges of the professional world!

Respected by Employers

With a growing community of over 3000 accomplished alumni holding senior positions in various industries, SSE Riga's diploma has earned deep respect in the job market.

Our graduates find opportunities without borders, as our network extends globally. Moreover, an SSE Riga diploma serves as a fast track to prestigious master's programmes worldwide, including at the [Stockholm School of Economics](#).

Career Pathways

SSE Riga graduates embark on diverse career pathways, with the most prominent sectors being banking, finance, audit, and consulting.

Furthermore, many graduates start their own businesses and get involved in entrepreneurship.

Additionally, our graduates find opportunities in the fields of information technology, advertising, marketing, wholesale, retail, and manufacturing. This broad spectrum of career opportunities showcases the versatility of an SSE Riga education. Explore insights in the [Placement Survey](#), revealing an interesting snapshot of the careers of 2024 graduates just 5 months post-graduation

High Student Satisfaction

Our classes are intentionally small, with a maximum of 150 students, and numerous lectures and seminars are conducted in much smaller groups of around 30 students.

This fosters an environment of personalized attention and facilitates a level of interaction and teaching excellence that is often unattainable in larger institutions.

Additionally, our everyday communication is characterized by informality and friendliness, as everyone knows everyone. Notably, SSE Riga students rate their overall experience at SSE Riga very highly, with an average score of 8.5 out of 10, according to data from the Student Welfare Survey conducted by the Student Association.

Various tuition fee scholarships and SSE Riga dormitories are available for students.

Information on Individual Educational Components

Year 1

Academic English

Title	Academic English		
Course Director	Banza Elina, Assistant Professor		
Teaching team	Undine Krievane		
Credit points	2 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 independent study (in hours)
	13x2	7x2	55
Course prerequisites	None		
Syllabus Introduction	In this course sequence, you will be introduced to (i) the principles of effective academic reading and writing, which will help you with reports and presentations at SSE Riga and beyond; (ii) various advanced grammar issues that affect successful communication; and (iii) the linguistic and social conventions of academic discourse and professional correspondence.		
Course programme	The English in an Academic Context (EAC) component focuses on referencing, paraphrasing, reading strategies, diplomatic language use, professional correspondence, and various advanced English usage issues. The Articles component is devoted solely to English article use, one of the most difficult aspects of the English language. Finally, the Academic Writing component teaches how to apply critical thinking and build logical arguments, develop paragraphs, and generate clear and focused writing.		
Learning aims	By the end of the course, students will have developed their referencing, paraphrasing, argumentation, critical thinking, advanced grammar, and scholarly reading and writing skills.		
Literature and other resources	There is no textbook for this course. All course material will be available on E-learning. Recommended sources: Hacker, D., & Sommers, N. (2020). Rules for Writers with Writing about Literature. Macmillan Higher Education. https://owl.purdue.edu		

Course Content	<p>The English in an Academic Context (EAC) component focuses on referencing, paraphrasing, diplomatic language, professional correspondence, and various advanced English usage issues. The Articles component is devoted solely to English article use, one of the most difficult aspects of the English language. Finally, Academic Writing teaches how to apply critical thinking and build logical arguments, develop paragraphs, and generate clear and focused writing.</p> <p>Part 1:</p> <p>13 on-site lectures (90 min)</p> <p>1 self-guided video lesson</p> <p>multiple-attempt quizzes on E-learning</p> <p>-----</p> <p>Academic English Exam 1</p> <p>-----</p> <p>Part 2 (<i>***Only for those who achieve less than 80% on the exam</i>):</p> <p>7 interactive seminars</p> <p>mandatory weekly written assignments</p> <p>individual feedback and meetings with those who need additional help</p> <p>-----</p>
	<p>Academic English Exam 2</p> <p>-----</p> <p>Lecture 1: Paraphrasing authors' ideas and developing your scholarly voice.</p> <p>Lecture 2: Combining multiple voices/ideas; reported speech.</p> <p>Lecture 3: Strategies for academic reading</p> <p>Lecture 4: Describing graphs and trends; challenging aspects of tense use.</p> <p>Lecture 5: Diplomatic language; hedging; conveying politeness with grammatical structures.</p> <p>Lecture 6: Professional Correspondence; building goodwill.</p> <p>Lecture 7: Relative clauses in the English language.</p> <p>Lecture 8: Punctuation rules in English.</p> <p>Lecture 9: Punctuation continued; miscellaneous advanced English grammar issues.</p>
	<p>Self-paced online lesson: Core concepts of article usage in English.</p> <p>Lecture 10: Advanced article usage in English</p> <p>Lecture 11: Academic Writing: identifying relevant sources and establishing a position; outlining.</p> <p>Lecture 12: Argumentation; evidence and counterevidence.</p> <p>Lecture 13: Paragraph development; coherence and cohesion</p>
Attendance	<p>The course consists of on-site lectures (Part 1) and on-site workshops (Part 2). Attendance in lectures is mandatory; attendance in workshops is mandatory if the exam score is below 80%. Active participation in class is expected.</p>
Electronic devices policy	<p>The use of electronic devices in class is distracting and therefore <i>not allowed</i> unless required for class activities and approved by the instructor. Please switch your devices off and keep them stored away.</p>
Course specifications	
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Related courses	Academic Studies and Critical Thinking
IT-skills needed	Basic
Research skills needed and developed	The course develops your referencing, paraphrasing, argumentation, critical thinking, reading and scholarly writing skills.

Learning outcomes	<p>Knowledge</p> <p>You will:</p> <p>understand the concepts of scientific writing, argumentation, critical thinking, paraphrasing and language/content plagiarism, and will be aware of the most common pitfalls and know how to avoid them.</p> <p>Develop strategies for reading academically challenging texts</p> <p>understand the importance of writing with the reader in mind and presenting your reasoning and evidence in a coherent, effectively-structured manner.</p> <p>develop a strong understanding of proper use of both essential and advanced grammar features (articles, punctuation, sentence structure, conjunctions, etc.) that are part of formal writing.</p> <p>understand the principles of successful professional communication in English, including hedging, building goodwill, etc.</p>
	<p>Skills</p> <p>You will be able to:</p> <p>produce grammatically accurate, clear, logical, well-organized written work that conforms to scholarly writing standards and is reader-friendly.</p> <p>use active reading strategies that increase comprehension and retention of academic texts</p> <p>paraphrase, integrate and reference source material in your writing properly and responsibly.</p> <p>produce courteous, effective written correspondence appropriate for academic and professional settings.</p> <p>Competences</p> <p>You will have mastered the principles of scholarly writing, honed your advanced grammar skills, and will be able to read effectively and produce clear, precise, well-organized and effective written work that meets the standards of academia and the professional world.</p> <p>You will have developed good awareness of academic integrity and the intricacies of referencing, and will be able to interact with the intellectual property of others properly and responsibly.</p> <p>You will be equipped with advanced-level knowledge of social and linguistic aspects of English that are part of communication in any professional and academic environment.</p>
Requirements and Grading	<p>The grade for Academic English (200 points total) is based on the final Academic English on-site exam, which consists of two parts: a general Academic English component and an Academic Writing essay. Each component needs to be passed separately in order to successfully complete the course (i.e., an excellent exam score cannot not make up for a poor essay score and vice versa).</p> <p>After Part 1, you will have a chance to test out of the course and not continue to Part 2</p> <p>IF</p> <p>you score at least 112 points out of the 140 points possible in the General Academic English exam</p> <p>AND</p> <p>you score at least 48 points out of the 60 points total in the Essay</p>

	<p>Students who have not reached the 80% passing score in either of the components continue to Part 2. Part 2 revisits and reinforces the topics covered in Part 1 through practical seminars/workshops. Throughout Part 2, each week ungraded yet mandatory written assignments will be assigned that will be hand-checked by the instructor and will have to meet a certain passing standard. Multiple attempts will be allowed to meet the standard and extensive individual feedback and assistance will be provided upon each attempt. IMPORTANT: Failure to submit any of the assignments will result in 10 points off course grade.</p> <p>At the end of Part 2, students will take an exam similar in format to that at the end of Part 1. The exam will be given in one sitting and will consist of two parts that will be have to be passed separately:</p> <p>general Academic English (worth 140 points in total; minimum passing score - 70 points)</p> <p>Academic Writing exam - an essay (worth 60 points; minimum passing score – 30 points)</p>
--	--

Academic Studies and Critical Thinking

Course Directors	Xavier Landes, Associate Professor Christopher Rieber, Lecturer
Department	Business and Management/ Languages and Communication
Lecturer(s)	Xavier Landes, xavier.landes@sseriga.edu Christopher Rieber, christopher.rieber@sseriga.edu
Credit points	3 ECTS CP ; core course
Course prerequisites	None
Research skills needed and developed	Academic presentation Academic reading Academic writing Academic research and referencing Autonomous work Critical thinking and argumentation Hand-note taking Peer feedback Teamwork
IT-skills needed	None
Related courses	Academic English Business Law Ethics and Sustainable Business Macroeconomics Marketing Microeconomics More generally all courses that require critical thinking and analysis including the bachelor thesis
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	<p><u>IMPORTANT: NO ELECTRONIC DEVICE POLICY</u></p> <p>All electronic devices should be stored in bags during on-site lectures, except by explicit mention from the lecturer or TAs. Failure to comply will lead to the immediate exclusion from the lecture and/or points penalty.</p> <p>The overall course goal is to expose and train students to the requirements and methods of successful academic studies at university, which represent a significant divergence from their high-school environment. Universities' activities are based on knowledge production</p>

	<p>and dissemination. These two functions are the premises for producing a high-quality education. It is therefore important for students to assimilate university standards in terms of academic competences, i.e. <i>skills</i> (such as reading, writing or presenting, note taking), <i>knowledge</i> (about business, economics, ethics, politics, anthropology), and <i>values</i> (like honesty, good faith) and <i>attitudes</i> (in terms of work ethics).</p> <p>This course will deliver those outcomes by focusing on a timely topic: climate change. In addition to an introduction to this matter, the idea is to show how critical thinking, proper referencing, adequate research, and academic writing apply to a given field. In that respect, students will discuss the dynamics of climate change, the role of science (and fake news) in the debate, as well as some economic, social and political dimensions.</p> <p>This course is a pre-requisite to most courses at SSE Riga that rely on textual analysis, critical thinking and argumentation. In other words, the academic competences trained in this course are key to students' success up to (and including) their bachelor thesis.</p>
Content	<p>1. Climate Change as an Academic Field [Landes, 22.08, 14:15-16:00]</p> <p>How is a field of academic enquiry built? What are the conditions for generating knowledge? This lecture will address these questions through an introduction to climate change, namely:</p> <ul style="list-style-type: none"> - What's climate change? - How do we know that it is happening? - Why is this trend threatening/worrying in the long run? - What is the role of risks, uncertainties and projections? - What are the main social, political and ethical challenges posed by climate change? <p>Four domains will be covered: the <i>science</i> (lectures 1 & 2), <i>politics</i> (lecture 4), <i>economics</i> (lecture 6), and the <i>ethics</i> of climate change (seminars, presentations and final assignment).</p> <p>Oreskes, N. (2018). The Scientific Consensus on Climate Change: How Do We Know We're Not Wrong? In Lloyd, E.A. & Winsberg, E. (Eds.) <i>Climate Modelling: Philosophical and Conceptual Issues</i> (pp.31-64). Oxford: Palgrave Macmillan.</p> <p>Shaw, J. (2020). Controlling the Global Thermostat. <i>Harvard Magazine</i>. Retrieved August 8, 2023 from: https://www.harvardmagazine.com/2020/11/features-controlling-global-thermostat</p> <p>2. Authoritative Sources and Post-Truth, Proper Referencing [Rieber, 23.08, 14:15-16:00]</p> <p>Using the first lecture as an illustration, this second one establishes the criteria for using sources in academic writing at SSE Riga. Students will learn how to evaluate information they find and discriminate between authoritative sources and popular but not trustworthy sources on the Internet. We will also explore the periodical databases that are available to students through the SSE Riga library. The lecture will instruct students on how to reference properly using the SSE Riga style sheet.</p> <p>Sources</p> <p>Wallace-Wells, David, (n.d.). The Uninhabitable earth, annotated edition. <i>New York Magazine</i>. Retrieved from</p>

<https://nymag.com/intelligencer/2017/07/climate-change-earth-too-hot-for-humans-annotated.html>

Lutzke, Lauren, Drummond, Caitlin, Slovic, Paul, & Arvai, Joseph (2019). Priming critical thinking: simple interventions limit the influence of fake news about climate change. *Global Environmental Change* 58, 1-8.

Also familiarize yourselves with the concepts of working papers and peer review:

University of California Berkeley. (n.d.). *Scrutinizing Science: Peer Review*. Retrieved May 14, 2018, from:

http://undsci.berkeley.edu/article/howscienceworks_16

European Central Bank. (n.d.). Working Papers Series. *European Central Bank*. Retrieved from:

<https://www.ecb.europa.eu/pub/research/working-papers/html/index.en.html>

3. Avoiding plagiarism and using Generative AI [Rieber, 31.08, 11:15-12:15]

A discussion of content and language plagiarism, highlighting the importance of academic honesty as well as how SSE Riga checks students' work for plagiarism. In addition, the pros and cons of using such generative tools as Chat GTP will be discussed.

4. Quiz [08.09, 9:15-10:00]

5. The Politics of Climate Change [Landes, 12.09, 14:15-16:00]

Climate change is not a scientific problem. Its dynamics (influence of greenhouse gas on rising temperatures and other climatic dimensions) as well as the solutions (reducing carbon emissions, increasing carbon capture) are known. Climate change is a political issue, i.e. a political decision-making problem. During this lecture this dimension will be briefly exposed.

Callies, D.E. & Moellendorf, D. (2021). Assessing climate policies: Catastrophe avoidance and the right to sustainable development. *Politics, Philosophy & Economics*, 20(2): 127-150.

Hardin, G. (1968). The Tragedy of the Commons. *Science* 162(3859), 1243-1248.

Incropera, F.P. (2016). *Climate Change: A Wicked Problem*. Cambridge: Cambridge University Press, 167-198.

6. Efficient Reading and Good Argumentation [Landes, 20.09, 11:15-13:00]

This session will enter into the details of the methodology to read academic texts efficiently, identify the main claims as well as the characteristics of good argumentation, i.e. of valid and sound arguments. It will also underline the key difference between an argument and an opinion.

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

MacDonald, C., & von Kriegstein, H. (2017). Introduction. In *Business Decision Making*. [Manuscript].

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

7. The Economics of Climate Change [Landes, 28.09, 10:15-12:00]

Climate change is not only a political problem, it is also an economic one. It carries costs for various populations (but also, still fewer, opportunities). This lecture will be devoted to reformulating the main economic arguments: are they strong and compelling? Could they be made stronger? And so forth.

Arrow, K., Cropper, M., Gollier, C., Groom, B., Heal, G., Newell, R., Nordhaus, W., Pindyck, R. Pizer, W., Portney, P., Sterner, T., Tol, R.S.J., & Weitzman, M. 2013. Determining Benefits and Costs for Future Generations. *Science*, 341: 348-350.

FritzRoy, F.R., & Papyrakis, E. (2016). An Introduction to Climate Change Economics and Politics. London and New York: Routledge, 158-190.

Morrow, D. (2020). The Economics of Climate Change. In *Values in Climate Policy* (pp.31-55). London and New York: Rowman & Littlefield.

8. Detecting and Avoiding Fallacies [Landes, 18.10, 9:15-11:00]

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

Ellerton, P. (2018, February 7). How to use critical thinking to spot false climate claims. *The Conversation*. Retrieved from: <https://theconversation.com/how-to-use-critical-thinking-to-spot-false-climate-claims-91314>

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

MacDonald, C., & von Kriegstein, H. (2017). Chapter 7. In *Business Decision Making*. [Manuscript].

9. Cognitive Biases and Heuristics [Landes, 19.10, 14:15-16:00]

The lack of significant action towards climate change can be explained by a combination of different, non-mutually exclusive, factors (e.g. the tragedy of the commons at the international level, the lobbying of oil companies). Among those factors, one highlight widespread shortcomings of human rationality: cognitive biases and heuristics.

Clayton, S., Devine-Wright, P., Stern, P.C., Whitmarsh, L., Carrico, A., Steg, L., Swim, J. & Bonnes, M. (2015). Psychological research and global climate change. *Nature Climate Change*, 5, 640-646.

Harman, G. (2014, November 10). Your brain on climate change: why the threat produces apathy, not action. *The Guardian*. Retrieved from: <https://www.theguardian.com/sustainable-business/2014/nov/10/brain-climate-change-science-psychology-environment-elections>

Holgrem, M., Kabanshi, A., Langeborg, L., Barthel, S., Colding, J., Eriksson, O., & Sörqvist, P. 2019. Deceptive sustainability: Cognitive bias in people's judgment of the benefits of CO2 emission cuts. *Journal of Environmental Psychology*, 64, 48-55.

King, M. W. (2019, March 8). How brain biases prevent climate action. *BBC*. Retrieved from: <https://www.bbc.com/future/article/20190304-human-evolution-means-we-can-tackle-climate-change>

Mazutis, D., & Eckardt, A. (2017). Sleepwalking into Catastrophe:

10. Seminars, preparation and presentations [Full day, 23.10]

During these sessions, students will present for 10 minutes their answer to four questions, followed by a discussion of 10 minutes with the classroom and lecturers.

11. DEADLINE: final collective paper [12 pages, 05.11 at 23:00]

Students will have the opportunity to check their work for plagiarism using Turnitin originality check. Each student in the group will be responsible of a section (answer to one question) of the paper. In order to pass the assignment, in addition to providing adequate content, students must format their documents correctly, use proper referencing, and avoid content and language plagiarism. You must appropriately use at least ten authoritative outside sources in your paper. Students who do not format their documents correctly, do not reference correctly, or engage in either content or language plagiarism will have to meet with the course instructor and resubmit their work. Students will not pass until all formatting, referencing, and plagiarism concerns have been addressed to the satisfaction of the instructor, up to a maximum of three revisions. If after three revisions the assignment is still not adequate, the students fail the course.

[RESULTS] Final assignment [XXXX]

DEADLINE: Resubmission [XXXX]

IMPORTANT

- **Uploaded assignments must be in .docx format.**
- **No late submission policy. If your work cannot be uploaded because it has been submitted too late, it will receive a 0 grade.**
- **Plagiarism will lead to a minimum punishment of a 0 grade.**
- **If you want extensive feedback, you need to clearly indicate on your assignment "I would like to receive extensive feedback" at the *top* of the assignment.**
- **In the word document, lecturers' comments should be left on and the track-changes function should be put on.**
- **PLEASE NOTE THAT RE-EXAM GRADES (JANUARY) CANNOT GO OVER 100 POINTS (OUT OF 200).**

Structure and Format

Cf. above.

Literature and other resources

All compulsory readings will be uploaded on the e-learning platform. All books from which complementary readings are extracted are available at the SSER library. The readings from the course contain necessary information that students will use to write the Final Assignment.

Material on Critical Thinking

Fisher, A. (2011). *Critical thinking: An introduction*. Cambridge: Cambridge University Press.

Gula, R. J. (2007). *Nonsense. Red herrings, straw men and sacred cows: How we abuse logic in our everyday language*. Edinburg VA: Axios Press.

Howard-Snyder, F., Howard-Snyder, H., & Wasserman, R. (2013)., *The power of logic*. New York: McGraw-Hill.

MacDonald, C. & Von Kriegstein, H. (2018). *Textbook: Business Decision*

	<p><i>Making</i>. [manuscript].</p> <p>Swatridge, C. (2014). <i>Oxford guide to effective argument and critical thinking</i>, Oxford: Oxford University Press.</p> <p>Material on Climate Change</p> <p>Intergovernmental Panel on Climate Change (2018). <i>Global Warming of 1.5:</i></p> <p>Mann, M.E., & Kump, L.R. (2015). <i>Dire Predictions: Understanding Climate Change</i>. New York: DK Publishing.</p>
Learning Outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> - Gaining familiarity with the major issues of climate change as they are encountered in an academic context. - Understanding the use of authoritative sources and learning to be critical of where information on climate change comes from. - Knowing the methods used to collect, analyze and process information and data in the fields of economics and business, with particular reference to climate change. - Mastering the APA style. - Knowing the different parts of an argument. <p>Skills</p> <ul style="list-style-type: none"> - Being able to use the academic databases to find authoritative information on climate change. - Being able to attentively read a text and identify the main arguments. - Ability to take lecture notes in a competent fashion. - Referencing written academic work according to SSER guidelines. - Being able to understand the causes, dynamics and implications of climate change. - Work autonomously (i.e. do the readings on their own, assignments at home and manage their workload). <p>Competences</p> <ul style="list-style-type: none"> - Being able to use the Perusall platform to take notes on reading. - Giving convincing presentations of academic work for any course. - Writing academic work in a clear and structured way, using valid and sound argumentation for essays, reports or during presentations. - Working efficiently and effectively in teams - Taking adequate notes on both lectures and written material. - Paraphrasing effectively and avoiding both content and language plagiarism. - Inserting and organizing academic references according to the APA style. - Provide useful and consistent feedback to peers.
Attendance	<p>Attendance is mandatory for the lectures on Referencing and Plagiarism. Any demand of additional information emanating from students who do not attend to lectures will be answered at the discretion of lecturers. Attendance to seminars is compulsory. Unjustified absence (i.e. without a doctor's note or <i>force majeure</i> case) will lead to failing the course. Students are invited to ask questions of faculty either directly after lectures or by making an appointment. Faculty are happy to answer substantive questions and to discuss course content in a meaningful way.</p>
Electronic devices policy	<p>Electronic devices are not allowed for on-site lectures. They should be stored during lectures and seminars, except when explicitly</p>

	stated otherwise by lecturers. Failure to comply could lead to exclusion until the end of the lecture.
Requirements and grading	<p>The final grade will be composed of the following:</p> <ul style="list-style-type: none"> - Exam on paraphrasing, referencing and plagiarism: 40 points - Team presentations: 60 points - Collective paper: 100 points <p>The minimum score to pass is 100 points in total AND at least 50% on the paper a score of 50% on the referencing/plagiarism quiz.</p> <p>For debtors Course debtors from the previous years are required to fulfil all the course requirements, as Y1s.</p>
Dates for posting the grades	Grades are customarily made available two weeks after each assignment is due. If it proves impossible to meet this deadline, the faculty will publish general comments as to the quality of the assignments on the eLearning platform well ahead of the next deadline to instruct students on how to improve their work.

Mathematics

Course Director	Nicolas Gavoille, Associate Professor
Department	Economics
Lecturer(s)	Nicolas Gavoille, Associate Professor nicolas.gavoille@sseriga.edu Konstantins Benkovskis, Associate Professor, konstantins.benkovskis@sseriga.edu
Credit Points	5 ECTS CP ; core course
Re-exam date	Within one month after publishing the final exam grades
Course Prerequisites	Elementary mathematics
Research skills needed and developed	The course develops abstract thinking, logic and rigorous reasoning. It also provides a set of basic mathematical tools necessary to understand economic theory and the tools of applied economic analysis. Finally, it introduces R to students.
IT-skills needed	None.
Related Courses	Statistics, Econometrics, Microeconomics, Macroeconomics, International Economics, Financial Economics.
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The course provides an introduction to the essential mathematical methods used in modern economics and finance . The objective of the course is to equip students with the mathematical toolkit required for later coursework, and to show how to use mathematical language to better understand economics. The emphasis will essentially be put on procedures and examples . As a way of demonstrating the importance of mathematics in economics, various economic applications will illustrate the mathematical concepts studied during the course. An additional series of seminars will be devoted to the popular software and programming language R . These seminars will not only provide a brief introduction to the basics of R, but also allow students strengthening their knowledge of mathematics by solving large-scale problems using computer power.
Content	<p>Week 1 Introduction, set theory, introduction to probabilities</p> <p>Week 2 Functions of one variable and introduction to differentiation</p> <p>Week 3 Introduction to optimisation</p> <p>Week 4 Introduction to integral calculus</p>

	Week 5 Calculus with functions of several variables Week 6 Introduction to linear algebra 1 Week 7 Introduction to linear algebra 2
Structure and Format	<ul style="list-style-type: none"> • Lectures (20 x 90 min), • Seminars in small groups (20 x 90 min), • R seminars (5 x 90 min)
Literature and other resources	The reference textbook is Sydsaeter and Hammond, Essential Mathematics for Economic Analysis (2016).
Learning Outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> • Understand the fundamental concepts of calculus • Understand the basics of matrix algebra • Understand the principles of optimisation • Knowing the basics of the R language <p>Skills</p> <ul style="list-style-type: none"> • Ability to analyze the behavior of non-trivial functions • Ability to solve problems involving functions of several variables • Ability to use R for solving large-scale problems <p>Competences</p> <ul style="list-style-type: none"> • Have developed the necessary competences for mathematical economic modelling • Have developed analytical skills and rigorous reasoning
Attendance	Attending lectures and seminars is not mandatory but highly recommended
Requirements and Grading	<p>The final grade depends on three components:</p> <ul style="list-style-type: none"> • Midterm exam, covering the topics from week 1 to week 3 (included). Duration: 2 hours. • Final exam, covering the topics from week 1 to week 7 (included). Duration: 3 hours. • Ten short programming assignment in R, covering all topics of R Seminars. <p>The final grade is computed as follows:</p> <ul style="list-style-type: none"> • The midterm exam counts for 20% of the total grad. • R assignments count for 20% of the total grade. The 8 best results out of the 10 assignments will be used to compute the grade. • The final exam counts for 60% of the total grade. • To pass, both your final exam grade and your total grade have to be greater than or equal to 100. • All students failing to simultaneously satisfy these two conditions will have to retake the exam in January 2021. In this case, the final grade will be the grade at the reexam. <p>For debtors</p> <ul style="list-style-type: none"> • Debtors are required to take both the midterm and the final exams. The R assignment grade can be carried on from the previous year, or assignments can be submitted for a new grade.

Microeconomics

Course Director	TBC
Department	Economics
Lecturer(s)	TBC
Credit points	6 ECTS CP ; core course
Course prerequisites	Understanding of mathematical derivatives.
Research skills needed and developed	No research skills needed but students will be taught - and experience - how to write a report on a microeconomic topic, i.e. perform some basic research.
IT-skills needed	Excel, PowerPoint, Word, R an advantage
Related courses	Previous courses: Mathematics (Year 1) Upcoming courses: Macroeconomics (Year 1), International Economics (Year 1), Financial Economics (Year 2), Market Research (Year 2)
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	To provide students with an understanding of core microeconomic concepts and enable them to provide analysis of microeconomic problems, theoretical as well as practical.
Content, Requirements and grading	TBC

Introduction to Entrepreneurship

Course Director	Dmitrijs Kravčenko
Department	Management
Lecturer(s)	Dmitrijs Kravčenko
Credit Points	4 ECTS CP
Content	<p>1. Intro to entrepreneurship and overview Lecture (2h): Philosophies of entrepreneurship (nature or nurture) and implications; Role of entrepreneurship in the economy; Entrepreneurship in Europe and in Latvia; Entrepreneurship and intrapreneurship; Workshop, sub-groups (1h): Macro-environmental analysis of entrepreneurship</p> <p>2. Psychology of entrepreneurship Lecture (1h). Psychology of entrepreneurs and entrepreneurship Critical view</p> <p>3. Entrepreneurship, society and the economy 1 Lecture (2h): - Public policy and entrepreneurship</p> <p>4. Entrepreneurship, society and the economy 2 Lecture (2h) - Shadow economy, tax morale and entrepreneurship</p> <p>5. Innovation Lecture (1h): - Macro- and meso-level views of innovation Workshop, all (2h): - Theory of diffusion of innovation - Start of group project; Ideation, validation, design thinking foundations * independent work on a group project</p> <p>6. Social Entrepreneurship Lecture (1h): Social entrepreneurship; different frameworks for impact measurement Workshop, sub-groups (1h): Group project progress reports Field trip (all) to a social enterprise (3h) * independent work on a group project</p> <p>Midterm exam on topics 1-6</p>

	<p>7. Digital entrepreneurship Lecture (2h): Entrepreneurship and the digital economy; entrepreneurship and AI Workshop, sub-groups (1h): Group project progress reports * independent work on a group project Workshop, all (2h): Leveraging AI and AI Agents for startups</p> <p>8. Legal structures and fundraising strategies Lecture (1h): Legal structures for new ventures Lecture (1h) Fundraising strategies for new ventures Workshop, sub groups (1h) Final group project progress reports * independent work on a group project</p>
	<p>9. Pitching (TBC) Workshop, sub-groups (2h). <ul style="list-style-type: none"> Pitching </p> <p>10. Final presentations of group projects (Event, all, 5h)</p>
Learning Outcomes	<p>LO1: understand key concepts covered during the course (A1) LO2: be able to design macro-level entrepreneurship analysis (A1) LO3: be able to ideate and validate a real business problem in a structured and systematic way (A2) LO4: be able to prototype a solution (A2) LO5: understand basic of legal structures and fundraising (A2) LO5: be able to pitch idea to an external panel (A2)</p>
Attendance	TBC
Requirements and Grading	<p>A1: Midterm exam (40%), individual grade A2: Group project presentation (60%), group grade (inc. peer grading)</p>

Economic Statistics

Course Director	Alireza Khoshghadam
Department	Economics
Lecturer(s)	TBC
ECTS Credit Points	7 ECTS CP, core course
Course Prerequisites	Basic probability theory, combinations and permutations
Research skills needed and developed	The course centres on developing an understanding of hypothesis formulation and hypothesis testing, both theoretically and in practice. The course builds on skills in the R programming language started in Mathematics.
IT-skills needed	Excel an advantage, R to be developed further

Related Courses	Previous courses: Mathematics (Year 1) Upcoming courses: Econometrics (Year 2), Financial Economics (Year 2), Market Research (Year 2), Research Methods for Bachelor Thesis (Year 2).
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction	By far the most important objective is to make students understand the idea of hypothesis testing and be able to formulate hypotheses and perform tests. To get this far, the topics described under “Content” are needed, e.g. probability distributions, sampling and sampling distributions. In addition, the course provides basic technical skills for the statistical analysis of economic data using popular software and the programming language R (see "Content" section).
Content	TBC
Requirements and Grading	TBC

Year 2

Business Law

Title	Business Law											
Course Director	Susan-Gale Wintermuth, visiting lecturer											
Teaching team	Susan-Gale Wintermuth, Visiting Lecturer susan.wintermuth@sseriga.edu ; swintermuth@aol.com											
Credit points	3 ECTS CP ; core/ 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 independent study (in hours)</td></tr><tr><td>15</td><td>1-2</td><td>300-350</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 independent study (in hours)	15	1-2	300-350
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 independent study (in hours)										
15	1-2	300-350										
Course prerequisites	None											
Syllabus Introduction	The primary objective is for the student to develop critical thinking skills in various areas of law that affect international business.											
Course programme	See syllabus posted on eLearning (2025)											
Learning aims	To be able to identify and discuss the legal issues, and related legal principles, that arise in an international business context.											
Literature and other resources	DIMATTEO, <i>International Business and the Legal Environment</i> (2021); material posted and linked on the eLearning platform.											
Requirements and grading	Passing both components (group project for 10% and final exam for 90%) yields the overall score for the Business Law course. If a student passes the group project (with at least 50%), but fails the exam, any re-exam score will be factored with the group project score for the final score. If a group fails the group project, there is no re-take of the project and the students in the group must repeat the course.											
Attendance	Highly recommended											

Electronic devices policy	No mobile phones; other devices for notetaking only.
Course Development	The course material is updated each year. Since 2023, the text book has been changed and made available to each student. More focus is also placed on practical application of the material
Course specifications	
Students eligible	Year 2; Year 1/ 2/ 3 and exchange students; debtors from previous study years who did not pass either the exam or re-exam, must retake the course, including passing all prerequisites (as explained above) to enter the final exam.
Related courses	n/a
IT-skills needed	The student must be able to navigate the internet to locate primary sources of law.
Research skills needed and developed	The student must be able to locate treaties, national laws, and EU law.
Learning outcomes	<p>Knowledge To be able to discuss the legal principles that relate to international business practice and law.</p> <p>Skills To be able to identify the legal issue(s) and applicable legal principle(s) from a fact scenario.</p> <p>Competences To be able to describe the legal context of an international business transaction.</p>
Requirements and Grading	<p>In order to be eligible to sit for the final exam (90%), the student must:</p> <p>(1) pass all quizzes and homework assignments, which are graded on a pass/fail basis.</p> <p>(2) pass the group contract project, which is worth 10% of the final score.</p> <p>See 13, above.</p>

Market Research

Title	Market Research		
Course Director	Zane Varpina , Associate Professor		
Credit points	4 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 independent study (in hours)
	30 x 45 min	12 x 45 min	80 h
Course prerequisites	Marketing, Consumer Behaviour, Statistics, Econometrics (taught in parallel)		
Syllabus			

Introduction	<p>Good marketing decisions require solid marketing research. This course introduces students to the principles and practices of modern market research methods. We will take a practical hands-on approach to market analysis. After taking this class, students will understand the role of market research in business processes, be trained to perform market research analysis project and master most common data acquisition and analysis techniques used.</p> <p>This course introduces market research, and discusses key concepts, methods, issues and their applications. The course is comprised of overview of market research, methods component (surveys, interviews, experiments and data analysis), and project work.</p> <p>Students will design a research project, collect data, use R programme to analyse their data, and submit a report of their findings.</p> <p>The class will be divided into groups who will work together throughout the entire course as a market research team. Each team will work on a market research project where they take a marketing problem from a real company and design a research project which will culminate with a class presentation and research report. The project will include collecting and analysing qualitative as well as survey data.</p> <p>After participating in the course the student will be able to:</p> <ul style="list-style-type: none"> • Understand what market research is and how it is used by management. • Define research problem • Contrast alternative research designs and their relative strengths and weaknesses. • Carry out market research project, that includes: qualitative and quantitative data collection (interviews, focus groups, survey), analysis (incl. factor, cluster, and principal component analysis), report writing and presentation.
Course programme	<p>The course consists of theoretical part in the form of lectures and seminars, and project work – market report (in teams of 4) and presentation to the business who posed the questions and problems.</p> <p>Theoretical part: Market research: essence, types and common uses Qualitative methods Digital marketing analytics Experiments Surveys Data analysis with R Visualizing and presenting data</p> <p>Applied part: Market research project in groups tasked and mentored by business representatives.</p> <p>Lectures and seminars generally take place on-site, some lectures may be pre-recorded for self-paced studies and some seminars may take place on-line.</p>
Learning aims	<p>In this course you will:</p> <ul style="list-style-type: none"> Learn about market research and write a market report Gain first-hand experience in developing a piece of original research Apply different qualitative and quantitative methods Improve your negotiation, analytical and communication skills Gain experience with working with real businesses on real problems

Literature and other resources	<p>Books in the library:</p> <p>Hague, Paul. <i>Market Research in Practice</i>. Available from: Kogan Page, (4th edition). Kogan Page, 2021. (course textbook, available to take home for everyone)</p> <p>Bolton, Kate, and Ian Brace. <i>Questionnaire Design</i>. Available from: Kogan Page, (5th edition). Kogan Page, 2022</p> <p>Marketing Research: an Applied Approach, by Naresh K Malhotra, David F Birks, Peter Wills</p> <p>Qualitative Research: Good Decision Making Through Understanding People, Cultures and Markets, by Henry P. (2011), <u>Qualitative Market Research</u></p> <p>Survey Research Methods (Applied Social Research Methods) by Floyd J. Fowler</p> <p>Designing and Conducting Survey Research: A Comprehensive Guide by Louis M. Rea, Richard A. Parker</p> <p>Conducting Online Surveys, by Valerie M. Sue, Lois A. Ritter, 2012</p> <p>Other materials: Please note that when it comes to succeeding in the project work, the materials listed in the outline will not be sufficient. In order to succeed, you will be required to find and research additional materials independently.</p> <p>The exam will cover material from the textbook, lectures, guest lectures and seminars.</p>
Attendance	Attendance of seminars is mandatory; attendance of lectures is not mandatory. Students will be excused for missing maximum 1 mandatory attendance. Students missing more than 1 mandatory classes will have to take the course next year.
Electronic devices policy	Allowed in class, not allowed during exam
Course specifications	
Students eligible	Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years
Related courses	Marketing, Economic and Consumer Psychology, Statistics, Econometrics, Strategy, Research Methods and the year 3 bachelor theses.
IT-skills needed	R (some skills), Excel, PowerPoint or other presentation software
Research skills needed and developed	A knowledge of basic to intermediate statistics and econometrics and familiarity with R or similar software is necessary. Familiarity with research approaches is beneficial.
Learning outcomes	<p>Knowledge</p> <p>Know principles of market research</p> <p>Recognize methods used in market research</p> <p>Skills</p> <p>Able to analyse, interpret and evaluate market information and data</p> <p>Able to recognize what research data is needed in what circumstances</p> <p>Able to collect or retrieve data, assess its reliability, and apply and interpret it in an appropriate manner</p> <p>Able to use R statistical software for market data analysis purpose</p> <p>Able to perform research tasks in extended group, the skills include: coordination, teamwork, leadership, cooperation with corporate representatives</p>

	<p>Competences</p> <p>Able to plan and perform market research analysis using the most appropriate and up-to-date methods</p> <p>Able to apply market analysis to develop recommendations and market strategies</p>
Requirements and Grading	<p>Active participation in seminars (29 September - 19 October) – pass/fail</p> <p>Written exam (31 October) - 30%</p> <p>Covers ALL reading, video and lecture materials.</p> <p>Passing exam (min 100 points) is required for passing the course.</p> <p>Market research report (by 1 December) – 70%</p> <p>The task is to write and present a market research report in a team of 4(5) for a company that you are assigned to. Students will form the teams. There will be 5-6 companies for which the market research will be done, 5 project teams are assigned to one company. The company would typically identify the target group to be studied, and all 5 teams will develop a shared survey.</p> <p>Detailed project work description is provided separately.</p> <p>Passing report (Min 100 points) is required for passing the course.</p> <p>Deadline for project submission: 1 December</p> <p>Presentations: 3-6 December, according to schedule (everyone must attend)</p>

Public Policy

Title	Public Policy		
Course Director	Dominik Gerber , Associate Professor		
Teaching team	Dominik Gerber, Associate Professor dominik.gerber@sseriga.edu		
Credit points	6 ECTS CP ; core course		
	Student Workload (SWL):		
	Structured SWL		Unstructured SWL
	18 lectures + midterm exam + final exam	5 seminars	Mandatory readings, seminar & exam preparation (4-6 hours/day=
	44 academic hours	10 academic hours	~100 academic hours

Syllabus

Introduction

Public policy is what governments choose to do or not to do about public problems – problems, in other words, large parts of the public consider serious enough to warrant intervention. Little in the contemporary world suggests that such problems are bound to disappear. What is more, there is deep (and growing) disagreement about how to best respond to challenges from public health crises, environmental degradation, and inflation to AI, drug consumption, and illegal immigration, let alone whether government intervention is indeed justified. There is therefore a pressing need for citizens to understand the choices governments make on their behalf. In this course, we will develop an in-depth understanding of the process and the evaluative criteria governments employ when they are producing or shaping the policy contexts in which individuals, businesses, and organizations operate. We will learn how to identify characteristics of successful and unsuccessful policies by examining the complex interplay of scientific evidence, ideology, moral principles, and the messiness of everyday politics. We will also examine some of the most puzzling paradoxes and dilemmas that often undermine government action by focusing on the topics of welfare policy, pandemics, and global governance.

<p>Course programme</p> <p>See Appendix I for an extended lecture plan including the reading assignments.</p> <p>See Appendix II for the detailed lecture and seminar schedule</p>	<p>PART I: FOUNDATIONS OF PUBLIC POLICY</p> <p>Lecture 1: What is Public Policy and Why Should We Care?</p> <p>Key themes:</p> <ul style="list-style-type: none"> • Defining public policy and associated key concepts • The role public policy plays in our life (or: why business & economics students should care) • Justifying state intervention • The key stages of policymaking <p>Lecture 2: Formal Policy Actors: The Executive, the Legislature, the Judiciary, and the Bureaucracy</p> <p>Key themes:</p> <ul style="list-style-type: none"> • The key decision-making and executing actors & institutions in a democratic system • The importance of courts and quasi-courts for public policy • The role of the public administration, its efficiency criteria, and what they imply for its form & organization • Definitions and sites of power <p>Lecture 3: State-Society Relations</p> <p>Key themes:</p> <ul style="list-style-type: none"> • From government to governance: the role of non-state actors in policymaking • The role of, and differences between, parties, social movements, advocacy groups, and lobbying groups • Policy sub-systems and networks • The advocacy coalition framework <p>Lecture 4: International Policy and Global Governance</p> <p>Key themes:</p> <ul style="list-style-type: none"> • Key decision-making and executing actors & institutions at the supra- and transnational level • The internationalization of public policy • Global policy and transnational administration • The relationship between national and international policy actors <p>PART II: POLICY OBJECTIVES</p> <p>Lecture 5: Economic Welfare</p> <p>Key themes:</p> <ul style="list-style-type: none"> • What policymakers can learn from economists (and vice versa) • The market as a tool for public policy • Utilitarian and Paretian definitions of welfare • The intergenerational and international scope of welfare <p>Lecture 6: Cost-Benefit Analysis</p> <p>Key themes:</p> <ul style="list-style-type: none"> • CBA as a welfarist decision-making tool • Economic vs. political reasoning in policymaking • The relationship between cost-benefit analysis, human rights, and democratic procedures • Case: the value of a statistical
---	--

Lecture 7: Fairness

Key themes:

Ethical constraints on welfarist policy objectives

The efficiency vs. equity trade-off

How much inequality can a society tolerate?

Case: progressive taxes

Lecture 8: Guest Lecture Bo Kragh (Former VP at Svenska Handelsbanken) (tbc)

Title: A Swedish Banker's Views on Banking and Financing in the Baltics 1988-2025

PART III: PRODUCING POLICY

Lecture 9: Agenda-Setting

Key themes:

Issue identification: when does a problem become a policy problem?

Kingdon's Multiple Streams Framework

The role of the (social) media in setting the policy agenda

Case: social media bans for children

Lecture 10: Guest Lecture Vladlens Kovalevs (VA Government / Rud Pedersen Group) (tbc)

Title: People. Mindset. Experience: A Practitioner's Perspective on Public Affairs

Lecture 11: Policy Formulation and Instrument Choice

Key themes:

Which policy instruments are available to governments?

How do governments decide between different instruments?

Behavioural approaches to policymaking

Case: improving road safety

Lecture 12: Implementation

Key themes:

Key actors in the policy implementation process

Top-down vs. bottom-up ("street-level") implementation

Enforcement problems and paradoxes

Case: Rail Baltica

Lecture 13: Evaluation

Key themes:

Characteristics of policy success and policy failure

Policy continuity, disruption, and termination

When policy makes politics: How policy outcomes can influence the political context of policy creation

Case: educational achievement (PISA)

PART IV: CHALLENGES FOR PUBLIC POLICY

Lecture 14: Guest Lecture by Linda Austere (Ignitis Group) (tbc)

Title: TBC (main focus: energy policy in the Baltics)

Lecture 15: Radical Uncertainty

Key themes:

Evidence-based policymaking under strong epistemic constraints

Decision rules (subjective expected utility, maximin, minimax regret)

The concept of polycentricity

Case: pandemic school closure

Lecture 16: Policy Learning and Transfer

Key themes:

How states learn to solve public problems.

Barriers to the transfer of knowledge and 'best practices' within the public sector and across countries

The politics of policy transfer. Or: 'why are the Estonians doing better in X than the Latvians?'

Case: public sector dependence on the consulting industry

Lecture 17: Populism

Key themes:

Policymaking in times of growing political polarization

The role of trust in enhancing the problem-solving capacity of the state

The relationship between policy outcomes and political extremism

The impact of populism on the public sector

Lecture 18: Artificial Intelligence in Public Policy

Key themes:

The promises and pitfalls of AI in policymaking

The use of algorithms in zoning policies & legal enforcement

Competing regulatory approaches to AI

Barriers to technological innovation in the public sector

Learning aims	<p>Knowledge</p> <p>By the end of this course, the students will be able to complement previously acquired knowledge in courses such as Microeconomics and Ethics with knowledge on the public policy process and on the competing assessment criteria for policy designs. In view of future courses, students will be prepared to recognize the complexities of justifying and designing government intervention in business and other social domains.</p> <p>In their future professional trajectories, they will demonstrate awareness of the fact that a proper assessments of the surrounding social context – opportunities and constraints for individual and organizational behavior – will require an understanding of the choices governments make in their name. They will also be aware that problem-solving always requires a careful weighting of economic and non-economic objectives.</p> <p>Skills</p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> • define the basic concepts of public policy • name the key state and non-state stakeholders of policymaking • explain the relationship between politics and policy • apply scholarly models of the policy process to real-world policy problems • explain the interactions between the agenda-setting, formulation, and implementation stages of the policy process • discuss the interdependence between markets and policymaking • explain the trade-offs between economic efficiency and other salient policy objectives • evaluate policy designs on the basis of the empirical and normative academic literature • discuss key features explaining the success or failure of policies
----------------------	--

<p>Requirements and grading</p>	<p>The course has two evaluation components:</p> <ol style="list-style-type: none"> 1. Mid-term exam: 30% of the course grade. 2. Comprehensive final exam: 70% of the course grade. <p>1. Mid-term Exam (onsite, using the Respondus lockdown browser)</p> <p>At the end of Part II of the course, all course material up to, and including, Lecture 8 (lectures and required readings – not the complementary reading recommendations provided in Appendix I) will be tested in a mid-term exam. This exam will last 60 minutes and will be held in a pure multiple-choice format. No writing will be required. Students may use all course material during the mid-term exam (lecture notes, all content on the course’s e-learning page).</p> <p>2. Final exam (onsite, using the Respondus lockdown browser)</p> <p>The course concludes with a comprehensive exam covering the course material (lectures and required readings) from all course parts (including the parts tested in the mid-term exam). The final exam will consist of three parts:</p> <ul style="list-style-type: none"> • One set of multiple-choice questions • One set of narrow questions requiring short written answers (<150 words) • One broad question (involving a policy case) which must be answered in the form of a short essay (<700 words) <p>Students may use all course material during the final exam (lecture notes, all content on the course’s e-learning page).</p> <p>To pass the course, the weighted average (0.3 x mid-term + 0.7 x final exam) must be at least 100 AND the result of the final exam must be at least 100.</p> <p>Failure to satisfy this double condition will result in the obligation to retake the final exam at the re-exam date defined by the school administration. The re-exam grade will be the final course grade (it will override all previous results from the mid-term exam and the final exam). Students may use all course material during the re-exam (lecture notes, all content on the course’s e-learning page).</p> <p>If a student is ill on the day of the mid-term exam, the result of the final exam will constitute the overall course grade if the student has presented a valid doctor’s certificate to the school administration.</p> <p>For Debtor Students:</p> <p>Debtor students will have to retake (and pass) the entire course following the rules specified above, no matter the reasons that have led to their failing the course in the previous academic year(s). Results from evaluation components completed in previous academic years (final exam, mid-term exam, written assignments) cannot be transferred to the current academic year.</p>
--	---

Attendance	<p>Lecture and seminar attendance is not mandatory. It goes without saying that you alone bear the responsibility if you miss content. Absentee tutoring won't be provided.</p> <p>The substantial part of the material you require to pass the course will be provided in the lectures. Clearly, skimming through the lecture slides won't do – slides are but a presentation tool and never reflect the full content of a course. Experience overwhelmingly shows that the following features are key determinants for success in Public Policy:</p> <ul style="list-style-type: none"> • Regular attendance in both the lectures and the seminars • Adequate preparation (=having done the readings before each lecture, continuously catching up on things you haven't fully understood) • Active learning attitude (=active seminar participation, willingness to voice comments and disagreements, state-of-the-art notes-taking)
Electronic devices policy	<p>If you absolutely need a laptop, tablet, or any other device for taking notes, that's fine. However, please do not use a personal device for any purpose unrelated to our class. All devices must be silenced.</p> <p>The much better choice is to leave all your personal technology in your bags while in class. There is ample scientific evidence showing that the distractions of such devices outweigh their advantages.</p> <p>The course director reserves the right to limit or prohibit the use of electronic devices in response to inappropriate or disruptive use.</p>

International Finance

Title	International Finance		
Course Director	Ágnes Lublóy, Professor		
Teaching team	Ágnes Lublóy, Professor agnes.lubloy@sseriga.edu		
Credit points	Teaching assistants (y3 students)		
	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 independent study (in hours)
	28 x 45 min	26 x 45 min	120 hours
Course prerequisites	Statistics, Managerial Economics		
Syllabus Introduction	<p>The objective of the course is to introduce students to several key concepts in international finance. The course covers several financial management dimensions of leading a multinational enterprise. In particular, the course aims to:</p> <ul style="list-style-type: none">- provide students with a basic knowledge of how international financial markets work- provide students with an understanding of exchange rates- explore instruments and methods used to manage exchange rate risk in the global markets. <p>provide an in-depth understanding of the process and techniques used to make international investment decisions.</p>		
Course programme	<p><i>I. Global Financial Environment</i></p> <p>The first part of the course provides an introduction to the global financial environment by discussing the international financial markets, and the motives and risks of multinational enterprises. The characteristics and the major transactions of foreign exchange markets are also discussed briefly. Finally, international parity conditions are covered, the economic theories linking exchange rates, price levels, and interest rates are explained.</p> <p><i>II. Managing exchange rate risk exposure</i></p> <p>The second part of the course deals with the concept of risk management of exchange rate risk exposure. The rationale for risk management and various types of foreign exchange exposure are reviewed. Financial instruments available in international financial markets for hedging purposes are covered in detail, instruments such as currency forwards, currency futures, currency options and swaps are discussed.</p> <p><i>III. International investment decisions</i></p> <p>The third part of the course covers capital budgeting in general and from multinational perspective. International diversification as a risk management technique is discussed as well.</p>		

Learning aims	Students should gain knowledge about the structure and functioning of foreign exchange markets, including the role of central banks, commercial banks, corporations, arbitrageurs, and speculative investors.
	Students should gain knowledge about international parity conditions, the economic theories which link exchange rates, price levels, and interest rates
	Students should grasp the mechanisms of exchange rate determination, including factors influencing exchange rates such as interest rates, inflation rates, and market speculation.
	Students should learn strategies for managing currency risk, including hedging techniques such as forward contracts, options, and currency swaps.
	Students should be able to analyse international investment opportunities, considering the diversification benefits.
Literature and other resources	Textbook: Moffett M., Stonehill A., and Eiteman D.: Fundamentals of Multinational Finance, Pearson Education, 3rd edition, 2009. Selection of quantitative problem sets from the textbook (with solutions). 8-10 journal articles from the field of international finance.
Requirements and grading	Written exam (100%), 17-Dec-2025 For debtors: same requirements and grading applies.
Attendance	Not mandatory
Electronic devices policy	In general, electronic devices are not allowed, except flat screen devices used for taking notes, and laptops for Seminar 9.
Course specifications	
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Related courses	Statistics, Managerial Economics, Macroeconomics, Management Accounting and Finance, Econometrics
	Financial Economics, Accounting and Finance, Finance Specialization
IT-skills needed	Excel
Research skills needed and developed	Analytical skills, conceptual thinking
Learning outcomes	Knowledge After completing this course, students shall be able to: <ul style="list-style-type: none"> - discuss the characteristics of foreign exchange markets; - explain international parity conditions; - discuss the consequences of exchange rate risk exposure on the short and long-term financial position of the company; - describe the instruments of currency forwards, futures, options and swaps; - explain the impact of international diversification on portfolio risk.

	<p>Skills</p> <p>After completing this course, students should be able to:</p> <ul style="list-style-type: none"> - identify arbitrage opportunities based on exchange rate quotations and international parity conditions, and plan an arbitrage strategy to exploit the opportunity; - utilize financial instruments (forwards, futures, loans & deposits, options) to hedge exchange rate risk exposure; - plan a swap deal to hedge interest rate exposure - perform a capital budgeting analysis to evaluate national and international projects; - calculate the return and the riskiness on a portfolio.
	<p>Competences</p> <p>After completing this course, students should have</p> <ul style="list-style-type: none"> - developed the competence needed for deepen their knowledge in finance - the ability to assess the impact of international financial decision on the organization they work for

Year 3

Artificial Intelligence

Title	Artificial Intelligence											
Course Director	Rihards Garančs , Lecturer											
Department	Languages, Communication& IT											
Lecturer(s)	Rihards Garančs, Lecturer rihards.garancs@sseriga.edu Maksis Knutiņš, Seminar lead maksisk@gmail.com											
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>16</td><td>6</td><td>110</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)	16	6	110
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)										
16	6	110										
Course Prerequisites	All students must have read and answer preparatory questions on white paper about Artificial Intelligence (AI).											
Research Skills Needed and Developed	Research skills taught in Data Analysis & Research Methods is enough.											
IT-skills Needed	Basic skills of prompt engineering are required.											
Related Courses	Data & AI specialization, Econometrics, Business Intelligence											
Students Eligible	Year 3 and exchange students, as well as debtors from previous study years.											

Introduction (Course Objectives)	<p>The course is be designed to provide a comprehensive understanding of the rapidly evolving field of Artificial Intelligence (AI) and its associated technologies. Throughout this course, you will explore various facets of AI, from foundational concepts to advanced applications, across multiple domains.</p> <p>You will be understanding Machine Learning models, managing an AI project from a 3rd party, assessing technology potential/strategy and use cases in a company, etc.</p> <p>Course is intended to equip students with a robust understanding of AI, equipped with both the theoretical knowledge and practical skills necessary to excel in this dynamic field. Whether your interest lies in developing AI-driven applications, understanding the ethical implications, or simply gaining a deeper insight into this transformative technology, this course will provide the tools and frameworks to achieve your goals.</p>
Content	<p>Course will have the following topics:</p> <ol style="list-style-type: none"> 1. What is Artificial Intelligence, laying the groundwork by covering essential concepts, including the history, current landscape, and potential future of AI technologies. 2. Exploration of Emerging Technologies that are shaping the future 3. Generative AI and its myriad possibilities 4. Machine Learning (ML) and Deep Learning (DL), beginning with fundamental principles and advancing to complex models and techniques 5. Application in Natural Language Processing, Computer Vision, and Robotics 6. AI morality, AI ethics, AI greatest challenges and how to prepare for them. 7. AI project management, AI strategy.
Structure and Format	<p>There will be 8x90min lectures, 2x90min coursework presentations and 3x90min seminars with considerable time spent on readings, case studies, and company presentation.</p> <p>Course is not a hands-on programming course although the course will add one or more practical elements, such as:</p> <ul style="list-style-type: none"> - working with Google Colaboratory & Google AI Studio, a hosted service that lets you run Jupyter Notebooks with no setup - writing python code in Google Colaboratory run AI models and data science workflows - working in groups for a company to assess AI/digital strategy - case studies and their discussion during seminars - developing an AI enhanced digital product or improving one within an industry - finding an industry & assessing digital disruption with practical proposal.
Literature and Other Resources	<p>There will be extra reading materials provided before the course via e-learning platform. Further suggested readings (books) will be provided during the course to further strengthen the knowledge.</p>
Learning Outcomes	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Demonstrate Foundational Knowledge of AI and Emerging Technologies, implications in the workforce and public sector 2. Equip students with knowledge on how to assess different AI projects. 3. Be up to date with latest AI advancements and issues world is facing. 4. Gain proficiency in implementing machine learning and deep learning models, using tools such as Python for data science. 5. Critically Evaluate Ethical and Moral Implications of AI 6. Understand most advanced data science & LLM concepts and their practical applications within business environment.

	Skills <ol style="list-style-type: none"> 1. Ability to use appropriate data science & AI methods for different business problems. 2. Gain expertise in designing, developing, and deploying AI models to optimize different problems and generate advanced analytics. 3. Ability to spot new technology trends related to AI and evaluate their efficacy. Competences <ol style="list-style-type: none"> 1. Find risks and likelihood of industry disruption by AI. 2. Recognize different AI solutions and appropriately assess their utility for different business solutions. 3. Assess likelihood of job substitution and provide suggestions to transform job based on organization goals. 4. Critically evaluate AI technologies, considering their societal impact and ethical implications
Attendance	Attendance is mandatory, one cannot miss more than two lectures
Electronic Devices Policy	You will need to use laptops for all lectures
Requirements and Grading	<p>To pass the course, all students must do a project work within teams of four/five people as well as a reflection paper on practical GenAI applications. A combined minimum of 100 points (out of 200) is necessary to pass the course.</p> <p>Grading weights are as follows: Project work = 70% Course reflection paper = 30%</p> <p>For debtors Debtors only re-submit failed parts of the course.</p>

Specialisation Course: Finance

Title	Specialization Finance		
Course Director	Ágnes Lublóy, Professor		
Teaching team	Ágnes Lublóy, Professor, agnes.lubloy@sseriga.edu		
	Marta Khomyn, PhD, Visiting Lecturer, marta.khomyn@gmail.com		
Credit points	8 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 independent study (in hours)
	35	35	150
Course prerequisites	Financial Economics, Business Valuation		
Syllabus Introduction	The objective of the course is to provide in-depth knowledge in the field of finance, including investments and investment behaviour, market microstructure, financial risk management, and entrepreneurial finance. As a last course before the bachelor thesis and graduation, it fills the knowledge gaps necessary for bachelor thesis project, as well as provides some useful practical skills for the job market.		
Course programme	Investments and investment behaviour <ul style="list-style-type: none">• Investing in new financial assets• Investment behaviour• Anomalies and bubbles Financial Markets’ Microstructure <ul style="list-style-type: none">• Market design• Price formation• Liquidity• Market manipulation Financial Risk Management <ul style="list-style-type: none">• Financial risk management: diversification and hedging• Market risk management: Value-at-Risk• Credit risk and credit default swaps• Operational risk• Banks’ regulatory environment Entrepreneurial Finance <ul style="list-style-type: none">• The venture capital method in valuation• Term sheets, shareholder agreements, share structure, dilution		

Learning aims	<p>The aim of the <i>lectures</i> is to gain knowledge about investments and investment behaviour, market microstructure, financial risk management, and entrepreneurial finance.</p> <p>The aim of the <i>seminars</i> is to apply the theoretical knowledge received during the lectures to practical cases and exercises.</p> <p><i>Case studies</i> aim at generating an in-depth, multi-faceted understanding of a complex financial issue in its real-life context. Students are expected to answer the assignment questions before class, and then participate actively during the in-class case study discussion.</p> <p>A computer-based simulation EntrepSIM© is central for the entrepreneurial finance module. The aim of the venture simulation game (to be played in groups of four) is to give students hands-on experience in high-tech new ventures' start-up, financing and growth. Through the use of a computer simulation students will be exposed to the difficulties of start-up financing, the different stages of evolution new ventures go through, and the evolving roles played by team members and finance providers throughout these phases. The game is played in a series of rounds over a simulated five-year period.</p> <p>The aim of the <i>guest lectures</i> is to gain understanding about the most recent market trends, market manipulation, private equity instruments, and fraud detection.</p>
Literature and other resources	<p>~ 30 journal articles and other scientific readings, including research papers and surveys (mandatory)</p> <p>~10 journal articles and other scientific readings (optional)</p> <p>Several textbook chapters from the following textbooks:</p> <ul style="list-style-type: none"> • Bailey, R. (2005). The economics of financial markets (Cambridge University Press, New York). • Jorion, P. (2007). Value at Risk. The New Benchmark for Controlling Derivatives Risk. (McGraw-Hill Companies, Inc., New York, NY). <p>5 case studies, mostly from Harvard Business Publishing</p> <p>Computer-based simulation EntrepSIM</p> <p>All resources will be posted on e-learning.</p>
Requirements and grading	<p>EntrepSIM and writeup: 15%, 30 points out of 200</p> <p>Case studies, 5 in total: 30%, 60 points out of 200 There will be 5 case study discussions in total. Each case study is worth 15 points out of the 200 points. During each case study discussion students can earn 9 points for in-class tests (via Kahoot!), and 6 points for actively participating in in-class-discussion. In the final grade 4 out of 5 case study grades will be taken into account—the 4 highest grades.</p> <p>Final exam: 55%, 110 points out of 200 Requirement for pass: 100 points in total AND at least 50% at the final exam.</p> <p>For debtors: The points for the case studies (in-class test and discussion) will be transferred from previous years. The points for the EntrepSIM© simulation will be transferred from previous years.</p>

Attendance	Mandatory attendance (onsite if the class is onsite, onsite/online if the class is online).
Electronic devices policy	<p>In general, no electronic devices (except tablets used for taking notes) are allowed in-class.</p> <p>For several seminars (to be communicated in advance by the course instructor) and for the computer-based EntrepSIM© simulation electronic devices (laptops) are required.</p>
Course specifications	
Students eligible	<p>Year 3 and exchange students, as well as debtors from previous study years.</p> <p>Students failing more than two finance courses (Financial Accounting, Management Accounting & Finance, International Finance, Financial Economics, Business Valuation) are not eligible to apply and shall consider a different specialisation.</p>
Related courses	International Finance, Financial Economics, Business Valuation, Entrepreneurship
IT-skills needed	Excel and R programming language
Research skills needed and developed	Ability to understand and critically review academic journal articles; data analysis; financial modelling; quantitative skills (e.g., regression analysis, Monte Carlo simulation); critical thinking skills (evaluating the validity and reliability of various financial solutions)
Learning outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> • Understand behavioural biases in financial decisions; recognize how they influence the modern financial services' industry. • Know the key elements of market microstructure. • Understand the theory on market efficiency and anomalies; understand the impact of market manipulation. • Explain the key types of financial risks. • Explain how different types of risks (market risk, credit risk, operational risk) can be managed at financial institutions. • Know the key elements of entrepreneurial finance. <p>Skills</p> <ul style="list-style-type: none"> • Evaluate the economics of securities market. • Evaluate various risk management strategies for financial transactions. • Evaluate a risk profile of a financial institution. • Analyse a term sheet for an entrepreneurial venture given a defined set of criteria. <p>Competences</p> <ul style="list-style-type: none"> • Critically assess financial aspects of entrepreneurial ventures including term sheets. • Prepare a viable risk management strategy for various portfolios

Specialisation Course: Economics

Title	Economics											
Course Director	Nicolas Gavoille, Associate Professor											
Department	Economics											
Lecturer(s)	Nicolas Gavoille, Associate Professor nicolas.gavoille@sseriga.edu											
Credit points	8 ECTS CP ; specialisation 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 x 2 hours</td><td>5 x 2 hours</td><td>200 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)	20 x 2 hours	5 x 2 hours	200 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 (in hours)										
20 x 2 hours	5 x 2 hours	200 hours										
Course prerequisites	Mathematics, statistics, econometrics, microeconomics, macroeconomics											
Research skills needed and developed	This course develops research skills based on formal economic modelling , both theoretical and empirical.											
IT-skills needed	R (basics, optional)											
Related courses	Mathematics, statistics, econometrics, microeconomics, macroeconomics											
Students eligible	Year 3 and exchange students, as well as debtors from previous study years											
Introduction (Course objectives)	<p>This course provides an introduction to advanced economic analysis. It will build upon many tools and concepts previously developed throughout the economics curriculum (mathematics, statistics, econometrics, microeconomics, macroeconomics, ...). It is composed of a series of topics of high relevance for contemporary economic research and policy, encompassing elements of growth, labour, public and political economics.</p> <p>This course has three main objectives. First, it aims at exposing students to key contemporary economic issues, with a particular focus on the Baltic States and transition economies in general. Second, it will show how modern economics tries to address these questions, combining rigorous economic modelling and econometric analysis. Third, it ambitions to equip students with the necessary toolbox for students to pursue their studies in economics. It develops some fundamental concepts of economic analysis that will be required at a higher level and introduces student to highly influential theoretical and empirical papers.</p> <p>The course begins with an introduction to growth theory. What are the drivers of growth? How to measure it? We will revisit the Solow model by studying the machinery behind the graphs and bringing the theory to the data. We will then move on to questions related to income inequalities. Why does it matter for growth? How do income inequalities evolve over time? This will lead us to issues related to the labour market, such as unemployment and migration issues. We will then study minimum wage policy, and how this is related to labor tax evasion in the region. Next, we will explore some important tax evasion mechanisms and their consequences on economic outcomes. Finally, the last part of the course will introduce limited natural resources in growth models. Can we avoid the Easter Island scenario?</p>											

Content	<p>Topic 1: Growth Topic 2: Inequality Topic 3: Labour market and unemployment Topic 4: Minimum wage policy Topic 5: Tax evasion Topic 6: Growth and the environment</p> <p>The list of topics is indicative and subject to changes depending on time constraint.</p>
Structure and format	<ul style="list-style-type: none"> • Lectures (20 x 2 hours) • Seminars (5 x 2 hours) will be devoted to student presentations: <ul style="list-style-type: none"> • A group of students (up to 2 people) should select one article from the list that will be provided • Students will present and comment on the paper in front of the class during seminars • Independent study of the materials posted on the course home page on the e-learning platform
Literature and other resources	<p>This course will build upon several textbooks and many research articles. The list includes (but is not restricted to):</p> <ul style="list-style-type: none"> • Romer, D. (2018). <i>Advanced macroeconomics</i>. McGraw-hill. • Aghion, P., & Howitt, P. W. (2008). <i>The economics of growth</i>. MIT press. • Cahuc, P., Carcillo, S., & Zylberberg, A. (2014). <i>Labor economics</i>. MIT press. <p>The complete list of papers used in each lecture will be provide on the elearning platform.</p>
Learning outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> • Understand key contemporary economic issues • Understand the mechanics of modern economic modelling • Understand how to rigorously bring theory to the data <p>Skills</p> <ul style="list-style-type: none"> • Ability to read high level economic research • Ability to apply mathematics to analyze economic problems • Ability to develop econometric models to test theoretical implications <p>Competences</p> <ul style="list-style-type: none"> • Have developed the necessary competence for pursuing studies in economics • Have developed analytical skills and rigorous reasoning
Attendance	Attending lectures and seminars is not mandatory but highly recommended
Electronic devices policy	-
Requirements and grading	<p>Final exam (80%) Paper presentation (20%)</p> <p>To pass, both your final exam grade and your total grade have to be greater than or equal to 100.</p> <p>For debtors Debtors will need to retake the whole course.</p>

Specialisation Course: Entrepreneurship

Course Director	Dr. Dmitrijs Kravčenko		
Teaching team	TBC		
Credit points	8 ECTS CP; elective course		
	Student Workload (SWL):		
	Structured SWL		Unstructured SWL
	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of independent study (in hours)
	20	60	160
Course prerequisites	Introduction to Entrepreneurship		
Syllabus			
Introduction	<p>Refreshed for 2024 entry, the Entrepreneurship specialisation combines industry leading approaches in venture design, with the skills needed to launch and grow innovative and digitally enabled enterprises.</p> <p>The Entrepreneurship specialisation is meant for future entrepreneurs (and intrapreneurs), creative thinkers, and change-makers looking to seize new opportunities. It is ideal for students who are planning to bet on themselves, eager to create new value with solutions to commercial and even societal problems. The specialisations will also open up a range of alternative career pathways, from corporate venturing and business start-up to social innovation.</p> <p>The programme is practical, with an emphasis on learning inside and outside the classroom. You will be exposed to a range of contexts, scenarios and people which will allow you to challenge yourself and create a foundation for a future in entrepreneurship.</p>		
Course programme	<p>Syllabus will focus on:</p> <ul style="list-style-type: none">• Legal and structural aspects of new venture creation• Innovation, disruptive technologies and Business Model Innovation• Entrepreneurial mindset• Social and digital entrepreneurship• Pitching, funding and fund raising• Strategic communication• Organisational design and startup culture management• Case project		
Learning aims	<p>Upon completion of this specialisations, students should be able to:</p> <ul style="list-style-type: none">• demonstrate understanding of key concepts in entrepreneurship, innovation, business model development and organisational design;• be able to identify, define and validate market opportunities and potential product/service propositions;• demonstrate analytical and critical thinking skills;		

	<ul style="list-style-type: none"> effectively communicate key ideas to target audiences.
Literature and other resources	<p>There is no pre-reading for this specialisation but please make sure to regularly consult the e-learning platform for class-specific readings.</p> <p>Indicative bibliography for the specialisation is:</p> <ul style="list-style-type: none"> Maurya, A. (2012) Running Lean: Iterate from Plan A to a Plan That Works (2nd Edition), O'Reilly Media Carlson, C. (2023) Social Entrepreneurship and Innovation, Sage Holbeche, L. (2023). The Agile Organisation: how to build an engaged, innovative and resilient business, Kogan Page Faley, T.L. (2015). The Entrepreneurial Arch: A strategic Framework for Discovering, Developing and Renewing Firms, Cambridge University Press Handy, C. (1999) Understanding Organisations, Penguin Press Hjorth, D., and Holt, R. (2022). Entrepreneurship and the creation of organisation, Routledge <p>Additionally, you are encouraged to familiarise yourself with the following media sources:</p> <ul style="list-style-type: none"> The Social Network (2010) - a film about how Facebook started. Good depiction of founder dynamics. Silicone Valley (2014-2019) - a light-hearted TV series that, nonetheless, gets real when it comes to funding your startup and intellectual property rights. Startup.com (2001) - a documentary about the dot com era. Another cautionary tale about founder dynamics. Moneyball (2011) - film about identifying opportunities and challenges of innovation. Enron: The Smartest Guys in the Room (2005) - a documentary about the fall of Enron; depiction of dysfunctional organisational culture. We Crashed (2022) - dramatisation of the 'unicorn' entrepreneurship journey.
Requirements and grading	<p>Based on the learning aims, the specialisation will be graded as follows:</p> <ul style="list-style-type: none"> Multiple-choice tests (x4) – 20% Case project – 30% Course project – 50%
Attendance	<p>Mandatory. Non-excused absences will incur penalties.</p> <p>If you do have to miss a session for a legitimate reason, please email the specialisation director (dmitrijs.kravcenko@sseriga.edu) to explain your absence either in advance or within 24 hours of missing a scheduled class.</p> <p>Regular non-attendance will have an adverse effect on your degree progress.</p>
Electronic devices policy	Permitted.
Course Development	Due to changes in the ECTS allocation for Y3, the 2024 iteration of the Entrepreneurship specialisation has been completely redesigned compared to the 2019-2023 iteration.

Course specifications

Students eligible	Year 3 and exchange students, as well as debtors from previous study years
Related courses	Introduction to Entrepreneurship, Marketing, Business Organisation, Fundamental Principles of Sales.
IT-skills needed	N/A
Research skills needed and developed	Skills needed: basic familiarity with primary research methods; secondary and desk research skills. Skills developed: new venture development, pitching, creative problem solving, product/service development and validation.
Learning outcomes	<p>Knowledge of:</p> <ol style="list-style-type: none"> 1. practical and theoretical principles of starting up a new enterprise; 2. different entrepreneurship contexts; 3. principles of organisational design; 4. business models – what they are and what to do with them. <p>Skills to:</p> <ol style="list-style-type: none"> 1. successfully and effectively communicate your ideas to investors; 2. raise funds and plan sales funnels for new products and services; 3. ideate, research, design, and validate a new business and/or product; <p>Competences in:</p> <ol style="list-style-type: none"> 1. documenting, developing and/or describing existing/novel/alternative business models for a new enterprise; 2. implementing appropriate strategies and tools to recognize an innovation opportunity and in developing a concept of a new product or service; 3. building and funding a robust and sustainable new enterprise.

Specialisation Course: Retail Management

Course Directors	Kristina Nadricka									
Department	Business and Management									
Lecturer(s)	<ul style="list-style-type: none">- Justinas Šukys, Visiting Lecturer, SSE Riga; Partner & Head of Retail & Consumer Practice, Claria Strategy Partners- Jens Nordfält, Professor, University of Bath School of Management- Kristina Nadricka, VU University Amsterdam- Yuri Romanenkov, Lecturer, SSE Riga									
Credit points	8 ECTS CP; specialisation 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>45</td><td>80</td><td>100</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)	45	80	100
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)								
45	80	100								
Course prerequisites	Marketing, Managerial Economics, Organisation & Management, Accounting, Microeconomics, Macroeconomics									
Research skills needed and developed	Fieldwork & primary research									
IT-skills needed	Excel, Powerpoint									
Related courses	Strategy, Marketing, Managerial Economics, Organisation & Management, Accounting, Microeconomics									
Students eligible	Year 3 and exchange students, as well as debtors from previous study years									
Introduction (Course objectives)	<ul style="list-style-type: none">- Give students an overview of the fundamentals of the modern retail industry and the business & economic context it operates in- Help students develop an initial practical toolkit for a successful start of a career in retail and adjacent industries (e.g. consumer products, media, logistics, consulting, marketing agencies, etc)									

The course will be structured in three classroom modules, one team project, and a capstone class at the end along the following blocks:

- Strategy & Business Models in Retail (September)
This module will explore the core elements of major business models in retail and key retail formats. It will include coverage of grocery, specialist retail, online, and omnichannel retail. It will further explore how retailers create value through efficient operations, introducing students to the main strategic decisions about store operations, the major principles of supply chain dynamics between retailers and their suppliers across the whole retail value chain.
- Marketing in Retail (October)
This module will demonstrate and discuss how the store can work with their range and their store environment to effectively influence shoppers' purchase decisions, over two-thirds of which are made in-store. The module will also include a number of analytical and field exercises for students to practice the application of some of the methods introduced.
- Commerce and Finance in Retail (October)
This module will add a finance perspective to the previous modules, giving students the tools to assess the financial impact of and build business cases & financial models around category management, marketing, commercial, operational & supply chain, and other decisions. It will also introduce students to commercial & strategic dynamics between suppliers and retailers and what levers their managers can pull to create and capture maximum value.
- Customer-centric Service Design in Retail & Field Project (November)
This module will explore how retailers can create and deliver better customer experiences by applying human centric problem solving, i.e. service design thinking. It will give students a theoretical understanding of core service design concepts and tools (personas, empathy map, customer journey, stakeholder map, service scenarios, prototyping) and provide with practical experience working on a service design project to solve an actual customer experience challenge of a retailer.
- Capstone Class / The Future of Retail (December)
The course capstone will build on the concepts learned in the previous modules to open up the discussion of the rapid evolution the retail industry is now undergoing and its outlook for the future. It will touch on the impact of the COVID-19 pandemic, urbanisation & demographic evolution, globalisation, the next generation of shoppers, retail technology & stores of the future. The capstone concludes the course returning to the strategic fundamentals of this industry.

Structure and format	<p>The course will use a range of formats, including:</p> <ul style="list-style-type: none"> - Case discussion seminars (which will follow the cycle of individual preparation, team preparation, class session, and individual reflection) - Lectures - Field exercises and other field work - Field project (more details below) - Individual preparation / pre-reading <p>Field project will be part of the Customer-centric Service Design module. Students will be working in small teams (5-6) on a real challenge defined by our partner retailer and involve key steps of service design cycle:</p> <ol style="list-style-type: none"> 1. Customer research and empathy creation 2. Analysis through customer journey mapping 3. Ideation and new solution definition 4. Prototyping and testing 5. Presentation of new solution & recommendations <p>Details on the structure and format of each individual module will be made available through the elearning platform prior to the start of the module.</p> <p>Students will choose their own teams and each team will be the same for the Class Project and case seminar preparation.</p>
Literature and other resources	<p>The course will draw on a range of types of literature and other inputs, that will form required reading, incl.:</p> <ol style="list-style-type: none"> 1. Cases 2. Theoretical notes 3. Articles 4. Book chapters 5. Online sources <p>Detailed information on required literature for each course module will be available on the elearning platform prior to the start of the module.</p>
Learning outcomes	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Understanding of major retail business models, formats, and their principal strategic characteristics (dimensions for strategic choices); 2. Understanding of the principles and mechanics of the fundamental retail business drivers, incl. marketing & commercial, store operations, and supply chain; 3. Understanding of the structure and drivers of financial statements and management accounting of businesses in the retail & consumer value chain.

	<p>Skills</p> <ol style="list-style-type: none"> 1. Ability to analyse, interpret and evaluate economic, financial and business information and data; 2. Ability to interpret and apply critical, fact- and science-based methods to analyse, interpret and evaluate issues in economics and business; 3. Ability to interpret and rationalize decisions with reference to theories and concepts in economics and business. <hr/> <p>Competences</p> <ol style="list-style-type: none"> 1. Fact- and science-minded approach to problem-solving; 2. Reflection and self-awareness; 3. Empathy and cultural literacy; 4. Entrepreneurial approach and responsibility.
Attendance	<ul style="list-style-type: none"> - Attendance at all class and field activities (per calendar on the elearning platform) is mandatory, except where individual activities specifically marked as optional. - Excused absences: <ul style="list-style-type: none"> o An excused absence is typically due to an illness or a family emergency o Recruiting and/or employment commitments are explicitly not grounds for an excused absence o If a student needs to be absent from class, they should contact BSc Programme Academic Co-ordinator prior to the start of class (or, in exceptional circumstances, as soon as practical) who will make a determination about whether the absence is excused - Unexcused absence policy: <ul style="list-style-type: none"> o A student is allowed one unexcused absence with no repercussions o Two further unexcused absences will result in a proportionate adjustment of the class participation grade o More than three unexcused absences will result in the student not passing the course <p>The above does not apply to Field Project Presentations; attendance of these required to pass the course</p>
Electronic devices policy	<p>Electronic devices in class are not allowed, except where required for class activity (e.g. a simulation) as indicated by the instructor.</p> <p>Students are responsible for ensuring they have the necessary materials for class in printed form.</p>
Requirements and grading	<p>Grade structure</p> <ul style="list-style-type: none"> - Exam – 30% - Field project report & presentations – 40% - Class participation – 30% <p>Passing the course will require an overall passing grade (100/200), a passing grade on the exam (30/60) and a passing grade on the Field project (40/80).</p>

For debtors

Debtors who previously successfully passed the Field project may opt out of Module 4 (Field project) and have their previous Field project grade applied. Debtors who did not previously achieve a passing grade on the Field project are required to take Module 4 and pass it.

Debtors who previously successfully passed the exam may opt out of Modules 1, 2, 3, and 5. Debtors who did not previously achieve a passing grade on the Exam are required to take Modules 1, 2, 3, and 5 to take the Exam.

Specialisation Course: International Politics

Course Director	Xavier Landes, xavier.landes@sseriga.edu Dominik Gerber, dominik.gerber@sseriga.edu											
Teaching team	TBC											
Credit points	8 ECTS CP; specialisation 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 independent study (in hours)</td></tr><tr><td>48</td><td>180</td><td>228</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 independent study (in hours)	48	180	228
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 independent study (in hours)										
48	180	228										
Course prerequisites	This course will explore advanced issues in global politics (e.g. geostrategy, arms industry, climate issues). Although some quantitative methods may be used, it would mostly remain a qualitative course with a strong conceptual component. Therefore, it would require a decent command of the content of courses such as Year1 Macroeconomics, Year1 Academic Studies and Critical Thinking, Year1 Business Ethics and Sustainability, Year2 Public Policy.											

Syllabus

Introduction

Thirty years after Fukuyama's *The End of History and the Last Man*, it seems that history is back, with its political tensions and rivalries. More precisely recent dynamics such as the rise of China, the return of Russian imperialism, the US isolationist temptations, climate change and tensions around access to (fossil) energies appear to close the period initiated by the fall of the USSR in 1991. The emerging world appears less predictable, with tenser competition between states, in a general context marked by dramatic climate change. The dynamics at work are complex, involving politics, but also economics, social sciences, and history.

The Baltic region is one of the areas in which those dynamics are particularly visible (manifestations of Russia's imperialism, vulnerable energy sector). Moreover, it is an emblematic zone since the collapse of the Soviet Union started here more than 30 years ago and now, in the light of the War in Ukraine, the region constitutes the easternmost advanced post of the European Union and NATO.

A possible interpretation of the global trend towards more adversarial international relations is to interpret it as a return (or the revenge) of geopolitics defined by the *Encyclopaedia Britannica* as 'the study of how geography and economics have an influence on politics and on the relations between nations'.

Thus, the course offers to walk students through the basics of geopolitics, international relations, and contemporary tensions. The course is structured around two parts.

The first part aims at getting students acquainted with the conceptual background that supports discussions in geopolitics. During this part, the students will learn about the history and the main theories of geopolitics. The goal is to equip students with the conceptual tools for making sense of contemporary geopolitics.

	<p>The second part block will focus on specific issues that structure regional or global international relations. The goal is twofold. On the one hand, it is to offer the opportunity to the participants to apply the conceptual knowledge acquired during the first part of the course. On the other hand, it is to study important issues for international politics.</p>
Course programme	<p>1. The Return of Geopolitics: History, Theories, and Concepts</p> <p>The return of geopolitics is dual: as a concept, but also as a reality that states and corporations should integrate. There are many features of such return: the rise of China, the war in Ukraine, the instability of US politics, the contestation of Western influence in Africa, the isolationist stance of populist parties, the return of protectionism, the contestation of NATO.</p> <p>[Indicative list of themes]</p> <ul style="list-style-type: none"> - Theories of International Relations (realism, liberalism, Marxism) - The notion of international regimes - Isolationism v. international cooperation - The role of international institutions (UN, the EU, and NATO) <p>2. Applied Geopolitics: Contemporary Case Studies</p> <p>This second part will be devoted to study some of the most prominent challenges in international politics. The list below is simply given as an indication of the possible topics that will be covered. The structure will be lectures that will rely on international experts in the field. Students' participation will be expected under the form of attendance to the lectures and discussion with the guests.</p> <p>[Indicative list of topics]</p> <ul style="list-style-type: none"> - Geopolitics of the Baltics: the proximity with Russia, the securitisation of NATO/EU Eastern border, energy sovereignty, policing the Baltic Sea and sky - Geopolitics of Energy: the use of fossil energies as a diplomatic/political instrument (e.g. oil monarchies, Russia), the emergence of green energies (e.g. China) - Geopolitics of the Arctic Region: the competition to control the commercial routes (Denmark, Canada, Norway, Russia the US), the impact of climate change on local communities. - Geopolitics of Climate Change: the impact of climate on international relations and strategic challenges (wars, immigration) - Geopolitics of Geoengineering: the issues in terms of international cooperation/competition raised by the voluntary modification of Earth climate (e.g. issues of justice, risk management) - Geopolitics of Asian-Pacific Region: The Chinese ambition as the dominant regional power (the economic, political, and military aspects), the return of Japan as a counterbalancing power
Learning aims	<p>The course aims at giving to students the tools for understanding and navigating a complex and changing world.</p>

Literature and other resources	<p>[Indicative literature, to be completed later]</p> <p>Almqvist, K., & Linklater, A. (2022). <i>The Return of Geopolitics: A Global Quest for the Right Side of History</i>. London: Thames & Hudson.</p> <p>Blackwell, R. D. & Harris, J. M. (2016). <i>War by Other Means: Geoeconomics and Statecraft</i>. Cambridge, MA & London: The Belknap Press of Harvard University Press.</p> <p>Clack, T., Meral, Z., & Selisny, L. (2024). <i>Climate Change, Conflict, and (In)Security: Hot War</i>. London and New York: Routledge.</p> <p>Cohen, S. B. (2015). <i>Geopolitics: The Geography of International Relations</i>. Lanham & London: Rowman & Littlefield.</p> <p>Dodds, K. (2019). <i>Geopolitics: A Very Short Introduction</i>. Oxford: Oxford University Press.</p> <p>Ewes-Peters, N.M. (2022). <i>Understanding EU-NATO Cooperation: How Member States Matter</i>. Oxon & New York: Routledge.</p> <p>Rynning, S. (2024). <i>NATO: From Cold War to Ukraine: A History of the World's Most Powerful Alliance</i>. New Haven: Yale University Press.</p> <p>Terman, R. (2023). <i>The Geopolitics of Shaming: When Human Rights Pressure Works – and When It Backfires</i>. Princeton & Oxford: Princeton Oxford University Press.</p> <p>Weber, J. (2020). <i>Handbook on Geopolitics and Security in the Arctic: The High North Between Cooperation and Confrontation</i>. Cham: Springer.</p> <p>Welzer, H. (2012). <i>Climate Wars: Why People Will be Killed in the Twenty-First Century</i>. Cambridge MA & Malden: Polity Press.</p> <p>Yergin, D. (2020). <i>The New Map: Energy, Climate, and the Clash of Nations</i>. New York: Penguin Press.</p> <p>Zielinski, R. C. (2016). <i>How States Pay for Wars</i>. Ithaca: Cornell University Press.</p>
Requirements and grading	Students will be evaluated based on a final report and presentation (45 minutes – 20-minute presentation + 25-minute discussion) on the topic of their choice. The report will have to be written in pairs and will be evaluated by a mini-jury, made of lectures and external experts.
Attendance	Not more than 3 lectures can be missed without a doctor's note. Guest lectures are mandatory.
Electronic devices policy	No electronic devices will be allowed except specified otherwise.

Students eligible	Year 3 and exchange students, as well as debtors from previous study years
Related courses	<ul style="list-style-type: none"> - Y1 Macroeconomics - Y1 Academic Studies and Critical Thinking - Y1 Business Ethics and Sustainability - Y2 Public Policy - Elective Climate Change - Elective EU Enlargement and its Potential Impact on Economy - Elective Introduction to Political Philosophy - Elective Political Economy of Today's Russia
IT-skills needed	No specific
Research skills needed and developed	<ul style="list-style-type: none"> - Academic reading - Academic research - Academic writing - Argumentation - Critical thinking - Document analysis - Political analysis
Learning outcomes	Knowledge <ul style="list-style-type: none"> - What's geopolitics? - Major theories of international relations - International institutions (UN, the EU, and NATO) - Contemporary Interstate interaction - Global challenges: energy, climate change, economic competition with China, use of Arctic resources, war economy
	Skills <ul style="list-style-type: none"> - Academic reading. - Academic research. - Political-economic analysis. - Critical thinking. - Argumentation. - Teamwork and report writing.
	Competences <ul style="list-style-type: none"> - To understand the main geopolitical dynamics in the contemporary world. - To be able to identify the main actors of the international relations, their interests, and strategies. - To be able to identify an issue as being geopolitical. - To be able to detail the various dimensions and implications of a given problem in international relations. - To grasp the importance of international politics in the contemporary world and be able to navigate such complexities in a professional career.

Specialisation Course: Data & AI

Course Director	Ana Tralle (ana.tralle@anateqs.com)
Teaching team	TBC
Credit points	8 ECTS CP; specialisation course
Course prerequisites	This course will explore advanced issues in global politics (e.g. geostrategy, arms industry, climate issues). Although some quantitative methods may be used, it would mostly remain a qualitative course with a strong conceptual component. Therefore, it would require a decent command of the content of courses such as Year1 Macroeconomics, Year1 Academic Studies and Critical Thinking, Year1 Business Ethics and Sustainability, Year2 Public Policy.
Syllabus	
Introduction	<p>The Data & AI specialisation at SSE Riga is designed to equip students with a balanced, future-proof skill set that merges data expertise, AI knowledge, and strategic business insight. As industries worldwide undergo digital transformation, organisations increasingly rely on data and artificial intelligence to drive innovation, efficiency, and competitive advantage. This specialisation prepares students to navigate this evolving landscape, ensuring they not only understand the technology but also lead its implementation in business contexts.</p> <p>The specialisation covers a comprehensive learning journey — from data collection and governance to machine learning, automation, AI strategy, and leadership — empowering students to solve real-world business problems, drive AI initiatives, and make informed decisions rooted in data and long-term market trends.</p> <p>Graduates will emerge not just as technical experts, but as business-savvy innovators who can bridge the gap between data teams, AI technologies, and business leadership — positioning themselves as key contributors to data-driven, AI-powered organisations.</p>
Course programme	This specialisation consists of five interconnected modules designed to provide students with essential skills in strategic business

Learning aims	<p>innovation, data management, artificial intelligence, automation, and leadership, enabling them to lead technology-driven business transformations.</p> <p>Strategic business innovation</p> <p>Global technology trends and their impact on business</p> <p>Current data and AI capabilities for business improvement</p> <p>Identifying areas for digital transformation</p> <p>Designing improvement strategies through data and AI</p> <p>Defining project requirements and team collaboration</p> <p>Data management</p> <p>Data architecture and tool selection</p> <p>Evaluating and choosing the right data management tools</p> <p>Implementing solutions with no-code or low-code platforms</p> <p>Advanced techniques for data solution implementation</p> <p>Data management, administration, and leadership</p> <p>Artificial intelligence</p> <p>AI architecture and business applications</p> <p>Selecting appropriate AI tools</p> <p>Implementing AI solutions using no-code or low-code platforms</p> <p>Advanced AI solution development</p> <p>Managing and administering AI solutions</p> <p>4. Automation for business optimisation</p> <p>Understanding automation architecture and tool selection</p> <p>Evaluating automation tools for business needs</p> <p>Implementing automation solutions with no-code or low-code platforms</p> <p>Advanced techniques for optimizing workflows</p> <p>Leading automation initiatives</p> <p>Digital transformation and leadership</p> <p>Ethics, security, and governance in digital transformation</p> <p>Fostering a culture of innovation and technology adoption</p> <p>Leadership in driving technology transformations</p> <p>Managing communication with stakeholders and teams</p> <p>Ensuring business adaptability and future-proofing</p> <p>These modules are designed to provide students with the knowledge and practical skills required for leadership roles in technology-driven business environments, focusing on leveraging data, AI, and automation for business success.</p>
Learning aims	<p>By the end of this specialisation, students will:</p> <p>Develop a robust technical foundation in data handling, AI modeling, and automation tools.</p> <p>Master data and AI-driven automation technologies to optimize processes, enhance productivity, and deliver business impact.</p> <p>Gain strategic business acumen, learning how to integrate data and AI into company strategies to unlock growth and innovation opportunities.</p> <p>Analyze emerging industry trends, differentiating between sustainable, long-term transformations and short-lived market fads — ensuring businesses prioritize lasting innovations.</p>

	<p>Navigate ethical, governance, and regulatory considerations in data and AI deployment, ensuring responsible innovation and risk mitigation.</p> <p>Lead data and AI initiatives and digital transformations, developing project management, leadership, and communication skills to bridge the gap between technical teams and executives.</p> <p>Communicate data-driven insights effectively — translating complex technical results into compelling, actionable strategies for non-technical business leaders.</p> <p>This specialisation ultimately aims to create adaptable, forward-thinking graduates — equipped with the technical skills, analytical mindset, and strategic leadership capabilities necessary to thrive in data and AI-driven industries.</p>
Requirements and grading	TBC
Attendance	You will need to use laptops for all lectures, phones are not allowed during class.
Electronic devices policy	No electronic devices will be allowed except specified otherwise.

ELECTIVES

Latvian for beginners

Title	Latvian for Beginners, level A1		
Course Director	Lāsma Sirmule, Lecturer		
Department	Languages and Communications		
Lecturer(s)	Lāsma Sirmule		
Teaching Assistants	N/A		
Credit Points	6 ECTS CP ; elective course		
	Student Workload (SWL):		
	Structured SWL		Unstructured SWL
	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
		46	100
Max. No. of Students	15		
Course Prerequisites	The course is intended for beginners so no prior knowledge is needed		
Research Skills Needed and Developed	Self-assessment; goal-setting and progress review		
IT-skills Needed	None		
Related Courses	None		
Students Eligible	Year 1 or older and exchange students		
Introduction (Course Objectives)	This practical course is designed to acquire Latvian at the basic conversational level in order to be able to use it in daily communication		
Content	Chapter1. Alphabet, pronunciation. Getting acquainted. Greetings. Personal pronouns. Verb “būt” Chapter 2. The use of the Locative case. Verbs “studēt, dzīvot, strādāt”. Cardinal numerals. Address, phone number. Nationalities, countries and languages. Chapter 3. City. Verb “iet”. The use of the Accusative case. Colours. Chapter 4. Prepositions. House, apartment, room. Possessive pronouns. Family and family members. Chapter 5. Verbs “braukt, lidot”. Public transport. Giving directions. Ordinal numerals. Chapter 6. Time. Adverbs of the time. Daily routine. Days of the week. Months. Chapter 7. Shopping. Food and clothes. Chapter 8. Café and menu. Verb “garšot”.		
Structure and Format	As this is a practical course, there will be on-site seminars. To master the vocabulary and grammar of the corresponding topic there will be a home assignment after each class. During the course you will have a test, a presentation and the final exam.		

Literature and Other Resources	<p>Laipa. Latviešu valodas mācību grāmata. A1. Latviešu valodas aģentūra. Rīga, 2014.</p> <p>Laipa. Latviešu valodas darba burtnīca. A1. Latviešu valodas aģentūra. Rīga, 2014.</p> <p>https://elaipa.lv/Home/A1</p> <p>Optional:</p> <p>Kaija I., Laizāne I., Latviešu valodas gramatika. Grammar of the Latvian Language Elementary A1, Latviešu valodas aģentūra. Rīga, 2022.</p> <p>Štrauhmane G., Vinčela Z. English-Latvian Phrase Book, SIA Zvaigzne ABC. Rīga, 2013.</p>
Learning Outcomes	<p>Knowledge On successful completion of the course, students will</p> <ul style="list-style-type: none"> a) be able to use the minimum vocabulary of conversation topics in the context; b) know the simplest basic rules of the language and will be able to apply them in communication; c) know the principles of question formation, including question words. <p>Skills On successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> a) comprehend simple necessary information; b) give a short information about oneself, family, daily routine orally and in writing; c) ask questions and to answer them. <p>Competences On successful completion of the course, students will be able to use Latvian at the basic conversational level in daily communication.</p>
Attendance	Unjustified absence not more than 20% of the classes.
Electronic Devices Policy	The use of electronic devices in class is not allowed unless it is required for class activities and approved by the lecturer.
Requirements and Grading	<p>The final grade will be composed of the following:</p> <p>Test (after completion Chapter 5) 20%</p> <p>Presentation (after completion Chapter 7) 30%</p> <p>Final exam (after completion Chapter 8) 50%</p> <p>For debtors You only need to re-take the component you failed and not the entire course.</p>

Audit and Taxation in Baltics

Title	Audit and Taxation in the Baltics											
Course Director	Inna Talanova, Director in Audit services at KPMG Baltics SIA Latvian sworn auditor, italanova@kpmg.com											
Teaching team	Armine Movsisjana, senior office partner, amovsisjana@kpmg.com Ilze Berga, tax partner, iberga@kpmg.com Inna Talanova, audit director, italanova@kpmg.com Marina Iljina, audit director, miljina@kpmg.com Gļebs Filipovs, senior audit manager, gfilipovs@kpmg.com Sandijs Mīkēlsons, senior IRM manager, smikelsons@kpmg.com											
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 independent study (in hours)</td></tr><tr><td>8 lectures (16 academic hours)</td><td>1 seminar (2 academic hours)</td><td>10 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 independent study (in hours)	8 lectures (16 academic hours)	1 seminar (2 academic hours)	10 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 independent study (in hours)										
8 lectures (16 academic hours)	1 seminar (2 academic hours)	10 hours										
Course prerequisites	Knowledge of financial accounting and composition of balances sheet/profit and loss would be an advantage											
Syllabus Introduction	The course aims at developing students’ understanding of what auditing profession is about. The course is especially valuable for those planning to commence their careers in audit services industry, as it will cover the whole methodology used by the auditors when creating the final product of their work – auditor’s opinion on the financial statements. The course also gives an introduction to taxation system in the Baltics capturing the main corporate taxes.											
Course programme	Lecture 1: The Nature, Purpose and Scope of Audit Lecture 2: Risk assessment, Audit Strategy and Audit Approach Lecture 3: Controls Evaluation Lecture 4: Substantive Testing Lecture 5: IT audit as part of financial audit Lecture 6: Evaluation of Audit Evidence and Reporting Seminar: Practical auditing case studies Lecture 7: General overview and practical aspects of the tax system in the Baltics (part 1) Lecture 8: General overview and practical aspects of the tax system in the Baltics (part 2) Exam											
Learning aims	Students will gain knowledge of the general principles of audit methodology and taxation system in the Baltics. This will be useful to the students in making their future career choices.											
Literature and other resources	All relevant literature sources will be provided during the lectures											
Requirements and grading	The exam will include both multiple choice questions on auditing theory, practical tax calculation questions and practical problems where the students will need to apply their theoretical knowledge to real life audit cases – up to100 points. Additional points for weekly quizzes (assigned only to the winners of the quiz).											
Attendance	Mandatory for all sessions (as all materials will be presented during classes with very limited other sources of literature available to study outside the classes).											

Electronic devices policy	Laptops generally are not required, however, phones may be used in quizzes etc. Phones and laptops maybe used only on instruction from the lecturers. Calculators will be necessary for the exam.
Course specifications	
Students eligible	Year 2/ 3 and exchange students, as well as debtors from previous study years
Related courses	Financial accounting, financial management
IT-skills needed	No specific requirements
Research skills needed and developed	No specific requirements
Learning outcomes	Knowledge Identification of risks in financial statements, audit methodology overview based on International Standards on Auditing, overview of Latvian taxation legislation.
	Skills Ability to perform basic audit tests. Ability to perform basic tax calculations.
	Competences Audit risks identifications, understanding of external auditors' requests to finance teams.

Corporate Finance - M&A and Capital Raising

Course Director	Aleksandrs Sverdlovs, Visiting Lecturer											
Teaching team	Aleksandrs Sverdlovs, Visiting Lecturer aleksandrs.sverdlovs@gmail.com											
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 independent study (in hours)</td></tr><tr><td>8 lectures & guest-lectures: 16 academic hours</td><td>1 deliverable defence session: 2 academic hours</td><td>Self-study (including preparation of final deliverable and reading of the materials): 60 academic 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 independent study (in hours)	8 lectures & guest-lectures: 16 academic hours	1 deliverable defence session: 2 academic hours	Self-study (including preparation of final deliverable and reading of the materials): 60 academic 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 independent study (in hours)										
8 lectures & guest-lectures: 16 academic hours	1 deliverable defence session: 2 academic hours	Self-study (including preparation of final deliverable and reading of the materials): 60 academic hours										
Dates for posting the grades	Exam results: within 10 working days after the deliverable final submission and presentation. Final results: within 10 working days after the deliverable final submission and presentation.											
Course prerequisites	Financial Accounting, Management Accounting and Finance.											

Syllabus

Introduction	<p>This course provides an in-depth exploration of corporate finance with a specific focus on Mergers & Acquisitions and capital raising activities. It delves into the strategic rationale behind M&A, the intricacies of the deal lifecycle – from idea generation and sourcing to negotiation and closing – and the critical processes involved, such as valuation, deal structuring, due diligence, and legal considerations. Furthermore, the course examines mechanisms for raising capital in public markets, including Initial Public Offerings and bond issues. Through a combination of lectures, guest lectures from industry professionals, and a practical case study deliverable, students will gain a comprehensive understanding of how companies create value through M&A and capital raising transactions.</p>
Course programme	<p>9 in-class sessions – 5 lectures; 3 guest lectures; and 1 defence of the final deliverable. Each session is 1 hour and 45 minutes long, with a 15-minute break in between.</p> <p>Structure:</p> <p>Session 1 – Course Overview and Introduction to M&A</p> <p>Session 2 – Idea Generation and Sourcing</p> <p>Session 3 – Deal Structuring and Valuations</p> <p>Session 4 – Due Diligence Process [Professional Guest Lecture: TBA]</p> <p>Session 5 – Negotiation, Deal Documentation, and Closing</p> <p>Session 6 – Legal Side of the Deal [Professional Guest Lecture: TBA]</p> <p>Session 7 – Public Capital Raising [Professional Guest Lecture: TBA]</p> <p>Session 8 – Deliverable Q&A and Career Session</p> <p>Session 9 – Deliverable Defence</p>
Learning aims	<p>Familiarize students with the fundamental concepts, strategic drivers, and types of M&A transactions.</p> <p>Provide a framework for identifying and evaluating M&A opportunities.</p> <p>Equip students with the knowledge to apply relevant valuation methodologies and structure deals effectively.</p> <p>Explain the purpose and process of due diligence in identifying risks.</p> <p>Develop an understanding of the negotiation process and the critical elements of M&A deal documentation.</p> <p>Familiarize students with the principal legal aspects and considerations in M&A deals.</p> <p>Provide an overview of public capital raising processes and their strategic implications.</p> <p>Enhance students' ability to analyze complex business situations, synthesize information, and present findings professionally.</p>
Literature and other resources	<p>Required textbook:</p> <ul style="list-style-type: none"> Jonathan Berk, Peter DeMarzo - Corporate Finance. 2nd Global Edition, 2011 <p>Optional textbook:</p> <ul style="list-style-type: none"> Sudi Sudarsanam - Creating Value from Mergers and Acquisitions. Latest edition. McKinsey & Company Inc., Tim Koller, Marc Goedhart, David Wessels - Valuation: Measuring and Managing the Value of Companies. Latest edition. <p>Final deliverable case study: the final deliverable case study will be published 2 weeks prior the deliverable submission date.</p>

Requirements and grading	<p>The final grade for this course will be based on the following components:</p> <ul style="list-style-type: none"> • Final Deliverable Memorandum – 40%; • Final Deliverable Presentation – 40%; • Class Attendance and Participation – 20%. <p>To pass the course, the student must score at least 50% (100 out of 200) in each component AND at least 50% (100 out of 200) overall.</p>
Attendance	The participation in each class session is mandatory. The student can miss 1 class session without submitting any eligible document accepted by the university, and without failing the “Class Attendance and Participation” component.
Electronic devices policy	Laptops, tablets, computers are permitted for the academic use only. Phones, cameras, recording devices, earphones and music playing devices are prohibited in the classroom, except for specific sessions where any of the listed devices will be used and you will be notified by the lecturer. For the online classes (if any), laptops, tablets, computers are permitted, but video or audio recording is prohibited.

Course specifications

Students eligible	Year 2, 3, and exchange students
Related courses	<p>Prior: Financial Accounting, Management Accounting and Finance.</p> <p>Subsequent: Financial Economics, Business Valuation, Finance Specialisation.</p>
IT-skills needed	<p>Ability to proficiently use Ms Office or similar software.</p> <p>Ability to access and search academic literature databases.</p> <p>Ability to use financial databases (e.g., Thomson Reuters Datastream, Moody's Orbis).</p>
Research skills needed and developed	<p>Needed:</p> <p>Ability to apply concepts from prior finance and accounting courses.</p> <p>Proficiency in using standard office software for analysis and presentation preparation.</p> <p>Ability to access and search academic literature, market and financial information.</p> <p>Developed:</p> <p>Analyzing complex M&A and capital raising transactions.</p> <p>Applying valuation and financial analysis techniques to real-world scenarios.</p> <p>Synthesizing information from various sources to develop a coherent investment thesis or deal rationale.</p> <p>Structuring and writing professional business memorandums.</p> <p>Conducting market and target analysis.</p> <p>Presenting complex financial information clearly and concisely.</p>
Learning outcomes	<p>Knowledge</p> <p>Comprehensive understanding of M&A concepts, strategies, and transaction types.</p> <p>Knowledge of the stages involved in an M&A transaction lifecycle, from sourcing to closing.</p> <p>Awareness of the due diligence process and common risk factors.</p> <p>Familiarity with key legal documentation and considerations in M&A.</p> <p>Knowledge of public capital raising mechanisms and processes.</p>

Skills

Ability to identify and evaluate potential M&A targets.

Skill in applying valuation techniques and structuring M&A deals.

Skills in interpreting and understanding key terms in transaction documentation.

Written communication skills through the preparation of a deal memorandum.

Oral communication and presentation skills through deliverable defence.

Competences

Ability to critically evaluate the strategic and financial rationale for M&A and capital raising transactions.

Ability to work effectively in a team to analyze a case and prepare deliverables.

Ability to structure and defend an investment or deal thesis.

Practical Real Estate

Title	Practical Real Estate		
Course Director	Janis Meija, Lecturer		
Department	Business and Management		
Lecturer(s)	Janis Meija		
Credit Points	3 ECTS CP ; elective course		
	Student Workload (SWL):		
	Structured SWL		Unstructured SWL
	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
		20	40
Course Prerequisites	Basic knowledge of economics and finance		
Research Skills Needed and Developed	n/a		
IT-skills Needed	Basic IT skills (PPT presentations)		
Related Courses	n/a		
Students Eligible	Year 1 or older and exchange students		
Introduction (Course Objectives)	The objective of the course is for students to gain a basic understanding of practical real estate issues that most will come into contact within their lifetime: renting real estate, purchasing real estate, appraisals, bank mortgages, interest rates, real estate investments, etc.		
Content	<ol style="list-style-type: none">1. Introduction: what is real estate, types of properties, registration, ownership, maintenance fees, etc.2. Appraisals: how to value a property, different types of appraisal methods.3. Mortgages: basic elements of a mortgage, equity, contracts, interest rates, credit rating.4. Housing bubble 2008: Fixed rate mortgages, Fannie Mae, Securitization.5. Alternative real estate financing: private lender, crowdfunding, REIT, seller financing.6. Taxation: real estate tax, taxing rental income, capital gain, calculating tax basis.7. Rental Market: long term rent agreements, short-term rentals.8. Commercial Real Estate: valuation, income generating, capitalization rate.9. Guest speakers10. Student presentations.		
Structure and Format	Structure of the course will consist of 20 lectures, 45min x 2, Monday and Wednesday evenings, for 5 weeks. Students will be assigned topics on the first day of the course, and they will be responsible for researching and preparing presentations and presenting the topic to the class. Students are expected to actively engage in classroom discussions and are expected to be on site in person in the school, unless they are unable to travel due to government restrictions.		
Literature and Other Resources	Various sources that will be published on the course homepage.		
Learning Outcomes	Students will gain basic knowledge of real estate transactions and real estate investments.		

	Knowledge <ul style="list-style-type: none"> Understand how to purchase real property and identify the basic elements of a purchase agreement. Identify what is a lien on real property and how to read a land book report. Understand how to obtain a mortgage loan from a bank, and how to identify elements of a mortgage contract.
	Skills <ul style="list-style-type: none"> Ability to analyse and read basic contracts and mortgage agreements. Understand how to evaluate a basic real estate investment. Being able to read and analyse a real estate appraisal/valuation.
	Competences <ul style="list-style-type: none"> Develop the competence on how to go through the practical steps of obtaining a mortgage loan, and the process involved in purchasing real estate. Ability to evaluate a real estate investment and draft a basic business plan for an investment property.
Attendance	Attendance in person is mandatory for all lectures. Excused absences only. One unexcused absence will result in 10% reduction in overall course grade. Two unexcused absences will result in 20% reduction in course grade. More than two unexcused absences will result in no credit for the course. Excused/unexcused absences as per school policy.
Electronic Devices Policy	No laptops, no phones, no electronic devices. Only pencil/pen and paper allowed.
Requirements and Grading	Students graded on presentation: 80%, and class participation 20%. No exam.

Contract Law

Title	Contract Law											
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											

Students Eligible	Year 1 or older, as well as exchange students
Introduction (Course Objectives)	<p>The objective of the course is for students to gain a basic understanding of contracts that they will encounter during their career.</p> <p>Although the course materials will reference UK contract law, the course is not specific to one country's laws, but rather an examination of the universal elements that make up a contract and govern contract law.</p> <p>What constitutes an offer and acceptance? Did the parties express intent? Was there consideration? In what cases can a contract be cancelled? What are the remedies for a breach of contract? What are the elements for a contract on the sale of goods and services? All of these topics and more will be covered in the course.</p>
Content	<ol style="list-style-type: none"> 1. Introduction: the nature of English Law 2. The Agreement: Offer and Acceptance 3. Intent, Capacity, Consideration, and Privity 4. The Terms of a Contract 5. Vitiating Factors 6. Discharge of Contract and Contractual Remedies 7. The Sale of Goods 8. Supply of Services 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 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 9.</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.</p>
Learning Outcomes	<p>Students will gain basic knowledge of contracts and how to read and identify the basic elements of a contract, and how to draft a contract.</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Understand the basic elements of a contract. • Identify when a contract is effective and enforceable. • Know how to identify when a contract is void and unenforceable, or when a contract can be cancelled. <p>Skills</p> <ul style="list-style-type: none"> • Ability to read and analyse a contract and identify the necessary elements for an enforceable contract. • Be able to read, analyse and draft real world contracts, including those for supply of goods and services. <p>Competences</p> <ul style="list-style-type: none"> • Develop the competence on how to quickly read and identify the elements of real-world contracts, and identify any clauses which may be unenforceable, and identify the main points of a contract. • Have the ability to draft a basic contract, taking into account real world business examples.
Attendance	<p>Attendance in person is mandatory, unless the student is unable to travel due to government restrictions. 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	No laptops allowed. No phones.
Requirements and Grading	Students graded on exam (multiple choice): 80%, and class participation 20%.

Fundamental Principles of Sales

Course Director	Guntars Logins, Visiting Lecturer, guntars@alphapartners.lv		
Teaching team	Guntars Logins, Visiting Lecturer, guntars@alphapartners.lv		
Credit points	3 ECTS CP; elective course		
	Student Workload (SWL):		
	Structured SWL		Unstructured SWL
	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of independent study (in hours)
	8 lectures (16 x 45 min)	2 seminars (4 x 45 min)	14-18 h
Course prerequisites	Willingness and desire to understand how people make buying decisions, and how to structure the sales process to effectively sell your ideas, products and services.		
Syllabus			
Introduction	Ability and skills to effectively sell your products, services and ideas is becoming increasingly important in today's marketplace. There are plenty of businesses and individuals in different industries that have great products, services and ideas. However, the reality and the challenge is that they leave a lot of money on the table by not fully understanding how to sell themselves effectively. Even if someone doesn't specifically have a title “Salesperson”, everybody can benefit from improving one's understanding of fundamental principles of how to sell.		

Course programme	<p>Introduction to Sales</p> <ul style="list-style-type: none"> - What is sales and what does it mean to sell? - How good sales skills will help you in your career regardless what field you choose to work in? - What are the principles of effective communication of selling your products, services and ideas? <p>Buying Cycle & Decision making framework</p> <ul style="list-style-type: none"> - How do people buy? - What processes and stages people go through when they make positive/negative buying decisions? - How to find out the decision-making process on the other side? <p>Sales Cycle and Sales Process</p> <ul style="list-style-type: none"> - What is the sales cycle for selling physical products? - What is the sales cycle for selling services? - How to structure your sales cycle? - What are the most common mistakes being made through every single stage of the sales cycle? <p>Consultative Selling Methodology</p> <ul style="list-style-type: none"> - How to become a client's Trusted Advisor? - How to find out a client's needs and desires? - What are effective questioning techniques? - What are the 3 Levels of understanding that need to take place between both parties? <p>Unique Selling Points vs Unique Value Propositions</p> <ul style="list-style-type: none"> - What are the differences between selling points and value propositions? - How to effectively communicate value? - How to choose the right selling point to be relevant for the client's situation? <p>Dealing with Objections</p> <ul style="list-style-type: none"> - What are the most common objections in selling situations? - How to deal with “price/money” objections? - How to deal with people who procrastinate decision-making? - How to cover objections in advance? <p>Close, Follow-up & Solidification</p> <ul style="list-style-type: none"> - How to bring people to making decisions? - How to conduct effective follow-up activities? - How to solidify sales deals?
Learning aims	<p>The aim of this course is to equip its participants with a clear understanding of the fundamental principles of sales. As well as to give them simple tools and strategies that could be used in sales and negotiation situations when in need to convince and persuade someone.</p>
Literature and other resources	<p>Recommended literature:</p> <ul style="list-style-type: none"> ● Dale Carnegie, “How To Win Friends And Influence People”; ● Frank Bettger, “How I Raised Myself From Failure To Success In Selling”. ● Chris Voss, “Never Split the Difference”

Requirements and grading	<p>Exam at the end of the course: 31-Oct-2024</p> <p>Written exam - (50%)</p> <p>Project Paper in Teams - (50%)</p> <p>For debtors: expected to re-take failed components – written exam or project paper.</p>
Attendance	<p>Since different concepts covered during the course are related to each other, it is important that students attend all the lectures.</p> <p>In order to pass the course, 80% attendance (8 out of 10 sessions) is mandatory.</p>
Electronic devices policy	Electronic devices are allowed to be used for the purpose of making notes.
Course specifications	
Students eligible	Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years.
Related courses	Economic and Consumer Behaviour (Y1), Marketing (Y1).
IT-skills needed	No specific IT skills needed for the course.
Research skills needed and developed	Necessary sales research skills will be explained during the course.
Learning outcomes	<p>Knowledge</p> <ul style="list-style-type: none"> ● Understanding the fundamental principles of sales; ● Knowledge how to structure sales cycle and process; ● Understanding how to be organized and effective in sales; ● Knowledge of theoretical sales concepts and methods.
	<p>Skills</p> <ul style="list-style-type: none"> ● Effective questioning and listening skills to find out other party's needs and wants; ● Skills to deal with non-standard situations and answer client's concerns and objections; ● Closing skills and bringing people to making decisions; ● Skills to communicate value and advantages to the clients.
	<p>Competences</p> <ul style="list-style-type: none"> ● Ability to create a sales process for products/services; ● Ability to design sales scripts to use in sales process; ● Ability to use sales methods in one's day-to-day situations and communication.