SSE RIGA

Stockholm School of Economics in Riga

Course Catalogue

For Spring 2026

Co-funded by
the European Union

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Stockholm School of Economics in Riga

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 3280 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:

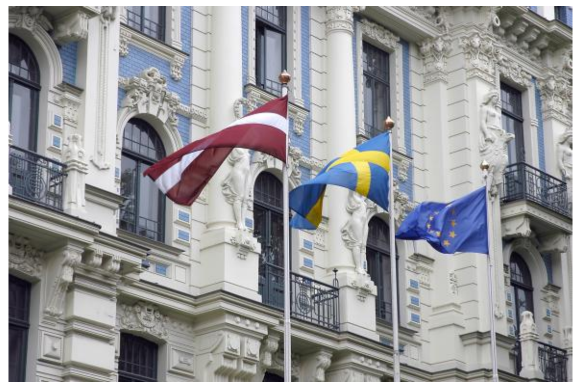
- 150 students every year are admitted to the Bachelor's programme
- 25-30 students every year enrol in the Master's programme
- SSE Riga Executive Education offers effective training and management development solutions to local and international clients in the private and public sectors through the 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

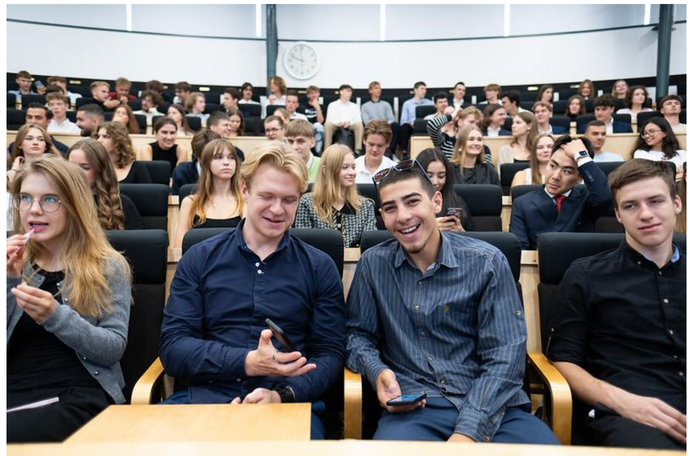
The core values of SSE Riga provide a foundation for faculty, staff, and students to accomplish its mission.

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.

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.

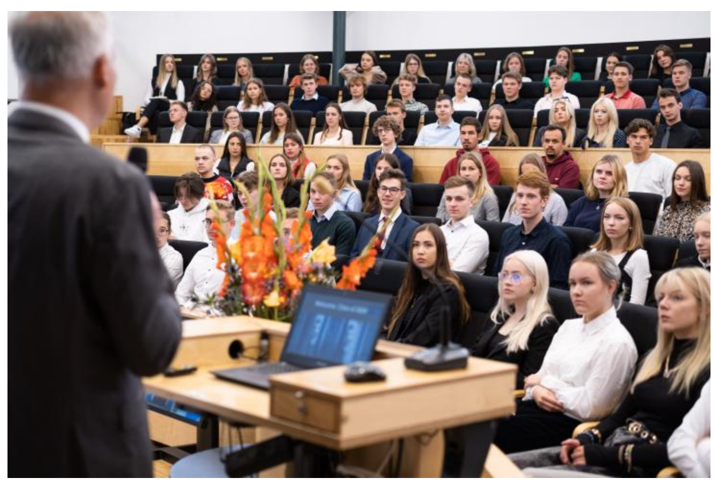


Students who decide to come to SSE Riga as free movers (from a university SSE Riga does not have a partnership agreement with) must pay the tuition fee of EUR 4150.00 per semester.

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

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.

Timetable 2025/2026

Fall Semester	August 18 – December 19
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 30

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 Explanation

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

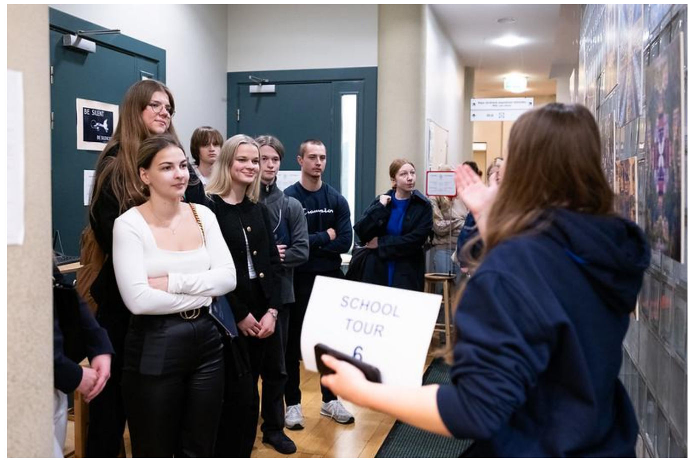
Legal address: Strēlnieku iela 4a, Riga, LV-1010

IBAN Account No.: LV13HABA0551048035638

Bank: SWEDBANK AS, SWIFT Code: HABALV22

Library

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.

Services

Online Library Catalogue is accessible from any internet access point

Books can be borrowed for 2 weeks

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

Two reading halls are available for readers

Printing and Copying of Library materials for a set fee

library@sseriga.edu

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

P. Wallenberg Building, 6th Floor

Health Insurance Policy

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

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

Health Insurance policies can be purchased here:

- https://www.bta.lv/en/private
- https://www.if.lv
- https://www.gjensidige.lv/lv-lv/apdrosinasana/privatpersonam/personu-kas-ierbrauc-lv-apdrosinasana
- https://www.ban.lv/privatpersonam/iebrauceju-apdrosinasana
- SIA PROVECTUS
  Jekaterina Bulindža
  Tālr.27008067, 67775067, e-pasts: jekaterina@provectus.lv
  https://provectus.lv/ (currently insurance policy for a year for a residence document/permit/visa costs 35 EUR)

Contact Person for International Exchanges Programme

Marina Troškova/ marina.troskova@sseriga.edu

+371 670 158 11

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

Information on the Bachelor Programme/ First Cycle 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.

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

Tailor your education with specialisation options in Economics, Finance, Entrepreneurship, Data & AI, Retail Management or International Politics.

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.

Plus, take advantage of paid internships across Europe thanks to our participation in the Erasmus+ Traineeship programme.

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.

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

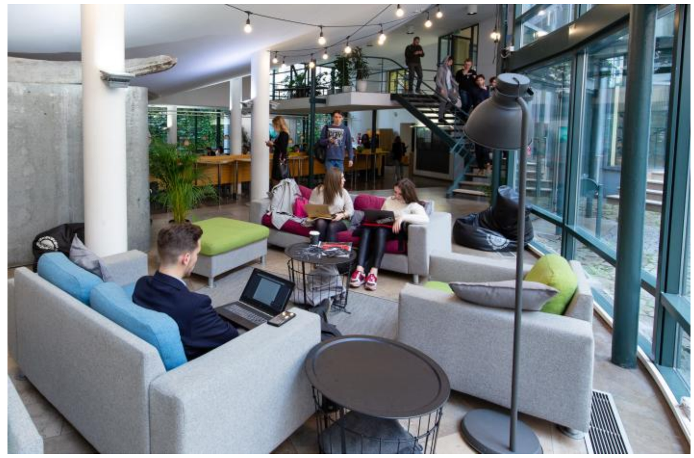
Our students embark on 2 summer internships, engaging in hands-on learning that puts their knowledge to the test. At SSE Riga, we believe that practical experience is the cornerstone of a business education.

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.

Information on Individual Educational Components

Year 1

Financial Accounting

Course Director	**Anete Pajuste**, Professor
Credit points	5 ECTS, core course
Course prerequisites	TBC
Syllabus Introduction	The course teaches the concepts underlying financial statements and accounting procedures used in preparing income statements, statements of financial position (balance sheets), and cash flow statements. The course stresses the interpretation, analysis, and evaluation of published financial statements.
Course programme	**Course Schedule** Session 1 (Wed, Jan 7): **Introduction & Financial Statements (Ch.1)** *Reading:* Textbook chapter 1 *Assignment*: Homework #1 due by Sun, Jan 11 Session 2 (Thu, Jan 8): **Accounting System (Ch.2)** *Reading:* Textbook chapter 2, except Data Analytics and Focus on Cash Flows *Assignment*: Homework #1 due by Sun, Jan 11 Session 3 (Mon, Jan 12): **Operating Decisions & Accounting System (Ch.3)** *Reading:* Textbook chapter 3, except Data Analytics, A Question of Ethics, and Focus on Cash Flows *Assignment*: Homework #2 due by Sun, Jan 18 Session 4 (Tue, Jan 13): **Adjustments and Closing process (Ch.4)** *Reading:* Textbook chapter 4, except A Question of Ethics, Data Analytics and Focus on Cash Flows *Assignment*: Homework #2 due by Sun, Jan 18 Session 5 (Wed, Jan 14): **Sales Revenue, Receivables & Cash (Ch.6)** *Reading:* Textbook chapter 6, except you do not need to read (1) Financial Analysis – To Take or Not Take the Discount; (2) A Question of Ethics; (3) Revenue Recognition for Bundled Goods and Services; (4) Financial Analysis - Bad Debt Recoveries; (5) Focus on Cash Flows; (6) Cash Management; (7) Internal Controls of Cash; (8) A Question of Ethics; (8) Reconciliation of the Cash Accounts and the Bank Statements; and, (9)

Chapter Supplement – Recording Discounts and Returns.
Assignment: Homework #3 due by Sun, Jan 18

Session 6 (Thu, Jan 15): **Inventory & Cost of Goods Sold (Ch.7)**
Reading: Textbook chapter 7, except you do not need to read (1) Manufacturer Flow of Inventory Costs; (2) A Question of Ethics; (3) Control of Inventory; (4) Inventory Methods and Financial Statement Analysis; (5) Inventory and Cash Flows; (6) Chapter Supplement A; and (7) Chapter Supplement B.
Assignment: Homework #3 due by Sun, Jan 18

Session 7 (Mon, Jan 19): **Long-Term Assets I: Acquisition & Depreciation (Ch.8)**
Reading: Textbook chapter 8 including the chapter supplement, except you do not need to read (1) A Questrom of Ethics; (2) ESG Reporting; (3) Focus on Cash Flows; (4) Units-of-Production Method; (5) Declining Balance Method; and (6) Financial Analysis – A Misinterpretation.
Assignment: Homework #4 due by Wed, Jan 21

Session 8 (Tue, Jan 20): **Long-Term Assets II: Changes, Disposals, Impairments (Ch.8)**
Reading: Textbook chapter 8 including the chapter supplement, except you do not need to read (1) A Questrom of Ethics; (2) ESG Reporting; (3) Focus on Cash Flows; (4) Units-of-Production Method; (5) Declining Balance Method; and (6) Financial Analysis – A Misinterpretation.
Assignment: Homework #4 due by Wed, Jan 21

Session 9 (Thu, Jan 23): **Midterm Exam**
The exam will be given in the classroom.
Midterm Exam will test material from textbook chapters 1-4, 6-8, and other topics discussed prior to the exam date.

Session 10 (Fri, Jan 23): **Liabilities I: Current Liabilities & Contingencies (Ch.9)**
Reading: Textbook chapter 9, except you do not need to read (1) Business Analytics; (2) Financial Analysis Refinancing Debt; (3) Focus on Cash Flows; (4) International Perspective – Borrowing in Foreign Currencies; (5) Computing Present Values; (6) A Question of Ethics; (7) Accounting Application of Present Values; (8) Chapter A Supplement; and (9) Chapter B Supplement.
Assignment: Homework #5 due by Fri, Jan 30

Session 11 (Mon, Jan 26): **Liabilities II: Bonds (Ch.10)**
Reading: Textbook chapter 10, except you do not need to read (1) Data Analytics; (2) Bonds Issued at a Discount; (3) Bonds Issued at a Premium; (4) Financial Analysis – Zero Coupon Bonds; (5) Reporting Interest Expense Using Straight-Line Amortization; (6) Focus on Cash Flows; and (7) Chapter Supplement.
Assignment: Homework #5 due by Fri, Jan 30

Session 12 (Tue, Jan 27): **Stockholders' Equity (Ch.11)**

	Reading: Textbook chapter 11, except you do not need to read (1) ESG Reporting; (2) Stock Dividends and Stock Splits; (3) Financial Analysis – Preferred Stock and Limited Voting Rights; (4) Focus on Cash Flows; and (5) Chapter Supplement. *Assignment*: Homework #6 due by Mon, Feb 2 Session 13 (Wed, Jan 28): **Cash Flow Statement (Ch.12)** *Reading:* Textbook chapter 12 including Chapter Supplements A & B. You do not need to read Chapter Supplement C. *Assignment*: Homework #6 due by Mon, Feb 2 Session 14 (Thu, Jan 29): **Financial Statement Analysis (Ch.13)** *Reading:* Textbook chapter 13, except you do not need to read (1) A Question of Ethics and (2) ESG Reporting; (3) *Assignment*: Homework #6 due by Mon, Feb 2 Session 15 (Mon, Feb 2): **Case Study & Course Review** *Reading:* TBD Session 16 (Thu, Feb 5): **FINAL EXAM**
Learning aims	Upon completion of the course, students are expected to: • Recognize the important role of financial reporting in measuring business performance and efficiently allocating capital in the economy. • Be able to identify and apply accrual accounting principles and methods as they relate to common types of revenues, expenses, assets, liabilities, and equity. • Be able to prepare financial statements including the income statement, statement of financial position (balance sheet), statement of shareholders' equity, and statement of cash flows. • Be able to interpret financial statements prepared by a company. • Be able to analyze the financial statements of a company to evaluate the performance of that company. • Understand the larger context of corporate and financial reporting.
Literature and other resources	TBC
Requirements and grading	Course Evaluation & Expectations Course Evaluation • Grading: The relative weighting of assignments in your course grade is as follows: Evaluation Activity Portion of Course Grade Midterm Exam 30% Final Exam 60% Homework in Connect 10% TOTAL 100% Assignment Descriptions & Expectations • Midterm Exam: The mid-term exam will cover material from lectures, assigned readings and homework given prior to this exam. These topics are primarily from chapters 1–4 and 6–8 in the textbook. The exam will be closed book and closed notes. • Final Exam: The final exam will be comprehensive in that topics

	from all portions of the course will be tested. A formula sheet will be provided for the exam, but it will otherwise be closed book and closed notes. Students will not be permitted to review the final exam. • Additional exam details will be provided prior to the exam dates. • Homework in Connect: The best way to learn accounting is to do accounting. Learning accounting takes a great deal of practice. Accordingly, homework is assigned using the Connect on-line supplement to the textbook. Your performance on the Connect homework will be automatically graded by the system and your score will contribute to your final grade. Your performance is based on accuracy, not just completion. To receive credit on the Connect homework, assignments need to be completed by the due date and time listed in the Connect system. Homework performed after the due date and time will not receive credit.
Attendance	TBC
Electronic devices policy	TBC

Course specifications

Students eligible	TBC
Related courses	TBC
IT-skills needed	TBC
Research skills needed and developed	TBC

Learning materials	• **Textbook:** *Financial Accounting* by Libby, Libby and Hodge, 11th edition, 2023 (published by McGraw Hill)
	• **On-line Textbook Supplement:** *Connect*
	• **eLearning:** The most up to date syllabus and other materials, including lecture slides and assignments will be posted to eLearning.
	• **Name Card (aka "Tent Card"):**
	  • Use a name card in class for <u>all</u> class sessions throughout the semester.
	  • Your name card will help your instructor and classmates learn your name and facilitate class discussion.
	• **Windows or Macintosh Computer:**
	  • Exams will be given that will require the use of a Windows or Macintosh computer. Chromebooks, mobile phones and tablets that do not use Windows or MacOS will not work for the administration of these exams.

Student Support	*Teaching Assistant Office Hours* • Should you have questions on homework problems, course assistants will be available to assist you on a "drop in" basis (no appointment necessary). See teaching assistant availability and room assignments near the beginning of the syllabus. The teaching assistants are important members of the teaching team and are committed to helping you reach the course objectives. They will

	answer any questions you might have, but please read the assigned textbook chapters, review the lecture notes, and attempt the homework before you see them. *Instructor Office Hours* • Instructor office hours are at the times and location indicated on the syllabus. Occasionally, office hours may be re-scheduled when the instructor is not available at the regularly scheduled time. Meetings with your instructor will be much more productive if you come well prepared with specific questions. Prior to meeting with your instructor, you should have attended the lectures, taken notes, read the assigned textbook readings, and attempted the homework. *Teaching Assistant Review & Practice Problem Sessions* • Teaching assistants will hold six review sessions. These sessions may include a review of the primary topics discussed in your class sessions and/or a discussion of unassigned practices problems (not required homework problems). These sessions will not review all of the material from your class sessions.

Managerial Economics

Course Director	**Dr. Natalja Tocelovska**, Visiting Assistant Professor
Credit points	**ECTS 3**; 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)
20	14	46

Course prerequisites	Financial Accounting, Microeconomics
Syllabus Introduction	This is an intensive course combining lectures and seminars. The course is oriented towards making the participants understand different methods and techniques, as well as enabling them to use these tools in practice. Despite the course's brief duration of two weeks with daily lectures, it systematically examines fundamental aspects present in all businesses. We cover essential topics ranging from the complexities of product costing to the assessment of investment decisions. Additionally, we investigate the role and influence of taxes and review strategic planning and budgeting. Throughout this programme, we blend theoretical knowledge with hands-on problem-solving exercises. Lectures: 10*90 Seminars: 5*90 Assignment: 1 compulsory assignment. Students are expected to work in groups of four persons (please sign up for a group in the eLearning). The problem for an assignment will be uploaded into eLearning. The date of

	the assignment and its deadline are stated in the course calendar. Students should upload the video recording of them giving a PowerPoint presentation of the assignment solution into SSE Riga Google Drive. The presentations will be graded on a Pass/Fail basis. The grade on the assignment will be provided in the eLearning. In case of a Fail grade, please approach Dr. Natalja Tocelovska
Course programme	Cost accounting nature of costs opportunity cost, economic profit cost-volume-profit analysis learning curve full costing activity-based costing marginal costing Capital budgeting net present value internal rate of return payback period free cash flow weighted average cost of capital tax effect and tax shield Taxation corporate income tax social taxes value-added tax Strategy and budgeting financial budgets incremental and zero-base budget budgeting for control key performance indicators balanced scorecard economic value added budgets and performance appraisal
Learning aims	Managerial Economics is the first course in management accounting. While the upcoming management accounting courses will focus on the analysis of the financial statements and planning of the financial performance of the company, the course in managerial economics aims to develop the fundamental concepts of costing and thus the ability to price the product or service, the valuation of the investment decisions of a company, and its budgeting, a taxation aspect is introduced in this course. Discussion on concepts started in the Managerial Economics will be further developed in the upcoming Management Accounting and Finance, Business Valuation, and Financial Economics courses. Further, managerial economics is an important topic, in that it deals with concrete decision problems that every one of you will later encounter in real-world firms. This should be a strong additional motivator to study if the prospect of a passing grade on the exam alone is not enough.
Literature and other resources	Essential Management Accounting: Allen M.W., Myddelton D.R. The required chapters for each lecture and seminar are listed in the course calendar In addition to the course book, there will be articles uploaded into

	eLearning, which are treated as compulsory reading
Requirements and grading	Written exam (100%), at least 50% in the exam to pass the course. The exam is closed-book. A precondition for being allowed to take the final exam is that students have submitted and passed the Assignment **For debtors** Re-taking the final exam
Attendance	Lectures: not mandatory Seminars: not mandatory Students do not need to inform the Course Director about their absence during lectures or seminars
Electronic devices policy	Electronic devices are allowed during the lectures ONLY for the dedicated activities of the course

Course specifications

Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Related courses	Financial Accounting, Financial Economics, Management Accounting and Finance, Business Valuation
IT-skills needed	MS Office
Research skills needed and developed	Analytical skills, conceptual thinking
Learning outcomes	**Knowledge** identify the costs and benefits that are relevant to a particular decision and reach a costing conclusion based on them define the time value of money explain the nature and importance of investment decision-making and capital budgeting techniques discuss the importance of financial and non-financial measures of performance in managing business and how the balanced scorecard attempts to integrate them
	Skills conduct the costing for a product or service perform the capital budgeting for a project by applying several capital budgeting techniques and including the tax effect construct various budgets for a company, including the cash budget, from relevant data
	Competences choose a costing method for a product or service select a capital budgeting technique for the project valuation plan the future performance of a company by applying the budgeting methods

Macroeconomics

Course Director	
Department	Economics
Lecturer(s)	
Teaching Assistants	
Credit Points	**6 ECTS CP**; core course Student Workload (SWL): 180 hours <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><tr><td>Lectures (count and length in academic hours- 45 min.)</td><td>Seminars (count and length in academic hours- 45 min.))</td><td>Estimated time of self-studies (in hours)</td></tr><tr><td></td><td></td><td></td></tr></table>
Course Prerequisites	Mathematics and microeconomics. Not mandatory but highly recommended. A good command of English is obviously needed.
Research skills needed and developed	Lectures and seminars provide students with models with which to analyze an economy. The report develops research skills: How to obtain relevant data and relevant background information (literature, evaluations, forecasts) to put this together in order to analyze the history of a country's economic development, its current stance as well as provide forecasts for its future trajectory. Research skills from previous courses are used: Database searches and referencing which is then combined with IT skills (the use of R and Excel in particular).
IT-skills needed	Knowledge of R and Excel
Related Courses	Microeconomics (previous course). Future courses: International Economics, Financial Economics, Economics Specialization.
Students eligible	Year 1 and exchange students, as well as debtors from previous study years.
Introduction (Course objectives)	To familiarize students with relevant concepts of the macro economy. To introduce students to models with which they can analyze macroeconomic developments, for instance the impact of economic policy. To make students able to evaluate the development of an economy: Are macroeconomic imbalances present or looming? To make students able to suggest policy advice: What would be reasonable and relevant advice to a certain economy?
Content	1. *GDP and its determinants:*

	• Aggregate consumption; theories of aggregate consumption • Aggregate investment; theories of investment • Government consumption and investment • Exports and imports and their determinants *2. Models for analysis of macroeconomic phenomena:* • Keynes' Cross • ISLM, ISLMBP • AS/AD, ASADNX, Swan diagram *3. Background theory:* • Goods market • Money markets and the role of interest rates • Aggregate demand • Labour markets, expectations, the Phillips curve and aggregate supply • Closed versus open economies and the role of exchange rates • Determinants of inflation *4. The role of policy:* • Fiscal policy • Monetary policy • Which exchange rate regime? Fixed or floating? • Limitations to stabilization policies • Policy trade-offs *5. Growth* • Short run stabilization versus long run growth
Literature and other resources	*Main textbook:* Rudiger Dornbusch, Stanley Fischer, Richard Startz Macroeconomics, 11th ed., 2011, McGraw Hill Other, supporting articles, are included with variations from year to year due to changing focus in the world economy (from The Economist, Financial Times, IMF, various blogs etc.).
Learning Outcomes	**Knowledge** Of main macroeconomic concepts and their interaction Of main macroeconomic models: Keynes Cross, ISLM, ISLMBP, ASAD, ASADNX, Life Cycle and Friedman's Permanent Income Hypothesis, Simple and flexible accelerators, Tobin's Q, Neoclassical model for investment, Solow growth model, models for demand and supply of money.
	Skills Ability to analyze an economy, using the aforementioned macroeconomic models
	Competences To evaluate the past development of a country's economy, its current stance and make forecasts; to evaluate data about an economy in order to assess such an economy's "health" and propose policy advice to address potential imbalances.
Attendance	Attendance is not mandatory but is highly recommended.

Electronic Devices Policy	For on-site lectures there is a no devices policy.

Marketing

Course Director	**Marius Raugalas**, Visiting Lecturer
Department	Business and Management
Lecturer(s)	Marius Raugalas, marius.raugalas@sseriga.edu
Teaching Assistants	
Credit Points	**5 ECTS CP**; core course Student Workload (SWL):
Re-exam date	*TBA*
Course Prerequisites	None
Research skills needed and developed	Developed basic research skills: Company, Customer & Competitor research, Evaluation of marketing strategy and performance results, conducting and executing a marketing plan / ad campaign
IT-skills needed	Basic
Related Courses	Previous: Introduction to Entrepreneurship Upcoming: Economic and Consumer Behaviour, Market Research, Strategy
Students eligible	Year 1 and exchange students, debtors from previous study years
Introduction (Course objectives)	This is an introductory marketing course designed to provide students with basic knowledge and tools required for undertaking successful marketing audit, planning, strategy and execution.
Content	Key topics covered: Marketing Planning and Strategy, Segmentation and Targeting, Market Research, Customer Management and Value, Product and Brand management, Pricing and Channel Strategies, Marketing Communications, Digital Marketing.
Structure and Format	Lectures and seminars supported by individual tasks (mid-term quiz exam) and group tasks: real life advertising project, case presentations and simulation game. Groups are to be chosen / formed by students themselves, with 4-5 students in each group.
Literature and other resources	A few optional readings to be shared on e-learning
Learning Outcomes	**Knowledge** Solid understanding of key marketing concepts and frameworks
	Skills Running digital ads

Student Workload (SWL) for Credit Points:

Structured SWL		**Unstructured SWL**
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
15 x 45min regular and guest lectures	4 x 45min seminars + 4 days of 5-6h /day simulation game	c. 15 hours / week, including project work

	Competences Writing a marketing plan, analyzing marketing cases, developing and launching ads on social media platforms
Attendance	All lectures are optional but will not be recorded. Seminars and simulation game are mandatory. Missing a seminar will result in a 5 point grade penalty per missed seminar, which can be avoided by completing an additional assignment. Coming to seminars unprepared (i.e. without having read the case) can be considered as equivalent to missing them.
Electronic Devices Policy	N/A
Requirements and Grading	**Deliverable** **Type** **Grade** Simulation game Group 20% Mid-term examIndividual 30% 2 case presentations Group 10% Project presentation Group 40%
	For debtors Debtors from previous study years only need to attend and participate in the relevant parts which they haven't passed yet in previous years

	Economic and Consumer Behaviour
Course Director	Kristina Nadricka
Department	Department of Business and Management
Credit Points	**3 ECTS CP**; core course Student Workload (SWL), total 80-88 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)
9 x 90 min	6 x 45 min	Approx. 70 h

Course Prerequisites	-
Research skills needed and developed	Needed: using databases for literature and references Developed: randomized control trial (RCT) design basics
IT-skills needed	IT-skills needed MS Powerpoint or other slideshow app
Related Courses	Marketing, Anthropology, Market Research, Research Methods
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course	The purpose of the course is to give students a broad understanding of decision-making processes – how different internal/external factors

objectives)	influence our daily judgment and behaviour, including purchasing decisions. This course is not only about marketing but human decision making in general, so it is relevant for all career prospects.
Content	The course will cover both the theoretical background of judgment and decision making as well as the specific practical applications (brands, advertising, pricing, etc.) We will also discuss the role of behavioural science in business and policy. Here is a list of the main themes and concepts covered: • Introduction to the field of behavioral economics • Rationality and bounded rationality • Cognitive biases and heuristics in decision-making • System 1 (automatic) and System 2 (reflective) • Behaviour Change models • The EAST framework (Easy, Attractive, Social, Timely) • Cialdini's 6+1 principles of persuasion • Mental accounting • Prospect theory (absolute vs. subjective value, loss aversion) • Endowment effect • Time discounting and intertemporal choice • Behavioural Finance • Emotions and their role in decision making • Brands and brains (Long-term Potentiating, LTP) • Psychology of advertising • Attention and memory • Implicit learning • Embodied cognition • Shopper behavior (in-store) • Psychology of prices and price-value associations
Structure and Format	● 7 lectures, incl: o 4 live lectures (Soros) o 1 pre-recorded lecture (delivered as 3 short videoclips) o 2 guest lectures ● Groupwork/seminar o 3h workshop with EMBA students o Follow-up meeting with EMBA mentor o Working sessions in teams o Video presentation (and slides) ● Independent study of the materials posted on eLearning ● Forum post ● Quiz on eLearning platform ● Final exam
Literature and other resources	See the separate reading list for full titles and details about finding the papers. The articles and scanned book chapters are uploaded on the eLearning platform.
Learning Outcomes	Understanding of key concepts in economic behaviour and consumer psychology. Overview of the relevant literature in the related disciplines.
	Ability to discuss factors influencing consumer behavior and decision-making processes, applying these ideas to business and social challenges.
	Improved problem-solving competences using the skillset acquired

	during the course. Applied both in analyzing and improving your own behaviour as well as in professional settings.
Attendance	Mandatory in all seminars and at least 5 lectures. If you miss a seminar, you need to submit debt clearance. If you attend less than 5 lectures, you'll lose 2 points for each (i.e. 5 lectures give a total of 10 points of your final grade)
Electronic Devices Policy	-
Requirements and Grading	● 5% eLearning quiz (max 10 points) ● 25% Team assignment "EMBA nudge project" (max 50 points) o Draft deadline o Final deadline May 9 ● 60% Exam (max 120 points) In order to pass the course, you have to pass the exam (i.e. get at least 60 points) as well as get a pass on the total grade (at least 100 points). Assignment details are uploaded on eLearning and discussed in lectures. For debtors Re-take the failed components only.

Business Ethics and Sustainability

Course Director	**Landes Xavier**, Associate Professor
Teaching team	Xavier Landes, Associate Professor, xavier.landes@sseriga.edu
Credit points	**3 ECTS CP**; core course Student Workload (SWL):

Structured SWL		**Unstructured SWL**
Lectures (count and length in academic hours-45 min.)	Seminars (count and length in academic hours-45 min.))	Estimated time of independent study (in hours)
35		55

Course prerequisites	None
Syllabus Introduction	The course will present students with the basics of business ethics. The course is about acquiring the 'toolbox' for evaluating and discussing concepts and issues that are relevant for modern private companies and societies such as corporate social responsibility, fiduciary duties, The course objectives are: To understand the importance and nature of business ethics, To master basic concepts and tools To apply ethical knowledge to case studies, To grasp the importance of sustainable, especially its environmental dimension. At the end of the course, students should be able to understand the basics of business ethics and sustainability, to identify and solve ethical issues on their own. By doing so, they should display independent and

	critical thinking.
Course programme	**THIS COURSE DESCRIPTION MAY BE SUBJECT TO CHANGE.** **Lecture 1: Sustainability (105 minutes)** **Mandatory Readings** Szekely, F. & Dossa, Z. (2017). *Beyond the Triple Bottom Line: Eight Steps toward a Sustainable Business Model*. Cambridge MA & London: The MIT Press, pp.29-47. **Complementary Readings** Thiele, L.P. (2016). *Sustainability*. Cambridge: Polity Press, 14-38. **Lecture 2: Why Business Ethics Matters? (105 minutes)** **Mandatory Readings** Mc Donald, D. (2017). *The Golden Passport: Harvard Business School, the Limits of Capitalism, and the Moral Failure of the MBA Elite*. New York: HarperCollins. Chapter 47 Self-Interest with a Side Dish of Ethics. Northouse, P.G. (2018). *Introduction to Leadership*, London: Sage, pp.273-299. **Complementary Readings** Jennings, M.M. (2012). *Business Ethics: Case Studies and Selected Readings.* Reading 1.9. Some Simple Tests for Resolving Ethical Dilemmas; Reading 1.10. Some Steps for Analyzing Ethical Dilemmas; Reading 1.11. Plagiarism. Stamford: Cengage Learning, pp. 33-40 Available on the elearning platform **In the News** McDonald, D. (2018, November 27), When You Get That Wealthy, You Start to Buy Your Own Bullshit: The Miseducation of Sheryl Sandberg. *Vanity Fair*. Retrieved from: https://www.vanityfair.com/news/2018/11/sheryl-sandberg-harvard-business-school-leadership **Lecture 3: The Social Responsibilities of Business + Quiz 1 (105 minutes)** **Mandatory Readings** Davis, K. (1960), Can Business Afford to Ignore Social Responsibilities? *California Management Review*, 2(3): 70-76 Please search by title: Can Business Afford to Ignore Social Responsibilities in EBSCO Business Source Complete Friedman, M. (1970, September 13), The Social Responsibility of Business Is to Increase its Profits. *New York Times Magazine*. **In the News** Douglas, J., & Fosbrook, B. (2018, November 11), 'What Facebook can learn from Bank of America's history about good corporate citizenship', *Washington Post*. Retrieved from: https://www.washingtonpost.com/outlook/2018/11/28/what-facebook-can-learn-bank-america-about-good-corporate-citizenship/ **Lecture 4: Stakeholder Theory (105 minutes)** **Mandatory Readings** Carroll, A.B. et al. (2018). *Business & Society: Ethics, Sustainability, and*

Stakeholder Management, Boston: Cengage, pp.71-100

Freeman, E.R., & Elms, H. (2018, January 4). The Social Responsibility of Business Is to Create Value for Stakeholders. *MIT Sloan Management Review*. Retrieved from: https://sloanreview.mit.edu/article/the-social-responsibility-of-business-is-to-create-value-for-stakeholders/

In the News

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

Lecture 5: Fiduciary Duty (105 minutes)

Case study: ABACUS

Mandatory Readings

Goldman Sachs 14 Principles

Mandis, S.G. (2013). *What Happened to Goldman Sachs?* Boston: Harvard School Publishing, pp.7-41.

In the News

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

Lecture 6: Conflicts of Interest + Quiz 2 (105 minutes)

Mandatory Readings

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

Complementary Readings

Cain, D.M., Loewenstein, G. & Moore, D.A. (2005). Coming Clean but Playing Dirtier: The Shortcomings of Disclosure as a Solution to Conflicts of Interest and Miller, D.T. Psychologically Naive Assumptions about the Perils of Conflicts of Interest. In D.A. Moore, D.M. Cain, G. Loewenstein, & M.H. Bazerman (Ed.). *Conflicts of Interest: Challenges and Solutions in Business, Law, Medicine, and Public Policy* (pp.104-129). Cambridge: Cambridge University Press. Available on the elearning platform.

In the News

Marriage, M., & Ford, J. (2018, August 28). 'A dangerous dance: when auditors are too close to the client', *Financial Times*. Retrieved from https://www.ft.com/content/29a029a0-a7b2-11e8-8ecf-a7ae1beff35b#

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

Additional resources

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

Lecture 7: CSR Policy (105 minutes)
Mandatory Readings
Davis, M. (2003). Whistleblowing. In H. LaFollette. *The Oxford Handbook of Practical Ethics* (pp.539-563). Oxford: Oxford University Press.

Lecture 8: Corporate Culture (105 minutes)
Case study: Boeing 737 MAX
Mandatory Readings
Greenfield, K. (2008), Corporate Ethics in a Devilish System. Journal of Business and Technology Law, 3(2): 427-435
http://digitalcommons.law.umaryland.edu/jbtl/vol3/iss2/11/
Schwartz, M.S., Cragg, W., & Hoffman, W.M. (2014). An Ethical Approach to Crisis Management. In W.M. Hoffman, R.E. Frederick, & M.S. Schwartz (Ed.). *Business Ethics: Readings and Cases in Corporate Morality* (pp.749-756). Oxford: Wiley Blackwell. Available on the elearning platform.
Complementary Readings
Epley, N., & Kumar, A (2019). How to Design an Ethical Organization. *Harvard Business Review*. Retrieved from https://hbr.org/2019/05/how-to-design-an-ethical-organization
In the News
Obloj, T. (2013, December 11), 'Financial incentives and bonus schemes can spell disaster for business', *The Guardian*. Retrieved from: https://www.theguardian.com/sustainable-business/financial-incentives-bonus-schemes-lloyds-fine

Lecture 9: Environmental Sustainability (105 minutes)
TBD

Lecture 10: Climate Change and Businesses + Quiz 3 (105 minutes)
Mandatory Readings
Bonneuil, C., P.-L. Choquet, & B. Franta. (2021). Early warnings and emerging accountability: Total's responses to global warming, 1971-2021. *Global Environmental Change,* 71: 102386.
Grasso, M. & K. Vladimirova. (2020). A Moral Analysis of Carbon Majors'Role in Climate Change. *Environmental Values,* 29(2): 175-195.
In the news
Chapman, B. (2017, October 27). 'BP and Shell are planning for catastrophic 5˚C global warming despite publicly backing Paris climate agreement', *The Independent*, Retrieved from: https://www.independent.co.uk/news/business/news/bp-shell-oil-global-warming-5-degree-paris-climate-agreement-fossil-fuels-temperature-rise-a8022511.html

Case study practice (105 minutes)
Case study: Herman Miller
This voluntary session will be devoted to practice for the final case study.

	Students interested to attend will have to register in advance, and come prepared to the session, which implies to have read the case study, Jennings and having work on the preliminary questions. **Preliminary Questions** **TBA** **Mandatory Readings** Case Study Jennings, M.M. (2012), *Business Ethics: Case Studies and Selected Readings.* Reading 2.9 Framing Issues Carefully: A Structured Approach for Solving Ethical Dilemmas and Trying Out Your Ethical Skills on Some Business Cases. Case 2.10. Galleon Hedge Fund: Expert Networks, Friendly Discussions or Insider Trading? Stamford: Cengage Learning, 79-81 Available on the elearning platform. **Q&A Session (105 minutes)** This session will be devoted to answer students' questions about the course, final exam, etc. Students should come with questions. **Guest lectures (105 minutes): 3** **Exam**
Learning aims	The course has the objective to expose students to the basics of business ethics and sustainability through conceptual and case analyses. Students will master key concepts: stockholder, stakeholder, conflict of interest, fiduciary duty, sustainability, CSR policy, corporate culture. They will learn how to apply those concepts to practical cases in order to inform good decision making.
Literature and other resources	The required readings will be announced in due time. Case studies Books on business ethics available at SSE Riga library Online resources Indicative literature Crane, A. (2016). *Business Ethics*, Oxford: Oxford University Press Ferrell O.C., Fraedrich, J., & Ferrell, L. (2013). *Business Ethics: Decision-Making and Cases,* Stanford: CT. Cengage Moriarty, Jeffrey. (2021). *Business Ethics: A Contemporary Introduction.* London: Routledge. Electronic resources Chris MacDonald blog: https://businessethicsblog.com Markkula Center for Applied Ethics: https://www.scu.edu/ethics/focus-areas/business-ethics/resources/cases/ Movies (business ethics has been dealt extensively with in cinema) The modern corporation and work conditions *Glengarry Glen Ross* (1992) *The Corporation* (2003) *The Take* (2004) *A Decent Factory* (2004) *Walmart: The High Cost of Low Price* (2005) *Enron: The Smartest Guys in the Room* (2006) *Merchants of Doubt* (2014)

	Finance and banking industry *Wall Street* (1987) *Rogue Trader* (1999) *Boiler Room* (2000) *Too Big to Fail* (2011) *Inside Job* (2010) *Wall Street: Money Never Sleeps* (2010) *The Wolf of Wall Street* (2013) *Master of the Universe* (2013) Energy industry *Crude* (2009) *Haynesville: A Nation's Hunt for an Energy Future* (2009) *Gasland* (2010) *The Big Fix (2012)* *The Great Invisible (2014)* *Pump* (2014) Chemical industry *Michael Clayton* (2007) *Circle of Poison* (2015) Tobacco industry *The Insider (1999)* *Thank You for Smoking* (2005) *Addiction Incorporated* (2011) Sustainability *Darwin's Nightmare* (2004) *Food Inc.* (2008) *The End of the Line* (2009) *Planet Ocean (2012)* *Switch (2012)* *Tomorrow* (2015) *Racing Extinction* (2015) International business and developing countries *The Constant Gardener* (2005) *Blood Diamond* (2006) *Fire in the Blood* (2012) Climate Change *An Inconvenient Truth* (2006) *Climate Refugees* (2010) *Chasing Ice* (2012) *Years of Living Dangerously* (2014) *Before the Flood* (2016) Plastic Pollution *Plasticized* (2011) *A Plastic Ocean* (2016) Social Media *The Social Network* (2010) *The Great Hack* (2019)
Requirements and grading	The final grade will be constituted of: Final exam: 200 points. The 3-hour final exam will be constituted of two parts: one part on the

	course content (100 points) and a case study (100 points). Please note that the in-class quizzes will not be graded. They will be used only for students to self-evaluate their knowledge. The final exam will not be a multiple choice, but **elaborated answers to questions directly bearing on the course content.**
Attendance	There is no rule of attendance.
Electronic devices policy	**No electronic device is authorized in the classroom. All devices should remain stored in the bags for the duration of the class, except explicit contrary indication. Failure to comply will lead to the exclusion from the class.**

Course specifications

Students eligible	Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years
Related courses	Academic Studies and Critical Thinking Climate change (elective) Microeconomics
IT-skills needed	Need of a computer for the final exam
Research skills needed and developed	Academic reading Academic writing Analytical and presentation skills Critical thinking
Learning outcomes	**Knowledge** What's ethics? What's business ethics? Key ethical theories: stockholder, stakeholder approaches. Key concepts: stakeholder, moral duty, fiduciary duty, corporate social responsibility, corporate responsibility, sustainability. The main causes, manifestations and risks of climate change.
	Skills Academic reading. Ethical analysis. Critical thinking. Argumentation. Teamwork and report writing.
	Competences To be able to understand and engage ethical issues both in texts and in practices (case studies). To be able to identify the main stakeholders, their interests and justify why prioritizing some. To be able to identify climate risks and understand how they can impact specific groups or sectors. To be able to work in teams and distribute fairly the workload. To do independent research on climate change and to be able to structure the results in a clear written and oral manner.

Management Accounting and Finance

Course Director	**Ágnes Lublóy**, Professor
Department	Accounting & Finance
Lecturer(s)	Lublóy Ágnes, Professor agnes.lubloy@sseriga.edu
Teaching Assistants	TBC
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>32 academic hours</td><td>22 academic hours</td><td>80 hours</td></tr></table>
Course Prerequisites	Financial Accounting
Research skills needed & developed	Analytical skills, conceptual thinking, critical thinking
IT-skills needed	Data analysis software (e.g., Excel) Ability to use databases (e.g., Orbis and LSEG)
Related Courses	Financial Accounting, International Finance, Financial Economics, Accounting and Finance, Finance Specialization
Students eligible	Year 1 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	The course builds upon the concepts introduced in the financial accounting course and aims to provide students with solid knowledge and skills required for the analysis and interpretation of complex financial data presented in financial statements of publicly traded companies. The course introduces students to more complex accounting issues such consolidation and fair value accounting. In addition, the course provides an overview of key management accounting concepts. The course aims to deepen students' analytical, technical, and critical thinking skills through a group project in which students will perform financial ratio analysis of a publicly traded company.
Content	The course covers the following major topics: • Financial ratio analysis (operating profitability, efficiency, financial leverage, liquidity); • Major consolidation principles and consolidation accounts; • Introduction to management accounting; • Cash flow statement preparation and analysis; • Budgeting and budget control; • Main shareholders' equity accounts and new shares' issuance.
Structure and Format	The course is structured as a combination of lectures followed by seminars. Students will also deepen their understanding of the concepts through interactive activities, group work, and Q&A sessions. At the end of the course, project groups have to submit a written report in which they need to perform a financial analysis of a publicly-traded

	company.
Literature and other resources	Frank Wood's Business Accounting 2, 10th edition, 2005, London, Prentice Hall. Relevant chapters from the textbook: • Three financial statements – Chapters 11, 12, 14, 7, 8 • Financial ratio analysis – Chapters 27, 28 • Group accounting – Chapters 16-26 • Equity and issue of new shares – Chapters 4, 5, 9 • Budgeting and budgetary control – Chapters 38-40 Additional materials posted on e-learning.
Learning Outcomes	By the end of the course, students will be able to:
	Knowledge • differentiate between financial and management accounting; • know major types of financial ratios; • understand basic consolidation principles; • discuss advantages and disadvantages of different types of budgets; • distinguish between different types of share issuance by corporations.
	Skills • calculate key financial ratios; • construct cash flow statement; • prepare basic budget.
	Competences • read, analyze and interpret complex financial data presented in financial statements of a company; • perform basic financial ratio analysis of a publicly traded company.
Attendance	Attendance is not mandatory.
Electronic Devices Policy	No electronic devices (except tablets used for taking notes) are allowed during the lectures and seminars.
Requirements and Grading	The grading of the course is as follows: • Final exam – 80% (individual) • Group Project – 20% (group) Minimum passing requirements: In order to pass the course, a student should earn, at least, 100 points out of maximum 200 and receive a passing grade for the final exam. In order to pass the exam, a student should obtain 80 points out of maximum 160.
	For debtors Debtors need to re-take the component they failed, not the entire course.

Year 2

Economic Anthropology

Course Director	**Kata Fredheim**, Associate Professor
Department	Business and Management
Lecturer(s)	Kata Fredheim, PhD, Email: kata.fredheim@sseriga.edu Klāvs Sedlenieks, PhD, Email: ksedleni@gmail.com

<table>
<tr><td></td><td>Jurga Kupstyte, MH, Email: jurga.kupstyte@sseriga.edu</td></tr>
<tr><td>Teaching Assistants</td><td>Anna Grike, PhD, Email: anna.grike@sseriga.edu
TBC</td></tr>
<tr><td>Credit points</td><td>3 ECTS CP; core course

Student Workload (SWL): 200 pts
Lectures and seminars:
<table>
<tr><th colspan="3">Structured SWL</th><th>Unstructured SWL</th></tr>
<tr><td>Lectures</td><td>Guest lectures</td><td>Seminars</td><td>Estimated time of self-studies (in hours)</td></tr>
<tr><td>9 x (2x45) mins

6 methods lectures (6x15 mins)</td><td>5x 45 mins</td><td>5x 50min</td><td>20 hours of preparation for analytical discussions and lectures</td></tr>
</table>

Assignments:
The estimated workload for Assignments in the course is: 40 hours. This includes 6 assignments that will be part of your portfolio and portfolio defence during the exam.</td></tr>
<tr><td>Course Prerequisites</td><td>There are no other courses that are seen as prerequisites. Students are, however, expected to be familiar with the basics of qualitative research and basic social sciences (including economics) concepts.</td></tr>
<tr><td>Research skills needed and developed</td><td>Basic knowledge of qualitative methods and economics, already covered in related courses.</td></tr>
<tr><td>IT-skills needed</td><td>Microsoft office, presentation programme of your choice, please do not use AI in this course.</td></tr>
<tr><td>Related Courses</td><td>Market Research, Economic and Consumer Behaviour, Welfare economics</td></tr>
<tr><td>Students eligible</td><td>Year 2 and exchange students, as well as debtors from previous study years</td></tr>
<tr><td>Introduction (Course objectives)</td><td>Economic Anthropology is not about skulls, bones, or colour of skin. It is about economic and social behaviour; it sets out questions, methods and general perspectives of how to scrutinise the influence of various social and cultural factors, such as family, gender, ethnicity, social class, religious beliefs on behaviour of human beings. At the same time, it is not a sub-discipline of economics, but a sub-domain of social anthropology, science that deals with social and cultural differences and similarities and attempts to explain them in a meaningful way.

The course deals with issues that are about real-life behaviour and real-life situations, rather than the ones that are derived from generalizing models. For example, rumour and gossip as a black market of information, socially formed consumer preferences and tastes, informal organisational life, attitudes towards saving and credit, social mechanisms of trust, culturally developed conflict management practices, cross-cultural misunderstandings affecting business, and so on. Given the magnitude of social and cultural influences on our economic behaviour, it is not uncommon to meet anthropologists as modern technology development</td></tr>
</table>

	team members, organizational culture consultants, advertising specialists, or working on international development projects. The course also covers five basic **societal issues** every graduate will face in later life and in the workplace, such as gender, kinship, migration, collaboration, money. One of the key deliveries in this course is to show that everyday behaviour that hardly qualifies as **rational** according to the economic models of homo economicus may be reasonable if the concept of rationality is enlarged so that social and cultural influences are accounted for. At the same time, a wider notion of rationality is a must if one wishes to understand and use cross-cultural business opportunities. Even more so, some 'types of irrational behaviour' may be more efficient economically than allegedly individualistically rational acts. The course presented during the six study weeks is short but rather intensive. The main purpose is to provide students with a new perspective from which to analyse regularities of everyday life and decisions of economic agents. The course should also introduce you to qualitative methods of data collection and analysis, notably interviewing, participant observation, grounded theory and fieldwork, ethnographic approach to data gathering.
Content	**List of lectures and seminars:** **Guest lectures will be added.** **Week 1 (week 11: 16-19th March)** Theory part: 16th March: Introduction to Economic Anthropology (KF)- LECTURE (0) 16th March: Methods 1 for the Project Work (KF)- LECTURE (1) 17th March: Exchange/ Reciprocity/ Money (KS)- LECTURE (2) 18th March: Exchange/ Reciprocity/ Money - Analytical discussion (1) 19th March: Methods 2 for the Project Work (KF) – LECTURE (3) Practical part: First of 6 mini-lectures (online videos) to help you prepare the weekly assignments (each 15 mins). 16th March: You are assigned a buddy, and are asked to have your first buddy meeting by the 18th March. **Week 2 (WEEK 12: 23- 26th March)** Theory part: 23rd March: Individual and Collectivity (KS) LECTURE (4) 23rd March: The commons: Rethinking individual&collectivity(JK) LECTURE (5) 24th March: Individual and Collectivity - Analytical discussion (2) 25th Work- LECTURE (6) 26th Work- Analytical discussion (3) 27-29 Free Practical part: 23rd March: On -site exam style submission for project work part 1 26th: Second buddy meeting deadline.

	Second and third of of 6 mini-lectures (online videos) to help you prepare the weekly assignments (each 15 mins). Guest lecture 1 Reflection 2 to submit along with weekly assignment documents Week 3 (week 13) Theory part: 30th March: Gender LECTURE (7) 31st March: Gender - Analytical discussion (4) 1st April Migration LECTURE (8) 2nd April: Migration Seminar 2nd April: Third buddy meeting deadline. 3- 6th April FREE Practical part: 30th March: On -site exam style submission for project work part 1 Fourth of 6 mini-lectures (online videos) to help you prepare the weekly assignment (each 15 mins). Guest lecture 3 Reflection 3 to submit along with weekly assignment document Week 4 (Week 14) Theory part: 7th April Diversity Guest lecture (90 mins!) 8th April: Buddy meeting deadline. Practical part: 7th April: On -site exam style submission for project work part 1 Fifth of 6 mini-lectures (online videos) to help you prepare the weekly assignment (each 15 mins). Reflection 4 to submit along with weekly assignment document Week 5 (Week 15) 13 th April: On -site exam style submission for project work part 1 Sixth of 6 mini-lectures (online videos) to help you prepare the weekly assignment (each 15 mins). 16 th April: Buddy meeting deadline. Reflection 5 WEEK 6 (Week 16) 13th April: On -site exam style submission for project work part 1 Exam week. You will have a face-to-face exam with a faculty. Reflection 6.
Structure and Format	The course consists of two parts: • one part is intended for students' critical and analytical engagement with the topic-specific literature, as well as with the anthropological theoretical and ethnographic perspectives. • the other part is intended for an in-depth hands-on acquaintance with qualitative research approach. Students have the opportunity to conduct original research, and try different methods.

	Theory: Introduction to Economic Anthropology (9 lectures, 5 analytical discussions, some guest lectures) • **Lectures** are 90 minutes long, they will be in person. What are these lectures like?: Some will be theoretical, others more practical depending on the topic and the lecturer. Participation is welcome. How to prepare?:You will be required to read extensively for lectures and analytical discussions. Presentations and all reading materials will be uploaded on e-learning. How will your work be assessed?: You will use what you learned in analytical discussions/ seminars. Attendance is **not *mandatory, however if you attend all the lectures you will receive additional 20 points, towards your grade for Analytical discussions***. • **The Methods lectures:** two long lectures will prepare you for Part 2, project work. What are these lectures like?: Detailed, practical. Directly related to the practical side of the course. How to prepare?: You will be asked to read the readings. Presentations and all reading materials will be uploaded on e-learning. You will also find 6 mini-lectures online, each helping you to prepare your weekly assignment(s). These will be short, 15 mins long. How will your work be assessed?: You will use what you learned in the projet work. Attendance is **not *mandatory, however if you attend all the lectures you will receive additional 20 points, towards your grade for Analytical discussions***. • **Guest lectures** are 45 - 90 mins long and attendance is ***mandatory.*** Recordings will not be available. Some will be onsite, others online. There is no reading. • **Analytical discussions** are 50 minutes long and **mandatory.** What are these discussions like?: In each analytical discussion group there are maximum 10 students with one lecturer. The goal of the analytical discussion is to help you understand the readings, discuss them.Active participation in class discussions during the analytical discussions is expected and graded. Computers are not allowed, notes are not allowed. How to prepare?: A sample of questions posted on e-learning will help you to prepare for the seminars, however, these form only the basis of the discussion. You will find the seminar list and timing on e-learning. Reading the readings for analytical discussions is mandatory, they will be on e-learning.

How will your work be assessed?: You find the criteria on e-learning. Participation in the discussions will be graded and constitute to 30% of your grade. If you miss one discussion, you will be able to make up for it through an assignment. If you miss more than 1, you fail the course.

Practical: 6 short assignments, defence

What will practical work look like?: Project work will be an individual assignment that will allow you to try different qualitative methods. As part of the project work you will be asked to conduct original research.

How to prepare?: You will have two methodology lectures to prepare you for the assignments. In addition, you will find mini-lectures for every assignment on e-learning.

Good news ! On Day 1 you are assigned a buddy. Each week, you will spend at least 30 mins to discuss your plan and the questions from the practical assignment, and give feedback to each other. You will find the conversation guide on eLearning. Every week, you must provide written feedback on your buddy's work and progress, and submit it. At the end of the course, you will submit a one-paragraph reflection on what you learned from working with your buddy.

How will your work be assessed?: You will write six short reports (these will be done on site in exam format), defend your report and answer a question on theory that you've learned during the course (in-person exam). Reports will be written onsite, but you will need to make a pre-submission of evidence of your data collection before every report -writing session. If you fail to submit more than two of these, we will not invite you for a defence (there will not be much to defend, really). The reports in total are 50% of your grade. The defence is 20%.

A detailed description of the project work

In the forthcoming course, lectures, guest lectures and seminars will open up discussions that may allow you to see concepts, societal structures and phenomena differently. Simultaneously, a series of small assignments will unveil new (well, new for you) methodological approaches. A constellation of short assignments, spanning every week of this course, will make your portfolio at the end. In this course there is no final written exam, instead you will be evaluated on participation, assignments, and in-person exam.

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

1) From an anthropology point of view, understanding the deep

connection between people and their significant places helps us learn about human cultures and behaviours throughout history. This is important because it shows us how environments shape human experiences, beliefs, and social interactions, which is key to understanding any culture.

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

In the first week of the course, I ask you to choose a place. You will find an academic article that uses the method of each mini-assignment on e-learning. Please use the mini-videos to understand the methods. For each mini-assignment you will collect qualitative data which you will need to submit. Mini assignments should be written by you, in a weekly on-site session. This means you will need to interpret, analyse and understand the data before every such on -site session. You will need to submit this before your written on-site task every week. For your weekly submission, we will ask you to include photos, videos, drawings, recordings, note etc. that you feel is relevant. Failing to do so will lead to a fail in the weekly assignment.

We ask you to use your voice, and we will be much less concerned with grammar and style than authenticity and you exploring the method. The place should be a physical, non- virtual, and public space, because you will also have to interview a stranger in this location.

We estimate that you will need at least 5 hours for each assignment (planning, data collection, analysis, submission, report). As for the language, keep it real. It can be raw, the focus is on you experimenting with the methods. A raw but methodologically and content-wise deep assignment will outscore one empty of thought and content but in perfect English.

The portfolio (consisting of 6 assignments and introductions) is 50% of your grade; defense with oral exam on course theory is a further 20%.

If you fail to submit documentation and/ or fail to do one of the assignments you can still pass the course in principle. **However, if you fail to submit more than two of these, we will not invite you for a defence (there will not be much to defend, really so you will receive 0 points for that part).**

You will need to submit weekly reflections, which are not graded but are integral part of your learning and development.

To sum up:

Each week you submit online:

1. Buddy notes

2. Documetation of your project work
3. Your reflections

Week 1: Autoethnography

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

Week 2: Two assignments (!): History and observation

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

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

Week 3: Interview with stranger (Naturalistic)

Interview with a stranger: This is one of the hardest assignments. Please go up to a stranger and ask them questions about the place. Explain to them that you are writing about the space and your relationship to it and that as part of this you are to conduct an interview. Ask them if you can record the interview, but say that it will be anonymous. Use a consent form to ensure them about this, and submit a signed consent form together with your assignment (points will be deducted if you don't). Aim for an interview at least five minutes. Submit reflections on the interview with interview transcript in the appendix and consent form.

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

Week 4: Interview with someone you know

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

Week 5: Experiment

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

	Week 6: Portfolio We put together your 6 assignments in one document. Provide an introduction (max 1.5 page) that should name the place you chose, why you chose the place and reflections on the portfolio. We will ask you to present / defend this portfolio during the in-person exam. During this discussion, we will also ask you one question that is about the theory part of the course. Defense is 20% of your final grade, we will present these in week 6 of the course.
Literature and other resources	There will be no textbook but a collection of articles and book chapters organized around the topics of lectures and analytical discussions, as well as project work, with literature access instructions posted on e-learning platform. All readings will be accessible online. Note to students: The reading list for analytical discussions and lectures is kept to a minimum and every student is expected to have read all the articles. While SSE Riga library contains quite a few books on anthropology and sociology of economics and business life, we encourage the students to engage with digital libraries of academic journals, books, and primary sources. Also, further suggestions, especially concerning the execution of the project work, are available upon request from the teachers. Not least, Internet abounds with interactive tutorial and anthropological film materials.
Learning Outcomes	**Knowledge** • Awareness of anthropological perspective applied to such topics as human cooperation, new forms of economics, well-being, debt, identity, time, migration, social constructs, family, and gender; • Awareness of how ethnographic context reflects upon the ways in which human behaviour is realized, idealized, and occurs; • Awareness of the linkage between social and cultural differences and economic behaviour; • Awareness of methods and general perspectives on how to scrutinize the relationship between various social and cultural factors and human behaviour; • Ability to conduct different qualitative research methods.
	Skills • Ability to consider how and why social context and social background represent important aspects of a society; • Ability to analyse critically and evaluate anthropological arguments; • Ability to develop a scientific, qualitative research based paper; • Enhancement of critical thinking and critical assessment skills; • Ability to build an oral argument, discuss and debate with colleagues; • Ability to build a written argument in a clear, structured manner; • Written analysis of qualitative research and enhancement of writing skills;

<table>
<tr><td></td><td>Ability to demonstrate creative thinking;
Time management and organizational skills;
Basic use of interview analysis software.</td></tr>
<tr><td></td><td>Competences
Communication Skills;
Interview skills;
Field skills
Reflection skills
Written and oral presentation skills;
Developing complex projects;
Time management.
Critical thinking</td></tr>
<tr><td>Attendance</td><td>Mandatory at analytical discussions (seminars). Students are allowed to miss one analytical discussion (see section on Analytical discussions for details on debt clearance and what happens if you miss an analytical discussion).
Lectures are not mandatory.
Guest lectures are mandatory.
Attendance will be monitored.</td></tr>
<tr><td>Electronic Devices Policy</td><td>If the course is not online, no electronic devices during lectures. No electronic devices during analytical discussions.</td></tr>
<tr><td>Requirements and Grading</td><td>Breakdown of points, total: 200 points

Please note that successful completion of the course implies:
At least 50% score grade in seminars
Presentation/ exam passed
<table>
<tr><td>Analytical discussions</td><td>30% (that is 60 points in total). Note that if you attend all the lectures, you can receive 20 additional points to this grade</td></tr>
<tr><td>Portfolio (written)</td><td>50% (that is 100 points in total,
25 for experiment, 15 each for other ones)</td></tr>
<tr><td>Presentation/ defence</td><td>20% (that is 40 points in total)</td></tr>
</table>

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

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

Business Valuation

Course Director	**Anete Pajuste**, Professor
Department	Accounting and Finance
Lecturer(s)	Arvīds Kostomārovs, Visiting Faculty, arvids.kostomarovs@sseriga.edu Anete Pajuste, Professor, anete.pajuste@sseriga.edu
Teaching Assistants	TBA
Credit Points	**6 ECTS CP**; core course Student Workload (SWL):
Course Prerequisites	Introductory Accounting, Management Accounting and Finance, Financial Economics
Research skills needed and developed	Data analysis / statistical inference Reviewing academic literature Writing a consulting report Case study analysis
IT-skills needed	Data analysis software (e.g., Excel) Ability to access and search academic literature databases Ability to use databases (e.g., Thomson Reuters Datastream)
Related Courses	***Prior***: Financial Accounting, Management Accounting and Finance, Managerial Economics, Financial Economics ***Subsequent***: Finance Specialization
Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	This course will enhance your skills in interpreting and analyzing firm's financial reports, with an emphasis on business valuation and investor and creditor decision-making. The course will adopt a holistic approach, encompassing components of strategy, finance, and accounting, with a primary focus on the accounting information's significance. The course will expose you to financial analytics tools that can be used to analyse data from a single company, a large number of companies, and various sources for investment and business decisions. Some of the skills you will learn in this

Student Workload (SWL) table (within Credit Points):

Structured SWL		**Unstructured SWL**
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.)	Estimated time of self-studies and project work (in hours)
28 academic hours	27 academic hours	125 hours

	course are required for the CFA exam. There are four primary learning objectives: 1. Provide and apply a framework for financial analysis and valuation 2. Acquire proficiency in constructing and interpreting financial ratios 3. Assess quality of earnings 4. Understand and apply different valuation approaches for mature companies, as well as start-ups
Content	The course covers five key components of financial analysis and valuation. **1. Understanding the firm's strategy** helps in identifying its competitive advantage, key success factors, and potential risks. It is a crucial aspect of financial analysis as it provides insights into the company's future prospects and its ability to achieve its financial goals. **2. Accounting analysis** entails scrutinizing a company's financial statements, including the balance sheet, income statement, and cash flow statement. Accounting analysis aims to assess the quality of a company's financial statements, the accounting policies and principles applied, and any potential accounting issues that may impact the accuracy of the financial statements. **3. Financial analysis** involves evaluating a company's financial performance and position by analyzing financial ratios and metrics such as profitability, liquidity, solvency, and efficiency. Financial analysis provides insights into a company's financial health, strengths, weaknesses, and opportunities for improvement. **4. Forecasting analysis** helps in predicting a company's future financial performance and position based on historical data and current trends. Forecasting analysis is essential for financial planning and decision-making, including budgeting, investment, and financing decisions. **5. Valuation** involves determining the intrinsic value of a company by analyzing various factors such as the company's financial performance, growth prospects, and market conditions. Valuation is critical for investment decision-making, including buying or selling stocks, bonds, or other securities. Various valuation methods, including residual income model, discounted cash flow analysis, or market multiples, can be used to determine a company's intrinsic value. Initially, we will discuss the valuation of mature and publicly listed firms, followed by emphasis on entrepreneurial finance, which examines the financing of emerging innovative growth-oriented start-ups. Throughout the course, we will look into fast-evolving corporate sustainability and ESG reporting requirements and standards for international companies and investigate the latest thinking as to how the ESG performance create value from investors' perspective.
Structure and Format	The course is organized in 11 lectures, 3-4 guest lectures, 10 seminars, and project presentations. Most lectures and seminars are two hours long. **Valuation Project** The objective of the course is to integrate and deepen your knowledge of financial analysis and valuation. This objective is supported by a

	comprehensive valuation project. The project consists of five parts: (1) industry analysis, identifying key strengths and weaknesses, (2) strategy analysis, identifying key operating and financial risks, (3) financial analysis, selecting and calculating key financial ratios, (4) forecasting analysis, consisting of projected income statement, balance sheet, and cash flow statement, and (5) valuation analysis, performing DCF and relative valuation of a company. **Case discussions** The main purpose of the case analyses is to develop YOUR decision-making skills. Cases contain all the necessary information about the company and the industry, and no outside information (e.g., the Internet, people in the industry) should be used when preparing for case discussion. By the way, what actually happened to the company may not be the "best" or "right" course of action. Likewise, there may be multiple reasonable solutions to the problem.
Literature and other resources	Course book: "Business Analysis and Valuation" by Palepu, Healy and Peek (PHP). Reference book: "Corporate Finance" by Berk and De Marzo (BDM). Different readings on the eLearning platform.
Learning Outcomes	At the end of the course students will be able to:
	Knowledge • compare the pros and cons of different valuation models; • describe accounting recognition and measurement problems; • discuss the structure and operations of private equity firms; • compare the financing decisions facing start-ups as opposed to larger, more mature firms.
	Skills • build a financial forecast and valuation model; • make decisions using financial analysis and valuation framework; • argument and present the financial decisions in a professional setting; • apply theoretical knowledge to practical financial decision making in case discussion setting.
	Competences • perform an in-depth financial analysis of a firm; • apply different models for company valuation.
Attendance	Satisfactory performance in the course requires a thorough understanding of topics discussed in class (as well as the assigned readings and case discussions). To learn the topics discussed in class, to contribute to in-class discussions and to be allowed to take the exam (or re-exam), attendance at all class sessions (by lecturers) is necessary and expected. Attendance at TA-lead seminars is optional, but highly recommended. Attendance will be registered during each class session using in-class quizzes. Two absences (for whatever reason) do not require any further action. If a student misses three or more classes, an excused absence request (for reasons such as illness verified by a healthcare professional) must be filed with the student services for <u>all</u> the missed classes. The

	administration will then determine the eligibility to take the exam on a case-by-case basis.
Electronic Devices Policy	Unauthorized recording of class sessions is strictly forbidden.
Requirements and Grading	The grading of the course is as follows: • Exam – 100 points (individual) • Project – 80 points (group) • Participation – 20 points (individual) In order to pass the whole course at least 100 points out of 200 are needed. Besides, it is necessary to pass the exam AND the project (i.e., to get 50 percent of the maximum grade). Attendance in class sessions guarantees a minimum of 10 points in Participation; additional points will be granted for active contribution to class discussions. A student who passes the exam or the project but does not pass the course overall can carry forward the grade on the passed component. Participation grade is not carried forward to the next year. For example, a student who passes the project but fails the exam and re-exam can re-take the course and attempt the exam the following year without having to redo the project. Similarly, a student who passes the exam or re-exam but fails the project can carry forward their exam grade and do a new project the next year.
	For debtors If you have passed one of the two mandatory course components, exam or project, you do not have to retake that component (your grade will be carried forward). Attendance policy (see above) applies also to debtors, who have previously failed the exam. Debtors, who have failed only the project have to attend all the project sessions and final presentations.

International Economics

Course Director
Oļegs Tkačevs, Visiting Lecturer

Department
Economics

Lecturer(s)
Oļegs Tkačevs, Visiting Lecturer
olegs.tkacevs@sseriga.edu

Credit points
6 ECTS CP; core course

Student Workload (SWL):

Structured SWL		Unstructured SWL
Lectures (count and length in academic hours- 45 min.)	Seminars, Q&A (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
30 hours	30 hours	120 hours

Course prerequisites
This course will extensively use tools from **Year 1 Microeconomics**. The level of mathematics is rather simple. Prior knowledge of econometrics is recommended to understand some additional reading materials better.

Research skills needed and developed
This course develops research skills based on **formal economic modelling**, and requires some abstract thinking

IT-skills needed
MS Excel, R or Stata

Related courses
Previous courses: Mathematics (Year 1), Microeconomics (Year 1), Macroeconomics (Year 1), Econometrics (Year 2)
Upcoming courses: Specialisation: Economics (Year 3)

Students eligible
Year 2 and exchange students, as well as debtors from previous study years

Introduction (Course objectives)
The course will examine the causes and consequences of international trade, as well as provide an analysis of trade policy. Questions addressed will include:

- Why do nations trade?
- What goods and services do they trade?
- Who gains from this trade?
- Is free trade optimal?
- Should countries intervene to influence the structure of their international trade?

In practice we observe that trade is frequently subject to barriers and restrictions. Countries are often reluctant to remove such restrictions for various political, cultural or economic reasons. Accordingly, we shall investigate the motives for countries or organizations to restrict or regulate international trade and we shall study the effects of such policies on economic welfare.

Content
1. Introduction and overview of the world trade (Chapter 1 and Chapter 2)

- What is International Economics about?
- Important topics and structure of the course
- World trade in goods and services
- Offshore outsourcing
- Fragmentation of production and global value chains

2. Labour productivity and comparative advantage (Chapter 3)

- Comparative advantage versus absolute advantage

- Trade in a one-factor economy
- Determination of specialization, pattern of trade and prices
- Comparative advantage with many goods
- Empirical evidence on the Ricardian model
- Some misconceptions about comparative advantage

3. Specific factors and income distribution (Chapter 4)
- The specific factors model
- International trade in the specific factors model
- Income distribution and the gains from trade
- The political economy of trade
- Case studies

4. Resources and Trade: The Heckscher-Ohlin model (Chapter 5)
- Model of a two-factor economy
- Effects of international trade between two-factor economies
- Empirical evidence on The Heckscher-Ohlin model
- Case studies

5. The standard trade model (Chapter 6)
- A standard model of a trading economy
- Welfare and terms of trade
- Effects of economic growth
- Effects of international transfers of income
- Effects of import tariffs and export subsidies
- Case studies

6. Economies of scale and the international location of production (Chapter 7)
- Economies of scale and international trade
- Economies of scale and market structure
- Imperfect competition and international trade
- External economies of scale
- Specialized suppliers
- Labour market pooling
- Knowledge spillovers
- Interregional trade and economic geography
- Case studies

7. Firms in the global economy (Chapter 8)
- The theory of imperfect competition
- Monopolistic competition and trade
- Firm responses to trade
- Trade costs and export decisions
- Foreign direct investments
- Case studies

8. The instruments of trade policy (Chapter 9)
- Overview of trade policy instruments
- Cost and benefit analysis
- Import tariff
- Export subsidies
- Other instruments
- Case studies

9. The political economy of trade policy (Chapter 10)
- The case for free trade
- Arguments against free trade

	• Income distribution and trade policy • International negotiations and trade policy • Case studies **10. Trade policy and its controversies (Chapter 11 and Chapter 12)** • Import-substituting industrialization • Sophisticated arguments for activist trade policy • Globalization and low-wage labour • Globalization and the environment • Case studies
Structure and format	On some days there will be a lecture, on the others - a seminar, mostly covering topics discussed during the previous lectures. There will be a Q&A session before the final exam.
Literature and other resources	**Krugman, P.R., Obstfeld, M., and Melitz, M.J. "International Economics: Theory&Policy", 12th edition, Parts 1 and 2** is the main text for the course. The textbook is available at the library. The course borrows some recent discussions and empirical findings from the **VOX CEPR's policy portal** (https://cepr.org/voxeu/columns). These materials are usually very short (2-3 pages) and easy to read, although based on serious academic research. Students are highly recommended to read articles and blogs on VoxEU and listen to the trade talks podcast (https://tradetalkspodcast.com/) regularly if interested in the overview of current economic thinking.
Learning outcomes	The expected **learning outcomes** are:
	Knowledge Understanding of trade theories and their applicability to explaining trade patterns.
	Skills Make use of the theoretical foundations of international trade and quantitative methods to address trade policy issues
	Competences Understanding determinants of international trade flows and trade imbalances, and their consequences for income levels and disparities. Analysing causes and consequences of specialization in economic activity and their evolution over time. Assessing the relative importance of geographic and political barriers to trade and the economic consequences of their change.
Attendance	Attending lectures and seminars is not mandatory but highly recommended; students may get additional points for lecture attendance
Electronic devices policy	Students may use electronic devices during the lectures and seminars in a way that does not disturb the others.
Requirements and grading	The final grade depends on three components: • Final exam (70%). Duration: approximately 3 hours • One assignment (20%). • Lecture attendance (10%) Note that to obtain points for lecture attendance at least 7 lectures should be attended. Note that you will NOT be allowed to use any source of information during the final exam, including a textbook and lecture materials.

	To pass, **both** the final exam grade and the total grade has to be **greater than or equal to 100**. • If a student fails the final exam, but the grade for the assignment is sufficient, the re-exam grade replaces the final exam; • If a student passes the final exam but fails the course (due to a low grade for the assignment), the re-exam grade replaces just the missing component (i.e. the assignment); If a student fails the final exam and receives less than 50% for the assignment, the re-exam grade will be capped at 100 points and replace both the assignment and final exam grades.
	For debtors Requirements for debtors are the same as for Year 2 and exchange students. Debtors may keep the grade for the assignment from the previous year, however they can resubmit the assignment if they want to improve the grade. To avoid misunderstanding, it is highly recommended to contact the course director BEFORE the course starts If any questions arise.

Organisational Behaviour and HRM (OBHRM)

Course Director	Dr. Dmitrijs Kravčenko
Credit points	**4 ECTS CP**; core 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)
40	20	60

Dates for posting the grades	Exam results: Final results: Re-exam grades:
Course prerequisites	

Syllabus

Introduction	The course explores the dynamics underpinning organisational behaviour and examines ways in which these dynamics can be effectively understood, influenced and managed. Building upon concepts introduced in Year 1 courses – Introduction to Management and Leadership (IML) and Introduction to Entrepreneurship (ITE) – students will engage with advanced topics including innovation management, digitisation of work, conflict resolution, leadership, knowledge management and work process design and reconfiguration. Additionally, the course provides foundational knowledge of human resources management practices and frameworks. Instructional methods include lectures, classroom simulations, practical exercises, and case study analyses, emphasising applied learning from the perspective of both managers and managed.

Course programme	TBC
Learning aims	Learning aim 1: Explain and crucially assess key aspects and principles of organisational behaviour and human resources management. Learning aim 2: Demonstrate practical competence in analysing organisational problems, ideating and validating solutions, and designing practical interventions. Learning aim 3: Evaluate and develop strategies for managing organisational change, taking into account both operational and human dimensions.
Literature and other resources	TBC
Requirements and grading	Assessment methods: A1: Exam (20%) A2: Group project (1 project, 50%) A3: Individual coursework (30%) Assessment strategy: Learning aim 1: Explain and critically assess key aspects and principles of organisational behaviour and human resources management (A1 and A3). Learning aim 2: Demonstrate practical competence in analysing organisational problems, ideating and validating solutions, and designing practical interventions (A2) Learning aim 3: Evaluate and develop strategies for managing organisational change, taking into account both operational and human dimensions ((A2 and A3).
Attendance	Attendance is mandatory for all lectures, seminars and workshops. Non-excused attendance will result in penalties up to 50% of the final grade.
Electronic devices policy	Electronic devices are allowed unless otherwise specified by the tutor.

Course specifications

Students eligible	Year 2 and exchange students, as well as debtors from previous study years
Related courses	Introduction to Entrepreneurship, Introduction to Management and Leadership, ASCT, Microeconomics.
IT-skills needed	
Research skills needed and developed	
Learning outcomes	**Knowledge** Integrated understanding of organisations and value creation: A holistic understanding of how individuals, teams, and organisations operate, grown, and adapt in various contexts.
	Skills Problem solving through managerial lenses: To analyse comples organisational problems, and develop strategic people-centric solutions.

	Competences Collaboration and communication: The ability to work effectively in teams and communicate ideas persuasively and navigate interpersonal structural challenges in group settings. Application of critical thinking and reflexivity: Ability to critically reflect on dominant models in HRM recognising their underlying assumptions and implications across diverse organisational and cultural settings.

Year 3

Strategy

Course Director	
Department	Business and Management
Lecturer(s)	
Credit points	**6 ECTS**
Course prerequisites	SSE Riga Y1 and Y2 required curriculum
Research skills needed and developed	Identifying relevant facts / evidence from a large volume of pre read material to construct arguments
IT-skills needed	Excel, Power point, Zoom
Related courses	Y1/Y2: Microeconomics, Macroeconomics, Accounting & Finance, Financial Economics, Marketing Y3: Retail Management Specialisation
Students eligible	Year 3 and exchange students, as well as debtors from previous study years
Introduction (Course objectives)	Strategy is an integrated set of choices that positions an organisation in its environment so as to achieve its vision over the long run. The field of strategy encompasses all the theories, concepts, methods and tools that general managers can use to drive long-term profitable growth of the companies they manage. The course is structured to integrate various individual strategy components (internal choices, economic and competitive environment analysis, strategic positioning decisions, corporate development, etc) into sustainable business and corporate policies. Our objective during the course is to cover the main analytical and conceptual approaches that may be applied to make business and corporate strategy decisions, as well as to illustrate the managerial situations and process in which these decisions are made and carried out. This implies that, along with introducing the fundamentals of the theory in strategic management, the course will also train students on a variety of analytical tools that can help them directly assume and appreciate managerial roles in enhancing and sustaining corporate performance.
Content	TBC
Structure and format	TBC
Literature and other resources	TBC

Learning outcomes	The course focuses on the perspective and skills required for a general manager in diagnosing complex business situations and identifying solutions to strategic problems. It is designed to build upon previous coursework of Y3 students of the SSE Riga B.Sc. programme by drawing on the integration of various functional and technical areas, developing the mastery of the base strategic analysis toolkit and providing an integrated perspective on what may constitute sustained competitive advantage for a firm and help it attain superior financial performance. Specifically with respect to Strategy, by the end of the course students should be able to: o Understand and articulate the different strategic choices available to general managers. o Assess a firm's external environment, industry structure, and potential. o Develop a perspective on the competitive dynamics affecting a firm. o Consider multiple factors in creating long-term enterprise value. o Understand the role of the leader and the leadership team, including the importance of proper governance. o Recognize the significance of strategic pivots and an entrepreneurial culture in maintaining competitiveness in rapidly changing markets. The course aims to develop along all elements of FREE[1]: 1. **Fact- & science-minded:** Capacity for cross-functional critical thinking and fact-based analysis under incomplete information that is expected of a general manager 2. **Reflective & self-aware:** Ability to reflect, both on managerial problems presented in cases, and on the contribution the student and their classmates make to the discussion 3. **Empathetic & culturally literate:** Ability to empathise with the case protagonist and other stakeholders and to put managerial decisions into broader human context 4. **Entrepreneurial & responsible:** Capacity for entrepreneurial opportunity-focused thinking combined with an appreciation for the impact of managerial decisions on others
Electronic devices policy	Electronic devices during class are used for learning purposes only – note taking, accessing course material.

Electives

Speech and Accent Training

Course Director	**Elīna Banziņa**, Assistant Professor
Department	Languages and Communication
Lecturer(s)	Elīna Banziņa, Assistant Professor elina.banzina@sseriga.edu
Teaching Assistants	N/A
Credit Points	**3 ECTS CP**; elective course Student Workload (SWL): <table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><tr><td>Lectures (count and length in academic hours- 45 min.)</td><td>Seminars (count and length in academic hours- 45 min.))</td><td>Estimated time of self-studies (in hours)</td></tr><tr><td>14</td><td>3 +2 for final presentations</td><td>60</td></tr></table>
Duration	Due to the highly individualized approach of this course, the maximum enrolment is limited to 14 students per class. For this reason, the course will be offered **twice** during the 2025/2026 academic year.
Max. No. of Students	14 students per class
Course Prerequisites	None
Research skills needed and developed	Self-assessment; critical analysis of performance; goal-setting and progress review
IT-skills needed	Basic
Related Courses	Academic English, Business and Leadership Skills module
Students eligible	Year 1 or older, as well as exchange students (specific eligibility requirements for each round included above)
Introduction (Course objectives)	This practical course is designed to help undergraduate students acquire a more native-like accent and phonetically persuasive speech patterns based on their individual goals as identified by the instructor, aims to improve students' presentation skills in English, and helps students increase their confidence as communicators and presenters. Please note that the focus is on American English pronunciation, set in a sociolinguistic context.
Content	The course begins with an overview of the vowel and consonant system of American English, and continues with a discussion of stress and rhythm patterns, intonation, thought groups, pausing, connected speech effects, voice quality settings, commonly mispronounced words, persuasive speech strategies that are unique to American English, etc. Students will engage in interactive hands-on activities in class, analyze authentic native-produced speech, prepare and analyze their own audio recordings and short videotaped class presentations, and meet one-on-one with the instructor for individual feedback and additional practice.
Structure and Format	The class consists of three important components: lectures (7 x 90 min), individual conferences (3 x 30 min), and independent work. Individual conferences with the instructor provide intensive targeted practice, attention to student's individual goals,

	and progress evaluation. Equally important is independent practice at home preparing recordings, presentations, and analyzing speech; there will be assignments after each class. The final exam is an oral presentation that the student prepares individually. **N.B.** The class sessions will be scheduled in late afternoons (15-17 PM) and evenings. **Course structure:** Session 1. Intro & Course Policies; Commonly Mispronounced Words; Speech Production System Session 2. Voice Quality Settings; Individual Sounds: Vowels --- Individual Conferences --- Session 3. Individual Sounds: Vowels & Consonants Session 4. Rhythm & Stress; Content & Function Words Session 5. Persuasive Speech --- Individual Conferences --- Session 6. Thought Groups & Focus Words; Vowel Reduction; Word Stress in Compound Nouns Session 7. Linking & Connected Speech Effects; Discourse Stress; Intonation --- Individual Conferences --- EXAM FINAL PRESENTATION
Literature and other resources	Online resources or materials provided by the instructor.
Learning Outcomes	**Knowledge:** By the end of this course, students will have developed an understanding of the main principles that underlie speech intelligibility and persuasiveness. Students will be able to recognize the differences between the vowel system, consonant system, rhythm, stress, intonation, and voice quality of their native language and that of American English, and will be aware of their own personal pronunciation challenges and goals. They will be able to explain connected speech effects, identify persuasive speech strategies that are unique to American English, and recognize the most common mispronunciations.
	Skills: Students will develop the ability to identify and produce the sounds, rhythm, stress, intonation and other speech features of (American) English at a near-native level and/or reach a high degree of intelligibility. Students will improve their listening skills and be able to identify speech patterns used in authentic native-produced speech. Further, with continuous individual and assisted practice throughout the course, they will be able to apply the principles of English speech production to their own speech patterns, both prepared and spontaneous, by analyzing their own audio recordings and videotaped presentations, identifying the differences between their own and native speakers' production, and making the necessary modifications.
	Competences Students will be able to target and successfully modify those areas of pronunciation that added to their unintelligibility or accentedness, making people perceive them as less professional, and, overall, increase their confidence as communicators and presenters by being able to use emphasis, variability and persuasiveness strategies in spontaneous speech for a memorable delivery.
Attendance	Mandatory
Electronic Devices Policy	-

Requirements and Grading	This course is graded on a 200-point scale; the grade is based on the final presentation (50%) and the overall progress the student has made in the course (50%). Since success in pronunciation learning depends on various individual factors, progress will be measured relative to the individual initial baseline performance (the initial diagnostic recording) and the effort that students put in. Homework assignments are mandatory. Individual feedback on assignments and feedback received in the individual meetings are part of the ongoing assessment that leads to a successful delivery of the final presentation.

Climate Change

Course Director	Xavier Landes, Associate Professor
Department	Business and Management
Lecturer(s)	Xavier Landes, xavier.landes@sseriga.edu
Teaching Assistants	N/A
Credit points	**3 ECTS CP**; elective course Student Workload (SWL): **Structured SWL** — Lectures (count and length in academic hours-45 min.): ; Seminars (count and length in academic hours-45 min.)): 24 **Unstructured SWL** — Estimated time of self-studies (in hours): 66
Course prerequisites	No prerequisite
Research skills needed and developed	• Academic reading • Academic writing • Argumentation • Critical thinking • Presentation
IT-skills needed	Microsoft PowerPoint (or any equivalent presentation program) Microsoft Word (or any equivalent word processor)
Related courses	Academic Studies and Critical Thinking Ethics and Sustainable Business Introduction to Political Philosophy (elective) Issues in Ethics (elective) The Welfare State (elective) Welfare Economics
Students eligible	Year 1 or older and exchange students
Introduction (Course objectives)	The primary goal of this elective is to introduce students to specific issues related to climate change. For 2023/2024, the focus will be on climate engineering (or geoengineering). Climate change represents one of the most pressing global challenges faced by humanity. Traditional responses include mitigation (reduction of CO_2 and other greenhouse gas emissions) and adaptation (preparation for shielding populations against specific changes, e.g. by building seawalls, switching to drought-resistant crops). Another response has recently gained traction among some scientists and decision makers: the voluntary alteration of the climate to slow/revert it or lessen some of its adverse impacts. While humans have tried, throughout history, to influence the climate by various means more or less efficient (e.g. rituals, cloud seeding, wildfires), geoengineering has been gaining momentum during the last decade due to the failure of nations to

	seriously commit to mitigation. Because governments have difficulties to coordinate and agree on sufficient carbon abatement for averting drastic changes, the possibility of modifying the climate through carbon dioxide removal (CDR) or solar radiation management (SRM) has become increasingly attractive. The course's aim is to introduce to the challenges caused by climate change and present the main technologies of CDR and SRM. The goal is to reach a fine-grained view of the multiplicity of issues raised by geoengineering techniques.
Content	**6 sessions of 180 minutes** The course will be divided into two parts. The first lectures will introduce the different climate engineering methods, while the last lectures will focus on more specific projects, based on students' wishes and presentations. **1. Introduction: Climate Engineering in the Anthropocene** **2. Carbon Dioxide Removal** **3. Solar Radiation Management** The content of the following three lectures will be decided with the students. They will bear on specific questions of interest for students, particular techniques or concrete implementations of climate engineering methods. **4. Case Studies I** **5. Case Studies II** **6. Case Studies III**
Structure and format	• 6 seminars of 180 mins
Literature and other resources	Cf. above
Learning outcomes	**Knowledge** • The basics mechanisms behind anthropogenic climate change. • Carbon Dioxide Removal technologies. • Solar Radiation Management technologies. • The main propositions for regulating geoengineering research and deployment. • The main arguments for and against geoengineering. • The main challenges behind the various climate interventions. • The place of geoengineering within international climate politics.
	Skills • Students will practice reading academic texts for identifying arguments, reformulating, and discussing them critically. • Students will work on using various resources for collecting information about geoengineering. • Students will work on presenting their critical analysis through texts and oral presentations. • More generally, students will perfect their argumentation skills. • Students will develop the ability to evaluate various geoengineering proposals.
	Competences • Be able to efficiently read academic texts. • Be able to identify the main claims and the different parts of such texts. • Be able to develop a critical analysis of such claims, supported by robust arguments.

	• Be able to understand the origins and implications of specific arguments in relation to the course's themes (climate change, geoengineering). • Be able to clearly present ideas structured in arguments. • Be able to evaluate the strength of various arguments. • Be able to deliver substantial peer-feedbacks.
Attendance	A minimum of 4 seminars needs to be attended for passing the course.
Electronic devices policy	To be decided later.
Requirements and grading	Students can choose one of the following evaluation modes: • Final essay (8 pages) • Presentation of a text + short essay (4 pages)

Business Organizations

Course Director	Janis Meija, Lecturer
Department	Business and Management
Lecturer(s)	Janis Meija
Teaching Assistants	N/A
Credit points	**3 ECTS CP**; elective course Student Workload (SWL):

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		70

Max. No. of students	None
Course prerequisites	None
Research skills needed and developed	Students will learn legal research and legal analysis skills, as well as critical thinking skills.
IT-skills needed	n/a
Related courses	Business Law, Contracts
Students eligible	Year 1 or older, as well as exchange students
Introduction (course objectives)	In this course students will learn the mechanics of business organizations from a legal standpoint. They will learn about various legal entities used to do business, and about the characteristics of each. Students will also gain the skills and knowledge needed to set up their own limited liability company and will complete all documentation required for company foundation in their home country. Among the topics covered: What is the best type of business organization for me? What are the steps involved in setting up a company? What are the costs? What does it mean to be an officer of a corporation? What are the duties and responsibilities of an officer of a corporation? What are my rights as a majority/minority shareholder?

Content	1. The Structure and Management of Business: Unincorporated and incorporated business organizations, sole trader, partnerships, limited partnerships, duties/rights of partners, liability for contracts/torts; 2. Business organizations: limited liability companies, joint stock companies, liability for contracts/torts, veil of incorporation, ; 3. Company Formation: articles of association, registration, formation, shareholders, officers, capital statement, public/private company; 4. Company Finance: debt, shareholders, issuing/transfer of shares, shareholder rights, share capital, (ordinary/preferred/treasury stock), loans, debentures, charges; 5. Company officers and liabilities: board of directors, executive directors, appointment/removal of directors, vacant office, disqualification, registration of directors, powers/duties of directors, conflict of interest, breach of duty, remuneration; 6. Company officers and liabilities 2: decisions of board of directors, company secretary, duties of secretary, auditor: appointment, duties, removal, corporate governance, insider dealing; 7. Company meetings, shareholder protection, liquidation: annual general meeting, notice of meeting, procedure, resolutions, written resolutions, secretary; 8. Company meetings, shareholder protection, liquidation 2: minority shareholder rights, insider dealing, market abuse, winding up a company, liquidator, insolvency, administration, discussion questions; 9. Guest speaker 10. Exam
Structure and format	Structure of the course will consist of 20 lectures, 45min x 2, Monday and Wednesday evenings, for 5 weeks. Students will be assigned reading before each lecture from the coursebook "Introduction to Business Law" by Lucy Jones. Students are expected to participate in lecture discussions and also be prepared to answer verbal questions regarding the course material. The students will also have to answer study questions after each unit. At the end of the course there will be an exam. **Prior to the first class, students must read Chapter 15.**
Literature and other resources	"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.
Learning outcomes	
	Knowledge • Understand the basic mechanics of a business organization. • Identify what type of business structure is the most suited for different types of businesses. • Understand the basic steps involved in establishing and liquidating a business organization.
	Skills • Ability to identify various types of business organizations and understand their functions. • Ability to complete the basic steps to establishing a Limited Liability Company in your country of residence, including filing out and filing paperwork.
	Competences • Understand what it means to be a shareholder and an officer of a

	corporation, and what responsibilities and liability those positions entail. • Understand various basic operations of a corporation, such as: electing and removing officers, adopting shareholder decisions, understanding what a quorum is, how to record and file board decisions, understand what a shareholder registry is, and other basic elements of corporate operations.
Attendance	Attendance in person is mandatory. A student can miss not more than 20% of the lectures. If the student has more than 20% unexcused absences, he/she will receive no credit.
Electronic devices policy	No laptops allowed. No phones.
Requirements and grading	Students graded on exam (multiple choice): 80%, and class participation 20%.

<table>
<tr><td></td><td><h2>Geoeconomics</h2></td></tr>
<tr><td>Course Director</td><td>Jānis Bērziņš</td></tr>
<tr><td>Teaching team</td><td>Dr. Jānis Bērziņš, janis@berzins.eu</td></tr>
<tr><td>Credit points</td><td>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>
</table></td></tr>
<tr><td>Duration</td><td></td></tr>
<tr><td>Re-exam date</td><td>Click here to enter a date.</td></tr>
<tr><td>Dates for posting the grades</td><td>Exam results:
Final results:
Re-exam grades: Click here to enter a date.</td></tr>
<tr><td>Course prerequisites</td><td></td></tr>
<tr><td>Syllabus Introduction</td><td>This course examines the intersection of economics and geopolitics in the contemporary international system, focusing on how states and corporations use economic instruments to achieve strategic objectives. Students will explore the weaponization of interdependence, economic statecraft, and the transformation of global economic governance in an era of renewed great power competition.

The course provides essential analytical tools for understanding how economic relationships shape political outcomes and vice versa. Through examination of sanctions regimes, trade wars, currency diplomacy, and technological competition, students develop frameworks for assessing geoeconomic risks and opportunities in business and policy contexts.

It builds on foundational knowledge in international economics and political economy, this course prepares students for careers requiring sophisticated understanding of the political dimensions of global economic relationships, including international business, financial services, government service, and strategic consulting.</td></tr>
<tr><td>Course</td><td>1: Foundations of Geoeconomics</td></tr>
</table>

programme	- Lecture 1: Defining Geoeconomics - Theory, practice, and historical evolution Lecture 2: Economic Statecraft and the State-Market Nexus Seminar 1: Case Study Analysis - Historical examples of economic warfare 2: Global Economic Architecture and Governance - Lecture 3: International Monetary System and Dollar Hegemony - Lecture 4: Trade Regimes, WTO, and Regional Economic Integration - Seminar 2: Institutional Analysis Workshop - G7, G20, BRICS effectiveness 3: Tools of Economic Statecraft - Lecture 5: Economic Sanctions - Design, implementation, and effectiveness - Lecture 6: Trade Wars, Tariffs, and Strategic Competition - Seminar 3: Sanctions Simulation - Iran/Russia case studies 4: Interdependence and Vulnerability - Lecture 7: Global Value Chains and Supply Chain Weaponization - Lecture 8: Technology Transfer, Export Controls, and Innovation Competition - Seminar 4: Supply Chain Mapping Exercise - Critical minerals and semiconductors 5: Sectoral Geoeconomics and Future Trends (5 hours) - Lecture 9: Energy Economics and Resource Geopolitics - Lecture 10: Infrastructure Diplomacy and Development Finance - Seminar 5: Policy Debate - De-coupling vs. de-risking strategies
Learning aims	1. Theoretical Mastery: Understand core concepts in geoeconomics including economic statecraft, weaponized interdependence, and structural power. 2. Institutional Analysis: Evaluate the effectiveness of global economic governance institutions and their adaptation to changing power dynamics. 3. Policy Assessment: Analyze the design, implementation, and outcomes of economic policy tools including sanctions, trade measures, and investment controls. 4. Risk Evaluation: Develop frameworks for assessing geoeconomic risks facing businesses, governments, and international organizations. 5. Sectoral Expertise: Apply geoeconomic analysis to specific sectors including technology, energy, finance, and infrastructure. 6. Strategic Thinking: Formulate recommendations for managing geoeconomic challenges and opportunities in professional contexts. 7. Empirical Skills: Utilize quantitative and qualitative data to support geoeconomic analysis and policy recommendations.
Literature and other resources	Ali, Imran, William Ho, and Thanos Papadopoulos, eds. Global Value Chains and Geopolitical Uncertainty: Resilience and Adaptation in an Era of Change. London: Routledge, 2024. Baker, James A. Punishing Putin: Inside the Global Economic War to Bring Down Russia. New York: St. Martin's Press, 2024. Benney, Tabitha M., and Benjamin J. Cohen, eds. Dollar Hegemony: Past, Present, and Future. Cheltenham: Edward Elgar, 2024. Blanchard, Jean-Marc F., and Norrin M. Ripsman. Economic Statecraft and Foreign Policy: Sanctions, Incentives, and Target State Calculations. London: Routledge, 2016. Demarais, Agathe. Backfire: How Sanctions Reshape the World Against US Interests. New York: Columbia University Press, 2022. Early, Bryan R. Busted Sanctions: Explaining Why Economic Sanctions Fail. Stanford: Stanford University Press, 2015.

	Gereffi, Gary, and Karina Fernandez-Stark, eds. Handbook on Global Value Chains. Cheltenham: Edward Elgar, 2019. Grgić, Gorazd. Chinese Infrastructure Diplomacy in the Balkans: Beijing 'Sponsored' Consensus. London: Routledge, 2025. Itskhoki, Oleg, and Elina Ribakova. "The Economics of Sanctions: From Theory into Practice." Brookings Papers on Economic Activity, Fall 2024: 425-470. Klaßen, Joachim. Geo-Economics: The Use of Economic Power in International Politics. Cham: Springer, 2018. Mohsin, Saleha. Paper Soldiers: How the Weaponization of the Dollar Changed the World Order. New York: St. Martin's Press, 2024. Mulder, Nicholas. The Economic Weapon: The Rise of Sanctions as a Tool of Modern War. New Haven: Yale University Press, 2023. Neilson, Jeffrey, Bill Pritchard, and Henry Wai-chung Yeung, eds. Global Value Chains and Global Production Networks: Changes in the International Political Economy. London: Routledge, 2014. Parvizi Amineh, Mehdi, ed. Research Handbook on the Belt and Road Initiative. Cheltenham: Edward Elgar, 2021. Solingen, Etel, ed. Geopolitics, Supply Chains, and International Relations in East Asia. Cambridge: Cambridge University Press, 2021. Wang, Xiaoxuan. "The Evolving International Monetary System: Will Dollar Hegemony Outlive the Digital Revolution?" In From Centralised to Decentralising Global Economic Architecture, edited by Gong Xue and Liu Haifang, 123-145. Singapore: Springer, 2022. Young, Karen E. The Economic Statecraft of the Gulf Arab States: Shifts in Development Policy and the Rise of Sovereign Wealth. London: Bloomsbury Academic, 2022. Zhang, Xiaotong. New Economic Statecraft: China, the United States and the European Union. London: Routledge, 2023. **Academic Journals (Electronic Access):** - *Review of International Political Economy* - *International Political Economy* - *Global Policy* - *Business and Politics* **Policy Sources:** - Peterson Institute for International Economics, Atlantic Council GeoEconomics Center, McKinsey Global Institute, RAND Papers
Requirements and grading	**1. Participation and Engagement (15%)** - Quality peer responses and seminar engagement - Demonstrates ongoing engagement with course concepts **2. Institutional Analysis Report (25%)** - Individual paper (2,500 words) evaluating effectiveness of a chosen global economic institution - Historical analysis and contemporary reform recommendations - Emphasizes on analytical rigor, use of primary sources, and policy relevance

	3. Group Policy Simulation Project (25%) - Team-based analysis of major geoeconomic crisis or policy challenge - 20-minute presentation with Q&A and written executive summary (1,000 words) - Roles include government officials, business leaders, and international organizations **4. Sectoral Analysis Brief (15%)** - Professional memo format (1,200 words) examining geoeconomic dynamics in specific sector - Target audience: investment firm, multinational corporation, or policy organization 5. Comprehensive Final Examination (20%) - 2.5-hour exam combining multiple choice, short answer, and essay components - Tests theoretical understanding, case study knowledge, and analytical application - Includes data interpretation and policy recommendation questions

Course specifications

Students eligible	Year 1/ 2/ 3 and exchange students
Learning outcomes	**Knowledge** - Deep understanding of economic statecraft theories and applications - Comprehensive knowledge of global economic governance institutions - Awareness of sectoral dynamics in energy, technology, and finance
	Skills - Ability to analyze complex geoeconomic relationships and dependencies - Proficiency in policy evaluation and institutional assessment - Competence in professional policy communication and briefing
	Competences - Strategic assessment of geoeconomic risks and opportunities - Critical evaluation of economic policy tools and their effectiveness - Professional competency in policy analysis and recommendation development - Integration of economic and political analysis for decision-making

Wellbeing and Motivation

Course Director	Anastasija Danu-Žubule
Teaching team	Anastasija Danu-Žubule, anastasija.danu-zubule@sseriga.edu
Credit points	**3 ECTS CP**; elective course Student Workload (SWL): (see table below)
Course prerequisites	None
Syllabus Introduction	*This course introduces a rich body of well-being and motivation theories, complemented by numerous self-exploration tests and reflection exercises.* *It equips students with the knowledge and understanding of how to act in a more effective way to achieve individual needs and goals, recognizing that there is no single "best" answer that works for everyone.* *Through a series of interactive lectures, discussions, and experiential exercises, participants will develop deeper self-awareness, strengthen their personal capacities, and learn how to foster wellbeing and motivation in themselves and others. The course emphasizes collaboration, reflection, and peer learning as key drivers of growth.*
Course programme	**Lecture 1 – Introduction and Course Orientation** This opening lecture introduces the structure, objectives, and learning methods of the course. Participants will get to know one another through interactive activities designed to build trust and collaboration. Emphasis will be placed on the importance of group cooperation, reflective learning, and personal engagement throughout the course. **Lectures 2–3 – Theoretical Foundations of Wellbeing and Motivation.** These sessions provide an overview of key theoretical frameworks related to wellbeing and motivation. Participants will explore how these concepts are interrelated between themselves and how they influence human behavior and performance. Activities will include interpreting personal test results, reflecting on individual experiences, and sharing insights in pairs and group discussions. Each student will need to formulate personal learning intentions for the course. **Lecture 4 – Building Physical Capacity** This lecture focuses on understanding and enhancing physical capacity as a foundation for wellbeing and motivation. Participants will reflect on their current practices, share inspiration and strategies, and review evidence-based recommendations for maintaining physical health and energy. **Lectures 5–6 – Developing Mental Capacity**

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)
21		69

	The focus shifts to mental capacity, with additional attention given to topics such as time management and goal setting. Participants will explore best practices from research and real-life examples, engaging in exercises that promote cognitive flexibility, prioritization, and personal efficiency. **Lectures 7–8 – Enhancing Socio-Emotional Capacity** These lectures explore the role of emotions and relationships in wellbeing and motivation. Through theoretical exploration, reflection exercises, and guided discussions, students will strengthen their emotional awareness, empathy, and learn how to improve the quality of their social interactions. **Lectures 9–10 – Cultivating Purposeful Capacity** The final module centers on the development of purposeful capacity – understanding one's values, strengths, and sense of meaning. The sessions will combine theoretical grounding with experiential tools that promote self-discovery and goal alignment.
Learning aims	The course aims to integrate theoretical knowledge with practical application to enhance students' overall wellbeing, personal effectiveness, and academic achievement.
Literature and other resources	All compulsory readings and homework exercises will be uploaded on the e-learning platform before lectures.
Requirements and grading	The grading for the course is divided into four elements, each of which is critical for passing. If one of the elements is not completed, the course will not be passed. Any missed deliverables must be re-submitted by the announced deadline; in case of unjustified delay, a deduction of points will apply. Mandatory Lecture and Peer Group Meetings Participation – Pass/Fail Timed Quiz – 30% Reflection Workbooks (4 total) – 30% Personal Well-being & Motivation Plan (Video)– 40%
Attendance	Attendance at lectures is mandatory. An unjustified absence (i.e., without a doctor's note or a force majeure case reported in a timely manner to the lecturer) will result in failing the course.
Electronic devices policy	Electronic devices are not allowed, except when required for in-class activities e.g. tests, polls.

Course specifications

Students eligible	Year 1/ 2/ 3 and exchange students
Related courses	Introduction to Management and Leadership
IT-skills needed	Basic digital literacy is required. Students should be able to use e-learning platform, complete online quizzes, and prepare digital assignments (such as reflection workbooks and a short video presentation for the final project).
Research skills needed and developed	No advanced research background is required. During the course, students will learn to connect research findings with personal experiences.
Learning outcomes	**Knowledge** **LO1:** Explain key concepts of wellbeing and motivation and describe how they are connected.

	LO2: Identify theoretical frameworks that support understanding of wellbeing and motivation.
	Skills **LO3:** Reflect on personal experiences and gain insights through self-assessment and guided reflection. **LO4**: Collaborate effectively with others by sharing experiences, exchanging feedback, and supporting peers' learning. **LO5:** Apply practical tools and strategies to support personal wellbeing and motivation in daily life.
	Competences **LO6:** Integrate knowledge and skills to design and sustain a personal wellbeing plan. **LO7:** Demonstrate self-awareness and responsibility in maintaining personal wellbeing and motivation over time.

Understanding and Preventing Corruption

Course Director	**Dominik Gerber**, Associate Professor
Department	Economics
Lecturer(s)	Dominik Gerber, PhD, Associate Professor dominik.gerber@sseriga.edu
Teaching Assistants	N/A
Credit points	**3 ECTS CP**; elective course Student Workload (SWL): **Structured SWL**: 10 Lectures and seminars (2x 45min); 20 academic hours **Unstructured SWL**: Estimated time of self-studies (in hours); 60 academic hours
Max. No. of students	N/A
Course prerequisites	None
Research skills needed and developed	This course does not presuppose any particular research skills or prior academic training in the area of corruption. It requires, however, a willingness to read and discuss a research literature (both technical and non-technical) from a wider set of disciplines, including economics, law, and political science.
IT-skills needed	Basics
Related courses	Public Policy, Microeconomics, Business Ethics
Students eligible	Year 1 or older, as well as exchange students
Introduction (Course objectives)	According to the World Bank, individuals and businesses globally pay about $1 trillion per year in bribes. Corruption comes at an enormous economic and political cost. Economically, high levels of corruption undermine the basic conditions for efficient markets, thus hampering development and causing poverty. The World Economic Forum estimates the cost of corruption at $2.6 trillion, or 5% of the global gross domestic product. Politically, corruption fosters distrust among citizens and disenchantment towards politicians and political institutions. Corruption is often at the roots of state failure and human rights violations. This course examines the phenomenon of corruption, explores means of measuring its different variations, and analyses its causes and its effects on society. The course

Student Workload (SWL):

Structured SWL	Unstructured SWL
10 Lectures and seminars (2x 45min)	Estimated time of self-studies (in hours)
20 academic hours	60 academic hours

	also examines policy strategies for corruption control and prevention, and it seeks to offer case-based insights into anti-corruption organizational frameworks, codes of conduct, and law-enforcement.
Content	***All readings are available on e-learning*** ***Readings marked with an * are <u>mandatory</u> and must be read and studied <u>before</u> the beginning of the corresponding class session.*** **Session 1: What Is Corruption?** (No mandatory readings. But I strongly suggest to familiarize yourself with the definitions offered in Kurer (2015)) Oskar Kurer. 2015. "Definitions of Corruption." In Routledge Handbook of Political Corruption. Ed. Paul M. Heywood. Routledge, 30-41. Ray Fisman and Miriam Golden. 2017. *Corruption: What Everyone Needs to* Know. Oxford: Oxford University Press. Chapters 1 and 2. Susan Rose-Ackerman and Bonnie J. Palifka. 2016. *Corruption and Government: Causes, Consequences and Reform*. Cambridge University Press. Chapter 1. Bo Rothstein and Aiysha Varraich. 2017. *Making Sense of Corruption.* Cambridge University Press. Chapter 3. Yuen Yuen Ang. 2020. *China's Gilded Age: The Paradox of Economic Boom and Vast Corruption.* Cambridge University Press. Chapter 1. Rasma Karklins. 2002. "Typology of Post-Communist Corruption." Problems of Post-Communism 49(4), 22-32. Transparency International. "What is Corruption?" <u>https://www.transparency.org/en/what-is-corruption</u> **Session 2: Measuring Corruption** *Paul M. Heywood. 2015. "Measuring Corruption." In *Routledge Handbook of Political Corruption*. Ed. Paul M. Heywood. Routledge. 137-151. Alina Mungiu-Pippidi and Mihály Fazekas. 2020. "How to Define and Measure Corruption." In *A Research Agenda for Studies of Corruption*. Ed. Alina Mungiu Pippidi and Paul M. Heywood. Edward Elgar. 7-26. Yuen Yuen Ang. 2020. *China's Gilded Age: The Paradox of Economic Boom and Vast Corruption.* Cambridge University Press. Chapter 2. Jerg Gutmann, Fabio Padovano, and Stefan Voigt. 2020. "Perception vs. Experience: Explaining Differences in Corruption Measures Using Microdata." *European Journal of Political Economy* 65: 1-14. Benjamin A. Olken. 2009 "Corruption Perceptions vs. Corruption Reality." *Journal of Public Economics* 93(7-8): 950-964.

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

Session 3: Analyzing Corruption I: Economics

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

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

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

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

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

Session 4: Analyzing Corruption II: Institutions

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

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

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

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

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

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

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

Session 5: Scenes of Corruption I: Policy-Making

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

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

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

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

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

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

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

Session 6: Scenes of Corruption II: Public Procurement

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

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

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

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

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

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

Session 7: Scenes of Corruption III: Public Service Delivery

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

* Organised Crime and Corruption Reporting Project (OCCRP). 2019. "The Troika

Laundromat." https://www.occrp.org/en/troikalaundromat/ (Read Sections "The Big Picture," "Behind the Scenes," and "The Troika Laundromat's Friendly EU Banker")

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

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

Ting Chen and James Kai-sing Kung. 2019. "Busting the 'Princelings': The Campaign Against Corruption in China's Primary Land Market." *The Quarterly Journal of Economics*, 134(1): 185-226.

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

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

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

Swissinfo. 2022. "Implementing Russian Sanctions: Switzerland in the Crosshairs." Episodes 1-5, 8. https://www.swissinfo.ch/eng/business/the-impact-of-russia-sanctions-on-swiss-banks/48751978#series-collection

Session 10: Fighting Corruption III: Civil Society and Whistleblowing

*Catherine E. de Vries and Hector Solaz. 2017. "The Electoral Consequences of Corruption." *Annual Review of Political Science* 20, 391-408.

Emanuela Ceva and Michele Bocchiola. 2020. "Theories of Whistleblowing." *Philosophy Compass* 15(1): 1-10.

Rebecca Weitz-Shapiro and Matthew S. Winters. 2017. "Can Citizens Discern? Information Credibility, Political Sophistication, and the Punishment of Corruption in Brazil." *The Journal of Politics* 79(1): 60-74.

Ruben Enikolopov, Maria Petrova, and Konstantin Sonin, "Social Media and Corruption." 2018. *American Economic Journal: Applied Economics* 10(1): 150-174.

Yuen Yuen Ang. 2014. "Authoritarian Restraints on Online Activism Revisited: Why 'I-Paid-A-Bribe' Worked in India but Failed in China." *Comparative Politics* 47(1): 21-40.

Andrea L. P. Pirro and Donatella Della Porta. 2020. "On Corruption and State Capture: The Struggle of Anti-Corruption Activism in Hungary," *Europe-Asia Studies*

	73(3): 433-450. Claudia Baez Camargo and Franziska Stahl. 2016. *Participatory Monitoring: A Practitioner's Handbook*. Basel Institute on Governance.
Structure and format	All class sessions will be delivered in a mixed lecture / seminar mode. • Class sessions (10 x 90min) • Independent study of assigned readings • Final paper (4'000-5'000 words)
Literature and other resources	Mentioned under "Content."
Learning outcomes	**Knowledge** Upon successful completion of this course, students will be able to complement previously acquired knowledge in economics with knowledge on the social phenomenon of corruption. The key take-away will be a comprehensive understanding of the fact that the outcomes of economic exchanges critically depend on society's capacity to control corrupt behavior.
	Skills By the end of this course, students will be able to: 1. …define and compare different kinds and measures of corruption 2. …explain the main causes and effects of corruption 3. …participate in discussions about the economic and political implications of corruption 4. …move from the identification of corrupt behavior to strategic (firm- and policy-level) analysis for intervention and prevention 5. …evaluate the benefits and drawbacks of different anti-corruption strategies
	Competences As future leaders in business or public affairs, students will be able to employ the above skills in their responsibilities to shape good governance standards in their respective environment. They will be aware of the manyfold incentives for corrupt behavior and of their own duties as responsible economic and political agents.
Attendance	Lecture attendance is <u>mandatory</u>. Two absences (no excuse required) over the entire course period are tolerated. Three or more absences lead to failure of the course unless they are due to extenuating circumstances (which must be adequately documented).
Electronic devices policy	N/A
Requirements and grading	This course has two evaluation components: 1. **Attendance and Participation** (max. 20 points). Students are expected to attend all class sessions (see §20 above) and actively participate in the discussions. I won't cold-call people, so "active" here means that you must autonomously take the initiative of contributing thoughtfully and productively to the discussions and activities we will be having. That in turn requires that you are doing the mandatory readings <u>before</u> class. Absences and coming to class unprepared will negatively affect your grade.

2. **Final Paper** (written alone or with a colleague, max. 180 points): the deliverable is a 4'000-5'000-word paper developing on one corruption case of your choosing. The reference list does not count toward the word total. In the paper you will utilize the concepts and theories covered throughout the course to realize the following objectives:

i. To describe the type of corruption at stake and the central actors;
i. To explain the causal mechanisms underlying the corrupt activities involved in the case;
i. To describe the economic and political consequences of these corrupt activities;
v. To offer an argument about what anti-corruption strategies or policies ought to be implemented to prevent your case from reoccurring in the future.

To pass this course, students must achieve at least 90 points in the final paper and 100 points overall.

Critical Thinking and Argumentation

Course Director	Edgars Lapiņš
Teaching team	Edgars Lapiņš, edgars.lapins@sseriga.edu
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)
20 (10 x 2 x 45min)		20

Course prerequisites

Syllabus Introduction

In 2025, the most demanded skills are not technical, but cognitive.

Reports from the World Economic Forum, McKinsey and LinkedIn consistently place **Critical Thinking** and sub-skills such as Analytical Thinking as Top3 competencies demanded by employers, and growing in importance.

Why? Because the world is full of noise, and it is getting noisier when anybody can use generative AI to generate content.

When was the last time you were *sure* you were right, but couldn't convince a friend, a colleague, or a family member?

This challenge is now supercharged.

In an era where anyone can use an LLM to generate a plausible-sounding answer, your competitive advantage will not be *having* information, but *interrogating* it.

Your success will be determined by your ability to spot bad reasoning, ask better questions and build effective arguments.

This course combines theory, research and practical, hands-on workshops for building that competitive advantage. It's designed to equip you with concrete set of critical thinking tools. You will learn the most effective methods to build strong arguments – verbally, in text and in slides – to identify logical fallacies, evaluate evidence, and defend your position against persuasive tactics in business, marketing and policy.

Course programme

Session 1. Argumentation: Most efficient way to build a strong argument.
Session 2. Critical Thinking: What critical thinking is, what it isn't, how our brain works against us and what it means in business, relationships and society.
Session 3. Argumentation Errors: The 10 most common logical fallacies & psychological heuristics in decision-making, and how to avoid them.
Session 4. The Scientific Method: Humanity's sharpest tool for understanding the world and answering the biggest questions. How science works, and how it doesn't, in business.
Session 5. Bullshit Detection Kit: 9 tools for detecting and disarming bad

	reasoning. **Session 6. Media Literacy:** Source evaluation, biases in journalism, spotting agendas, interests and misinformation. **Session 7. Rhetoric & Debunking:** How to counter weak arguments, emotional rhetoric and convince your audience. **Session 8. Critical Thinking in Real Life:** Using genAI/LLMs in critical thinking. Final tools for evidence-based, results-oriented critical thinking in personal and professional life. **Session 9. Review, exam prep & discussion.** **10. Final Exam**
Learning aims	Supercharge SSE Riga students and equip them with core skills for future success: critical thinking and argumentation.
Literature and other resources	Primary course material: lecture slides by the lecturer. Literature used and referenced in the course: • "Think Again" (2021), Adam Grant. • Philip E. Tetlock and Dan Gardner. "Superforecasting: The Art and Science of Prediction" (2015) • Daniel Kahneman. "Thinking, Fast and Slow" (2011) • Carl Sagan. "The Demon-Haunted World: Science As A Candle In The Dark" (1995) • Ben Goldacre. "Bad Science" (2008)
Requirements and grading	**Deliverables** Course deliverables consist of: a. Homework assignments (average length: 50% of one A4 page. Max: two A4 pages) b. Signed attendance sheets (max 2 lectures may be unattended, regardless of reason) c. Quality participation in course's discussion forum, if used d. A passed final exam (score exceeding 100/200) **Final Exam** The exam has both quiz-type questions and essay-type questions. **Exam Eligibility** **NB!** To be eligible to take the final exam, participants must: • Attend at least 7 out of 9 lectures, AND • Hand in at least 6 out of 8 homework assignments, AND • Contribute with substantial, high-quality participation in the course's online discussion forum topics, if they are used. **Grading** The homework assignments will be graded on a pass/fail basis. In the event of a failing grade, the student may be asked to complete an additional assignment. The final exam will be graded on a 200 point basis. To pass the course, it is necessary to pass the final exam. To pass the final exam, it is necessary to score at least 100 points out of total 200.
Attendance	Attendance is mandatory and expected at all 10 sessions. Not attending more than 2 sessions, or not submitting more than 2 homework assignments will mean ineligibility to take the final exam.
Electronic	Electronic devices may not be used during class and will result in a warning.

devices policy	Repeated use after the first warning will result in a deduction of attendance for that class session.

Course specifications

Students eligible	Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years
Related courses	Consumer Behaviour Research Methods Academic Skills Negotiation and Dispute Resolution
IT-skills needed	N/a
Research skills needed and developed	Skills needed: learning to learn, an open mindset. Skills to be developed, primary: critical thinking, strong argumentation, scientific literacy. Secondary: rhetoric, negotiation skills and practical applications of the scientific method in professional contexts.
Learning outcomes	**Knowledge** • Strong argumentation models • Logical fallacies, cognitive biases, heuristics • Scientific method basics • Media literacy basics • Guidelines for debunking false information.
	Skills • Critical thinking. • Building strong evidence-based arguments. • Rhetoric.
	Competences • Basic scientific literacy. • Practical applications of the scientific method in professional contexts. • Debunking misinformation.