



**Stockholm School of Economics in Riga**

**Course Catalogue  
For Fall 2026**



**Co-funded by  
the European Union**

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## 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 3382 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 2026/2027

Fall Semester	August 24 – December 18
November Holiday	November 18
Christmas Break	December 24 – January 3
Spring Semester	January 4 – June 18
Easter Break	March 26 – March 29
May Holidays	May 1 – May 4
Graduation	June 12
End of Year	June 18

Studying 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
<b>A</b>	170 - 200	Excellent	<b>top 10%</b> of the students taking the course
<b>B</b>	150 - 169	Very Good	<b>next 25 %</b> of the students taking the course
<b>C</b>	130 - 149	Good	<b>next 30 %</b> of the students taking the course
<b>D</b>	110 - 129	Satisfactory	<b>next 25 %</b> of the students taking the course
<b>E</b>	100 - 109	Sufficient	<b>next 10 %</b> of the students taking the course
<b>F</b>	0 - 99	Fail	Grade below 100 points (99 - 0)

<b>N</b>	N	Absent	Absence with no excuse
<b>S</b>	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 <b>prevails</b> the internal grading in 200 points system. 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 all 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 include all utilities: electricity, heat, hot water, Wi-Fi internet, and kitchen facilities. 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) and are subject to change for fall semester 2026. 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](mailto: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  
Contact person: Jekaterina Bulindža  
Tālrs.27008067, 67775067, e-pasts: [jekaterina@provectus.lv](mailto:jekaterina@provectus.lv)  
<https://provectus.lv/>

Contact Person for International Exchanges Programme at SSE Riga

Marina Troškova/ [marina.troskova@sseriga.edu](mailto: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.

	<p><b>Three-year full-time programme</b></p> <p>Study in a programme tailored for today's job market and future opportunities.</p>
	<p><b>International</b></p> <p>65% of the faculty are international, and the programme partners with the Stockholm School of Economics.</p>
	<p><b>Selective admissions</b></p> <p>We welcome 150 students annually, ensuring a personalized learning environment.</p>

	<p><b>English language instruction</b></p> <p>All courses are taught in English, providing a globally relevant educational experience.</p>
	<p><b>Practical experience</b></p> <p>Gain real-world insights through two summer internships lasting 4-8 weeks each.</p>
	<p><b>Specialisation</b></p> <p>Tailor your education with specialisation options Economics, Finance, Entrepreneurship, Data &amp; Analytics, Retail Management or International Politics.</p>
	<p><b>Bachelor's degree</b></p> <p>Graduate with a Bachelor's Degree in Social Sciences in Economics, a valuable credential for your future goals.</p>

## 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.

Students also 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

	<b>Academic English</b>		
<b>Course Director</b>	Banza Elina, Assistant Professor		
<b>Teaching team</b>	Undīne Krievāne		
<b>Credit points</b>	3 ECTS CP; core course		
	Student Workload (SWL):		
	<b>Structured SWL</b>		<b>Unstructured SWL</b>
	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.)	Estimated time of independent study (in hours)
	13x2	6x2	58
<b>Duration</b>	<b>From 24-Aug-2026</b>		
	<b>To 16-Oct-2026</b>		
<b>Re-exam date</b>	<b>TBA</b>		
<b>Dates for posting the grades</b>	Exam results: <b>EAC:</b> October 16; <b>Academic Writing:</b> Oct 30 Re-exam grades: <b>TBA</b>		
<b>Course prerequisites</b>	None		
<b>Syllabus Introduction</b>	In this course sequence, you will be introduced to (i) the principles of effective academic reading and writing, which will help you with reports and presentations at SSE Riga and beyond; (ii) various advanced grammar issues that affect successful communication; and (iii) the linguistic and social conventions of academic discourse and professional correspondence.		
<b>Course programme</b>	The English in an Academic Context (EAC) component focuses on developing academic skills such as referencing and paraphrasing; introduces critical reading strategies via Academic Reading Circles (ARCs); addresses diplomatic language use in scholarly texts and professional correspondence; and examines advanced English usage issues, including the use of articles, one of the most difficult aspects of the English language. The Academic Writing component teaches how to build logical arguments, develop reader-friendly paragraphs, and generate clear and focused writing.		

<b>Learning aims</b>	By the end of the course, students will have developed their referencing, paraphrasing, argumentation, critical thinking, advanced grammar, and scholarly reading and writing skills.
<b>Literature and other resources</b>	<p>There is no textbook for this course. All course material will be available on E-learning.</p> <p>Recommended sources:  Hacker, D., &amp; Sommers, N. (2020). Rules for Writers with Writing about Literature. Macmillan Higher Education.</p> <p><a href="https://owl.purdue.edu">https://owl.purdue.edu</a></p>
<b>Course Content</b>	<p><b><u>EAC (English in an Academic Context):</u></b></p> <ul style="list-style-type: none"> <li>• 9 on-site lectures (90 min)</li> <li>• 4 on-site seminars</li> <li>• mandatory weekly written assignments</li> <li>• 1 self-guided video lesson</li> <li>• multiple-attempt quizzes on E-learning</li> </ul> <p style="text-align: center;">-----  <i>EAC written exam</i>  -----</p> <p><b><u>Academic Writing</u></b></p> <ul style="list-style-type: none"> <li>• 4 on-site lectures (90 min)</li> <li>• 2 on-site seminars</li> <li>• mandatory weekly written assignments</li> </ul> <p style="text-align: center;">-----  <i>Academic Writing Exam: An Essay</i>  -----</p> <p><b>Lecture 1:</b> Paraphrasing authors' ideas and developing your scholarly voice.  <b>Lecture 2:</b> Combining multiple voices/ideas; reported speech.  <b>Lecture 3:</b> Strategies for academic reading (ARCs)  <b>Lecture 4:</b> Describing graphs and trends; challenging aspects of tense use.  <b>Lecture 5:</b> Diplomatic language; hedging; conveying politeness with grammatical structures.  <b>Lecture 6:</b> Professional Correspondence; building goodwill.  <b>Lecture 7:</b> Relative clauses in the English language.  <b>Lecture 8:</b> Punctuation rules in English.  <b>Lecture 9:</b> Advanced article usage.  <b>Self-paced online lesson:</b> Core concepts of article usage in English.  <b>Lecture 10:</b> Academic Writing: establishing a position; outlining.  <b>Lecture 11:</b> Argumentation; evidence and counterevidence.  <b>Lecture 12:</b> Paragraph development; coherence and cohesion.  <b>Lecture 13:</b> Academic Reading Circles 2.</p>
<b>Attendance</b>	Attendance in lectures is mandatory; attendance in workshops is

	optional but strongly recommended. Active participation in class is expected.
<b>Electronic devices policy</b>	The use of electronic devices in class is distracting and therefore <i>not allowed</i> unless required for class activities and approved by the instructor. Please switch your devices off and keep them stored away.

<b>Students eligible</b>	Year 1 and exchange students, as well as debtors from previous study years
<b>Related courses</b>	Academic Studies and Critical Thinking
<b>IT-skills needed</b>	Basic
<b>Research skills needed and developed</b>	The course develops your referencing, paraphrasing, argumentation, critical thinking, reading and scholarly writing skills.
<b>Learning outcomes</b>	<p><b>Knowledge</b> You will:</p> <ul style="list-style-type: none"> <li>• understand the concepts of scientific writing, argumentation, critical thinking, paraphrasing and language/content plagiarism, and will be aware of the most common pitfalls and know how to avoid them.</li> <li>• develop strategies for reading academically challenging texts</li> <li>• understand the importance of writing with the reader in mind and presenting your reasoning and evidence in a coherent, effectively structured manner.</li> <li>• develop a strong understanding of proper use of both essential and advanced grammar features (articles, punctuation, sentence structure, conjunctions, etc.) that are part of formal writing.</li> <li>• understand the principles of successful professional communication in English, including hedging, building goodwill, etc.</li> </ul> <p><b>Skills</b> You will be able to:</p> <ul style="list-style-type: none"> <li>• produce grammatically accurate, clear, logical, well-organized written work that conforms to scholarly writing standards and is reader-friendly.</li> <li>• use active reading strategies that increase comprehension and retention of academic texts</li> <li>• paraphrase, integrate and reference source material in your writing properly and responsibly.</li> <li>• produce courteous, effective written correspondence appropriate for academic and professional settings.</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• You will have mastered the principles of scholarly writing,</li> </ul>

	<p>honed your advanced grammar skills, and will be able to read effectively and produce clear, precise, well-organized and effective written work that meets the standards of academia and the professional world.</p> <ul style="list-style-type: none"> <li>• You will have developed good awareness of academic integrity and the intricacies of referencing, and will be able to interact with the intellectual property of others properly and responsibly.</li> <li>• You will be equipped with advanced-level knowledge of social and linguistic aspects of English that are part of communication in any professional and academic environment.</li> </ul>
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<p><b>Requirements and Grading</b></p>	<p>The grade for Academic English (200 points total) is based on the results of the on-site EAC exam (140 points; minimum passing score—70 points; September 25) and on-site Academic Writing exam (60 points; minimum passing score—30 points; October 16). Each component needs to be passed separately in order to successfully complete the course (i.e., an excellent exam score cannot not make up for a poor essay score and vice versa).</p> <p>Seminars revisit topics covered in lectures and provide cumulative feedback on the written assignments submitted earlier that week.</p> <p>Throughout the course, ungraded yet <i>*mandatory*</i> written assignments will be given that will be hand-checked by the instructor.</p> <p><i>Please note: Failure to submit any of the assignments or submitting sloppy assignments will result in a deduction of 5 points per assignment from the course grade. Not participating in group work, falsifying attendance, or 3 unexcused absences will result in a 10-point reduction from the course grade; each additional unexcused absence will result in an additional 5-point reduction from the course grade.</i></p> <p><b>For exam re-takers</b></p> <p>You only need to re-take the component you failed and not the entire course.</p> <p>Only partial credit is awarded in re-examinations (full credit only if there were extenuating circumstances that prevented you from taking the original exam).</p>
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	<p><b>Academic Studies and Critical Thinking</b></p>
<p><b>Course Director</b></p>	<p>Xavier Landes</p>
<p><b>Teaching team</b></p>	<p>Xavier Landes, <a href="mailto:xavier.landesseriga.edu">xavier.landesseriga.edu</a></p>

	Christopher Rieber, <a href="mailto:christopher.riever@sseriga.edu">christopher.riever@sseriga.edu</a> Eriks Tomsons, <a href="mailto:eriks.tomsons@sseriga.edu">eriks.tomsons@sseriga.edu</a>									
<b>Credit points</b>	<b>3 ECTS CP</b> ; core course  Student Workload (SWL): <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;"><b>Structured SWL</b></th> <th style="text-align: center;"><b>Unstructured SWL</b></th> </tr> <tr> <th style="text-align: center;">Lectures (count and length in academic hours-45 min.)</th> <th style="text-align: center;">Seminars (count and length in academic hours-45 min.)</th> <th style="text-align: center;">Estimated time of independent study (in hours)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">24</td> <td style="text-align: center;">0</td> <td style="text-align: center;">66</td> </tr> </tbody> </table>	<b>Structured SWL</b>		<b>Unstructured SWL</b>	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)	24	0	66
<b>Structured SWL</b>		<b>Unstructured SWL</b>								
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)								
24	0	66								
<b>Duration</b>	<b>From</b> 24-Aug-2026 <b>To</b> 04-Sep-2026									
<b>Re-exam date</b>	<b>TBC</b>									
<b>Dates for posting the grades</b>	Exam results: 11-Sep-2026 Final results: 26-Sep-2026 Re-exam grades: <b><i>In 10 working days after the re-exam</i></b>									
<b>Course prerequisites</b> <b>Syllabus</b> <b>Introduction</b>	None  The overall course goal is to expose and train students to the requirements and methods of successful academic studies at university, which represent a significant divergence from their high-school environment. Universities' activities are based on knowledge production and dissemination. These two functions are the premises for producing a high-quality education. It is therefore important for students to assimilate university standards in terms of academic competences, i.e. <i>skills</i> (such as reading, writing, or presenting, note taking), <i>knowledge</i> (about business, economics, ethics, politics, anthropology), and <i>values</i> (like honesty, good faith) and <i>attitudes</i> (in terms of work ethics). This course will deliver those outcomes by focusing on a timely topic: <i>climate change</i> . In addition to an introduction to this matter, the idea is to show how critical thinking, proper referencing, adequate research, and academic writing apply to a given field. In that respect, students will discuss the dynamics of climate change, the role of science (and fake news) in the debate, as well as some economic, social, and political dimensions. This course is a pre-requisite to most courses at SSE Riga that rely on textual analysis, critical thinking, and argumentation. In other words, the academic competences trained in this course are key to students' success up to (and including) their bachelor thesis.									
<b>Course</b>	<b>1. Climate Change as an Academic Field [Landes, 105</b>									

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**programme****minutes]**

How is a field of academic enquiry built? What are the conditions for generating knowledge? This lecture will address these questions through an introduction to climate change, namely:

- What's climate change?
- How do we know that it is happening?
- Why is this trend threatening/worrying in the long run?
- What is the role of risks, uncertainties and projections?
- What are the main social, political and ethical challenges posed by climate change?

Four domains will be covered: the *science* (lectures 1 & 2), *politics* (lecture 4), *economics* (lecture 6), and the *ethics* of climate change (seminars, presentations and final assignment).

**Mandatory**

Oreskes, N. (2018). The Scientific Consensus on Climate Change: How Do We Know We're Not Wrong? In Lloyd, E.A. & Winsberg, E. (Eds.) *Climate Modelling: Philosophical and Conceptual Issues* (pp.31-64). Oxford: Palgrave Macmillan.

**Complementary**

Carrington, D. (2024). We ask 380 top climate scientists what they felt about the future. *The Guardian*. Retrieved July 26, 2025 from: <https://www.theguardian.com/environment/ng-interactive/2024/may/08/hopeless-and-broken-why-the-worlds-top-climate-scientists-are-in-despair>

Shaw, J. (2020). Controlling the Global Thermostat. *Harvard Magazine*. Retrieved August 8, 2023 from: <https://www.harvardmagazine.com/2020/11/features-controlling-global-thermostat>

**2. Authoritative Sources and Post-Truth, Proper Referencing I [Rieber, 105 minutes]**

Using the first lecture as an illustration, this second one establishes the criteria for using sources in academic writing at SSE Riga. Students will learn how to evaluate information they find and discriminate between authoritative sources and popular but not trustworthy sources on the Internet. We will also explore the periodical databases that are available to students through the SSE Riga library. The lecture will instruct students on how to reference properly using the SSE Riga style sheet.

**Mandatory**

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

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*Environmental Change* 58, 1-8.

Wallace-Wells, David, (n.d.). The Uninhabitable earth, annotated edition. *New York Magazine*. Retrieved from <https://nymag.com/intelligencer/2017/07/climate-change-earth-too-hot-for-humans-annotated.html>

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

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

[http://undsci.berkeley.edu/article/howscienceworks\\_16](http://undsci.berkeley.edu/article/howscienceworks_16)

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

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

**3. Authoritative Sources and Post-Truth, Proper Referencing II [Rieber, 45 minutes]**

**4. Guest lecture on Artificial Intelligence I [Delhomme, 105 minutes, possible that it will be online]**

**5. Avoiding plagiarism and using Generative AI [Rieber, 105 minutes]**

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

**6. SSER mandatory cybersecurity training: [Tomsons, 105 mins]**

**7. Guest lecture on Artificial Intelligence II [Delhomme, 105 minutes, possible that it will be online]**

**8. The Politics of Climate Change [Landes, 105 minutes]**

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

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

**9. Efficient Reading and Good Argumentation [Landes, 105 minutes]**

This session will delve into the methodology for efficiently reading

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academic texts, identifying the main claims as well as the characteristics of good arguments, i.e. validity and soundness. It will also underline the key difference between an argument and an opinion.

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

**10. The Economics of Climate Change [Landes, 105 minutes]**

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

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

**11. Detecting and Avoiding Fallacies [Landes, 105 minutes]**

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

Cook, J., Ellerton, P., & Kinkead, D. (2018). Deconstructing climate misinformation to identify reasoning errors. *Environmental Research Letters*, 13.

<https://iopscience.iop.org/article/10.1088/1748-9326/aaa49f>

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

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

**12. Cognitive Biases and Heuristics [Landes, 105 minutes]**

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

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

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

**13. Plagiarism and referencing QUIZ [45 minutes 40 pts]**

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	<p><b>14. Final Exam: [11 September] {150 points possible} Students will write answers to provided questions concerning the course content in essay format. Students should only use their hand notes from the class. Students must work individually.</b></p> <p><b>15. Cybersecurity exam (pass/fail, take home)</b></p> <p><b>16. [RESULTS] Final Exam [TBD]</b></p> <p><b>17. Re-Exam [Date TBD]</b></p>
<p><b>Learning aims</b></p>	<p>Learning or practicing academic skills (reading, writing, note-taking, researching, referencing) while acquiring basic knowledge on climate change</p>
<p><b>Literature and other resources</b></p>	<p>All compulsory readings will be uploaded on the e-learning platform. All books from which complementary readings are extracted are available at the SSER library. The readings from the course contain necessary information that students will use to write the Final Assignment.</p> <p><b>Material on Critical Thinking</b></p> <p>Fisher, A. (2011). <i>Critical thinking: An introduction</i>. Cambridge: Cambridge University Press.</p> <p>Gula, R. J. (2007). <i>Nonsense. Red herrings, straw men and sacred cows: How we abuse logic in our everyday language</i>. Edinburg VA: Axios Press.</p> <p>Howard-Snyder, F., Howard-Snyder, H., &amp; Wasserman, R. (2013)., <i>The power of logic</i>. New York: McGraw-Hill.</p> <p>MacDonald, C. &amp; Von Kriegstein, H. (2018). <i>Textbook: Business Decision Making</i>. [manuscript].</p> <p>Swatridge, C. (2014). <i>Oxford guide to effective argument and critical thinking</i>, Oxford: Oxford University Press.</p> <p><b>Material on Climate Change</b></p> <p>Intergovernmental Panel on Climate Change (2018). <i>Global Warming of 1.5:</i></p> <p>Mann, M.E., &amp; Kump, L.R. (2015). <i>Dire Predictions: Understanding Climate Change</i>. New York: DK Publishing.</p>
<p><b>Requirements and grading</b></p>	<p>The final grade will be composed of the following:</p> <ul style="list-style-type: none"> <li>• Cybersecurity exam: PASS/FAIL</li> <li>• Exam on paraphrasing, referencing and plagiarism: 50 points.</li> <li>• Final in-class exam on the course content: 150 points.</li> </ul> <p>The minimum score to pass is 100 points in total AND at least 50% on the final exam as well as a score of 50% on the referencing/plagiarism quiz and a passing grade on the cybersecurity quiz. If a student fails any of the components, they are required to retake the failed component during the re-examination period or in the next academic year</p>

<b>Attendance</b>	Attendance is mandatory for the lectures on Referencing and Plagiarism and on cybersecurity. Any demand of additional information emanating from students who do not attend to lectures will be answered at the discretion of lecturers. Students are invited to ask questions of faculty either directly after lectures or by making an appointment. Office hours will be posted on the e-learning platform. Faculty are happy to answer substantive questions and to discuss course content in a meaningful way.
<b>Electronic devices policy</b>	<b>Electronic devices are not allowed for on-site lectures. They should be stored during lectures and seminars, except when explicitly stated otherwise by lecturers. Failure to comply could lead to exclusion until the end of the lecture. The only exception is the lecture on cybersecurity. During this session, students should have their laptops to do practical tasks during the session.</b>

## Course specifications

<b>Students eligible</b>	Year 1 and exchange students, as well as debtors from previous study years
<b>Related courses</b>	Academic English Business Law Ethics and Sustainable Business Macroeconomics Marketing Microeconomics More generally all courses that require critical thinking and analysis including the bachelor thesis
<b>IT-skills needed</b>	None
<b>Research skills needed and developed</b>	Academic reading Academic writing Academic research and referencing Autonomous work Critical thinking and argumentation Hand-note taking Peer feedback Teamwork
<b>Learning outcomes</b>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Gaining familiarity with the major issues of climate change as they are encountered in an academic context.</li> <li>• Understanding the use of authoritative sources and learning to be critical of where information on climate change comes from.</li> </ul>

	<ul style="list-style-type: none"> <li>Knowing the methods used to collect, analyze and process information and data in the fields of economics and business, with particular reference to climate change.</li> <li>Mastering the APA style.</li> <li>Knowing the different parts of an argument.</li> </ul>
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Being able to use the academic databases to find authoritative information on climate change.</li> <li>Being able to attentively read a text and identify the main arguments.</li> <li>Ability to take lecture notes in a competent fashion.</li> <li>Referencing written academic work according to SSER guidelines.</li> <li>Being able to understand the causes, dynamics, and implications of climate change.</li> <li>Work autonomously (i.e. do the readings on their own, assignments at home and manage their workload).</li> </ul>
	<p><b>Competences</b></p> <ul style="list-style-type: none"> <li>Giving convincing presentations of academic work for any course.</li> <li>Writing academic work in a clear and structured way, using valid and sound argumentation for essays, reports or during presentations.</li> <li>Working efficiently and effectively in teams</li> <li>Taking adequate notes on both lectures and written material.</li> <li>Paraphrasing effectively and avoiding both content and language plagiarism.</li> <li>Inserting and organizing academic references according to the APA style.</li> <li>Provide useful and consistent feedback to peers.</li> </ul>

## Mathematics for Economics

<b>Course Director</b>	Nicolas Gavaille, Associate Professor		
<b>Teaching team</b>	TBA		
<b>Credit points</b>	5 ECTS CP; core course		
	Student Workload (SWL):		
	<b>Structured SWL</b>		<b>Unstructured SWL</b>
	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 x 2 hours	25 x 2 hours	50 hours
<b>Duration</b>	<b>From 31-Aug-2026</b>		
	<b>To 16-Oct-2026</b>		
<b>Re-exam date</b>	<b>TBA</b>		
<b>Dates for posting the grades</b>	Exam results: 02/11/2026 Final results: 02/11/2026 Re-exam grades: <b>TBA</b>		
<b>Course prerequisites</b>	Elementary mathematics		
<b>Syllabus</b>			
<b>Introduction</b>	<p>The course provides an introduction to the <b>essential mathematical methods</b> used in modern <b>economics</b> and <b>finance</b>. The objective of the course is to equip students with the mathematical toolkit required for later coursework, and to show how to use mathematical language to better understand economics. The emphasis will essentially be put on <b>procedures and examples</b>. As a way of demonstrating the importance of mathematics in economics, various <b>economic applications</b> will illustrate the mathematical concepts studied during the course.</p>		
<b>Course programme</b>	<p><b>Week 1</b> Introduction, set theory, introduction to probabilities  <b>Week 2</b> Functions of one variable and introduction to differentiation  <b>Week 3</b> Introduction to optimization  <b>Week 4</b> Introduction to integral calculus  <b>Week 5</b> Calculus with functions of several variables  <b>Week 6</b> Introduction to linear algebra 1  <b>Week 7</b> Introduction to linear algebra 2</p>		
<b>Learning aims</b>	The purpose of this course is to equip students with the necessary toolkit to study economics and finance at a bachelor level.		
<b>Literature and other resources</b>	The reference textbook is Sydsaeter and Hammond, Essential Mathematics for Economic Analysis (2016).		
<b>Requirements and grading</b>	<p>The final grade depends on three components:</p> <ul style="list-style-type: none"> <li>• Midterm exam: September 22, 2025, covering the topics from week 1 to week 3 (included). Duration: 2 hours.</li> <li>• Final exam: October 17, 2025, covering the topics from week 1 to week 7 (included). Duration: 3 hours.</li> </ul> <p>The final grade is computed as follows:</p> <ul style="list-style-type: none"> <li>• The midterm grade counts for 30% of the total grade if the midterm grade is higher than the final exam grade, but only for 10% if the midterm grade is lower than the final exam grade.</li> </ul>		

	<ul style="list-style-type: none"> <li>To pass, <b>both</b> your final exam grade and your total grade must be greater than or equal to 100.</li> <li>All students failing to simultaneously satisfy these two conditions will have to retake the reexam. In this case, the final grade will be the grade at the reexam.</li> </ul>						
<b>Attendance</b>	Attending lectures and seminars is not mandatory but <b>highly</b> recommended						
<b>Electronic devices policy</b>	None.						
<b>Course specifications</b> <b>Students eligible</b>	Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years						
<b>Related courses</b>	Statistics, Econometrics, Microeconomics, Macroeconomics, International Economics, Financial Economics.						
<b>IT-skills needed</b>	None.						
<b>Research skills needed and developed</b>	The course develops abstract thinking, logic and rigorous reasoning. It also provides a set of basic mathematical tools necessary to understand economic theory and the tools of applied economic analysis.						
<b>Learning outcomes</b>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Understand the fundamental concepts of calculus</li> <li>Understand the basics of matrix algebra</li> <li>Understand the principles of optimization</li> </ul>						
	<b>Skills</b> <ul style="list-style-type: none"> <li>Ability to analyze the behavior of non-trivial functions</li> <li>Ability to solve problems involving functions of several variables</li> </ul>						
	<b>Competences</b> <ul style="list-style-type: none"> <li>Have developed the necessary competences for mathematical economic modelling</li> <li>Have developed analytical skills and rigorous reasoning</li> </ul>						
	<b>Microeconomics</b>						
<b>Course Director</b>	TBC						
<b>Credit points</b>	<b>6 ECTS CP</b> ; core course  Student Workload (SWL): <table border="1" data-bbox="446 1759 1409 1955"> <thead> <tr> <th colspan="2"><b>Structured SWL</b></th> <th><b>Unstructured SWL</b></th> </tr> </thead> <tbody> <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> </tbody> </table>	<b>Structured SWL</b>		<b>Unstructured SWL</b>	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)
<b>Structured SWL</b>		<b>Unstructured SWL</b>					
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)					

	App. 30 lectures, 2x45 min each	14-16 seminars, 90 min each	150-180 hours
<b>Duration</b>	<b>TBC</b>		
<b>Re-exam date</b>	TBC		
<b>Dates for posting the grades</b>	TBC		
<b>Course prerequisites</b> <b>Syllabus</b> <b>Introduction</b>	<p>Understanding of mathematical derivatives.</p> <p>To provide students with an understanding of core microeconomic concepts and enable them to provide analysis of microeconomic problems, theoretical as well as practical.</p>		
<b>Course programme</b>	<p><b>Topic 1: Introduction to microeconomics</b></p> <p><b>Topic 2: Basic concepts on the demand side</b></p> <ul style="list-style-type: none"> <li>• Budget constraint</li> <li>• Preferences and utility</li> <li>• Optimal choice</li> <li>• The demand curve</li> <li>• Elasticity</li> </ul> <p><b>Topic 3: Market demand and welfare analysis</b></p> <ul style="list-style-type: none"> <li>• Equilibrium</li> <li>• Consumer surplus and producer surplus</li> <li>• Pareto efficiency and Pareto improvements</li> <li>• Welfare analysis – effects of excise taxes, price floors and price ceilings</li> </ul> <p><b>Topic 4: More advanced topics from the demand side</b></p> <ul style="list-style-type: none"> <li>• Slutsky decomposition</li> <li>• Optimal choice and intertemporal choice</li> </ul> <p><b>Topic 5: Basic concepts on the supply side</b></p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Production function</li> <li>• Profit maximization and cost minimization</li> <li>• Short run and long run</li> <li>• Cost functions and cost curves</li> </ul> <p><b>Topic 6: The supply curve and a market under perfect competition</b></p> <ul style="list-style-type: none"> <li>• From firm supply to market supply</li> </ul> <p><b>Topic 7: Other market forms</b></p> <ul style="list-style-type: none"> <li>• Monopoly</li> <li>• Monopoly behaviour – price discrimination (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> degree), two-part tariff, tying, bundling</li> </ul>		

	<ul style="list-style-type: none"> <li>• Monopolistic competition</li> <li>• Oligopoly models – Stackelberg, Cournot, Bertrand, Price Leadership, collusion</li> </ul> <p><b>Topic 8: Government intervention in the market economy</b></p> <ul style="list-style-type: none"> <li>• Externalities</li> <li>• Public goods</li> <li>• Asymmetric information</li> </ul> <p><b>Topic 9: Information technology</b></p>
<b>Learning aims</b>	Upon completion of this course a student will know the basic concepts of microeconomics, how they interact and how to make analysis within various microeconomic models.
<b>Literature and other resources</b>	Hal Varian: Microeconomics, 9 <sup>th</sup> ed. Various handouts.
<b>Requirements and grading</b>	<p>For all students (Year 1, debtors, exchange):</p> <p>Grading consists of two parts: a) A written exam part (mid-term exam and final exam) and b) A report part. Passing both yields the overall grade for the microeconomics course.</p> <p>a) The written exam part: A written, 2-hour mid-term exam (MT), closed book; weight 1/3 in the written exam grade. A written, 3-hour final exam (FE), closed book, covering material dealt with from after the MT to the FE; weight 2/3 in the written exam grade. To pass, the weighted average (<math>1/3 \times \text{MT} + 2/3 \times \text{FE}</math>) must be 1) at least 100 and 2) the result of the final exam (FE) must be at least 100. If 1) and 2) are fulfilled, the weighted average constitutes the grade for the written exam part. If 1) and/or 2) are not fulfilled, the student is eligible for the re-exam (ReEx), closed book, 3 hours, covering <u>all</u> material dealt with through the course and its grade must be at least 100 to pass the written exam part. Previous MT and FE results no longer apply, only the ReEx result. If a student is ill on the day of the mid-term exam, the result of the final exam will constitute the full grade for the written exam part if the student has presented a valid doctor's certificate to the school administration.</p> <p>b) The report part: A report must be submitted <u>and</u> presented. Specific instructions concerning length, structure, topic(s), referencing etc. are available on the course eLearning page. To pass the report part, a grade of at least 100 must be</p>

	<p>obtained.</p> <p>If both a) and b) are successfully completed, one overall grade is given for the course; a weighted average, 75% of the written exam part and 25% of the report part (in all implying: mid-term 25%, final exam 50%, report 25%).</p> <p>In case of online exams (mid-term and final), Respondus software to be used.</p> <p><b>For debtors</b></p> <p>See above. If only one component is passed, the second must be retried in a following year to obtain an overall pass of the course.</p> <p>If neither component is passed, both parts have to be tried again.</p> <p>If the written exam part is not passed in the first year, the student may choose to pass via the MT+FE rule or via the ReEx rule.</p>
<b>Attendance</b>	Not mandatory but highly recommended
<b>Electronic devices policy</b>	Students may use electronic devices during the lectures in a way that does not disturb the others.

## Introduction to Entrepreneurship

<b>Course Director</b>	Dr. Dmitrijs Kravčenko		
<b>Teaching team</b>	Dr. Dominik Gerber (SSE Riga) Dr. Kārlis Krēsliņš (SSE Riga) + guest lecturers		
<b>Credit points</b>	<b>4 ECTS CP</b> ; core course		
	Student Workload (SWL):		
	<b>Structured SWL</b>		<b>Unstructured SWL</b>
	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	40	60
<b>Duration</b>	<b>From 19-Oct-2026</b>		
	<b>To 20-Nov-2026</b>		
<b>Re-exam date</b>	<b>12-Dec-2026</b>		
<b>Dates for posting the grades</b>	Exam results: 4-Dec-2026 Final results: 4-Dec-2026 Re-exam grades: <b>05-Jan-2027</b>		
	N/A		

<p><b>Course prerequisites</b> <b>Syllabus</b> <b>Introduction</b></p>	<p>This course introduces students to entrepreneurship as a socio-economic phenomenon and type of activity. Through a combination of lectures, workshops, and a structured group project, students will examine the roles of entrepreneurs on micro, meso and macro levels. They will examine economic systems, understand the conditions that enable or constrain entrepreneurial activity, and begin developing their own capacity to identify and act on meaningful problems.</p> <p>Grounded in problem-based learning, the course enables students to engage with real-world challenges while developing analytical, ideation, and communication skills. Students will explore different forms of entrepreneurship - including social, citizen and digital - while also reflecting on the broader systems in which entrepreneurial activity unfolds. The Latvian and European contexts will serve as a living backdrop for this exploration.</p>
<p><b>Course programme</b></p>	<p>Syllabus will focus on:</p> <ul style="list-style-type: none"> <li>• The role of entrepreneurship at individual, group, and macro levels</li> <li>• Foundational concepts: entrepreneurial mindsets, opportunity recognition, and innovation</li> <li>• Public policy, informal economies, and the broader societal impact of entrepreneurship</li> <li>• Tools for macro-environmental and stakeholder analysis</li> <li>• Structured ideation and validation using design thinking</li> <li>• Social entrepreneurship and frameworks for impact measurement</li> <li>• Digital entrepreneurship and the role of emerging technologies (e.g. AI tools)</li> <li>• Basic legal structures and early-stage fundraising strategies</li> <li>• Team-based problem-based learning through real-world group project</li> <li>• Development and delivery of persuasive pitches.</li> </ul>
<p><b>Learning aims</b></p>	<p>Upon completion of this course, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand entrepreneurship as a multi-level phenomenon, encompassing individual mindsets, team-based processes, and broader economic and policy systems.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop foundational knowledge of entrepreneurship and innovation, including the ability to identify, analyse, and contextualise entrepreneurial activity in both formal and informal sectors.</li> <li>• Gain exposure to a range of entrepreneurial contexts, including commercial, social, and digital ventures, and understand their relevance in regional and global ecosystems.</li> <li>• Apply structured tools for ideation, validation, and early-stage venture design, including design thinking, stakeholder analysis, and macro-environmental frameworks.</li> <li>• Build teamwork and communication skills through collaborative project work, iterative feedback, and public pitching to external audiences.</li> <li>• Engage critically with entrepreneurship discourse, reflecting on questions of impact, motivation, risk, and value creation from multiple perspectives.</li> </ul>
<b>Literature and other resources</b>	There is no pre-reading for this course but please make sure to regularly consult the e-learning platform for class-specific readings.
<b>Requirements and grading</b>	Based on the learning aims, the course will be graded as follows: <ul style="list-style-type: none"> <li>• Mid-term exam – 40%</li> <li>• Group project and presentation – 60%</li> </ul>
<b>Attendance</b>	<p>Mandatory for all scheduled sessions unless otherwise specified. Non-excused absences will result in penalties.</p> <p>If you do have to miss a session for a legitimate reason, please email course director (dmitrijs.kravcenko@sseriga.edu) to explain your absence either in advance or within 24 hours of missing a scheduled class. Doctor notes should be sent to the BSc office directly.</p> <p>Regular non-attendance will have an adverse effect on your degree progress.</p>
<b>Electronic devices policy</b>	Permitted unless otherwise specified by the tutor.
<b>Course Development</b>	Greater emphasis on artificial intelligence compared to the previous year.
<b>Course specifications</b>	
<b>Students eligible</b>	Year 1 and exchange students, as well as debtors from previous study years

<b>Related courses</b>	Introduction to Management and Leadership, Marketing, OBHRM
<b>IT-skills needed</b>	N/A
<b>Research skills needed and developed</b>	Skills needed: basic familiarity with primary research methods; secondary and desk research skills.  Skills developed: new venture development, pitching, creative problem solving, product/service development and validation.
<b>Learning outcomes</b>	<p><b>Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Explain key concepts in entrepreneurship, including economic roles, social contexts, and organisational forms.</li> <li>2. Describe how individual psychology, policy systems, and innovation dynamics shape entrepreneurial activity.</li> </ol> <p><b>Skills:</b></p> <ol style="list-style-type: none"> <li>1. Conduct a basic macro-level analysis of entrepreneurial ecosystems.</li> <li>2. Identify, frame, and validate real-world business problems using structured tools.</li> <li>3. Prototype and communicate early-stage solutions with clarity and impact.</li> </ol> <p><b>Competences:</b></p> <ol style="list-style-type: none"> <li>1. Work collaboratively on venture design under uncertainty and receive external feedback constructively.</li> </ol>

	<b>Economic Statistics</b>		
<b>Course Director</b>	Alireza Khoshghadam		
<b>Teaching team</b>	Alireza Khoshghadam (Alireza.khoshghadam@sseriga.edu) TAs <u>tbc</u>		
<b>Credit points</b>	<b>7 ECTS credits</b> ; core course		
	Student Workload (SWL):		
	<b>Structured SWL</b>		<b>Unstructured SWL</b>
	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)
	16 sessions approx. 32 hours	8 Exercise sessions, 16 hours 4 R seminars, 8 hours	100-135 hours
<b>Duration</b>	<b>TBC</b>		
	<b>TBC</b>		
<b>Re-exam</b>	<b>TBC</b>		

<b>date</b>	
<b>Dates for posting the grades</b>	Exam results: <b>14-Jan-2027</b> Final results: <b>14-Jan-2027</b> Re-exam grades: <b>Within 10 working days after the re-exam</b>
<b>Course prerequisites</b>	Basic Calculus, basic linear algebra, basic probability theory
<b>Syllabus Introduction</b>	To develop the skills to analyze and interpret economic data for evidence-based conclusions
<b>Course programme</b>	<p><b>Topic 1: Descriptive Statistics</b></p> <ul style="list-style-type: none"> <li>Graphical summaries: frequency distributions, histograms, scatterplots</li> <li>Numerical summaries: mean, median, mode, variance, standard deviation</li> </ul> <p><b>Topic 2: Probability Distributions</b></p> <ul style="list-style-type: none"> <li>Random variables, expectation, and variance</li> <li>Bernoulli, Binomial, Poisson, Uniform, and Normal distributions</li> </ul> <p><b>Topic 4: Sampling and Sampling Distributions</b></p> <ul style="list-style-type: none"> <li>Drawing samples from a population</li> <li>Sampling distribution of sample mean, sample proportion, and sample variance</li> </ul> <p><b>Topic 5: Confidence Intervals</b></p> <ul style="list-style-type: none"> <li>For means, proportions, variances, and the proportion of a normal distribution</li> <li>Determining required sample size</li> </ul> <p><b>Topic 6: Hypothesis Testing</b></p> <ul style="list-style-type: none"> <li>Key concepts: null/alternative hypotheses, significance level, test statistics, rejection rules, and p-values</li> <li>Tests for means, variances, proportions, and rate parameters (one- and two-sample cases)</li> </ul> <p><b>R Seminars</b></p> <ul style="list-style-type: none"> <li>Using dplyr for data import, organization, and manipulation (filter, mutate, select, arrange)</li> <li>Basic visualization and summary statistics</li> <li>Probability distributions, random variables, hypothesis testing, and confidence intervals</li> </ul>
<b>Learning aims</b>	<p><b>Data Analysis</b></p> <ul style="list-style-type: none"> <li>Describe and summarize economic data using appropriate numerical and graphical methods</li> </ul> <p><b>Probability and Distribution</b></p> <ul style="list-style-type: none"> <li>Apply probability concepts to model economic phenomena and assess uncertainty</li> <li>Identify and work with common discrete and continuous probability distributions relevant to economics</li> </ul> <p><b>Sampling and Estimation</b></p>

	<ul style="list-style-type: none"> <li>• Design and interpret samples, recognizing sources of sampling error</li> <li>• Construct and interpret confidence intervals for economic parameters</li> </ul> <p><b>Hypothesis Testing</b></p> <ul style="list-style-type: none"> <li>• Formulate and test hypotheses about economic relationships using suitable statistical tests</li> </ul> <p><b>Interpretation and Application</b></p> <ul style="list-style-type: none"> <li>• Interpret statistical results in relation to economic theory, assessing their reliability and limitations</li> </ul>
<p><b>Literature and other resources</b></p>	<p><b>Textbooks:</b></p> <ul style="list-style-type: none"> <li>• <i>Statistics for Business and Economics</i> (8th ed.) – Paul Newbold, William L. Carlson, Betty M. Thorne, Pearson.</li> <li>• <i>Introductory Statistics for Business and Economics</i> (4th ed.) – Thomas H. Wonnacott, Ronald J. Wonnacott</li> </ul> <p><b>Empirical Applications:</b></p> <ul style="list-style-type: none"> <li>• Students should install R (<a href="https://cran.r-project.org/bin/windows/base/">https://cran.r-project.org/bin/windows/base/</a>) and RStudio (<a href="https://www.rstudio.com/products/rstudio/download/">https://www.rstudio.com/products/rstudio/download/</a>) on their laptops</li> </ul>
<p><b>Requirements and grading</b></p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Final Written Exam:</b> Written exam (3.5 hours), open book. Students may use a school-approved calculator and a cheat sheet of up to 10 A4 pages (5 sheets), handwritten or printed. Cheat sheets will be collected and attached to the exam submission. Counts for 75% of the final grade.</li> <li>• <b>R Assignments (2):</b> Two assignments in R. Students may form groups of up to 5 members. Count for 5% of the final grade.</li> <li>• <b>Final R Assignment:</b> Students may form groups of up to 5 members for the R final assignments. None, one, some, or all group members may be invited to an oral examination for the final R assignment.</li> <li>• <b>Important:</b> <u>The oral examination grade applies to all group members, regardless of who is invited. Students with concerns are encouraged to submit assignments individually.</u> Counts for 20% of the final grade.</li> <li>• <b>In-class Participation (Voluntary):</b> Students may earn up to 5% bonus points by actively participating (e.g., answering questions during lectures).</li> <li>• <b>Presentations (Voluntary):</b> Presentations should involve using R to present a statistical analysis addressing an interesting research question or finding. The estimated length of each</li> </ul>

	<p>presentation is approximately 20 minutes. Presentations may be conducted by up to 2 students.</p> <ul style="list-style-type: none"> <li>• <b>Important:</b> <u>Due to time constraints, the number of presentation slots is limited. Slots will be allocated on a first-come, first-served basis and are subject to the lecturer's approval of the proposed presentation topic and materials. Presentations that do not meet the required quality standards may not be approved.</u></li> </ul> <p>Students may earn up to 5% bonus points.</p> <p><b>Retake Policy:</b></p> <ul style="list-style-type: none"> <li>• If the written exam or the final R assignment is failed, it must be retaken during the re-exam period in the following year.</li> <li>• Students are required to pass both the written exam and the final R assignment separately.</li> </ul>
<b>Attendance</b>	No mandatory attendance
<b>Electronic devices policy</b>	No restrictions
<b>Course specifications</b>	
<b>Students eligible</b>	Year 1/2/3 and exchange students, as well as debtors from previous study years
<b>Related courses</b>	<p><b>Previous courses:</b></p> <ul style="list-style-type: none"> <li>• Mathematics (Year 1)</li> </ul> <p><b>Upcoming courses:</b></p> <ul style="list-style-type: none"> <li>• Econometrics (Year 2)</li> <li>• Financial Economics (Year 2)</li> <li>• Market Research (Year 2)</li> <li>• Research Methods for Bachelor's Thesis (Year 2)</li> </ul>
<b>IT-skills needed</b>	Basic Excel skills is an advantage
<b>Research skills needed and developed</b>	The course introduces how to formulate and test hypotheses, use basic statistical methods with economic data, and interpret findings in a simple economic context
<b>Learning outcomes</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand a range of probability distributions (e.g., binomial, Poisson, normal) and sampling distributions (<math>t</math>, chi-square, <math>F</math>)</li> <li>• Understand the principles of basic sampling and hypothesis testing</li> <li>• Know how to use the programming language R to solve statistical problems</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Interpret the results of statistical analyses (both one's own and others') in terms of tests, probabilities, and confidence</li> </ul>

	<p>intervals</p> <ul style="list-style-type: none"> <li>• Apply data and statistical methods in economic contexts</li> <li>• Use R software, including writing R scripts, to perform statistical analyses</li> </ul>									
	<p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• Apply statistical methods for decision-making in economics and business</li> <li>• Evaluate data analyses using statistical methods</li> <li>• Use R software effectively for problem-solving and statistical analysis</li> </ul>									
	<p><b>Introduction to Management and Leadership (IML)</b></p>									
<b>Course Director</b>	Anastasija Danu-Žubule									
<b>Teaching team</b>	Anastasija Danu- Žubule, anastasija.danu-zubule@sseriga.edu Dmitrijs Kravčenko, dmitrijs.kravcenko@sseriga.edu (TBC) Dominik Gerber, dominik.gerber@sseriga.edu Krista Charlier, Krista.Charlier@whu.edu (TBC) Invited guest lecturers - alumni									
<b>Credit points</b>	<p><b>3 ECTS CP</b>; core course</p> <p>Student Workload (SWL):</p> <table border="1"> <thead> <tr> <th colspan="2">Structured SWL</th> <th>Unstructured SWL</th> </tr> </thead> <tbody> <tr> <td>Lectures (count and length in academic hours- 45 min.)</td> <td>Seminars (count and length in academic hours- 45 min.)</td> <td>Estimated time of independent study (in hours)</td> </tr> <tr> <td>30</td> <td>10</td> <td>53</td> </tr> </tbody> </table>	Structured SWL		Unstructured SWL	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.)	Estimated time of independent study (in hours)	30	10	53
Structured SWL		Unstructured SWL								
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.)	Estimated time of independent study (in hours)								
30	10	53								
<b>Duration</b>	<p>From 02-Nov-2026 To 11-Dec-2026</p>									
<b>Re-exam date</b>	06-Jan-2027									
<b>Dates for posting the grades</b>	<p>Exam results: 07.12.26 Final results: 18.12.26 Re-exam grades: <b>06-Jan-2027</b></p>									
<b>Course prerequisites</b>	None									
<b>Syllabus Introduction</b>	<p><i>This course introduces a rich body of management and leadership theories developed to analyze and improve business life. It explicitly covers foundational principles of management and leadership and examines how these shape contemporary organisational practice. The course also considers power and</i></p>									

politics at work and offers a critical perspective, encouraging reflection on the assumptions and consequences embedded in dominant approaches to management and leadership. Building on this foundation, students first engage with group and team dynamics, reflecting on common challenges in collaborative work. The course then concludes by focusing on the role of individual factors in the workplace, positioning the individual last to highlight how personal contributions are best understood in relation to wider organizational and team contexts.

At its core, the course is designed to develop the ability to analyze real management and leadership cases, so that students can begin to form their own attitude and approach to both theory and practice. The aim is not to provide one “best” answer, but to equip students with knowledge and understanding of how to act in a more effective and adaptive way to achieve their own and others’ goals.

The course provides real management and leadership experiences through literature, guest lectures by experienced managers, teaching cases in seminars, and dynamic group exercises. It also offers the opportunity to develop self-reflective knowledge, so that students can start shaping their own management and leadership skills.

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**Course programme**

**1. IML Course Immersion and Harvard Simulation Game - Everest: Lecture 1-3 (Anastasija Danu-Žubule, Teaching Assistants, 135 min):**

An informative and interactive introduction to the course content and requirements. Students will take part in a simulation game and reflect on what they achieved together and their overall group work experience.

**2. Leading and Managing Organizations - Theories and Practice of Management and Leadership: Lecture 4–7 (Anastasija Danu-Žubule, 180 min)**

An introduction to the key concepts, functions, and evolution of management and leadership theories within organisational contexts. The lectures will cover approaches developed since the Industrial Revolution, with classical management schools serving as the base, and finish with contemporary theories reflecting the ever-changing environment and the constant need to adapt.

**3. Leading and Managing Organizations - Power and Politics in Organizations: Lecture 8-9 (Dominik Gerber, 90 min) and Seminar**

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## **1 (Teaching Assistants, 90 min)**

An exploration of power and politics in organisations. Students will examine different ways of looking at power — as possession, as structure, and as productive — alongside the bases and types of power that shape organisational life. The lectures will also address how power is gained and distributed across organisations and introduce the idea of political skills as a critical capability for managers and leaders. A critical perspective on obedience to authority and empowerment will also be covered.

**Note:** Participation in the seminar is mandatory for passing the course.

## **4. Leading and Managing Organizations - Critical Perspectives on Management and Leadership: Lecture 10–14 (Krista Charlier TBC, 180 min) and Seminar 2 (Teaching Assistants, 90 min)**

An introduction to the critical perspective on management and leadership, offering an alternative to mainstream approaches. Participants will gain a basic familiarity with the principles of Critical Management Studies (CMS) and learn how to question taken-for-granted assumptions about managerial practices and leadership models. Through discussion and examples, students will identify the key attributes of critical analysis and explore how applying a critical lens highlights underlying assumptions and socio-economic implications of dominant approaches.

**Note:** Participation in the seminar is mandatory for passing the course.

## **5. Guest Lecture 15-16 on Leadership and Management practices in a big organization TBC (90 min)**

## **6. Leading and Managing Teams – Teams and Groupwork in Organisations: Lecture 17–20 (Anastasija Danu-Žubule, 180 min)**

A discussion of the definitions, functions, benefits, and costs of teamwork and groupwork. Students will explore theoretical frameworks alongside real cases to deepen their understanding of how teams operate. Particular attention will be given to how factors such as structures, behaviours, interpersonal relations, culture, and digital advances influence team performance and outcomes. By the end of the lectures, learners will have developed greater awareness of both the opportunities and

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	<p>challenges, as well as practical suggestions for working collectively in different organisational contexts.</p> <p><b>Note:</b> Participation in the seminar is mandatory for passing the course.</p> <p><b>6. Guest Lecture 21-22 on Leadership and Management practices in start-ups TBC (90 min)</b></p> <p><b>7. Leading and Managing Individuals – Individuals at Work: Lecture 23–26 (Anastasija Danu-Žubule, 180 min) and Seminar 3 (Teaching Assistants, 90 min)</b></p> <p>Having explored management and leadership theories from various angles, including politics and power dynamics, as well as the critical perspective and having paid special attention to teamwork and groupwork, the final lectures of the course will focus on the most complex element at the core of organisations: the individual. We will examine how personality, beliefs and values shaped through experience, individual perceptions, motivation, engagement, and wellbeing influence workplace behaviour. These individual factors shape organisational practices, while at the same time being shaped by management and leadership approaches within organisations.</p> <p><b>8. Repetition of the Harvard Simulation Game - Everest. Lecture 27-28.(TBC)</b></p> <p><b>9. Guest Panel Discussion on Contemporary Leadership and Management (90 min). Guest Lecture 29-30.</b></p>
<b>Learning aims</b>	<p>This course aims to develop students' ability to understand, critically evaluate, and apply key management and leadership theories in real-world contexts. It emphasizes team dynamics, power and politics, and the role of individuals within organisations, while fostering reflective thinking and the development of a personal approach to effective and adaptive leadership.</p>
<b>Literature and other resources</b>	<p>All compulsory readings and exercises will be uploaded on the e-learning platform before lectures and seminars.</p>
<b>Requirements and grading</b>	<p>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 the case of unjustified delay, a deduction of points will apply.</p>

	<p>Timed Quiz – 30%</p> <p>Final Group Project – 30%</p> <p>Final Self-Reflection Video – 30%</p> <p>Mandatory Individual/Group Assignments and Seminar Participation – Pass/Fail</p> <p>Additionally, students may earn up to 20 bonus points (10%) for full attendance at lectures.</p>
<b>Attendance</b>	<p>Attendance at lectures is optional; however, students who attend all lectures, including guest lectures, will receive up to 20 points (10% of the total grade) added to their final grade. Students who choose not to attend lectures must still meet all other passing criteria for the course.</p> <p>Attendance at all seminars 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.</p>
<b>Electronic devices policy</b>	<p>Electronic devices are not allowed, except when required for in-class activities e.g. tests, polls.</p>

**Course specifications**

<b>Students eligible</b>	<p>Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years</p>
<b>Related courses</b>	<p>None</p>
<b>IT-skills needed</b>	<p>Basic digital literacy is required. Students should be able to use e-learning platform, complete online quizzes, and prepare group presentations in PowerPoint or canva.com and digital assignments (such as reflection videos).</p>
<b>Research skills needed and developed</b>	<p>No advanced research background is required. During the course, students will learn to connect research findings with practices in organizations and their own teamwork experiences.</p>
<b>Learning outcomes</b>	<p><b>Knowledge</b></p> <p><b>LO1:</b> Identify and explain key concepts, functions, and theories of Management and Leadership within organisational contexts.</p> <p><b>LO2:</b> Recognize and explain how teams and groups operate, including the cultural, digital, structural and interpersonal factors influencing collective work.</p> <p><b>LO3:</b> Identify and clarify how individual factors such as perception, values, personality, motivation, wellbeing and</p>

engagement of individuals influence workplace behaviour, while recognising their relationship with management and leadership practices.

**Skills**

**LO4:** Critically analyze and evaluate organizational management and leadership activities and assess problems and opportunities within companies through multiple theoretical perspectives.

**LO5:** Independently apply relevant management and leadership principles to generate action alternatives and recommend solutions in specific business and economic environments.

**Competences**

**LO6:** Critically reflect on the normative assumptions, socio-economic implications, and political aspects embedded in dominant models of management and leadership.

**LO7:** Demonstrate the ability to integrate knowledge and skills to act in an informed, reflective, and adaptive way in organisational and team contexts.

**LO8:** Develop a self-aware and evolving personal approach to management and leadership practice.

**Year 2**

**Market Research**

**Course Director**

**Kristina Nadricka**, Assistant Professor

**Teaching team**

Kristina Nadricka, PhD; Assistant Professor  
[kristina.nadricka@sseriga.edu](mailto:kristina.nadricka@sseriga.edu)  
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 Marius Raugalas; SSE Riga Faculty  
[marius.raugalas@sseriga.edu](mailto:marius.raugalas@sseriga.edu)

**Credit points**

**4 ECTS CP**; core course

Student Workload (SWL):

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

	30 x 45 min	12 x 45 min	80 h
<b>Duration</b>	<b>From 28-Sep-2026</b>		
	<b>To 04-Dec-2026</b>		
<b>Re-exam date</b>	<b>TBC</b>		
<b>Dates for posting the grades</b>	Exam results: <b>TBC</b> Final results: <b>TBC</b> Re-exam grades: <b>TBC</b>		
<b>Course prerequisites</b>	Marketing, Consumer Behaviour, Statistics, Econometrics (taught in parallel)		
<b>Syllabus Introduction</b>	<p>Good marketing decisions require solid marketing research. This course introduces students to the principles and practices of modern market research methods. We will take a practical hands-on approach to market analysis. After taking this class, students will understand the role of market research in business processes, be trained to perform market research analysis project and master most common data acquisition and analysis techniques used.</p> <p>This course introduces market research, and discusses key concepts, methods, issues and their applications. The course is comprised of overview of market research, methods component (surveys, interviews, experiments and data analysis), and project work.</p> <p>Students will design a research project, collect data, use R programme to analyse their data, and submit a report of their findings.</p> <p>The class will be divided into groups who will work together throughout the entire course as a market research team. Each team will work on a market research project where they take a marketing problem from a real company and design a research project which will culminate with a class presentation and research report. The project will include collecting and analysing qualitative as well as survey data.</p> <p>After participating in the course the student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand what market research is and how it is used by management.</li> <li>• Define research problem</li> <li>• Contrast alternative research designs and their relative strengths and weaknesses.</li> <li>• Carry out market research project, that includes: qualitative</li> </ul>		

	<p>and quantitative data collection (interviews, focus groups, survey), analysis (incl. factor, cluster, and principal component analysis), report writing and presentation.</p>
<p><b>Course programme</b></p>	<p>The course consists of theoretical part in the form of lectures and seminars, and project work – market report (in teams of 4) and presentation to the business who posed the questions and problems.</p> <p><b>Theoretical part:</b></p> <ul style="list-style-type: none"> <li>• Market research: essence, types and common uses</li> <li>• Qualitative methods</li> <li>• Digital marketing analytics</li> <li>• Experiments</li> <li>• Surveys</li> <li>• Data analysis with R</li> <li>• Visualizing and presenting data</li> </ul> <p><b>Applied part:</b></p> <ul style="list-style-type: none"> <li>• Market research project in groups tasked and mentored by business representatives.</li> </ul> <p>Lectures and seminars generally take place on-site, some lectures may be pre-recorded for self-paced studies and some seminars may take place on-line.</p>
<p><b>Learning aims</b></p>	<p>In this course you will:</p> <ul style="list-style-type: none"> <li>• Learn about market research and write a market report</li> <li>• Gain first-hand experience in developing a piece of original research</li> <li>• Apply different qualitative and quantitative methods</li> <li>• Improve your negotiation, analytical and communication skills</li> </ul> <p>Gain experience with working with real businesses on real problems</p>
<p><b>Literature and other resources</b></p>	<p><b>Books</b> in the library:</p> <ul style="list-style-type: none"> <li>• Hague, Paul. <i>Market Research in Practice</i>. Available from: Kogan Page, (4th edition). Kogan Page, 2021. (<b>course textbook</b>, available to take home for everyone)</li> <li>• Bolton, Kate, and Ian Brace. <i>Questionnaire Design</i>. Available from: Kogan Page, (5th edition). Kogan Page, 2022</li> </ul>

	<ul style="list-style-type: none"> <li>• Marketing Research: an Applied Approach, by Naresh K Malhotra, David F Birks, Peter Wills</li> <li>• Qualitative Research: Good Decision Making Through Understanding People, Cultures and Markets, by Henry P. (2011), <u>Qualitative Market Research</u></li> <li>• Survey Research Methods (Applied Social Research Methods) by Floyd J. Fowler</li> <li>• Designing and Conducting Survey Research: A Comprehensive Guide by Louis M. Rea, Richard A. Parker</li> <li>• Conducting Online Surveys, by Valerie M. Sue, Lois A. Ritter, 2012</li> <li>• Research Methods for the Behavioral Sciences (5th edition), Frederick J. Gravetter &amp; Lori-Ann B. Forzano. Selected chapters.</li> </ul> <p><b>Other materials:</b> Please note that when it comes to succeeding in the project work, the materials listed in the outline will not be sufficient. In order to succeed, you will be required to find and research additional materials independently.</p> <p>The exam will cover material from the textbook, lectures, guest lectures and seminars.</p>
<b>Attendance</b>	<p>Attendance of seminars is mandatory; attendance of lectures is not mandatory.</p> <p>Students will be excused for missing maximum 1 mandatory attendance. Students missing more than 1 mandatory classes will have to take the course next year.</p>
<b>Electronic devices policy</b>	<p>Electronic devices in class are not allowed, except where required for class activity as indicated by the instructor.</p>
<b>Course specifications</b>	
<b>Students eligible</b>	<p>Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years</p>
<b>Related courses</b>	<p>Marketing, Economic and Consumer Psychology, Statistics, Econometrics, Strategy, Research Methods and the year 3 bachelor theses.</p>
<b>IT-skills needed</b>	<p>R (some skills), Excel, PowerPoint or other presentation software</p>
<b>Research skills needed and developed</b>	<p>A knowledge of basic to intermediate statistics and econometrics and familiarity with R or similar software is necessary. Familiarity with research approaches is beneficial.</p>
<b>Learning outcomes</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know principles of market research</li> </ul>

	<p>Recognize methods used in market research</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Able to analyse, interpret and evaluate market information and data</li> <li>• Able to recognize what research data is needed in what circumstances</li> <li>• Able to collect or retrieve data, assess its reliability, and apply and interpret it in an appropriate manner</li> <li>• Able to use R statistical software for market data analysis purpose</li> </ul> <p>Able to perform research tasks in extended group, the skills include: coordination, teamwork, leadership, cooperation with corporate representatives</p> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• Able to plan and perform market research analysis using the most appropriate and up-to-date methods</li> </ul> <p>Able to apply market analysis to develop recommendations and market strategies</p>
<b>Requirements and Grading</b>	<p><b>1. Active participation in seminars and lectures</b></p> <p><b>2. Written exam</b></p> <p>Covers ALL reading, video and lecture materials.  Passing exam (min 100 points) is required for passing the course.</p> <p><b>3. Market research report</b></p> <p>The task is to write and present a market research report in a team of 4(5) for a company that you are assigned to. Students will form the teams. There will be 6 companies for which the market research will be done, 5 project teams are assigned to one company. The company would typically identify the target group to be studied, and all 5 teams will develop a shared survey.  Detailed project work description is provided separately.  Passing report (Min 100 points) is required for passing the course.</p> <p>Deadline for project submission: TBC  Presentations: TBC, according to schedule (everyone must attend)</p>

	<b>Public Policy</b>
<b>Course Director</b>	<b>Dominik Gerber</b> , Associate Professor
<b>Teaching team</b>	Dominik Gerber, Associate Professor <a href="mailto:dominik.gerber@sseriga.edu">dominik.gerber@sseriga.edu</a>

<b>Credit points</b>	<b>5 ECTS CP</b>  Student Workload (SWL): <table border="1" data-bbox="391 289 1409 489"> <thead> <tr> <th data-bbox="391 289 716 327"><b>Structured SWL</b></th> <th data-bbox="716 289 902 327"></th> <th data-bbox="902 289 1409 327"><b>Unstructured SWL</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="391 327 716 447">22 lectures + midterm exam + final exam</td> <td data-bbox="716 327 902 447">6 seminars</td> <td data-bbox="902 327 1409 447">Required readings, seminar &amp; exam preparation</td> </tr> <tr> <td data-bbox="391 447 716 489">48 hours</td> <td data-bbox="716 447 902 489">12 hours</td> <td data-bbox="902 447 1409 489">90 hours</td> </tr> </tbody> </table>	<b>Structured SWL</b>		<b>Unstructured SWL</b>	22 lectures + midterm exam + final exam	6 seminars	Required readings, seminar & exam preparation	48 hours	12 hours	90 hours
<b>Structured SWL</b>		<b>Unstructured SWL</b>								
22 lectures + midterm exam + final exam	6 seminars	Required readings, seminar & exam preparation								
48 hours	12 hours	90 hours								
<b>Duration</b>	<b>From 19-Oct-2026</b> <b>To 27-Nov-2026</b>									
<b>Re-exam date (tbc)</b>	<b>23-Mar-2027</b>									
<b>Dates for posting the grades</b>	Exam results: 11-Dec-2026 Final results: 11-Dec-2026 Re-exam grades (tbc): <b>06-Apr-2027</b>									
<b>Course prerequisites</b> <b>Syllabus</b> <b>Introduction</b>	None  Public policy is what governments choose to do (or not to do) about public problems – problems, in other words, large parts of the public consider serious enough to warrant intervention. Little in the contemporary world suggests that such problems are bound to disappear. What is more, there is deep (and growing) disagreement about how to best respond to challenges from geopolitics, public health crises, environmental degradation, inflation, technological change, drug consumption, illegal immigration, to name just a few. There is therefore a pressing need for citizens to understand the choices governments make on their behalf. In this course, we will develop an in-depth understanding of the processes and evaluative criteria governments employ when they are shaping the policy context in which individuals, businesses, and organizations operate. We will learn how to identify characteristics of successful and unsuccessful policies by examining the complex interplay of scientific evidence, economic constraints, moral principles, and politics, both nationally and internationally. Drawing on insights from both micro- and macroeconomics, we will also examine some of the most puzzling paradoxes and dilemmas that may undermine effective and efficient government.									
<b>Course programme</b>	<b>PART I: FUNDAMENTALS OF PUBLIC POLICY</b> Lecture 1: What is Public Policy and Why Should We Care? Lecture 2: Institutions and Actors Lecture 3: State-Society Relations Lecture 4: Multi-Level Governance									

	<p><b>PART II: RATIONALES FOR PUBLIC POLICY</b>  Lecture 5: Efficiency  Lecture 6: Market Failure  Lecture 7: (tbc) Guest Lecture by Bo Kragh (Former VP at Svenska Handelsbanken)  Lecture 8: Fairness  Lecture 9: Government Failure</p> <p><b>***Mid-term Exam***</b></p> <p><b>PART III: PRODUCING POLICY</b>  Lecture 10: Agenda-Setting  Lecture 11: (tbc) Guest Lecture by Vladlens Kovalevs (VA Government / Rud Pedersen Group)  Lecture 12: Policy Adoption  Lecture 13: Policy Implementation  Lecture 14: Policy Evaluation</p> <p><b>PART IV: CHALLENGES FOR PUBLIC POLICY</b>  Lecture 15: Cost-Benefit Analysis  Lecture 16: Coping with Uncertainty  Lecture 17: Regulating Emerging Technologies  Lecture 18: Populism  Lectures 19-22: (tbc) Demographic Policy. Four Guest Lectures by Prof. Zane Varpina (SSE Riga)</p> <p><b>***Final Exam***</b></p>
<b>Learning aims</b>	<p>This course has three interconnected aims. First, it equips students with the analytical tools needed to understand how public policy is made: who shapes it, under what constraints, and through what processes. Second, it develops students' capacity to evaluate policy. That is, to assess whether a given intervention is likely to work, whether it is economically sound, and whether it is morally defensible. Third, it cultivates the habit of thinking about policy as a domain of genuine difficulty. One where reasonable people disagree, where trade-offs are real, and where good intentions do not guarantee good outcomes.</p> <p>By the end of the course, students will be able to move beyond intuition and ideology when confronting policy questions, and engage instead with evidence, argument, and the structural forces that shape what governments can and cannot do.</p>
<b>Literature and other resources</b>	<p>There is no single textbook for this course. Instead, you will be asked to study selected chapters from different textbooks throughout the course.</p>

Readings marked as **required** contain material essential for achieving the course's learning goals. Your performance in Public Policy will depend significantly on your mastery of these readings. Each lecture is paired with one required reading – either a textbook chapter or a journal article – typically around 30 pages in length. Lectures are designed and delivered with the expectation that students have completed the required readings **beforehand**. Neither the lectures nor (it should go without saying) the lecture slides can serve as substitutes for these readings.

Your understanding of the required readings will be checked regularly through short in-class quizzes and in both the mid-term and the final examinations (see for details Section 13).

Readings marked as **complementary** are intended for students seeking a deeper understanding of some themes in the course material. They are not essential for achieving the course's learning goals and, accordingly, **will not be tested in any of the course's evaluation components**. Reading them is facultative.

## Requirements and grading

The course has three evaluation components:

1. In-class quizzes: 20% of the course grade.
2. Mid-term exam: 20% of the course grade.
3. Comprehensive final exam: 60% of the course grade.

### 1. In-class quizzes (onsite, using Mentimeter)

During some lectures, you will be asked to respond to up to five multiple-choice questions using your personal electronic device. Each question has one correct answer and may relate either to the required reading assigned for that lecture or to topics covered earlier in the course.

Each correctly answered question is worth **two points** (else: zero points). At the end of the course, your final quiz grade will be calculated thus:

1. drop the **three lowest** per-lecture average scores (this means that if you miss up to three classes, the resulting zero scores for those lectures will not affect your final grade);
2. rescale the resulting score (points earned ÷ maximum possible points) to a 0-200 scale.

At the beginning of each quiz session, you will be prompted to

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identify yourself with your SSE Riga student ID number. But note that all quizzes are anonymous – neither your student ID nor any other identifying information will be shared in class (no leaderboards etc. will be shown).

You will have 30 seconds to answer each quiz question. Submitting your answer faster does not influence your score.

**2. Mid-term Exam (onsite, using the Respondus lockdown browser)**

At the end of Part II of the course, all course material up to, and including, Lecture 9 (**lectures** and **required readings**) will be tested in a mid-term exam. This exam will last 60 minutes and will be held in a pure multiple-choice format. No writing will be required. Students may use all course material during the mid-term exam (lecture notes, all content on the course's e-learning page).

**3. Final exam (onsite, using the Respondus lockdown browser)**

The course concludes with a comprehensive exam covering the course material (**lectures** and **required readings**) from all course parts – including the parts tested in the mid-term exam. The final exam will consist of three parts:

- One set of multiple-choice questions;
- One set of narrow questions requiring short written answers (<150 words);
- One broad question (involving a real-world policy case) which must be answered in the form of a short essay (<700 words).

Students may use all course material during the final exam (lecture notes, all content on the course's e-learning page).

In the seminars, students will practise approaching both mid-term and final exam tasks and become familiar with the grading criteria used in the final exam.

**To pass the course, three conditions need to be met jointly:**

- 1. The weighted average (0.2 x quizzes + 0.2 x mid-term + 0.6 x final exam) must be at least 100/200.**
- 2. The result of the mid-term exam must be at least 100/200.**
- 3. The result of the final exam must be at least 100/200.**

**Re-examination Policy:**

Students who fail either the mid-term or the final exam – regardless of the reason – must sit a re-examination at a date set by SSE Riga. The re-exam grade replaces the failed component. Students who

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	<p>fail both the mid-term and the final exam are not eligible for the re-exam and must re-enrol in Public Policy the following academic year. Quizzes cannot be retaken under any circumstances.</p> <p>Students may use all course material during the re-exam (lecture notes, all content on the course's e-learning page).</p> <p><b>For Debtor Students:</b> Debtor students will have to retake (and pass) the entire course following the rules specified above, no matter the reasons that have led to their failing the course in the past. Results from evaluation components completed in previous academic years (final exam, mid-term exam, quizzes) cannot be transferred to the current academic year under any circumstances.</p>
<b>Attendance</b>	<p>Lecture and seminar attendance is <b>not mandatory</b>. It goes without saying that you alone bear the responsibility if you miss content and/or if you decide to skip the in-class quizzes. Absentee tutoring won't be provided.</p> <p>The substantial part of the skills and knowledge you require to pass the course will be delivered in the lectures. Skimming through the lecture slides won't do – slides are but a presentation tool and never reflect the full content of a course.</p> <p>Experience overwhelmingly shows that the following points are key predictors of a high grade in Public Policy:</p> <ul style="list-style-type: none"> <li>• Regular attendance in both the lectures and the seminars;</li> <li>• Adequate preparation (= having done the readings <b>before</b> each lecture, continuously catching up on things you haven't fully understood);</li> <li>• Active learning attitude (= active lecture and seminar participation, willingness to voice comments and disagreements, state-of-the-art notes-taking).</li> </ul>
<b>Electronic devices policy</b>	<p>When in class, you will need an electronic device with internet connectivity to participate in the in-class quizzes (see Section 13).</p> <p>Outside of quizzes, if you need a laptop or a tablet for taking notes, that's fine. However, please refrain from using a personal device for any purpose unrelated to our class. All devices must be silenced.</p> <p>The course director reserves the right to prohibit the use of electronic devices if usage becomes disruptive.</p>

<b>Students eligible</b>	Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years
<b>Related courses</b>	Micro- & Macroeconomics, Ethics, Business Law, Consumer Behavior
<b>IT-skills needed</b>	Basic IT literacy
<b>Research skills needed and developed</b>	Capacity to read & discuss technical and non-technical research literature in political economy and political science.
<b>Learning outcomes</b>	<p><b>Knowledge</b></p> <p>By the end of this course, students will be able to identify and explain the key stages of the policy cycle, from agenda-setting and policy design to implementation and evaluation. They will be familiar with the main theoretical frameworks used to analyse government decision-making, and with the relevant concepts – drawn from economics, political science, and ethics — that underpin policy analysis. They will also show understanding of how scientific evidence, moral principles, economic constraints, and political dynamics interact – and sometimes conflict – in shaping policy outcomes.</p> <hr/> <p><b>Skills</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• define the basic concepts of public policy;</li> <li>• name the key state and non-state policy actors;</li> <li>• explain the relationship between politics, polity, and policy;</li> <li>• analyse real-world policy problems using the analytical tools introduced in the course: assessing the nature of the problem, the range of possible interventions, and the likely trade-offs involved.</li> <li>• explain the interactions between the agenda-setting, adoption, implementation, and evaluation stages of the policy process;</li> <li>• discuss the interdependence between markets and policymaking;</li> <li>• evaluate policy alternatives based on empirical outcomes and normative principles;</li> <li>• discuss key features explaining the success or failure of policies.</li> </ul> <hr/> <p><b>Competences</b></p> <p>In view of future courses and advanced study programs, students will be prepared to recognise the complexities involved in justifying and designing government intervention in</p>

business and other social contexts. In their future professional trajectories, students will demonstrate awareness that a proper assessment of the surrounding social context – of the opportunities and constraints shaping individual and organisational behaviour – requires an understanding of the choices governments make on their behalf. They will also recognise that effective problem-solving always demands a careful weighing of economic and non-economic goals.

## International Economics

**Course Director** Oļegs Tkačevs, Visiting Lecturer

**Teaching team** Oļegs Tkačevs, Visiting Lecturer  
olegs.tkacevs@sseriga.edu

Teaching assistants (y3 students)

**Credit points** 6 ECTS CP;

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 independent study (in hours)
36 hours	36 hours	108 hours

**Duration** *From 09-Nov-2026*  
*To 18-Dec-2026*

**Re-exam date** TBA, after the end of the course

**Dates for posting the grades**  
Exam results: 9-Jan-2026  
Final results: 9-Jan-2026  
Re-exam grades: TBA

**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.

### Syllabus Introduction

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.

**Course programme**

**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**

**Learning aims**

The course aims to provide students with a rigorous understanding of the core theories of international trade and their empirical relevance. It seeks to develop an analytical framework for evaluating the determinants of trade patterns, the distributional consequences of trade, and the role of government policy in shaping international economic outcomes.

The course further aims to bridge theoretical models with real-world trade issues, enabling students to critically assess contemporary debates on globalization, trade policy, and economic integration. Particular emphasis is placed on developing economic intuition, formal reasoning, and the ability to apply theoretical insights to policy-relevant questions.

<p><b>Literature and other resources</b></p>	<p><b>Krugman, P.R., Obstfeld, M., and Melitz, M.J. “International Economics: Theory&amp;Policy”, 12th edition, Parts 1 and 2</b> is the main text for the course. The textbook is <u><a href="#">available at the library</a></u>.</p> <p>The course borrows some recent discussions and empirical findings from the <b>VOX CEPR's policy portal</b> (<a href="https://cepr.org/voxeu/columns">https://cepr.org/voxeu/columns</a>). 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 (<a href="https://tradetalkspodcast.com/">https://tradetalkspodcast.com/</a>) regularly if interested in the overview of current economic thinking.</p> <p>Several bloggers (P. Krugman included) regularly post on Substack about International Trade.  <a href="https://paulkrugman.substack.com">https://paulkrugman.substack.com</a>  <a href="https://www.apricitas.io">https://www.apricitas.io</a></p>
<p><b>Requirements and grading</b></p>	<p>The final grade depends on three components:</p> <ul style="list-style-type: none"> <li>• Final exam (70%). Duration: approximately 3 hours</li> <li>• Presentations (30%).</li> </ul> <p>Note that you will NOT be allowed to use any source of information during the <u>final exam</u>, including a textbook and lecture materials.</p> <p>To pass, <b>both</b> the final exam grade and the total grade has to be <b>greater than or equal to 100</b>.</p> <ul style="list-style-type: none"> <li>• If a student fails the final exam, but the grade for the assignment is sufficient, the re-exam grade replaces the final exam;</li> <li>• 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);</li> </ul> <p>If a student fails the final exam and receives less than 50% for the assignment, the re-exam grade will be capped at 100 points and replace both the assignment and final exam grades.</p>
<p><b>Attendance</b></p>	<p>Not mandatory</p>
<p><b>Electronic devices policy</b></p>	<p>Students may use electronic devices during the lectures and seminars in a way that does not disturb the others.</p>
<p><b>Course specifications</b> <b>Students eligible</b></p>	<p>Year 2 and exchange students, as well as debtors from previous study years</p>
<p><b>Related courses</b></p>	<p><b>Previous courses:</b> Mathematics (Year 1), Microeconomics (Year 1), Macroeconomics (Year 1), Econometrics (Year 2)</p>

	<b>Upcoming courses:</b> Specialisation: Economics (Year 3)
<b>IT-skills needed</b>	MS Excel
<b>Research skills needed and developed</b>	This course develops research skills based on <b>formal economic modelling</b> , and requires some abstract thinking
<b>Learning outcomes</b>	<b>Knowledge</b> Students will be able to explain and critically compare the main theoretical models of international trade and assess their ability to account for observed trade patterns.
	<b>Skills</b> Students will be able to apply formal trade models and basic quantitative methods to analyse international trade flows and evaluate the effects of trade policy interventions
	<b>Competences</b> Students will be able to independently assess the determinants and consequences of international trade, including its effects on income distribution, specialization, and economic welfare, and to formulate evidence-based arguments on contemporary trade policy issues.

	<b>International Finance</b>		
<b>Course Director</b>	Ágnes Lublóy, Professor		
<b>Teaching team</b>	Ágnes Lublóy, Professor <a href="mailto:agnes.lubloy@sseriga.edu">agnes.lubloy@sseriga.edu</a>		
	Teaching assistants (y3 students)		
<b>Credit points</b>	<b>5 ECTS CP</b> ; core course		
	Student Workload (SWL):		
	<b>Structured SWL</b>		<b>Unstructured SWL</b>
	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.)	Estimated time of independent study (in hours)
	28 x 45 min	26 x 45 min	120 hours
<b>Duration</b>	<b>From 02-Nov-2026</b>		
	<b>To 18-Dec-2026</b>		
<b>Re-exam date</b>	TBA, after the end of Financial Economics course		
<b>Dates for posting the grades</b>	Exam results: 5-Jan-2027 Final results: 5-Jan-2027 Re-exam grades: in 10 working days after the re-exam		
<b>Course prerequisites</b>	Statistics, Managerial Economics		

**Syllabus**  
**Introduction**

The objective of the course is to introduce students to several key concepts in international finance. The course covers several financial management dimensions of leading a multinational enterprise. In particular, the course aims to:

- provide students with a basic knowledge of how international financial markets work
- provide students with an understanding of exchange rates
- explore instruments and methods used to manage exchange rate risk in the global markets.

provide an in-depth understanding of the process and techniques used to make international investment decisions.

**Course programme**

***I. Global Financial Environment***

The first part of the course provides an introduction to the global financial environment by discussing the international financial markets, and the motives and risks of multinational enterprises. The characteristics and the major transactions of foreign exchange markets are also discussed briefly. Finally, international parity conditions are covered, the economic theories linking exchange rates, price levels, and interest rates are explained.

***II. Managing exchange rate risk exposure***

The second part of the course deals with the concept of risk management of exchange rate risk exposure. The rationale for risk management and various types of foreign exchange exposure are reviewed. Financial instruments available in international financial markets for hedging purposes are covered in detail, instruments such as currency forwards, currency futures, currency options and swaps are discussed.

***III. International investment decisions***

The third part of the course covers capital budgeting in general and from multinational perspective. International diversification as a risk management technique is discussed as well.

**Learning aims**

Students should gain knowledge about the structure and functioning of foreign exchange markets, including the role of central banks, commercial banks, corporations, arbitrageurs, and speculative investors.

Students should gain knowledge about international parity conditions, the economic theories which link exchange rates, price levels, and interest rates

Students should grasp the mechanisms of exchange rate determination, including factors influencing exchange rates such as interest rates, inflation rates, and market speculation.

	<p>Students should learn strategies for managing currency risk, including hedging techniques such as forward contracts, options, and currency swaps.</p> <p>Students should be able to analyse international investment opportunities, considering the diversification benefits.</p>
<b>Literature and other resources</b>	<p>Textbook: Moffett M., Stonehill A., and Eiteman D.: Fundamentals of Multinational Finance, Pearson Education, 3rd edition, 2009. Selection of quantitative problem sets from the textbook (with solutions).</p> <p>8-10 journal articles from the field of international finance.</p>
<b>Requirements and grading</b>	<p>Written exam (100%), 15-Dec-2026</p> <p><b>For debtors:</b> same requirements and grading applies.</p>
<b>Attendance</b>	Not mandatory
<b>Electronic devices policy</b>	In general, electronic devices are not allowed, except flat screen devices used for taking notes, and laptops for Seminar 9.
<b>Course specifications</b>	
<b>Students eligible</b>	Year 2 and exchange students, as well as debtors from previous study years
<b>Related courses</b>	<p>Statistics, Managerial Economics, Macroeconomics, Management Accounting and Finance, Econometrics</p> <p>Financial Economics, Accounting and Finance, Finance Specialization</p>
<b>IT-skills needed</b>	Excel
<b>Research skills needed and developed</b>	Analytical skills, conceptual thinking
<b>Learning outcomes</b>	<p><b>Knowledge</b></p> <p>After completing this course, students shall be able to:</p> <ul style="list-style-type: none"> <li>- discuss the characteristics of foreign exchange markets;</li> <li>- explain international parity conditions;</li> <li>- discuss the consequences of exchange rate risk exposure on the short and long-term financial position of the company;</li> <li>- describe the instruments of currency forwards, futures, options and swaps;</li> <li>- explain the impact of international diversification on portfolio risk.</li> </ul>

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

### Year 3

	<b>Artificial Intelligence</b>									
<b>Course Director</b>	Rihards Garančs, Lecturer									
<b>Teaching team</b>	TBD									
<b>Credit points</b>	<p><b>5 ECTS CP</b></p> <p>Student Workload (SWL):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Structured SWL</th> <th style="text-align: center;">Unstructured SWL</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Lectures (count and length in academic hours-45 min.)</td> <td style="text-align: center;">Seminars (count and length in academic hours-45 min.)</td> <td style="text-align: center;">Estimated time of independent study (in hours)</td> </tr> <tr> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">90</td> </tr> </tbody> </table>	Structured SWL		Unstructured SWL	Lectures (count and length in academic hours-45 min.)	Seminars (count and length in academic hours-45 min.)	Estimated time of independent study (in hours)	30	30	90
Structured SWL		Unstructured SWL								
Lectures (count and length in academic hours-45 min.)	Seminars (count and length in academic hours-45 min.)	Estimated time of independent study (in hours)								
30	30	90								
<b>Duration</b>	<p><b>From 24-Aug-2026</b></p> <p><b>To 18-Sep-2026</b></p>									
<b>Re-exam date</b>	<b>05-Dec-2027</b>									
<b>Dates for posting the grades</b>	<p>Exam results: NA</p> <p>Final results: <b>18-Oct-2026</b></p> <p>Re-exam grades: <b>05-Jan-2026</b></p>									
<b>Course prerequisites</b>	All students must have read the preparatory materials on the current state of Artificial Intelligence and complete a pre-course self-assessment questionnaire on AI literacy.									
<b>Syllabus</b>										
<b>Introduction</b>	The course is designed for future business leaders and managers who will navigate the Generative AI revolution and									

	<p>widespread Digital Transformation (DT). As AI shifts from an experimental technology to a core enterprise utility, professionals must know how to harness it effectively and responsibly.</p> <p>This course equips students to assess AI potential in a company, understand the infrastructure of modern AI (such as Large Language Models, Agents, and RAG), manage AI implementation projects, and navigate the complex ethical, security, and regulatory landscapes (including the EU AI Act). It bridges the gap between technical capabilities and strategic business value.</p>
<b>Course programme</b>	<p><b>Part 1: Foundations – History, ML &amp; DL</b></p> <p><b>Lecture 1: The History and Evolution of AI</b></p> <ul style="list-style-type: none"><li>• Defining Artificial Intelligence: What it is and what it isn't.</li><li>• The "Winters" and "Springs" of AI: A historical timeline from the 1950s to today.</li><li>• Why AI is suddenly everywhere: The convergence of data, compute power, and algorithmic breakthroughs.</li></ul> <p><b>Seminar 1: AI History in Practice</b></p> <ul style="list-style-type: none"><li>• Discuss historical AI milestones and map them to current business technologies.</li><li>• Debunk common AI myths prevalent in corporate environments.</li><li>• Analyze the factors that led to past "AI winters" compared to today's rapid adoption – mini cases.</li></ul> <p><b>Lecture 2: Demystifying Machine Learning (ML)</b></p> <ul style="list-style-type: none"><li>• Classical ML vs. traditional programming.</li><li>• Core concepts: Supervised, Unsupervised, and Reinforcement Learning.</li><li>• Practical business applications of traditional ML (predictive maintenance, customer churn, recommendation engines).</li></ul> <p><b>Seminar 2: Machine Learning in Business</b></p> <ul style="list-style-type: none"><li>• ML code and principle dissection.</li><li>• Building &amp; evaluating an ML model in Google Colab.</li><li>• Evaluate practical business applications of traditional ML, such as predictive maintenance.</li></ul>

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### **Lecture 3: Deep Learning (DL) and Neural Networks**

- How artificial neural networks mimic the human brain.
- The shift from feature engineering to Deep Learning.
- Training vs. Inference: Understanding the computational costs and requirements.

### **Seminar 3: Deep Learning & Neural Networks Lab**

- Demystify the black box of Deep Learning using visual simulators to see how neural networks process information.
- Evaluate the computational costs required for training versus inference in business applications.
- Working with a DL model on Google Colab.

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## **Part 2: The Generative AI Revolution**

### **Lecture 4: From DL to Foundation Models**

- The breakthrough of the Transformer architecture.
- Understanding Large Language Models (LLMs): How they predict the next token.
- The shift from task-specific models to generalized Foundation Models.

### **Seminar 4: Prompt Engineering 101**

- Engage in a hands-on workshop focusing on advanced prompt engineering.
- Practice specific techniques, including zero-shot, few-shot, and role-playing prompts.
- Learn to craft effective system instructions to guide model behavior.

### **Lecture 5: Multimodal and Composite AI**

- Moving beyond text: Image, audio, and video generation.
  - How multimodal models process different data types simultaneously.
  - Composite AI: Combining GenAI with traditional ML and rule-based systems for accuracy.
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### **Seminar 5: Multimodal Applications**

- Participate in a hands-on workshop leveraging multimodal AI.
- Use multimodal tools to generate multimedia prototypes for business use cases.
- Practice extracting structured data from images and processing audio inputs.

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## **Part 3: Enterprise Infrastructure & Data Management**

### **Lecture 6: The Data Backbone for AI**

- Moving from raw data to actionable insights: Data pipelines and readiness.
- The importance of data quality, governance, and unstructured data management.
- "Garbage in, garbage out" in the context of LLMs.

### **Seminar 6: AI for Data Analysis**

- Engage in a hands-on workshop utilizing AI for data analysis and prototyping.
- Use code interpreters to clean messy datasets and perform rapid exploratory data analysis.
- Generate quick business dashboards and strategy outlines using AI tools.

### **Lecture 7: APIs and Enterprise Integrations**

- Connecting systems: How APIs bridge business tools with AI brains.
- The "Build vs. Buy vs. Rent" dilemma for AI capabilities.
- Evaluating vendor ecosystems (OpenAI, Google, Anthropic, Open-source like Meta's Llama).

### **Seminar 7: API & Ecosystem Evaluation**

- Evaluate the "Build vs. Buy vs. Rent" dilemma using practical business scenarios.
  - Compare different vendor ecosystems, such as OpenAI, Google, Anthropic, and open-source options.
  - Experiment with basic no-code API integrations to connect AI tools to standard business software.
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## **Lecture 8: Retrieval-Augmented Generation (RAG)**

- Solving the LLM knowledge gap without retraining models.
- The basics of vector databases and embedding.
- How RAG grounds AI responses in secure, proprietary company data.

## **Seminar 8: The RAG & Automation Case Study**

- Analyze a real-world case of a company deploying a custom knowledge-base AI.
- Dissect what went right and what went wrong during the deployment process.
- Evaluate the data privacy implications of the RAG implementation.

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## **Part 4: AI Agents, Automation, and Business Strategy**

### **Lecture 9: AI Agents and Orchestration**

- The shift from static chat interfaces to autonomous AI agents.
- Copilots vs. Agents: Human-in-the-loop vs. full automation.
- Multi-agent systems orchestrating complex workflows.

### **Seminar 9: Agentic Workflows Lab**

- Design a basic autonomous workflow to transition from static chatbots to active agents.
- Map out how an AI assistant can orchestrate tasks and trigger actions.
- Prototype an integration where an AI agent interacts with other enterprise software without human intervention.

### **Lecture 10: Transforming Business Functions**

- Digital disruption across traditional departments.
  - AI in HR (recruitment, onboarding), Finance (automated reporting, fraud detection), and Marketing (hyper-personalization).
  - Formulating comprehensive AI usage in a fair, effective, and impactful way in an organization.
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## **Seminar 10: Departmental Disruption Workshop**

- Brainstorm and design AI transformation plans for traditional departments.
- Redesign legacy workflows in HR and Finance to incorporate AI-driven decision-making.
- Develop strategies for marketing teams to implement AI for hyper-personalization and automation.

## **Lecture 11: AI Strategy & ROI**

- Identifying genuine AI Return on Investment (ROI) vs. falling for hype.
- Calculating the hidden costs of AI: Compute (cloud vs. edge), data preparation, and maintenance.
- Frameworks for assessing industry disruption and competitive advantage.

## **Seminar 11: ROI Estimation & Strategy Prep**

- Calculate the hidden costs of AI projects, including compute and data readiness.
- Participate in peer-review sessions to critique the business logic of proposed projects.
- Evaluate the genuine AI Return on Investment (ROI) versus the technology hype for specific use cases.

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## **Part 5: Ethics, Security, and Project Management**

### **Lecture 12: AI Ethics and Societal Impact**

- Navigating algorithmic bias and fairness.
- The impact of deepfakes and the erosion of digital trust.
- Workforce displacement: Strategies for role transformation and upskilling.

### **Seminar 12: Ethical Alignment & Bias Testing**

- Test public models for biased outputs in sensitive scenarios like recruitment or lending.
  - Practice redesigning prompts and applying constraints to mitigate biased results.
  - Evaluate the impact of deepfakes and algorithmic bias on corporate reputation.
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### **Lecture 13: Regulation and The Legal Landscape**

- Navigating the EU AI Act: Risk classifications and compliance.
- IP and copyright issues: Who owns AI-generated content?
- Adapting to global regulatory challenges and data privacy laws.

### **Seminar 13: Compliance & Regulatory Frameworks**

- Classify various corporate AI systems into the risk tiers defined by the EU AI Act.
- Draft mock compliance checklists for high-risk AI systems.
- Review strategies for adapting to global regulatory challenges and data privacy laws.

### **Lecture 14: AI Security, Ethics, and Risk Mitigation**

- Understanding and managing AI hallucinations.
- Cybersecurity threats: Prompt injection, data poisoning, and model inversion.
- Crisis management for AI-related enterprise failures.

### **Seminar 14: Crisis Management Simulation**

- Navigate a simulated corporate AI crisis in a tabletop exercise.
- Respond to a data breach via prompt injection or a severe algorithm bias incident.
- Manage the crisis under current regulatory frameworks.

### **Lecture 15: Managing AI Projects and Future Horizons**

- The CEO & Manager toolkit: Fostering a data-driven corporate culture.
- Managing cross-functional AI teams (Data Scientists, Domain Experts, IT, Legal).
- The trajectory toward Artificial General Intelligence (AGI) and its long-term business implications.

### **Seminar 15: Final Project Pitches**

- Present team AI Strategy & Prototype proposals to the class.
  - Defend the business logic and ROI estimates of the
-

	<p>proposed solutions.</p> <ul style="list-style-type: none"> <li>Defend the risk mitigation strategies associated with the final project.</li> </ul>
<b>Learning aims</b>	To provide students with up-to-date frameworks, practical tools, and the strategic mindset required to lead AI and digital transformation initiatives safely and effectively within modern organizations.
<b>Literature and other resources</b>	Specific required readings (such as recent <i>Harvard Business Review</i> case studies on Generative AI & AI adoption in organizations. In addition, there will be different industry reports from McKinsey/Gartner) will be provided via the e-learning platform.
<b>Requirements and grading</b>	To pass the course, students must create a comprehensive team project that includes a working AI prototype development for a company of their choosing. This is 80% of weight of the grade. In addition the group needs to do an AI powered research on few selected topics and develop critical analysis and implication of this. This is 20% of the grade. A combined minimum of 100 points (out of 200) is necessary to pass.
<b>Attendance</b>	Mandatory, one must not miss more than 2 classes and 2 seminars to be eligible for final project work.
<b>Electronic devices policy</b>	Laptops are required for all lectures and seminars to participate in interactive polls, AI exercises, and research. Phones are not allowed during class. <i>Note on AI Usage: The use of Generative AI to assist in coursework is encouraged for brainstorming and structuring, but all submitted work must be critically evaluated, fact-checked, and original in its final analysis. Blindly copying AI outputs constitutes an academic integrity violation. Each time student uses AI, it must be acknowledged.</i>

<b>Course specifications</b>	
<b>Students eligible</b>	Year 3 and exchange students, as well as debtors from previous study years
<b>Related courses</b>	Data & AI specialization, Econometrics, Strategy.
<b>IT-skills needed</b>	Basic familiarity with coding concepts. Prior experience with standard Generative AI tools (e.g., ChatGPT, Claude, Gemini) is highly recommended.
<b>Research skills needed and developed</b>	Research skills taught in Data Analysis & Research Methods are sufficient. Students will develop skills in evaluating AI vendor claims and parsing technical AI frameworks for business utility.
<b>Learning outcomes</b>	<b>Knowledge</b>

	<ol style="list-style-type: none"> <li>1. A broad understanding of the modern AI landscape, from Foundation Models to autonomous agents and their infrastructure.</li> <li>2. Comprehension of the ethical, moral, legal, and societal implications of AI, including workforce transformation, biases, challenges with AI, and data privacy.</li> <li>3. Up-to-date awareness of the latest AI advancements, capabilities, and the inherent risks.</li> </ol>
	<p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Ability to identify and map appropriate AI/GenAI solutions to specific operational bottlenecks and business problems.</li> <li>2. Proficiency in applying basic prompt engineering and leveraging AI tools to generate advanced analytics, strategy outlines, and rapid prototypes.</li> <li>3. Ability to spot emerging technology trends and critically evaluate their efficacy and ROI potential against hype.</li> </ol>
	<p><b>Competences</b></p> <ol style="list-style-type: none"> <li>1. Formulate comprehensive AI usage in a fair, effective, and impactful way in an organization.</li> <li>2. Evaluate the likelihood of industry and job disruption, providing actionable change-management suggestions to transform roles rather than merely substituting them.</li> <li>3. Lead multidisciplinary conversations bridging technical AI concepts with executive business strategy.</li> </ol>

	<b>Specialization Finance</b>									
<b>Course Director</b>	Ágnes Lublóy, Professor									
<b>Teaching team</b>	<p>Ágnes Lublóy, Professor, <a href="mailto:agnes.lubloy@sseriga.edu">agnes.lubloy@sseriga.edu</a></p> <p>Marta Khomyn, PhD, Visiting Lecturer, <a href="mailto:marta.khomyn@gmail.com">marta.khomyn@gmail.com</a></p>									
<b>Credit points</b>	<p><b>8 ECTS CP</b>; core course</p> <p>Student Workload (SWL):</p> <table border="1"> <thead> <tr> <th colspan="2">Structured SWL</th> <th>Unstructured SWL</th> </tr> </thead> <tbody> <tr> <td>Lectures (count and length in academic hours-45 min.)</td> <td>Seminars (count and length in academic hours-45 min.)</td> <td>Estimated time of independent study (in hours)</td> </tr> <tr> <td>35</td> <td>35</td> <td>150</td> </tr> </tbody> </table>	Structured SWL		Unstructured SWL	Lectures (count and length in academic hours-45 min.)	Seminars (count and length in academic hours-45 min.)	Estimated time of independent study (in hours)	35	35	150
Structured SWL		Unstructured SWL								
Lectures (count and length in academic hours-45 min.)	Seminars (count and length in academic hours-45 min.)	Estimated time of independent study (in hours)								
35	35	150								
<b>Duration</b>	<p><b>From 07-Sep-2026</b></p> <p><b>To 16-Oct-2026</b></p>									

<b>Re-exam date</b>	TBA, within a month from publishing the final exam results
<b>Dates for posting the grades</b>	Exam results: 30-Oct-2026 Final results: 30-Oct-2026  Re-exam grades: 10 working days after the re-exam
<b>Course prerequisites</b> <b>Syllabus</b> <b>Introduction</b>	Financial Economics, Business Valuation  The objective of the course is to provide in-depth knowledge in the field of finance, including investments and investment behaviour, market microstructure, financial risk management, and entrepreneurial finance. As a last course before the bachelor thesis and graduation, it fills the knowledge gaps necessary for bachelor thesis project, as well as provides some useful practical skills for the job market.
<b>Course programme</b>	<p><b>Investments and investment behaviour</b></p> <ul style="list-style-type: none"> <li>• Investing in new financial assets</li> <li>• Investment behaviour</li> <li>• Anomalies and bubbles</li> </ul> <p><b>Financial Markets' Microstructure</b></p> <ul style="list-style-type: none"> <li>• Market design</li> <li>• Price formation</li> <li>• Liquidity</li> <li>• Market manipulation</li> </ul> <p><b>Financial Risk Management</b></p> <ul style="list-style-type: none"> <li>• Financial risk management: diversification and hedging</li> <li>• Market risk management: Value-at-Risk</li> <li>• Credit risk and credit default swaps</li> <li>• Operational risk</li> <li>• Banks' regulatory environment</li> </ul> <p><b>Entrepreneurial Finance</b></p> <ul style="list-style-type: none"> <li>• The venture capital method in valuation</li> <li>• Term sheets, shareholder agreements, share structure, dilution</li> </ul>
<b>Learning aims</b>	<p>The aim of the <i>lectures</i> is to gain knowledge about investments and investment behaviour, market microstructure, financial risk management, and entrepreneurial finance.</p> <p>The aim of the <i>seminars</i> is to apply the theoretical knowledge received during the lectures to practical cases and exercises.</p>

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

	<p>participating in in-class-discussion. In the final grade 4 out of 5 case study grades will be taken into account—the 4 highest grades.</p> <p>Final exam: 55%, 110 points out of 200 Requirement for pass: 100 points in total <b>AND</b> at least 50% at the final exam.</p> <p><b>For debtors:</b> The points for the case studies (in-class test and discussion) will be transferred from previous years. The points for the EntrepSIM© simulation will be transferred from previous years.</p>
<b>Attendance</b>	Mandatory attendance (onsite if the class is onsite, onsite/online if the class is online).
<b>Electronic devices policy</b>	<p>In general, no electronic devices (except tablets used for taking notes) are allowed in-class.</p> <p>For several seminars (to be communicated in advance by the course instructor) and for the computer-based EntrepSIM© simulation electronic devices (laptops) are required.</p>
<b>Course specifications</b>	
<b>Students eligible</b>	<p>Year 3 and exchange students, as well as debtors from previous study years.</p> <p>Students failing more than two finance courses (Financial Accounting, Management Accounting &amp; Finance, International Finance, Financial Economics, Business Valuation) are not eligible to apply and shall consider a different specialisation.</p>
<b>Related courses</b>	International Finance, Financial Economics, Business Valuation, Entrepreneurship
<b>IT-skills needed</b>	Excel and R programming language
<b>Research skills needed and developed</b>	Ability to understand and critically review academic journal articles; data analysis; financial modelling; quantitative skills (e.g., regression analysis, Monte Carlo simulation); critical thinking skills (evaluating the validity and reliability of various financial solutions)
<b>Learning outcomes</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand behavioural biases in financial decisions; recognize how they influence the modern financial services' industry.</li> <li>• Know the key elements of market microstructure.</li> <li>• Understand the theory on market efficiency and anomalies; understand the impact of market</li> </ul>

	<p>manipulation.</p> <ul style="list-style-type: none"> <li>• Explain the key types of financial risks.</li> <li>• Explain how different types of risks (market risk, credit risk, operational risk) can be managed at financial institutions.</li> <li>• Know the key elements of entrepreneurial finance.</li> </ul>
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Evaluate the economics of securities market.</li> <li>• Evaluate various risk management strategies for financial transactions.</li> <li>• Evaluate a risk profile of a financial institution.</li> <li>• Analyse a term sheet for an entrepreneurial venture given a defined set of criteria.</li> </ul>
	<p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• Critically assess financial aspects of entrepreneurial ventures including term sheets.</li> <li>• Prepare a viable risk management strategy for various portfolios</li> </ul>

	<b>Economics</b>									
<b>Course Director</b>	Nicolas Gavaille, Associate Professor									
<b>Teaching team</b>	N/A									
<b>Credit points</b>	<b>8 ECTS CP</b> ; specialisation course									
	<p>Student Workload (SWL):</p> <table border="1"> <thead> <tr> <th colspan="2">Structured SWL</th> <th>Unstructured SWL</th> </tr> </thead> <tbody> <tr> <td>Lectures (count and length in academic hours-45 min.)</td> <td>Seminars (count and length in academic hours-45 min.)</td> <td>Estimated time of self-studies (in hours)</td> </tr> <tr> <td>20 x 2 hours</td> <td>5 x 2 hours</td> <td>190 hours</td> </tr> </tbody> </table>	Structured SWL		Unstructured SWL	Lectures (count and length in academic hours-45 min.)	Seminars (count and length in academic hours-45 min.)	Estimated time of self-studies (in hours)	20 x 2 hours	5 x 2 hours	190 hours
Structured SWL		Unstructured SWL								
Lectures (count and length in academic hours-45 min.)	Seminars (count and length in academic hours-45 min.)	Estimated time of self-studies (in hours)								
20 x 2 hours	5 x 2 hours	190 hours								
<b>Duration</b>	<b>From 09-Nov-2026</b> <b>To 18-Dec-2026</b>									
<b>Re-exam date</b>	<b>TBA</b>									
<b>Dates for posting the grades</b>	Exam results: 11/01/2027 Final results: 11/01/2027 Re-exam grades: <b>TBA</b>									
<b>Course prerequisites</b>	Mathematics, statistics, econometrics, microeconomics, macroeconomics									
<b>Syllabus Introduction</b>	This course provides an introduction to <b>advanced economic analysis</b> . It will build upon many tools and concepts previously developed throughout the economics curriculum									

(mathematics, statistics, econometrics, microeconomics, macroeconomics, ...). It is composed of a series of topics of high relevance for contemporary economic research and policy, encompassing elements of growth, labour, public and political economics.

The course begins with an introduction to growth theory. What are the drivers of growth? How to measure it? We will revisit the Solow model by studying the machinery behind the graphs and bringing the theory to the data. We will then move on to questions related to income inequalities. Why does it matter for growth? How do income inequalities evolve over time? This will lead us to issues related to the labour market, such as unemployment and migration issues. We will then study minimum wage policy, and how this is related to labor tax evasion in the region. Next, we will explore some important tax evasion mechanisms and their consequences on economic outcomes. Finally, the last part of the course will introduce limited natural resources in growth models.

<p><b>Course programme</b></p>	<p>Topic 1: Growth  Topic 2: Inequality  Topic 3: Labour market and unemployment  Topic 4: Minimum wage policy  Topic 5: Tax evasion  Topic 6: Growth and the environment</p> <p>The list of topics is indicative and subject to changes depending on time constraint.</p>
<p><b>Learning aims</b></p>	<p>This course has three main objectives. First, it aims at exposing students to key contemporary economic issues, with a particular focus on the Baltic States and transition economies in general. Second, it will show how modern economics tries to address these questions, combining rigorous economic modelling and econometric analysis. Third, it ambitions to equip students with the necessary toolbox for students to pursue their studies in economics. It develops some fundamental concepts of economic analysis that will be required at a higher level and introduces student to highly influential theoretical and empirical papers.</p>
<p><b>Literature and other resources</b></p>	<p>This course will build upon several textbooks and many research articles. The list includes (but is not restricted to):</p> <ul style="list-style-type: none"> <li>• Romer, D. (2018). <i>Advanced macroeconomics</i>. Mcgraw-hill.</li> <li>• Aghion, P., &amp; Howitt, P. W. (2008). <i>The economics of</i></li> </ul>

	<p>growth. MIT press.</p> <ul style="list-style-type: none"> <li>• Cahuc, P., Carcillo, S., &amp; Zylberberg, A. (2014). <i>Labor economics</i>. MIT press.</li> </ul> <p>The complete list of papers used in each lecture will be provide on the elearning platform.</p>
<b>Requirements and grading</b>	<p>Final exam (80%) Paper presentation (20%)</p> <p>To pass, both your final exam grade and your total grade have to be greater than or equal to 100. Otherwise, students will have to take the reexam. In this case, the final course grade will be equal to the reexam grade.</p>
<b>Attendance</b>	Attending lectures and seminars is not mandatory but <b>highly</b> recommended
<b>Electronic devices policy</b>	None.

## Entrepreneurship Specialization

<b>Course Director</b>	Dr. Dmitrijs Kravčenko									
<b>Teaching team</b>	Hans Lind (Karlstad University)  Visiting lecturers TBA									
<b>Credit points</b>	<b>8 ECTS CP</b> ; elective course  Student Workload (SWL): <table border="1" data-bbox="423 1213 1409 1455"> <thead> <tr> <th colspan="2">Structured SWL</th> <th>Unstructured SWL</th> </tr> </thead> <tbody> <tr> <td>Lectures (count and length in academic hours-45 min.)</td> <td>Seminars (count and length in academic hours-45 min.)</td> <td>Estimated time of independent study (in hours)</td> </tr> <tr> <td>20</td> <td>60</td> <td>160</td> </tr> </tbody> </table>	Structured SWL		Unstructured SWL	Lectures (count and length in academic hours-45 min.)	Seminars (count and length in academic hours-45 min.)	Estimated time of independent study (in hours)	20	60	160
Structured SWL		Unstructured SWL								
Lectures (count and length in academic hours-45 min.)	Seminars (count and length in academic hours-45 min.)	Estimated time of independent study (in hours)								
20	60	160								
<b>Duration</b>	<b>From 05-Oct-2026</b> <b>To 27-Nov-2026</b>									
<b>Re-exam date</b>	<b>11-Dec-2026</b>									
<b>Dates for posting the grades</b>	Exam results: 8-Dec-2026 Final results: 10-Dec-2026 Re-exam grades: <b>05-Jan-2027</b>									
<b>Course prerequisites</b>	Introduction to Entrepreneurship									

## Syllabus

### Introduction

The **Entrepreneurship Specialization** is designed for students aiming to deepen their entrepreneurial mindset and skillset.

Positioned at the intersection of innovation, strategy, and organizational design, this course offers a practical, critically engaged approach to new venture creation across commercial, social, and digital contexts.

It is tailored for aspiring founders, intrapreneurs, and systems thinkers interested in creating value through innovation or wishing to explore what a more independent post-graduation career path could look like. Students will learn to identify real-world problems, develop viable solutions, design sustainable business models, and communicate effectively with stakeholders - including investors, users, and startup ecosystem partners.

Set in one of Europe's most dynamic and agile startup environments, the course leverages the **Latvian innovation ecosystem** as both playground and proving ground. Students will be encouraged to engage with Riga's growing network of accelerators, coworking spaces, policy initiatives, and early-stage ventures - gaining firsthand insight into what it takes to create, fund, and grow a startup in a real-world Baltic context.

**Course programme**

Syllabus will focus on:

- New venture creation
- Innovation, disruptive technologies and business model innovation
- Strategy
- Entrepreneurial mindset
- Social, bio and digital entrepreneurship
- Pitching, funding and fund raising
- Prototyping
- Organizational design and startup culture management

**Learning aims**

Upon completion of this specializations, students should be able to:

- through project work, demonstrate understanding of key concepts in entrepreneurship, innovation, business model development and organizational design;
- be able to identify, define and validate market opportunities and potential product/service propositions;
- through project work, demonstrate analytical, continuous learning and critical thinking skills;
- effectively communicate key ideas to target audiences.

**Literature and other resources**

There is no pre-reading for this specialisation but please make sure to regularly consult the e-learning platform for class-

	<p>specific readings.</p> <p>Suggested readings for the specialization are:</p> <ul style="list-style-type: none"> <li>• Maurya, A. (2012) <i>Running Lean: Iterate from Plan A to a Plan That Works (2nd Edition)</i>, O'Reilly Media</li> <li>• Carlson, C. (2023) <i>Social Entrepreneurship and Innovation</i>, Sage</li> <li>• Holbeche, L. (2023). <i>The Agile Organization: how to build an engaged, innovative and resilient business</i>, Kogan Page</li> <li>• Faley, T.L. (2015). <i>The Entrepreneurial Arch: A strategic Framework for Discovering, Developing and Renewing Firms</i>, Cambridge University Press</li> <li>• Handy, C. (1999) <i>Understanding Organizations</i>, Penguin Press</li> <li>• Hjorth, D., and Holt, R. (2022). <i>Entrepreneurship and the creation of organization</i>, Routledge</li> </ul>
<p><b>Requirements and grading</b></p>	<p>Based on the learning aims, the specialization will be graded as follows:</p> <ul style="list-style-type: none"> <li>• Business process automation project – 40%</li> <li>• Startup project – 60%</li> </ul> <p>Please consult the grading schema on the course page for exact breakdown of grading criteria and their relative weightings.</p> <p>You need to achieve a total pass grade of 100 points (50%) or above in order to pass the course.</p>
<p><b>Attendance</b></p>	<p>Mandatory. Regular non-excused absences will result in penalties.</p> <p>If you do have to miss a session for a legitimate reason, please email the specialisation director (dmitrijs.kravcenko@sseriga.edu) to explain your absence either in advance or within 24 hours of missing a scheduled class.</p> <p>Regular non-attendance will have an adverse effect on your degree progress.</p>
<p><b>Electronic devices policy</b></p>	<p>Laptops mandatory for business process automation classes, electronic devices permitted in other classes unless otherwise specified by the tutor.</p>
<p><b>Course Development</b></p>	<p>Individual quizzes removed to allow more space for the automation project with greater emphasis in content in that area as well. Learning outcomes adjusted accordingly to emphasise understanding as demonstrated through practice</p>

	instead of structured assessment.
<b>Course specifications</b>	
<b>Students eligible</b>	Year 3 and exchange students, as well as debtors from previous study years
<b>Related courses</b>	Introduction to Entrepreneurship, OBHRM, Marketing, Business Organization, Fundamental Principles of Sales.
<b>IT-skills needed</b>	N/A
<b>Research skills needed and developed</b>	Skills needed: basic familiarity with primary research methods; secondary and desk research skills. Skills developed: new venture development, pitching, creative problem solving, product/service development and validation, low-code workflow design and deployment.
<b>Learning outcomes</b>	<p><b>Knowledge of:</b></p> <ol style="list-style-type: none"> <li>1. theoretical and practical principles of entrepreneurship and innovation.</li> <li>2. business model design, venture development, and organizational design.</li> <li>3. the role of entrepreneurship in commercial, social, and technological change.</li> </ol> <p><b>Skills to:</b></p> <ol style="list-style-type: none"> <li>1. Identify and evaluate high-impact entrepreneurial opportunities.</li> <li>2. Design, test, and communicate value propositions and business models.</li> <li>3. Pitch venture ideas with strategic clarity and persuasive storytelling.</li> <li>4. Identify, design, build and deploy business process automations.</li> </ol> <p><b>Competences in:</b></p> <ol style="list-style-type: none"> <li>1. Applying lean and agile approaches to early-stage venture development.</li> <li>2. Navigating technological, financial, and team-building challenges in new ventures.</li> <li>3. Building robust, scalable, and ethically grounded entrepreneurial initiatives.</li> </ol>

## Retail Management

<b>Course Director</b>	<b>Dr. Kristina Nadricka</b> , Assistant Professor of Marketing		
<b>Teaching team</b>	TBC		
<b>Credit points</b>	<b>8 ECTS CP</b> ; specialisation course		
	Student Workload (SWL):		
	<b>Structured SWL</b>		<b>Unstructured SWL</b>
	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)
	45	80	100
<b>Duration</b>	<b>From 14-Sep-2026</b>		
	<b>To 04-Dec-2026</b>		
<b>Re-exam date</b>	<b>TBC</b>		
<b>Course prerequisites</b>	Marketing, Managerial Economics, Organisation & Management, Accounting, Microeconomics, Macroeconomics		
<b>Research skills needed and developed</b>	Fieldwork & primary research		
<b>IT-skills needed</b>	Excel, Powerpoint, familiarity with design and collaboration tools (e.g., Figma, Miro) is preferable		
<b>Related course</b>	Strategy, Marketing, Managerial Economics, Organisation & Management, Accounting, Microeconomics		
<b>Students eligible</b>	Year 3 and exchange students, as well as debtors from previous study years		
<b>Introduction (Course Objectives)</b>	<ul style="list-style-type: none"> <li>• Give students an overview of the fundamentals of the modern retail industry and the business &amp; economic context it operates in</li> <li>• Help students develop an initial practical toolkit for a successful start of a career in retail and adjacent industries (e.g. consumer products, media, logistics, consulting, marketing agencies)</li> <li>• Learn to critically read academic literature (not just absorb but analyze), and practice argumentation and discussion skills</li> <li>• After completing the course, students will be able to understand and apply service design methodologies and tools to improve existing customer service experiences and understand how to develop customer-centric innovations</li> <li>• Give students an experience working in co-creative and activity-based approach, so learning by doing will be a key part of the Service Design module and students will work in</li> </ul>		

	<p>small teams on a real business challenge applying the service design process and tools (customer research, personas, customer journey, stakeholder map, ideation, service scenarios, prototyping)</p>
<p><b>Content</b></p>	<p>The course will be structured in four modules, one field project, and a capstone class at the end along the following blocks:</p> <ol style="list-style-type: none"> <li data-bbox="423 443 1421 835"> <p><b>1. Strategy &amp; Business Models in Retail</b> <i>(September)</i>  This module will explore the core elements of major business models in retail and key retail formats. It will include coverage of grocery, specialist retail, online, and omnichannel retail. It will further explore how retailers create value through efficient operations, introducing students to the main strategic decisions about store operations, the major principles of supply chain dynamics between retailers and their suppliers across the whole retail value chain.</p> </li> <li data-bbox="423 877 1421 1270"> <p><b>2. Commerce, Finance and Operations in Retail</b> <i>(September)</i>  This module will add a finance perspective to the previous modules, giving students the tools to assess the financial impact of and build business cases &amp; financial models around category management, marketing, commercial, operational &amp; supply chain, and other decisions. It will also introduce students to commercial &amp; strategic dynamics between suppliers and retailers and what levers their managers can pull to create and capture maximum value.</p> </li> <li data-bbox="423 1312 1421 1577"> <p><b>3. Marketing in Retail</b> <i>(October)</i>  This module will demonstrate and discuss how the store can work with their range and their store environment to effectively influence shoppers' purchase decisions, over two-thirds of which are made in-store. The module will also include several analytical and field exercises for students to practice the application of some of the methods introduced.</p> </li> <li data-bbox="423 1619 1421 1961"> <p><b>4. Service Design in Retail &amp; Field Project</b> <i>(November)</i>  This module will explore how retailers can create and deliver better customer experiences by applying human centric problem solving, i.e. service design thinking. It will give students a theoretical understanding of core service design concepts and tools (personas, empathy map, customer journey, stakeholder map, service scenarios, prototyping) and provide with practical experience working on a service design project to solve an actual</p> </li> </ol>

	<p>customer experience challenge of a retailer.</p> <p><b>5. The Future of Retail</b> <i>(December)</i></p> <p>The capstone class will bring together concepts from previous modules to discuss the rapid evolution of the retail industry and its future outlook. The session may be structured around article analysis, a short case, or both, and will conclude by returning to the strategic fundamentals of retail.</p>
<p><b>Structure and format</b></p>	<p>The course will use a range of formats, including:</p> <ul style="list-style-type: none"> <li>• <b>Case and article discussion seminars</b> (which will follow the cycle of individual preparation, team preparation, class session, and individual reflection)</li> <li>• <b>Lectures</b></li> <li>• <b>Field exercises</b> and other field work</li> <li>• <b>Field project</b> (more details below)</li> <li>• <b>Individual preparation / pre-reading</b></li> </ul> <p><b>Field project</b> will be part of the <b>Service Design</b> module. Students will be working in small teams on a real challenge defined by our partner retailer and involve key steps of service design cycle:</p> <ol style="list-style-type: none"> <li>1. Customer research and empathy creation</li> <li>2. Analysis from insights to concepts with customer journey mapping and personas development</li> <li>3. Ideation and new solution definition</li> <li>4. Service scenario mapping</li> <li>5. Prototyping and testing</li> <li>6. Presentation of new solution &amp; recommendations</li> </ol> <p>Details on the structure and format of each individual module will be made available through the e-learning platform prior to the start of the module.</p>
<p><b>Literature and other resources</b></p>	<p>The course will draw on a range of types of literature and other inputs, that will form required reading, incl.:</p> <ul style="list-style-type: none"> <li>• Cases</li> <li>• Theoretical notes</li> <li>• Articles</li> <li>• Book chapters</li> <li>• Online sources</li> </ul> <p>Detailed information on required literature for each course module will be available on the e-learning</p>

	platform prior to the start of the module.
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Attendance at all class and field activities (per calendar on the e-learning platform) is mandatory, except where individual activities specifically marked as optional.</li> <li>• Excused absences: <ul style="list-style-type: none"> <li>• An excused absence is typically due to an illness or a family emergency</li> <li>• Recruiting and/or employment commitments are explicitly not grounds for an excused absence</li> </ul> </li> <li>• Unexcused absence policy: <ul style="list-style-type: none"> <li>• A student is allowed one unexcused absence with no repercussions</li> <li>• Two further unexcused absences will result in a proportionate adjustment of the class participation grade</li> <li>• More than three unexcused absences will result in the student not passing the course</li> </ul> </li> </ul> <p>The above does not apply to Field Project Presentations, attendance of these required to pass the course.</p>
<b>Electronic devices policy</b>	Electronic devices in class are not allowed, except where required for class activity (e.g. a simulation) as indicated by the instructor. Students are responsible for ensuring they have the necessary materials for class in printed form.
<b>Learning outcomes</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understanding of major retail business models, formats, and their principal strategic characteristics, including dimensions for strategic choices.</li> <li>• Understanding of the principles and mechanics of the fundamental retail business drivers, incl. marketing &amp; commercial, store operations, and supply chain.</li> <li>• Understanding of the structure and drivers of financial statements and management accounting of businesses in the retail &amp; consumer value chain.</li> <li>• Understanding customer-centric experience development and innovation process.</li> </ul> <hr/> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Ability to analyze, interpret and evaluate economic, financial and business information and data.</li> <li>• Ability to interpret and apply critical, fact- and science-based methods to analyze, interpret and evaluate issues in economics and business.</li> <li>• Ability to interpret and rationalize decisions with reference to theories and concepts in economics and</li> </ul>

	<p>business.</p> <ul style="list-style-type: none"> <li>• Ability to apply service design methodologies and tools (personas, empathy map, customer journey, stakeholder map, service scenarios, prototyping).</li> </ul> <p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• Fact, science and curiosity-minded approach to problem-solving.</li> <li>• Reflection and self-awareness.</li> <li>• Empathy and cultural literacy.</li> <li>• Entrepreneurial approach and responsibility.</li> <li>• Customer research methods.</li> </ul>
<p><b>Requirements and Grading</b></p>	<p><b>Grade structure</b></p> <ul style="list-style-type: none"> <li>• Exam – 30%</li> <li>• Field project report &amp; presentations – 40%</li> <li>• Class participation – 30%</li> </ul> <p>Passing the course will require an overall passing grade (100/200), a passing grade on the exam (30/60) and a passing grade on the Field project (40/80).</p> <p><b>For debtors</b></p> <p>Debtors who previously successfully passed the Field project may opt out of Module 4 and have their previous Field project grade applied. Debtors who did not previously achieve a passing grade on the Field project are required to take Module 4 and pass it.</p> <p>Debtors who previously successfully passed the exam may opt out of Modules 1, 2, 3, and 5. Debtors who did not previously achieve a passing grade on the Exam are required to take Modules 1, 2, 3, and 5 to take the Exam.</p>
	<p><b>International Politics</b></p>
<p><b>Course Director</b></p>	<p>Xavier Landes, <a href="mailto:xavier.landes@sseriga.edu">xavier.landes@sseriga.edu</a>  Dominik Gerber, <a href="mailto:dominik.gerber@sseriga.edu">dominik.gerber@sseriga.edu</a></p>
<p><b>Teaching team</b></p>	<p>Xavier Landes, <a href="mailto:xavier.landes@sseriga.edu">xavier.landes@sseriga.edu</a>  Dominik Gerber, <a href="mailto:dominik.gerber@sseriga.edu">dominik.gerber@sseriga.edu</a>  Guest lecturers</p>

<b>Credit points</b>	<b>8 ECTS CP</b> ; specialisation course		
	Student Workload (SWL):		
	<b>Structured SWL</b>		<b>Unstructured SWL</b>
	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)
	38	10	
<b>Duration</b>	<b>From 14-Sep-2026</b>		
	<b>To 06-Nov-2026</b>		
<b>Re-exam date</b>	<b>01-Jan-2027</b>		
<b>Dates for posting the grades</b>	Exam results: <b>01-Nov-2026</b> Final results: <b>01-Nov-2026</b> Re-exam grades: <b>01-Jan-2027</b>		
<b>Course prerequisites</b>	<p>In cooperation with the French Institute in Latvia, this specialization course will explore advanced issues in contemporary international politics (e.g. geopolitics and geoeconomics, war and terrorism, arms industry, global response to climate issues). Although some quantitative methods may be used, this is predominantly a qualitative course with a strong theoretical and conceptual component aiming to set out the fundamental premises of the modern international order. Therefore, participation in this course requires an active interest <i>in</i>, and a decent command <i>of</i>, the content of core courses such as <b>Y1 Macroeconomics, Y1 Academic Studies and Critical Thinking, Y1 Business Ethics and Sustainability, Y2 Public Policy, Y2 International Finance</b>.</p> <p>This course neither offers a full-blown introduction into international relations nor is it a sequel or extension of Y2 Public Policy (or any other SSE Riga course, for that matter). It is designed to be useful for students who:</p> <ul style="list-style-type: none"> <li>• seek a career in a multinational corporation or in an industry with high exposure to developments in international politics (such as e.g. consultancy, energy, commodity trade, etc.)</li> <li>• consider applying to a Master-level program in the domains of international relations, macroeconomics, or global public policy (such as e.g. Science Po's <a href="#"><u>Master in Economics and Public Policy</u></a>)</li> <li>• have a general interest in exploring global responses to major contemporary challenges, including (trade) wars, climate change, or the shifting geopolitical profile of Europe.</li> </ul>		

## Introduction

Thirty years after Francis Fukuyama's *The End of History and the Last Man*, it seems that History is back from a long holiday. The rise of China, the aggressive return of Russian imperialism, isolationist trends in the US, the weaponization of maritime chokepoints in the Middle East, Europe's search of a new geopolitical identity, the increasing politicisation of global monetary and financial regimes, climate change and tensions surrounding access to (fossil) energies: these dynamics (and many more) are challenging the post-1991 conception of rule-based international order under the unipolar dominance of the US, with global trade in its heart. Today, business and government in Europe struggle to come to terms with the return of geopolitics – the pervasive influence of political power in the linkages between geography, international relations, and economics.

The return of geopolitics implies greater uncertainty not only in global supply chains and trade regimes, but also in the relations between nuclear powers and in the global efforts to cope with a dramatically changing climate. In short: the return of geopolitics forcefully demonstrates that the times when global politics could be left at the doorsteps of the corporate boardroom – or for that matter, of any leading Business School – are over.

The dynamics at work in geopolitics are complex, involving political science and economics, but also other social sciences including history and geography. The Baltic region is one of the areas in which these dynamics are particularly visible (e.g. with respect to manifestations of Russia's imperialism, investor risk perception, or the vulnerability of its energy sector). Moreover, the Baltic region is one of the most emblematic focal points of international politics because of its role in the collapse of the Soviet Union more than 30 years ago and its location at the Eastern periphery of the European Union and NATO.

**This course provides students with the wherewithal to understand and discuss the relevance of contemporary geopolitics and to derive practical economic-political implications from it.** It is structured around two types of activities:

- The **first type** aims at getting students acquainted with the conceptual background that supports discussions in contemporary geopolitics. During this part, the students will learn about the history and the main theories of international relations. The thematic focus will be put on explaining the emergence and the prevention of

interstate war, while touching upon the key concepts of Realpolitik, balance of power, nuclear deterrence, and international cooperation.

**The main objective** is to build up a solid level of literacy about the interactions between the main international actors and relevant political and economic institutions.

- The **second type** will take on an applied focus. It will explore a set of pressing issues in international politics that stand exemplarily for the return of geopolitics, and that present novel challenges to decision-makers in both business and politics. The main thematic focus will be on the geopolitics of the Baltic, Nordic, Arctic, and Asia-Pacific regions, on global energy and security policy, on NATO, and on the geopolitics of climate change and geoengineering. This part will rely on a range of high-profile international guest lecturers with practical expertise in these areas. It will culminate in a full-day 'wargame' activity in which students will adopt the role of important geopolitical stakeholders, conduct a rigorous scenario analysis, and negotiate competing interests in response to a simulated geopolitical crisis.

**The main objective is twofold.** On the one hand, this part will allow the students to apply the conceptual knowledge acquired during the first part of the course. On the other hand, students will get the opportunity to expand and deepen the field-specific knowledge acquired in other courses at SSE from the vantage point of international politics. Students will recognize the limitations of analysing certain global challenges from a purely sectorial level, whether politically speaking (e.g. studying climate change solely from the point of view of national-level environmental policy) or economically speaking (e.g. studying geopolitical tensions solely in terms of industry-specific supply chain or market disturbances).

**Course programme**

**For some lectures we will loosely follow a textbook:**  
Eden, J. A., Lake, D. A., & Schultz, K. A. (2022). **[FLS] World politics: Interests, Interactions, Institutions** (Fifth edition, international student edition). W.W. Norton & Company.

**Lecture 1 – Introduction: Course structure, objectives and evaluation. What's geopolitics? Why does it matter now? (Xavier Landes) [105 minutes]**

This introductory session will be devoted to present the general outline of the course, its structure, main activities as well as the evaluation procedure. In addition, some key definitions will be

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provided (e.g international politics, geopolitics). Finally, it will present a few reasons why to care about international politics in the present world.

**Lecture 2 – Learning from the past to understand the present (Xavier Landes) I [105 minutes]**

We are living on a continent which political entities and relations have been shaped by a close and distant past. Without risking an exhaustive history of Europe and international relations, this class will offer to come back to a few key moments which have defined contemporary Europe and the challenges it faces.

Recommended textbook reading: FLS, Introduction & Chapter 1

**Lecture 3 – Learning from the past to understand the present II (Xavier Landes) I [105 minutes]**

**Lecture 4 – The analytical framework of international relations I (Dominik Gerber) [105 minutes]**

An introduction into the realist, liberal, and constructivist paradigms. How they define and weigh the key actors, interests, and institutions of IR, and why they (still) matter for decision-making in international politics.

Required reading:

- Walt, S. M. (1998). International Relations: One World, Many Theories. *Foreign Policy*, 110, 29.

Recommended textbook reading: FLS, Chapter 2

**Lecture 5 – The analytical framework of international relations II (Dominik Gerber) [105 minutes]**

Continuation of Lecture 3.

Required reading:

- Mearsheimer, J. J. (2019). Bound to Fail: The Rise and Fall of the Liberal International Order. *International Security*, 43(4), 7-50.

**Lecture 6 – Nuclear Deterrence (Xavier Landes) [105 minutes]**

The lecture will introduce students to nuclear deterrence by studying the recent change in France's doctrine.

Required reading:

- <https://www.ifri.org/en/external-articles/external->
-

[publications/france-has-new-nuclear-doctrine-forward-deterrence-europe](#)

**Lecture 7 – Military Alliances: The Case of NATO (Xavier Landes) [105 minutes]**

**Lecture 8 – Why are there wars? (Dominik Gerber) [105 minutes]**

How states' interests can give rise to conflict, and under what conditions such conflict is solved violently or through peaceful bargaining. Does the 'balance of power' offer a guarantee for peace? Can nuclear weapons make the world safer?

Required reading:

- Fearon, J. D. (1995). Rationalist explanations for war. *International Organization*, 49(3), 379-414.

Recommended textbook reading: FLS, Chapter 3

**Lecture 9 – Terrorism and Non-State Actors (Dominik Gerber) [105 minutes]**

Over the recent decades terrorism has become a familiar feature of international politics, causing enormous harm in both the developed and developing countries, lending small groups and sometimes even individuals a disproportionate amount of political influence. How can we distinguish a terrorist from an ordinary criminal? What is the terrorist's rationale when she or he decides to terrorize governments or unarmed civilians?

Required reading:

- Hoffman, B. (2017). *Inside Terrorism* (third edition). Columbia University Press. Chapter 1.

Recommended textbook reading: FLS, Chapter 6

**Lecture 10 – International Norms and Institutions (Dominik Gerber) [105 minutes]**

In a world of sovereign states, how can the international community constrain states' actions? When and why do states do what is "right"? Can a rule-based international order persist in times of intensifying geopolitical tensions?

Required reading: tbc.

Recommended textbook reading: FLS, Chapters 5 and 11.

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**Lecture 11 – Domestic politics national competitiveness (Dominik Gerber) [105 minutes]**

What is the role of a nation's social condition and its influential domestic interests – held e.g. by politicians, community leaders, businesses, or military generals – for a country's global standing? Are some leaders (democrats? women? philosophers?) more peaceful than others? Does the political character of a society bear on its geopolitical power? Can we identify which societal characteristics contribute most to competitive success?

Required reading:

- Michael J. Mazarr (2022). *The Societal Foundations of National Competitiveness*. Rand Corporation. Chapters 1 and 11. Recommended textbook reading: FLS, Chapter 4

**Lecture 12 – Scenario Planning for Strategic Issues: The Example of Sky News' 'Wargame' (Xavier Landes) [105 minutes]**

The lecture will consist in a deep discussion of Sky News' *Wargame* podcast which illustrates the scenario planning approach for defence questions. In the contemporary world, moreover in the regional (Baltic) context, it is important to understand what the scenario approach is, its function, its uses and limits. Therefore, the podcast will serve as a basis for the whole class. Students will discuss the content of the podcast, i.e. the decisions made by the different actors, as well as the form of the scenario approach. The lecturer will provide other examples to illustrate the discussion.

Mandatory (there is no point attending the lecture if this preparatory work has not been done)

Listen to the 5 episodes of the podcast:  
<https://news.sky.com/story/the-wargame-podcast-what-if-russia-attacked-the-uk-13381047>

**Lecture 13 – The Geopolitics of Climate Change (Xavier Landes) [105 minutes]**

This class will be devoted to understanding how climate change affects national and international security. The broader trends as well as some specific cases will be discussed. More precisely, we will discuss how France's official military strategy in response to climate change.

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	<p>Required reading:</p> <ul style="list-style-type: none"> <li>Ministère des Armées (2022). <i>Climate and Defense Strategy</i>.</li> </ul> <p>Recommended reading:</p> <ul style="list-style-type: none"> <li>Clack, T., Meral Z., &amp; Selisny L. (2024). Introduction: Climate change and (in)security. In T. Clack, Z. Meral, &amp; L. Selisny (Eds.), <i>Climate Change, Conflict, and (in)Security</i>. London &amp; New York: Routledge.</li> </ul> <p><b>Lecture 14 – International trade and (de-)globalization (Dominik Gerber) [105 minutes]</b></p> <p>A century-old economic truth has it that trade is economically beneficial. Why, then, does every country restrict trade in some way? Why do we see global powers ‘weaponizing’ trade relations to serve their national interests?</p> <p>Required reading:</p> <ul style="list-style-type: none"> <li>Keohane, R. O., &amp; Nye, J. S. (2025, June 2). The End of the Long American Century. <i>Foreign Affairs</i>. <a href="https://www.foreignaffairs.com/united-states/end-long-american-century-trump-keohane-nye">https://www.foreignaffairs.com/united-states/end-long-american-century-trump-keohane-nye</a>.</li> </ul> <p>Recommended textbook reading: FLS, Chapter 7</p> <p><b>Lecture 15 – HBS Case Study: The Geopolitics of Semiconductors (Dominik Gerber) [105 minutes]</b></p> <p><b>Lecture 16 – The Strategic Game: A Presentation (Xavier Landes) [105 minutes]</b></p> <p><b>Guest lectures: TBD – 3-4 lectures [105 minutes]</b></p> <p><b>FINAL EXAM: STRATEGIC GAME (one full day, 09:00-18:00, all the rooms in one floor, great if it could be at the 6<sup>th</sup>)</b></p>
<b>Learning aims</b>	The course aims at giving to students the tools for understanding and navigating a complex and changing world.
<b>Literature and other resources (Selection)</b>	<p>Almqvist, K., &amp; Linklater, A. (2022). <i>The Return of Geopolitics: A Global Quest for the Right Side of History</i>. London: Thames &amp; Hudson.</p> <p>Blackwell, R. D. &amp; Harris, J. M. (2016). <i>War by Other Means: Geoeconomics and Statecraft</i>. Cambridge, MA &amp; London: The Belknap Press of Harvard University Press.</p> <p>Chiozza, G., &amp; Goemans, H. E. (2011). <i>Leaders and International Conflict</i>. Cambridge University Press.</p> <p>Clack, T., Meral, Z., &amp; Selisny, L. (2024). <i>Climate Change</i>,</p>

	<p><i>Conflict, and (In)Security: Hot War</i>. London and New York: Routledge.</p> <p>Cohen, S. B. (2015). <i>Geopolitics: The Geography of International Relations</i>. Lanham &amp; London: Rowman &amp; Littlefield.</p> <p>Dodds, K. (2019). <i>Geopolitics: A Very Short Introduction</i>. Oxford: Oxford University Press.</p> <p>Drezner, D. W. (2022). <i>Theories of International Politics and Zombies (Apocalypse edition)</i>. Princeton University Press.</p> <p>Ewes-Peters, N.M. (2022). <i>Understanding EU-NATO Cooperation: How Member States Matter</i>. Oxon &amp; New York: Routledge.</p> <p>Frieden, J. A., Lake, D. A., &amp; Schultz, K. A. (2022). <i>World politics: Interests, Interactions, Institutions</i> (Fifth edition, international student edition). W.W. Norton &amp; Company.</p> <p>Fukuyama, F. (1992). <i>The End of History and the Last Man</i>. New York: Free Press.</p> <p>Huntington, S.P. (1996). <i>The Clash of Civilizations and the Remaking of World Order</i>. New York: Simon &amp; Schuster.</p> <p>Rynning, S. (2024). <i>NATO: From Cold War to Ukraine: A History of the World's Most Powerful Alliance</i>. New Haven: Yale University Press.</p> <p>Terman, R. (2023). <i>The Geopolitics of Shaming: When Human Rights Pressure Works – and When It Backfires</i>. Princeton &amp; Oxford: Princeton Oxford University Press.</p> <p>Weber, J. (2020). <i>Handbook on Geopolitics and Security in the Arctic: The High North Between Cooperation and Confrontation</i>. Cham: Springer.</p> <p>Welzer, H. (2012). <i>Climate Wars: Why People Will be Killed in the Twenty-First Century</i>. Cambridge MA &amp; Malden: Polity Press.</p> <p>Yergin, D. (2020). <i>The New Map: Energy, Climate, and the Clash of Nations</i>. New York: Penguin Press.</p> <p>Zielinski, R. C. (2016). <i>How States Pay for Wars</i>. Ithaca: Cornell University Press.</p>
<b>Requirements and grading</b>	<p>Students will be evaluated based on the basis of:</p> <ul style="list-style-type: none"> <li>• Their participation to the strategic game: 70%</li> <li>• A reflection/justificatory paper on their participation: 30%</li> </ul>
<b>Attendance</b>	<p>Not more than 2 lectures can be missed without a doctor's note. Guest lectures are mandatory.</p>
<b>Electronic devices policy</b>	<p><b>No electronic devices will be allowed unless specified otherwise.</b></p>
<b>Students eligible</b>	<p>Year 3 and exchange students, as well as debtors from previous study years</p>

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

<b>Data &amp; AI Specialisation</b>	
<b>Course Director</b>	Ana Tralle
<b>Teaching team</b>	Ana Tralle, Maksims Sics, Davis Ozols
<b>Credit points</b>	<b>8 ECTS CP</b> ; specialisation course
<b>Duration</b>	<b>From 13-Oct-2026</b> <b>To 7-Dec-2026</b>
<b>Re-exam date</b>	<b>TBA</b>
<b>Dates for posting the grades</b>	Exam results: <b>17-Dec-2026</b> Final results: <b>17-Dec-2026</b> Re-exam grades: <b>TBA</b>
<b>Course prerequisites</b>	Artificial Intelligence and Statistics courses

## Syllabus

### Introduction

The Data & AI specialization at SSE Riga is designed to equip students with a balanced, future-proof skill set that merges data expertise, AI knowledge, and strategic business insight. As industries worldwide undergo digital transformation, organizations increasingly rely on data and artificial intelligence to drive innovation, efficiency, and competitive advantage. This specialization prepares students to navigate this evolving landscape, ensuring they not only understand the technology but also lead its implementation in business contexts.

The specialization covers a comprehensive learning journey — from data collection and governance to machine learning, automation,

AI strategy, and leadership — empowering students to solve real-world business problems, drive AI initiatives, and make informed decisions rooted in data and long-term market trends.

Graduates will emerge not just as technical experts, but as business-savvy innovators who can bridge the gap between data teams, AI technologies, and business leadership — positioning themselves as key contributors to data-driven, AI-powered organizations.

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**Course programme**

This specialization consists of five interconnected modules designed to provide students with essential skills in strategic business innovation, data management, artificial intelligence, automation, and leadership, enabling them to lead technology-driven business transformations.

**1. Strategic business innovation**

- Introduction to Global Tech Trends
- What is Innovation? Definitions & Industry Perspectives
- Structuring Innovation Projects
- Identifying Real Company Innovation Needs
- Designing the Innovation Plan & Pitch
- Expert View on Innovation

**2. Data management**

- Data Architecture & Its Business Impact
- Database Design, Schemas, ETL Concepts & Tools
- Power BI Data Modeling
- Power BI Dashboards & Visualisation
- Data Storage & Databases Workshop
- Data Modeling & Visualisation Workshop

**3. AI & automation**

- AI Fundamentals, Responsible AI & Ethics
  - Prompt Engineering
  - Prompt Engineering Workshop
  - AI & Automation Tools Integration Workshop
  - Machine Learning Fundamentals
  - Machine Learning Workshop
-

#### 4. Digital transformation and leadership

- Governance, Compliance & GDPR Essentials
- KPIs and Feedback Loops for Tech Initiatives
- Data & AI Solution Architecture Workshop
- Bridging Tech and Business
- Translating Tech Solutions into Business Value
- Expert View on Digital Transformation & Leadership

These modules are designed to provide students with the knowledge and practical skills required for leadership roles in technology-driven business environments, focusing on leveraging data, AI, and automation for business success.

#### Learning aims

By the end of this specialization, students will:

- Develop a robust technical foundation in data handling, AI modeling, and automation tools.
- Master data and AI-driven automation technologies to optimize processes, enhance productivity, and deliver business impact.
- Gain strategic business acumen, learning how to integrate data and AI into company strategies to unlock growth and innovation opportunities.
- Analyze emerging industry trends, differentiating between sustainable, long-term transformations and short-lived market fads — ensuring businesses prioritize lasting innovations.
- Navigate ethical, governance, and regulatory considerations in data and AI deployment, ensuring responsible innovation and risk mitigation.
- Lead data and AI initiatives and digital transformations, developing project management, leadership, and communication skills to bridge the gap between technical teams and executives.
- Communicate data-driven insights effectively — translating complex technical results into compelling, actionable strategies for non-technical business leaders.

This specialization ultimately aims to create adaptable, forward-thinking graduates — equipped with the technical skills,

	analytical mindset, and strategic leadership capabilities necessary to thrive in data and AI-driven industries.
<b>Literature and other resources</b>	Core learning resources will be provided via the Microsoft Learn platform and additional curated materials relevant to each
<b>Requirements and grading</b>	TBA  The maximum official score remains 200 points. However, students whose combined results exceed this threshold will receive an “Outstanding Engagement” distinction, while their official grade will be capped at 200 points.
<b>Attendance</b>	TBA
<b>Electronic devices policy</b>	TBA
<b>Course specifications</b>	
<b>Students eligible</b>	Year 3 and exchange students, as well as debtors from previous
<b>Related courses</b>	Artificial Intelligence
<b>IT-skills needed</b>	Statistics
<b>Research skills needed and developed</b>	Basic research skills
<b>Learning outcomes</b>	<p><b>Knowledge</b></p> <p>By the end of the specialization, students will understand:</p> <ul style="list-style-type: none"> <li>• The data and AI lifecycle — from collection and processing to advanced machine learning and automation.</li> <li>• Core AI methods — including supervised, unsupervised, deep learning, and Generative AI.</li> <li>• Business transformation — how data and AI reshape industries, enable new models, and drive innovation.</li> <li>• Data and AI ethics and governance — ensuring</li> </ul>

from temporary hype.

**Skills**

Students will learn to:

- Collect, clean, and prepare data for analysis and AI modeling.
- Build, evaluate, and deploy AI solutions to solve business challenges.
- Turn complex data into clear, actionable insights.
- Lead data and AI projects, aligning technical work with business goals.
- Communicate data-driven insights to non-technical stakeholders.

**Competences**

Graduates will be able to:

- Develop data and AI strategies that create competitive advantage.
- Drive digital transformation and operational improvements.
- Adapt to emerging technologies and market changes.
- Balance technical expertise with strategic business impact.
- Lead data and AI-powered innovation and ensure responsible, ethical

**Electives**

**Corporate Finance - M&A and Capital Raising**

<b>Course Director</b>	<b>Aleksandrs Sverdlovs</b> , Visiting Lecturer		
<b>Teaching team</b>	<b>Aleksandrs Sverdlovs</b> , Visiting Lecturer aleksandrs.sverdlovs@sseriga.edu		
<b>Credit points</b>	<b>3 ECTS CP</b> ; elective course		
	Student Workload (SWL):		
	<b>Structured SWL</b>		<b>Unstructured SWL</b>
	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)
	<b>8 lectures &amp; guest-lectures: 16 academic hours</b>	<b>1 deliverable defence session: 2 academic hours</b>	<b>Self-study (including preparation of final deliverable and reading of</b>

			<b>the materials): 60</b> academic hours
<b>Duration</b>	<b>From 01-Sep-2026</b>		
	<b>To 30-Sep-2026</b>		
<b>Re-exam date</b>	<b>03-Dec-2026</b>		
<b>Dates for posting the grades</b>	Exam results: <b>within 10 working days after the deliverable final submission and presentation.</b>		
	Final results: <b>within 10 working days after the deliverable final submission and presentation.</b>		
	Re-exam grades: <b>18-Dec-2026</b>		
<b>Course prerequisites</b>	Financial Accounting, Management Accounting and Finance.		
<b>Syllabus Introduction</b>	<p>This course provides an in-depth exploration of corporate finance with a specific focus on Mergers &amp; Acquisitions and capital raising activities. It delves into the strategic rationale behind M&amp;A, the intricacies of the deal lifecycle – from idea generation and sourcing to negotiation and closing – and the critical processes involved, such as valuation, deal structuring, due diligence, and legal considerations. Furthermore, the course examines mechanisms for raising capital in public markets, including Initial Public Offerings and bond issues. Through a combination of lectures, guest lectures from industry professionals, and a practical case study deliverable, students will gain a comprehensive understanding of how companies create value through M&amp;A and capital raising transactions.</p>		
<b>Course programme</b>	<p>9 in-class sessions – 5 lectures; 3 guest lectures; and 1 defence of the final deliverable. Each session is 1 hour and 45 minutes long, with a 15-minute break in between.</p> <p><b>Structure:</b></p> <p>Session 1 – Course Overview and Introduction to M&amp;A</p> <p>Session 2 – Idea Generation and Sourcing</p> <p>Session 3 – Deal Structuring and Valuations</p> <p>Session 4 – Due Diligence Process [Professional Guest Lecture]</p> <p>Session 5 – Public Capital Raising [Professional Guest Lecture]</p> <p>Session 6 – Negotiation, Deal Documentation, and Closing</p> <p>Session 7 – Legal Side of the Deal [Professional Guest Lecture]</p>		

	<p>Session 8 – Deliverable Q&amp;A and Career Session</p> <p>Session 9 – Deliverable Defence</p>
<b>Learning aims</b>	<p>Familiarize students with the fundamental concepts, strategic drivers, and types of M&amp;A transactions. Provide a framework for identifying and evaluating M&amp;A opportunities. Equip students with the knowledge to apply relevant valuation methodologies and structure deals effectively. Explain the purpose and process of due diligence in identifying risks. Develop an understanding of the negotiation process and the critical elements of M&amp;A deal documentation. Familiarize students with the principal legal aspects and considerations in M&amp;A deals. Provide an overview of public capital raising processes and their strategic implications. Enhance students' ability to analyze complex business situations, synthesize information, and present findings professionally.</p>
<b>Literature and other resources</b>	<p><b>Required textbook:</b> Jonathan Berk, Peter DeMarzo - <i>Corporate Finance</i>. 2<sup>nd</sup> Global Edition, 2011</p> <p><b>Optional textbook:</b> Sudi Sudarsanam - <i>Creating Value from Mergers and Acquisitions</i>. Latest edition. McKinsey &amp; Company Inc., Tim Koller, Marc Goedhart, David Wessels - <i>Valuation: Measuring and Managing the Value of Companies</i>. Latest edition.</p> <p><b>Final deliverable case study:</b> the final deliverable case study will be published 2 weeks prior the first deliverable submission date.</p>
<b>Requirements and grading</b>	<p>The final grade for this course will be based on the following components:</p> <p><b>Final Deliverables [group deliverable] – 40%;</b>  <b>A 1-2 pager executive summary – 15%;</b>  <b>A 4-5 pager opposition – 25%;</b>  <b>Final Deliverable Presentation [group deliverable] – 40%;</b>  <b>Class Attendance and Participation [individual] – 20%.</b></p> <p>The total grade for group deliverables for each group participant will be calculated based on the cumulative grade received adjusted by the respective participant's contribution, which will be evaluated by the participant's group on the scale from 1 (no participation/low contribution) to 3 (active contributor).</p> <p>To pass the course, the student must score at least 50% (100 out of 200) in each component <b>AND</b> at least 50% (100 out of 200) overall.</p>

<b>Attendance</b>	The participation in each class session is mandatory. The student can miss 1 class session without submitting any eligible document accepted by the university, and without failing the “Class Attendance and Participation” component. If student misses more than 1 class without submitting the eligible document, the student can clear the absence by submitting the executive summary on the research on the specific topic of the missed lecture (this must be agreed upon with the course director first).
<b>Electronic devices policy</b>	Laptops, tablets, computers are permitted for the academic use only. Phones, cameras, recording devices, earphones and music playing devices are prohibited in the classroom, except for specific sessions where any of the listed devices will be used and you will be notified by the lecturer. For the online classes (if any), laptops, tablets, computers are permitted, but video or audio recording is prohibited.
<b>Course specifications</b>	
<b>Students eligible</b>	Year 2, 3, and exchange students
<b>Related courses</b>	<b>Prior:</b> Financial Accounting, Management Accounting and Finance.  <b>Subsequent:</b> Financial Economics, Business Valuation, Finance Specialisation.
<b>IT-skills needed</b>	Ability to proficiently use Ms Office or similar software. Ability to access and search academic literature databases. Ability to use financial databases (e.g., Thomson Reuters Datastream).
<b>Research skills needed and developed</b>	<b>Needed:</b> <ul style="list-style-type: none"> <li>• Ability to apply concepts from prior finance and accounting courses.</li> <li>• Proficiency in using standard office software for analysis and presentation preparation.</li> <li>• Ability to access and search academic literature, market and financial information.</li> </ul> <b>Developed:</b> <ul style="list-style-type: none"> <li>• Analyzing complex M&amp;A and capital raising transactions.</li> <li>• Applying valuation and financial analysis techniques to real-world scenarios.</li> <li>• Synthesizing information from various sources to develop a coherent investment thesis or deal rationale.</li> <li>• Structuring and writing professional business memorandums.</li> <li>• Conducting market and target analysis.</li> <li>• Presenting complex financial information clearly and concisely.</li> </ul>
<b>Learning outcomes</b>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Comprehensive understanding of M&amp;A concepts, strategies, and transaction types.</li> <li>• Knowledge of the stages involved in an M&amp;A transaction</li> </ul>

	<p>lifecycle, from sourcing to closing.</p> <ul style="list-style-type: none"> <li>• Awareness of the due diligence process and common risk factors.</li> <li>• Familiarity with key legal documentation and considerations in M&amp;A.</li> <li>• Knowledge of public capital raising mechanisms and processes.</li> </ul>
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Ability to identify and evaluate potential M&amp;A targets.</li> <li>• Skill in applying valuation techniques and structuring M&amp;A deals.</li> <li>• Skills in interpreting and understanding key terms in transaction documentation.</li> <li>• Written communication skills through the preparation of a deal memorandum.</li> <li>• Oral communication and presentation skills through deliverable defence.</li> </ul>
	<p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• Ability to critically evaluate the strategic and financial rationale for M&amp;A and capital raising transactions.</li> <li>• Ability to work effectively in a team to analyze a case and prepare deliverables.</li> <li>• Ability to structure and defend an investment or deal thesis.</li> </ul>

## Practical Real Estate

<b>Course Director</b>	Janis Meija, Lecturer		
<b>Department</b>	Business and Management		
<b>Lecturer(s)</b>	Janis Meija		
<b>Teaching Assistants</b>	N/A		
<b>Credit Points</b>	3 ECTS CP; elective course		
	Student Workload (SWL):		
	<b>Structured SWL</b>		<b>Unstructured SWL</b>
	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
<b>Duration</b>	<b>From 7-Sep-2026</b>		
	<b>To 9-Oct-2026</b>		
<b>Re-exam Date</b>	<b>TBC</b>		
<b>Sign-up Deadline</b>	<b>04-Sep-2026</b>		
<b>Max. No. of Students</b>	n/a		
<b>Course Prerequisites</b>	Basic knowledge of economics and finance		
<b>Research Skills</b>	n/a		

<b>Needed and Developed</b>	
<b>IT-skills Needed</b>	Basic IT skills (PPT presentations)
<b>Related Courses</b>	n/a
<b>Students Eligible</b>	Year 1 or older and exchange students
<b>Introduction (Course Objectives)</b>	The objective of the course is for students to gain a basic understanding of practical real estate issues that most will come into contact within their lifetime: renting real estate, purchasing real estate, appraisals, bank mortgages, interest rates, real estate investments, etc.
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction: what is real estate, types of properties, registration, ownership, maintenance fees, etc.</li> <li>2. Appraisals: how to value a property, different types of appraisal methods.</li> <li>3. Mortgages: basic elements of a mortgage, equity, contracts, interest rates, credit rating.</li> <li>4. Housing bubble 2008: Fixed rate mortgages, Fannie Mae, Securitization.</li> <li>5. Alternative real estate financing: private lender, crowdfunding, REIT, seller financing.</li> <li>6. Taxation: real estate tax, taxing rental income, capital gain, calculating tax basis.</li> <li>7. Rental Market: long term rent agreements, short-term rentals.</li> <li>8. Commercial Real Estate: valuation, income generating, capitalization rate.</li> <li>9. Guest speakers</li> <li>10. Student presentations.</li> </ol>
<b>Structure and Format</b>	Structure of the course will consist of 20 lectures, 45min x 2, Monday and Wednesday evenings, for 5 weeks. Students will be assigned topics on the first day of the course, and they will be responsible for researching and preparing presentations and presenting the topic to the class. Students are expected to actively engage in classroom discussions and are expected to be on site in person in the school, unless they are unable to travel due to government restrictions.
<b>Literature and Other Resources</b>	Various sources that will be published on the course homepage.
<b>Learning Outcomes</b>	<p>Students will gain basic knowledge of real estate transactions and real estate investments.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand how to purchase real property and identify the basic elements of a purchase agreement.</li> <li>• Identify what is a lien on real property and how to read a land book report.</li> <li>• Understand how to obtain a mortgage loan from a bank, and how to identify elements of a mortgage contract.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Ability to analyse and read basic contracts and mortgage</li> </ul>

	<p>agreements.</p> <ul style="list-style-type: none"> <li>• Understand how to evaluate a basic real estate investment.</li> <li>• Being able to read and analyse a real estate appraisal/valuation.</li> </ul>
	<p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• Develop the competence on how to go through the practical steps of obtaining a mortgage loan, and the process involved in purchasing real estate.</li> <li>• Ability to evaluate a real estate investment and draft a basic business plan for an investment property.</li> </ul>
<b>Attendance</b>	Attendance in person is mandatory for all lectures. Excused absences only. One unexcused absence will result in 10% reduction in overall course grade. Two unexcused absences will result in 20% reduction in course grade. More than two unexcused absences will result in no credit for the course. Excused/unexcused absences as per school policy.
<b>Electronic Devices Policy</b>	No laptops, no phones, no electronic devices. Only pencil/pen and paper allowed.
<b>Requirements and Grading</b>	Students graded on presentation: 80%, and class participation 20%. No exam.
<b>Dates for posting the grades</b>	Grades posted: <i>within 5 business days after the end of the course.</i>

## Contract Law

<b>Course Director</b>	Janis Meija, Lecturer		
<b>Department</b>	Business and Management		
<b>Lecturer(s)</b>	Janis Meija		
<b>Teaching Assistants</b>	N/A		
<b>Credit Points</b>	<b>3 ECTS CP</b> ; elective course		
	Student Workload (SWL):		
	<b>Structured SWL</b>		<b>Unstructured SWL</b>
	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
<b>Duration</b>	<b>From 02-Nov-2026</b>		
	<b>To 11-Dec-2026</b>		
<b>Re-exam Date</b>	<b>TBC</b>		
<b>Sign-up Deadline</b>	<b>30-Oct-2026</b>		
<b>Max. No. of Students</b>	None		
<b>Course Prerequisites</b>	None		
<b>Research Skills Needed and</b>	Students will learn legal research and legal analysis skills, as well as critical thinking skills.		

<b>Developed</b>	
<b>IT-skills Needed</b>	n/a
<b>Related Courses</b>	Business Law
<b>Students Eligible</b>	Year 1 or older, as well as exchange students
<b>Introduction (Course Objectives)</b>	<p>The objective of the course is for students to gain a basic understanding of contracts that they will encounter during their career.</p> <p>Although the course materials will reference UK contract law, the course is not specific to one country's laws, but rather an examination of the universal elements that make up a contract and govern contract law.</p> <p>What constitutes an offer and acceptance? Did the parties express intent? Was there consideration? In what cases can a contract be cancelled? What are the remedies for a breach of contract? What are the elements for a contract on the sale of goods and services? All of these topics and more will be covered in the course.</p>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction: the nature of English Law</li> <li>2. The Agreement: Offer and Acceptance</li> <li>3. Intent, Capacity, Consideration, and Privity</li> <li>4. The Terms of a Contract</li> <li>5. Vitiating Factors</li> <li>6. Discharge of Contract and Contractual Remedies</li> <li>7. The Sale of Goods</li> <li>8. Supply of Services</li> <li>9. Guest speaker</li> <li>10. Exam</li> </ol>
<b>Structure and Format</b>	<p>The structure of the course will consist of 20 lectures, 45min x 2, Monday and Wednesday evenings, for 5 weeks. Students will be assigned reading before each lecture from the coursebook "Introduction to Business Law" by Lucy Jones. Students are expected to participate in lecture discussions and be prepared to answer verbal questions regarding the course material. The students will also have to answer study questions after each unit. At the end of the course there will be an exam.</p> <p><b>Prior to the first class, students must read Chapter 9.</b></p>
<b>Literature and Other Resources</b>	"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.
<b>Learning Outcomes</b>	<p>Students will gain basic knowledge of contracts and how to read and identify the basic elements of a contract, and how to draft a contract.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the basic elements of a contract.</li> <li>• Identify when a contract is effective and enforceable.</li> <li>• Know how to identify when a contract is void and</li> </ul>

	unenforceable, or when a contract can be cancelled.									
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Ability to read and analyse a contract and identify the necessary elements for an enforceable contract.</li> <li>• Be able to read, analyse and draft real world contracts, including those for supply of goods and services.</li> </ul>									
	<p><b>Competences</b></p> <ul style="list-style-type: none"> <li>• Develop the competence on how to quickly read and identify the elements of real-world contracts, and identify any clauses which may be unenforceable, and identify the main points of a contract.</li> <li>• Have the ability to draft a basic contract, taking into account real world business examples.</li> </ul>									
<b>Attendance</b>	Attendance in person is mandatory, unless the student is unable to travel due to government restrictions. A student can miss not more than 20% of the lectures. If the student has more than 20% unexcused absences, he/she will receive no credit.									
<b>Electronic Devices Policy</b>	No laptops allowed. No phones.									
<b>Requirements and Grading</b>	Students graded on exam (multiple choice): 80%, and class participation 20%.									
<b>Dates for Posting the Grades</b>	Grades posted: within 5 business days after the final exam.									
	<b>Impact Making for the Competitiveness and Data-Driven Decisions</b>									
<b>Course Director</b>	Arnis Sauka									
<b>Teaching team</b>	Course director and invited speakers: policy makers, industry and media representatives									
<b>Credit points</b>	<p><b>3 ECTS CP</b>; elective course</p> <p>Student Workload (SWL):</p> <table border="1"> <thead> <tr> <th colspan="2">Structured SWL</th> <th>Unstructured SWL</th> </tr> </thead> <tbody> <tr> <td>Lectures (count and length in academic hours- 45 min.)</td> <td>Seminars (count and length in academic hours- 45 min.))</td> <td>Estimated time of independent study (in hours)</td> </tr> <tr> <td>12</td> <td>8</td> <td>8</td> </tr> </tbody> </table>	Structured SWL		Unstructured SWL	Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of independent study (in hours)	12	8	8
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)								
12	8	8								
<b>Duration</b>	<p><b>From 05-Jan-2026</b></p> <p><b>To 20-Oct-2026</b></p>									
<b>Re-exam date</b>	<b>17-Nov-2026</b>									
<b>Dates for posting the grades</b>	Exam results: 25.11.2026. Final results: 25.11.2026. Re-exam grades: <b>10-Dec-2026</b>									
<b>Course prerequisites</b>	N/a									
<b>Syllabus</b>										

## Introduction

This elective course is about making an impact. We will aim to answer questions such as how to efficiently work with media, policy makers, and industry associations to share knowledge, foster data-driven decisions, and, most importantly, make an impact to increase competitiveness. The course will include both real-life case study analysis and meetings with policy makers, media, and industry representatives. Students will also be required to work on a practical assignment to turn a “research product/ knowledge” into a real, applicable tool to increase competitiveness, productivity, etc., at the industry or policy level, including interaction with media.

## Course programme

The course is divided in 5 mini modules: academia, media, policy, industry and presentations mini module:

### Academia mini-module

20.10.2026., 17.15- 18.45.: Making an impact real-life case. From the knowledge to impact: case of the SSE Riga Shadow Economy Index and various spillovers (90 min).

21.10.2026., 17.15-18.45.: Practical assignment: selecting and discussing cases for impact making (90 min).

### Industry mini-module

27.10.2026., 17.15- 18.45.: Voice of entrepreneurs vs working with policy makers to make an impact: insights from industry representatives (90 min).

28.10.2026., 17.15- 18.45.: Workshop: voice of entrepreneurs vs working with policy makers to make an impact cont'ed. Case of big, innovative exporters survey. Research vs lobbying (90 min).

Home assignment: work on the practical assignment.

### Media mini-module

3.11.2026., 17.15- 18.45.: How media works with academia, policy makers and industry: insights from “traditional” and social media (90 min).

4.11.2026., 17.15- 18.45.: Workshop: How media works with academia, policy makers and industry cont'ed. Tips for working with journalists both from an expert and moderator of discussion show (Money Talks at tvnet.lv) perspective. Communicating various research results from industry studies: writing press release, preparing for interviews, and moderating discussions for impact making (90 min).

Home assignment: work on the practical assignment.

### Policy mini-module

10.11.2026., 17.15- 18.45.:

Workshop: platforms to communicate with policy makers to increase competitiveness of the entrepreneurship ecosystem. The case of FICIL Sentiment Index, Construction industry. Discussing results with

	<p>policy makers, preparing policy brief (90 min).  11.11.2026., 17.15- 18.45.: Importance of data driven decisions: when, why, how? Insights from policy makers perspective (90 min).</p> <p>Home assignment: work on the practical assignment.</p> <p><b>Presentations</b>  16.11.2026., 17.15- 18.45.: Presentations of the practical assignment  17.11.2026., 17.15- 18.45.: Presentations of the practical assignment</p>
<b>Learning aims</b>	To apply existing knowledge. To communicate research results (or other knowledge) to media and policy makers.
<b>Literature and other resources</b>	Selected real- life case studies.
<b>Requirements and grading</b>	The grading will be based on (i) Active participation in classes: discussions in groups during workshops, with policy makers, media and industry representatives (30%); (ii) Presentations of the practical assignment (70%).
<b>Attendance</b>	Due to the specifics of the course, attendance is mandatory.
<b>Electronic devices policy</b>	Since the course will include lots of discussions, exchange of opinions, electronic devices should only be used for support purposes, e.g. finding appropriate information if necessary.