Stockholm School of Economics in Riga

Course Catalogue

For Spring Semester 2027

Co-funded by
the European Union

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Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

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 enroll 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.

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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.

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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**
A	170 - 200	Excellent	**top 10%** of the students taking the course
B	150 - 169	Very Good	**next 25 %** of the students taking the course

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C	130 - 149	Good	**next 30 %** of the students taking the course
D	110 - 129	Satisfactory	**next 25 %** of the students taking the course
E	100 - 109	Sufficient	**next 10 %** of the students taking the course
F	0 - 99	Fail	Grade below 100 points (99 - 0)
N	N	Absent	Absence with no excuse
S	S	Absent	Reason of absence illness
*__ECTS grading scale__ is based on the class percentile of a student in a given assessment, that is how he/she performed relative to other students in the same class and **prevails** the internal grading in 200 points system. E.g., if the lowest score in class is 140 points, the student would receive grade E in the transcript.			

Resources and Services

Accommodation.

SSE Riga Student Residence Hall

We are pleased to offer 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

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
  Tālr.27008067, 67775067, e-pasts: jekaterina@provectus.lv
  https://provectus.lv/

Contact Person for International Exchanges Programme at SSE Riga
Marina Troškova/ marina.troskova@sseriga.edu
+371 670 158 11
Strēlnieku iela 4a, Rīga, LV-1010, Latvia

Information on the Bachelor Programme/ First Cycle Programme

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

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

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

International Perspective

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

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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.

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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.

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Information on Individual Educational Components

YEAR 1

1. Title	**Financial Accounting**
2. Course Director	**Anete Pajuste**, Professor
3. Teaching team	Dr. Anete Pajuste anete.pajuste@sseriga.edu Teaching Assistants: Krišjānis Kristaps Kapustāns kkkapustans@sseriga.edu Anna Krūmiņa anna.krumina@sseriga.edu Edvards Lauva elauva@sseriga.edu Hugo Ričards Lācis HLacis@sseriga.edu Anna Marija Reznikova amreznikova@sseriga.edu **Office hours:** TBC (Anete Pajuste, Room 404)
4. Credit points	**ECTS 5**; 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	20	85

5. Duration	***From 06-Jan-2027***
	To 05-Feb-2027
6. Re-exam date	
7. Dates for posting the grades	Exam results: Final results: Re-exam grades:
8. Course prerequisites	Mathematics

Syllabus

9. Introduction	The course teaches the concepts underlying financial statements and accounting procedures used in preparing income statements, statements of financial position (balance sheets), and cash flow statements. The course emphasizes the interpretation, analysis, and evaluation of published financial statements. The best way to learn accounting is by engaging actively with the material and practicing extensively. We will use the McGraw Hill Connect platform, which provides an interactive eBook, algorithmic homework exercises, and video lectures. • Lectures: The eBook contains video lectures that allow students to review and reinforce the material before or after class. Because these resources cover the fundamentals, in-class lectures will focus on explaining the most challenging

	concepts and applying theory to mini-cases and exercises. Although not required, *skimming the relevant chapter before each lecture is advisable* to improve understanding. The assigned chapters for each lecture and seminar are listed in the course calendar. • Homework (Connect): Students are expected to read the course eBook and complete all assigned homework exercises. Homework tasks will be reopened in review mode before the midterm and final exams. Since Connect generates new numerical values each time, students will have *practically unlimited opportunities for practice* on the same types of exercises. • Seminars: Students must prepare for each seminar by reading the assigned chapter and completing the review questions in advance. Seminars are designed to reinforce understanding through problem-solving and application, so preparation is essential.
10. Course programme	1. Introduction to accounting • learning the scope of accounting, the accounting equation, the double-entry system, T-accounts • recording transactions • defining accounting concepts and principles • preparing a trial balance • preparing an income statement • preparing a balance sheet 2. Adjustments for financial statements • valuing inventories • accounting for depreciation of non-current assets • making provisions for receivables • adjustments for accruals and prepayments 3. Reading financial statements • preparing a cash flow statement • comparing financial statements of different types of companies • analysing financial statements using ratios. **See the Course Schedule for more details.**
11. Learning aims	The main objective of the course is to develop students' ability to measure, record, and communicate the financial information of a company. Being the first course in accounting (and followed by Managerial Economics, Management Accounting and Finance in Year 1, and Business Valuation in Year 2), Financial Accounting provides an important background for the upcoming studies. To successfully develop this base, we focus on both preparing and reading the financial statements of a company.
12. Literature and other resources	**Textbook:** *Financial Accounting* by Libby, Libby and Hodge, 12th edition, 2026 (eBook, published by McGraw Hill) **On-line Textbook Supplement:** *Connect*

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	eLearning: The most up to date syllabus and other materials, including lecture slides and assignments will be posted to eLearning. **Name Card:** Use a name card in class for all class sessions throughout the semester. Your name card will help your instructor learn your name and facilitate class discussion. **Windows or Macintosh Computer:** Exams will be given that will require the use of a Windows or Macintosh computer. Chromebooks, mobile phones and tablets that do not use Windows or MacOS will not work for the administration of these exams.
13. Requirements and grading	*Evaluation Activity* *Portion of Course Grade* Midterm Exam 30% Final Exam 60% Homework in Connect 10% TOTAL 100% **Midterm Exam**: The mid-term exam will cover material from lectures, assigned readings and homework given prior to this exam. These topics are primarily from chapters 1–4 and 6–8 in the textbook. The exam will be closed book and closed notes. **Final Exam:** The final exam will be comprehensive in that topics from all portions of the course will be tested. A formula sheet will be provided for the exam, but it will otherwise be closed book and closed notes. Additional exam details will be provided prior to the exam dates. **Homework in Connect:** The best way to learn accounting is to do accounting. Learning accounting takes a great deal of practice. Accordingly, homework is assigned using the Connect on-line supplement to the textbook. Your performance on the Connect homework will be automatically graded by the system and your score will contribute to your final grade. Your performance is based on accuracy, not just completion. To receive credit on the Connect homework, assignments need to be completed by the **due date and time listed in the Connect system**. Homework performed after the due date and time will not receive credit.
14. Attendance	Students are expected to attend all sessions. The lectures will address the most challenging material and applications, some of which is not contained in the slides. Although attendance does not directly influence your grade, it is essential for successful exam performance
15. Electronic devices policy	Electronic devices are allowed during the lectures ONLY for the dedicated activities of the course

Course specifications

16. Students eligible	Year 1 and exchange students, as well as debtors from previous study years

17. Related courses	Managerial Economics, Management Accounting and Finance, Business Valuation
18. IT-skills needed	MS Excel, Word
19. Research skills needed and developed	Analytical skills, conceptual thinking
20. Learning outcomes	**Knowledge** • illustrate the application of the double-entry principle in accounting • discuss the accounting vocabulary, principles, and concepts • define the need for the preparation of financial statements for a company • describe the adjustments needed for the accounting of assets in the balance sheet of a company: valuation of non-current assets, valuation of receivables, valuation of inventory, accruals and prepayments • explain the steps of preparation and components of the balance sheet, income statement, and cash flow statement of a company
	Skills • apply the double-entry rule of accounting transactions • perform the accounting for events taking place in a company • prepare an income statement, balance sheet, and cash flow statement of a company • conduct the accounting for non-current assets, inventory, receivables, non-current liabilities, current liabilities, and equity • demonstrate the interactions between the financial statements and the way they are used by the stakeholders
	Competences • formulate the need for the application of financial accounting • select a reasonable way of communicating the financial information to the user • develop the balance sheet, income statement, and cash flow statement based on the events, which happened in a company • interpret the information as contained in the financial statements of a company

21. Course Schedule

Session 1 (Wed, Jan 6): **Introduction & Financial Statements (Ch.1)**
Reading: Textbook chapter 1
Assignment: Homework #1 due by Sun, Jan 10

Session 2 (Thu, Jan 7): **Accounting System (Ch.2)**

Reading: Textbook chapter 2, except Data Analytics and Focus on Cash Flows
Assignment: Homework #1 due by Sun, Jan 10

Session 3 (Mon, Jan 11): **Operating Decisions & Accounting System (Ch.3)**
Reading: Textbook chapter 3, except Data Analytics, A Question of Ethics, and Focus on Cash Flows
Assignment: Homework #2 due by Thu, Jan 14

Session 4 (Tue, Jan 12): **Adjustments and Closing process (Ch.4)**
Reading: Textbook chapter 4, except A Question of Ethics, Data Analytics and Focus on Cash Flows
Assignment: Homework #2 due by Thu, Jan 14

Session 5 (Wed, Jan 13): **Sales Revenue, Receivables & Cash (Ch.6)**
Reading: Textbook chapter 6, except you do not need to read (1) Financial Analysis – To Take or Not Take the Discount; (2) A Question of Ethics; (3) Revenue Recognition for Bundled Goods and Services; (4) Financial Analysis - Bad Debt Recoveries; (5) Focus on Cash Flows; (6) Cash Management; (7) Internal Controls of Cash; (8) A Question of Ethics; (8) Reconciliation of the Cash Accounts and the Bank Statements; and, (9) Chapter Supplement – Recording Discounts and Returns.
Assignment: Homework #3 due by Sun, Jan 17

Session 6 (Thu, Jan 14): **Inventory & Cost of Goods Sold (Ch.7)**
Reading: Textbook chapter 7, except you do not need to read (1) Manufacturer Flow of Inventory Costs; (2) A Question of Ethics; (3) Control of Inventory; (4) Inventory Methods and Financial Statement Analysis; (5) Inventory and Cash Flows; (6) Chapter Supplement A; and (7) Chapter Supplement B.
Assignment: Homework #3 due by Sun, Jan 17

Session 7 (Mon, Jan 18): **Long-Term Assets I: Acquisition & Depreciation (Ch.8)**
Reading: Textbook chapter 8 including the chapter supplement, except you do not need to read (1) A Question of Ethics; (2) ESG Reporting; (3) Focus on Cash Flows; (4) Units-of-Production Method; (5) Declining Balance Method; and (6) Financial Analysis – A Misinterpretation.
Assignment: Homework #4 due by Wed, Jan 20

Session 8 (Tue, Jan 19): **Long-Term Assets II: Changes, Disposals, Impairments (Ch.8)**
Reading: Textbook chapter 8 including the chapter supplement, except you do not need to read (1) A Question of Ethics; (2) ESG Reporting; (3) Focus on Cash Flows; (4) Units-of-Production Method; (5) Declining Balance Method; and (6) Financial Analysis – A Misinterpretation.
Assignment: Homework #4 due by Wed, Jan 20

Session 9 (Thu, Jan 21): **Midterm Exam**
The exam will be given in the classroom.
Midterm Exam will test material from textbook chapters 1-4, 6-8, and other topics discussed prior to the exam date.

Session 10 (Fri, Jan 22): **Liabilities I: Current Liabilities & Contingencies (Ch.9)**
Reading: Textbook chapter 9, except you do not need to read (1) Business Analytics; (2) Financial Analysis Refinancing Debt; (3) Focus on Cash Flows; (4) International Perspective – Borrowing in Foreign Currencies; (5) Computing Present Values; (6) A Question of Ethics; (7) Accounting Application of Present Values; (8) Chapter A Supplement; and (9) Chapter B Supplement.
Assignment: Homework #5 due by Sun, Jan 31

Session 11 (Mon, Jan 25): **Liabilities II: Bonds (Ch.10)**
Reading: Textbook chapter 10, except you do not need to read (1) Data Analytics; (2) Bonds Issued at a Discount; (3) Bonds Issued at a Premium; (4) Financial Analysis – Zero Coupon Bonds; (5) Reporting Interest Expense Using Straight-Line Amortization; (6) Focus on Cash Flows; and (7) Chapter Supplement.
Assignment: Homework #5 due by Sun, Jan 31

Session 12 (Tue, Jan 26): **Stockholders' Equity (Ch.11)**
Reading: Textbook chapter 11, except you do not need to read (1) ESG Reporting; (2) Stock Dividends and Stock Splits; (3) Financial Analysis – Preferred Stock and Limited Voting Rights; (4) Focus on Cash Flows; and (5) Chapter Supplement.
Assignment: Homework #6 due by Tue, Feb 2

Session 13 (Wed, Jan 27): **Cash Flow Statement (Ch.12)**
Reading: Textbook chapter 12 including Chapter Supplements A & B. You do not need to read Chapter Supplement C.
Assignment: Homework #6 due by Tue, Feb 2

Session 14 (Thu, Jan 28): **Financial Statement Analysis (Ch.13)**
Reading: Textbook chapter 13, except you do not need to read (1) A Question of Ethics and (2) ESG Reporting; (3)
Assignment: Homework #6 due by Tue, Feb 2

Session 15 (Mon, Feb 1): **Guest Lecture & Course Review**
Reading: TBD

Session 16 (Fri, Feb 5): **FINAL EXAM**

TA Support

TA Seminar: Ch.1–2 Review (Fri, Jan 8)
TA Seminar: Ch.3 Review (Tue, Jan 12)
TA Seminar: Ch.4 Review (Wed, Jan 13)
TA Seminar: Ch.6 Review (Thu, Jan 14)
TA Seminar: Ch.7 Review (Fri, Jan 15)
TA Seminar: Ch.8 Review (Wed, Jan 20) (Midterm Exam prep)
FE Exam for TAs (Jan 28)
TA Seminar: Ch.9–11 Review (Thu, Jan 28)
TA Seminar: Ch.12 Review (Fri, Jan 29)
TA Seminar: Ch.13 Review (Mon, Feb 1)
TA Seminar: Final Exam Prep (Tue, Feb 2)

Homework Due Dates

Homework #1 (Ch.1–2): Sun, Jan 10
Homework #2 (Ch.3–4): Thu, Jan 14
Homework #3 (Ch.6–7): Sun, Jan 17
Homework #4 (Ch.8): Wed, Jan 20
Homework #5 (Ch.9–10): Sun, Jan 31
Homework #6 (Ch.11–13): Tue, Feb 2

Macroeconomics

1. Course Director	**Frederic Warzynski**, Lecturer,
2. Department	Economics
3. Lecturer(s)	Frederic Warzynski, Lecturer frederic.warzynski@sseriga.edu
4. Teaching Assistants	Maxim Levchenko, Arturs Linde, Miks Tomass Hiznikovs, Ivars Kraulis, Karlis Aleksandrs Strante, Kirills Visockis

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<table>
<tr><td>5. Credit Points</td><td>6 ECTS CP; core course

Student Workload (SWL):<table><tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr><tr><td>Lectures (count and length in academic hours- 45 min.)</td><td>Seminars (count and length in academic hours- 45 min.))</td><td>Estimated time of self-studies (in hours)</td></tr><tr><td>56</td><td>20</td><td>104</td></tr></table></td></tr>
<tr><td>6. Duration</td><td>TBA</td></tr>
<tr><td>7. Re-exam date</td><td>TBA</td></tr>
<tr><td>8. Course Prerequisites</td><td>Mathematics and microeconomics. Not mandatory but highly recommended. A good command of English is obviously needed.</td></tr>
<tr><td>9. Research skills needed and developed</td><td>Lectures and seminars provide students with models with which to analyze an economy.
The presentation develops research skills: How to obtain relevant data and relevant background information (literature, evaluations, forecasts) to put this together in order to analyze the history of a country's economic development, its current stance as well as provide forecasts for its future trajectory. Research skills from previous courses are used: Database searches and referencing which is then combined with IT skills (the use of R and Excel in particular).</td></tr>
<tr><td>10. IT-skills needed</td><td>Knowledge of R and Excel</td></tr>
<tr><td>11. Related Courses</td><td>Microeconomics (previous course). Future courses: International Economics, Financial Economics, Economics Specialization.</td></tr>
<tr><td>12. Students eligible</td><td>Year 1 and exchange students, as well as debtors from previous study years.</td></tr>
<tr><td>13. Introduction (Course objectives)</td><td>To familiarize students with relevant concepts of the macro economy.
To introduce students to models with which they can analyze macroeconomic developments, for instance the impact of economic policy.
To make students able to evaluate the development of an economy: Are macroeconomic imbalances present or looming?
To make students able to suggest policy advice: What would be reasonable and relevant advice to a certain economy?</td></tr>
<tr><td>14. Content</td><td>See also the specific structure; how these concepts are related to the textbook under item 16.

1. GDP and its determinants:
• Aggregate consumption; theories of aggregate consumption
• Aggregate investment; theories of investment</td></tr>
</table>

	• Government consumption and investment • Exports and imports and their determinants 2. *Models for analysis of macroeconomic phenomena:* • Keynes' Cross • ISLM, ISLMBP • AS/AD, ASADNX, Swan diagram 3. *Background theory:* • Goods market • Money markets and the role of interest rates • Aggregate demand • Labour markets, expectations, the Phillips curve and aggregate supply • Closed versus open economies and the role of exchange rates • Determinants of inflation 4. *The role of policy:* • Fiscal policy • Monetary policy • Which exchange rate regime? Fixed or floating? • Limitations to stabilization policies • Policy trade-offs 5. *Growth* • Short run stabilization versus long run growth
15. Structure and Format	Lectures and seminars.
***16.* Literature and other resources**	*Main textbook:* Rudiger Dornbusch, Stanley Fischer, Richard Startz Macroeconomics, 11th ed., 2011, McGraw Hill Chs 1 – 20 (with some omissions, which will be mentioned during the course) Other, supporting articles, are included with variations from year to year due to changing focus in the world economy (from The Economist, Financial Times, IMF, various blogs etc.). Textbook and structure of the course: **<u>Introduction</u>** Ch 2 National Income Accounting – about GDP **<u>Growth, Accumulation and Policy</u>** Ch 3: Growth Accumulation

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	Ch 4 Growth and Policy **<u>Long run model, closed economy</u>** Ch 5 Aggregate Supply and Demand – ASAD model Ch 6 Aggregate Supply: Wages, Prices, and Unemployment – ASAD model, labour market Ch 7 The Anatomy of Inflation and Unemployment – the Phillips Curve Ch 8 Policy Preview – Policy in practice Ch 17 Policy – Policy in practice **<u>First short run model – goods market only</u>** Ch 9 Income and Spending – Keynes Cross model, market for goods and services **<u>Second sr model – goods and money market</u>** Ch 10 Money, Interest and Income – introducing the domestic money market Ch 15 The Demand for Money – introducing the domestic money market Ch 16 The Fed, Money and Credit – money supply Ch 11 Monetary and Fiscal Policy – ISLM model **<u>Goods market, domestic money market, international money market</u>** Ch 12 International Linkages – ISLMBP model, international money market Ch 18 Financial Markets and Asset Prices – linking interest rates and exchange rates **<u>Behavioural functions</u>** Ch 13 Consumption and Saving – Consumption functions Ch 14 Investment Spending – Investment functions Ch 3 Growth and accumulation – long run economic growth Ch 4 Growth and Policy – long run economic growth **<u>Long run model, open economy</u>** Ch 20 International Adjustment and Interdependence – ASADNX model, Swan diagram **<u>Additional topics</u>** Ch 19 Big events: The Economics of Depression, Hyperinflation, and Deficits
17. Learning Outcomes	**Knowledge** Of main macroeconomic concepts and their interaction Of main macroeconomic models: Keynes Cross, ISLM, ISLMBP, ASAD, ASADNX, Life Cycle and Friedman's Permanent

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	Income Hypothesis, Simple and flexible accelerators, Tobin's Q, Neoclassical model for investment, Solow growth model, models for demand and supply of money.
	Skills Ability to analyze an economy, using the aforementioned macroeconomic models
	Competences To evaluate the past development of a country's economy, its current stance and make forecasts; to evaluate data about an economy in order to assess such an economy's "health" and propose policy advice to address potential imbalances.
18. Attendance	Attendance is not mandatory but is highly recommended.
19. Electronic Devices Policy	For on-site lectures there is a no devices policy. Written exams are closed book – on-site this is ensured by invigilators.
***20.* Requirements and Grading**	For Year 1 and exchange students: Grading consists of two parts: a) A written exam part (mid-term exam + final exam) and b) A report part. Passing both yields the overall grade for the macroeconomics course. 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 (1/3 x MT + 2/3 x FE) 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 all 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 do not apply, only the ReEx result. If a student is ill on the day of the mid-term exam, the result of the final exam will constitute the full grade for the written exam part if the student has presented a valid doctor's certificate to the school administration. b) The presentation part:

Course outlines are subject to change.
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	A research question has to be presented. Instructions are available on e-learning. To pass the presentation part, a grade of at least 100 must be obtained. If both a) and b) are successfully completed, one overall grade is given for the course; a weighted average, 75% of the written exam part and 25% of the report part (in all implying: mid-term 25%, final exam 50%, report 25%).
	For debtors See above. If only one component is passed, the second must be retried in a following year to obtain an overall pass of the course. If neither component is passed, both parts have to be tried again. If the written exam part is not passed in the first year, the student may choose to pass via the MT+FE rule or via the ReEx rule.
21. Dates for posting the grades	***TBA***

Marketing

1. Course Director	Marius Raugalas, Visiting Lecturer
2. Department	Business and Management
3. Lecturer(s)	Marius Raugalas, marius.raugalas@sseriga.edu
4. Teaching Assistants	Arina Hakele - AHakele@sseriga.edu Timurs Ragozins - TRagozins@sseriga.edu Ričards Bisenieks - RBisenieks@sseriga.edu Artis Vilks - AVilks@sseriga.edu Anna Marta Ozere - AMOzere@sseriga.edu Toms Ķivelīts - TKivelits@sseriga.edu Edžus Meirāns - EMeirans@sseriga.edu Rebeka Rumbena rrumbena@sseriga.edu
5. Credit Points	5 ECTS CP; core course Student Workload (SWL):

Structured SWL		**Unstructured SWL**
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
20 x 45min regular and guest lectures	16 x 45min seminars	c. 15 hours / week, including project work

6. Duration	TBA
7. Re-exam date	TBA
8. Course Prerequisites	Y1 Introduction to Entrepreneurship

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

9. Research skills needed and developed	Developed basic research skills: Company, Customer & Competitor research, Evaluation of marketing strategy and performance results, conducting and executing a marketing plan / ad campaign
10. IT-skills needed	Basic
11. Related Courses	Previous: Introduction to Entrepreneurship Upcoming: Economic and Consumer Behaviour, Market Research, Strategy
12. Students eligible	Year 1 and exchange students, debtors from previous study years
13. Introduction (Course objectives)	This is an introductory marketing course designed to provide students with basic knowledge and tools required for undertaking successful marketing audit, planning, strategy and execution.
14. Content	Key topics covered: Marketing Planning and Strategy, Segmentation and Targeting, Market Research, Customer Management and Value, Product and Brand management, Pricing and Channel Strategies, Marketing Communications, Digital Marketing, Marketing Measurement.
15. Structure and Format	Lectures and seminars supported by individual tasks (mid-term quiz exam) and group tasks: real life advertising project, case presentations and simulation game. Groups are to be chosen / formed by students themselves, with 4-5 students in each group.
16. Literature and other resources	A few optional readings might be shared during lectures and on e-learning
17. Learning Outcomes	Knowledge Solid understanding of key marketing concepts and frameworks
	Skills **Running digital ads on Meta platforms**
	Competences **Writing a marketing plan, analyzing marketing cases, developing and launching ads on social media platforms**
18. Attendance	All lectures are optional but will not be recorded. Seminars and simulation game are mandatory. Missing a seminar will result in a 5 point grade penalty per missed seminar, which can be avoided by completing an additional assignment.
19. Electronic Devices Policy	Please avoid using electronic devices during lectures for reasons other than for note-taking or in-class tasks
20. Requirements and Grading	Deliverable Type Grade Simulation game Group 20% Mid-term exam Individual 30% Project presentation Group 50% Seminar task Group Extra points available

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	For debtors **Debtors from previous study years only need to attend and participate in the relevant parts which they haven't passed yet in previous years**
21. Dates for posting the grades	TBA

Management Accounting and Finance

1. Course Director	**Ágnes Lublóy**, Professor
2. Department	Accounting & Finance
3. Lecturer(s)	Lublóy Ágnes, Professor agnes.lubloy@sseriga.edu
4. Teaching Assistants	TBC
5. Credit Points	**5 ECTS CP**; core course Student Workload (SWL): **Structured SWL** | **Unstructured SWL** Lectures (count and length in academic hours- 45 min.) | Seminars (count and length in academic hours- 45 min.)) | Estimated time of self-studies (in hours) 32 academic hours | 22 academic hours | 80 hours
6. Duration	TBA
7. Re-exam date	TBA
8. Course Prerequisites	Financial Accounting
9. Research skills needed & developed	Analytical skills, conceptual thinking, critical thinking
10. IT-skills needed	Data analysis software (e.g., Excel) Ability to use databases (e.g., Orbis and LSEG)
11. Related Courses	Financial Accounting, International Finance, Financial Economics, Accounting and Finance, Finance Specialization
12. Students eligible	Year 1 and exchange students, as well as debtors from previous study years
13. Introduction (Course objectives)	The course builds upon the concepts introduced in the financial accounting course and aims to provide students with solid knowledge and skills required for the analysis and interpretation of complex financial data presented in financial statements of publicly traded companies. The course introduces students to more complex accounting issues such consolidation and fair value accounting. In addition, the course provides an overview of key management accounting concepts. The course aims to deepen students' analytical, technical, and critical thinking

	skills through a group project in which students will perform financial ratio analysis of a publicly traded company.
14. Content	The course covers the following major topics: • Financial ratio analysis (operating profitability, efficiency, financial leverage, liquidity); • Major consolidation principles and consolidation accounts; • Introduction to management accounting; • Cash flow statement preparation and analysis; • Budgeting and budget control; • Main shareholders' equity accounts and new shares' issuance.
15. Structure and Format	The course is structured as a combination of lectures followed by seminars. Students will also deepen their understanding of the concepts through interactive activities, group work, and Q&A sessions. At the end of the course, project groups have to submit a written report in which they need to perform a financial analysis of a publicly-traded company.
***16.* Literature and other resources**	Frank Wood's Business Accounting 2, 10th edition, 2005, London, Prentice Hall. Relevant chapters from the textbook: • Three financial statements – Chapters 11, 12, 14, 7, 8 • Financial ratio analysis – Chapters 27, 28 • Group accounting – Chapters 16-26 • Equity and issue of new shares – Chapters 4, 5, 9 • Budgeting and budgetary control – Chapters 38-40 Additional materials posted on e-learning.
17. Learning Outcomes	By the end of the course, students will be able to:
	Knowledge • differentiate between financial and management accounting; • know major types of financial ratios; • understand basic consolidation principles; • discuss advantages and disadvantages of different types of budgets; • distinguish between different types of share issuance by corporations.
	Skills • calculate key financial ratios; • construct cash flow statement; • prepare basic budget.
	Competences • read, analyze and interpret complex financial data presented in financial statements of a company;

	• perform basic financial ratio analysis of a publicly traded company.
18. Attendance	Attendance is not mandatory.
19. Electronic Devices Policy	No electronic devices (except tablets used for taking notes) are allowed during the lectures and seminars.
***20.* Requirements and Grading**	The grading of the course is as follows: • Final exam – 80% (individual) • Group Project – 20% (group) Minimum passing requirements: In order to pass the course, a student should earn, at least, 100 points out of maximum 200 and receive a passing grade for the final exam. In order to pass the exam, a student should obtain 80 points out of maximum 160.
	For debtors Debtors need to re-take the component they failed, not the entire course.
21. Dates for posting the grades	TBA

Business Ethics and Sustainability

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

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

5. Duration	***TBC***
	TBC
6. Re-exam date	***TBC***
7. Dates for posting the grades	***TBC***
8. Course prerequisites	None

Syllabus

9. Introduction	The course will present students with the basics of business ethics. The course is about acquiring the 'toolbox' for evaluating and discussing concepts and issues that are relevant

	for modern private companies and societies such as corporate social responsibility, fiduciary duties, The course objectives are: • To understand the importance and nature of business ethics, • To master basic concepts and tools • To apply ethical knowledge to case studies, • To grasp the importance of sustainable, especially its environmental dimension. At the end of the course, students should be able to understand the basics of business ethics and sustainability, to identify and solve ethical issues on their own. By doing so, they should display independent and critical thinking.
10. Course programme	**THIS COURSE DESCRIPTION MAY BE SUBJECT TO CHANGE.** **1. Lecture 1: Sustainability (105 minutes)** **Mandatory Readings** ekely, F. & Dossa, Z. (2017). *Beyond the Triple Bottom Line: Eight Steps toward a Sustainable Business Model*. Cambridge MA & London: The MIT Press, pp.29-47. **Complementary Readings** iele, L.P. (2016). *Sustainability*. Cambridge: Polity Press, 14-38. **2. Lecture 2: Why Business Ethics Matters? (105 minutes)** **andatory Readings** c Donald, D. (2017). *The Golden Passport: Harvard Business School, the Limits of Capitalism, and the Moral Failure of the MBA Elite*. New York: HarperCollins. Chapter 47 Self-Interest with a Side Dish of Ethics. orthouse, P.G. (2018). *Introduction to Leadership*, London: Sage, pp.273-299. **omplementary Readings** nnings, M.M. (2012). *Business Ethics: Case Studies and Selected Readings.* Reading 1.9. Some Simple Tests for Resolving Ethical Dilemmas; Reading 1.10. Some Steps for Analyzing Ethical Dilemmas; Reading 1.11. Plagiarism. Stamford: Cengage Learning, pp. 33-40 Available on the elearning platform **the News** cDonald, D. (2018, November 27), When You Get That Wealthy, You Start to Buy Your Own Bullshit: The Miseducation of Sheryl Sandberg. *Vanity Fair.* Retrieved from: https://www.vanityfair.com/news/2018/11/sheryl-sandberg-harvard-business-school-leadership **3. Lecture 3: The Social Responsibilities of Business + Quiz 1 (105 minutes)** **andatory Readings** avis, K. (1960), Can Business Afford to Ignore Social Responsibilities? *California Management Review*, 2(3): 70-76 Please search by title: Can Business Afford to Ignore Social Responsibilities in EBSCO Business Source Complete

edman, M. (1970, September 13), The Social Responsibility of Business Is to Increase its Profits. *New York Times Magazine*.

the News

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

4. Lecture 4: Stakeholder Theory (105 minutes)

andatory Readings

arroll, A.B. et al. (2018). *Business & Society: Ethics, Sustainability, and Stakeholder Management*, Boston: Cengage, pp.71-100

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

In the News

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

5. Lecture 5: Fiduciary Duty (105 minutes)

Case study: ABACUS

andatory Readings

oldman Sachs 14 Principles

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

In the News

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

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

andatory Readings

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

omplementary Readings

ain, D.M., Loewenstein, G. & Moore, D.A. (2005). Coming Clean but Playing Dirtier: The Shortcomings of Disclosure as a Solution to Conflicts of Interest and Miller, D.T. Psychologically Naive Assumptions about the Perils of Conflicts of Interest. In D.A. Moore, D.M. Cain, G. Loewenstein, & M.H. Bazerman (Ed.).

Conflicts of Interest: Challenges and Solutions in Business, Law, Medicine, and Public Policy (pp.104-129). Cambridge: Cambridge University Press. Available on the elearning platform.

the News

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

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

dditional resources

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

7. Lecture 7: CSR Policy (105 minutes)

andatory Readings

avis, M. (2003). Whistleblowing. In H. LaFollette. *The Oxford Handbook of Practical Ethics* (pp.539-563). Oxford: Oxford University Press.

8. Lecture 8: Corporate Culture (105 minutes)

Case study: Boeing 737 MAX

andatory Readings

reenfield, K. (2008), Corporate Ethics in a Devilish System. Journal of Business and Technology Law, 3(2): 427-435 http://digitalcommons.law.umaryland.edu/jbtl/vol3/iss2/11/

hwartz, M.S., Cragg, W., & Hoffman, W.M. (2014). An Ethical Approach to Crisis Management. In W.M. Hoffman, R.E. Frederick, & M.S. Schwartz (Ed.). *Business Ethics: Readings and Cases in Corporate Morality* (pp.749-756). Oxford: Wiley Blackwell. Available on the elearning platform.

Complementary Readings

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

In the News

loj, T. (2013, December 11), 'Financial incentives and bonus schemes can spell disaster for business', *The Guardian*. Retrieved from: https://www.theguardian.com/sustainable-business/financial-incentives-bonus-schemes-lloyds-fine

9. Lecture 9: Environmental Sustainability (105 minutes)

TBD

10. Lecture 10: Climate Change and Businesses + Quiz 3 (105 minutes)

Mandatory Readings

	nneuil, C., P.-L. Choquet, & B. Franta. (2021). Early warnings and emerging accountability: Total's responses to global warming, 1971-2021. *Global Environmental Change,* 71: 102386. asso, M. & K. Vladimirova. (2020). A Moral Analysis of Carbon Majors' Role in Climate Change. *Environmental Values,* 29(2): 175-195. **the news** apman, B. (2017, October 27). 'BP and Shell are planning for catastrophic 5˚C global warming despite publicly backing Paris climate agreement', *The Independent*, Retrieved from: https://www.independent.co.uk/news/business/news/bp-shell-oil-global-warming-5-degree-paris-climate-agreement-fossil-fuels-temperature-rise-a8022511.html **11. Case study practice (105 minutes)** **Case study: Herman Miller** This voluntary session will be devoted to practice for the final case study. Students interested to attend will have to register in advance, and come prepared to the session, which implies to have read the case study, Jennings and having work on the preliminary questions. **Preliminary Questions** **TBA** **Mandatory Readings** Case Study nnings, M.M. (2012), *Business Ethics: Case Studies and Selected Readings.* Reading 2.9 Framing Issues Carefully: A Structured Approach for Solving Ethical Dilemmas and Trying Out Your Ethical Skills on Some Business Cases. Case 2.10. Galleon Hedge Fund: Expert Networks, Friendly Discussions or Insider Trading? Stamford: Cengage Learning, 79-81 Available on the elearning platform. **12. Q&A Session (105 minutes)** This session will be devoted to answer students' questions about the course, final exam, etc. Students should come with questions. **13. Guest lectures (105 minutes): 3** **14. Exam**
15. Learning aims	The course has the objective to expose students to the basics of business ethics and sustainability through conceptual and case analyses. Students will master key concepts: stockholder, stakeholder, conflict of interest, fiduciary duty, sustainability, CSR policy, corporate culture. They will learn how to apply those concepts to practical cases in order to inform good decision making.
16. Literature and other resources	The required readings will be announced in due time. • Case studies • Books on business ethics available at SSE Riga library

- Online resources

Indicative literature

- Crane, A. (2016). *Business Ethics*, Oxford: Oxford University Press
- Ferrell O.C., Fraedrich, J., & Ferrell, L. (2013). *Business Ethics: Decision-Making and Cases,* Stanford: CT. Cengage
- Moriarty, Jeffrey. (2021). *Business Ethics: A Contemporary Introduction.* London: Routledge.

Electronic resources

- Chris MacDonald blog: https://businessethicsblog.com
- Markkula Center for Applied Ethics: https://www.scu.edu/ethics/focus-areas/business-ethics/resources/cases/

Movies (business ethics has been dealt extensively with in cinema)

- The modern corporation and work conditions
  - *Glengarry Glen Ross* (1992)
  - *The Corporation* (2003)
  - *The Take* (2004)
  - *A Decent Factory* (2004)
  - *Walmart: The High Cost of Low Price* (2005)
  - *Enron: The Smartest Guys in the Room* (2006)
  - *Merchants of Doubt* (2014)
- Finance and banking industry
  - *Wall Street* (1987)
  - *Rogue Trader* (1999)
  - *Boiler Room* (2000)
  - *Too Big to Fail* (2011)
  - *Inside Job* (2010)
  - *Wall Street: Money Never Sleeps* (2010)
  - *The Wolf of Wall Street* (2013)
  - *Master of the Universe* (2013)
- Energy industry
  - *Crude* (2009)
  - *Haynesville: A Nation's Hunt for an Energy Future* (2009)
  - *Gasland* (2010)
  - *The Big Fix (2012)*
  - *The Great Invisible (2014)*
  - *Pump* (2014)
- Chemical industry
  - *Michael Clayton* (2007)
  - *Circle of Poison* (2015)
- Tobacco industry
  - *The Insider (1999)*
  - *Thank You for Smoking* (2005)
  - *Addiction Incorporated* (2011)

	• Sustainability
	  • *Darwin's Nightmare* (2004)
	  • *Food Inc.* (2008)
	  • *The End of the Line* (2009)
	  • *Planet Ocean (2012)*
	  • *Switch (2012)*
	  • *Tomorrow* (2015)
	  • *Racing Extinction* (2015)
	• International business and developing countries
	  • *The Constant Gardener* (2005)
	  • *Blood Diamond* (2006)
	  • *Fire in the Blood* (2012)
	• Climate Change
	  • *An Inconvenient Truth* (2006)
	  • *Climate Refugees* (2010)
	  • *Chasing Ice* (2012)
	  • *Years of Living Dangerously* (2014)
	  • *Before the Flood* (2016)
	• Plastic Pollution
	  • *Plasticized* (2011)
	  • *A Plastic Ocean* (2016)
	• Social Media
	  • *The Social Network* (2010)
	  • *The Great Hack* (2019)

17. Requirements and grading	The final grade will be constituted of: • Final exam: 200 points. The 3-hour final exam will be constituted of two parts: one part on the course content (100 points) and a case study (100 points). Please note that the in-class quizzes will not be graded. They will be used only for students to self-evaluate their knowledge. The final exam will not be a multiple choice, but **elaborated answers to questions directly bearing on the course content.**
18. Attendance	There is no rule of attendance.
19. Electronic devices policy	**No electronic device is authorized in the classroom. All devices should remain stored in the bags for the duration of the class, except explicit contrary indication. Failure to comply will lead to the exclusion from the class.**

Course specifications

20. Students eligible	Year 1/ 2/ 3 and exchange students, as well as debtors from previous study years
21. Related courses	• Academic Studies and Critical Thinking • Climate change (elective) • Microeconomics
22. IT-skills needed	Need of a computer for the final exam

23. Research skills needed and developed	• Academic reading • Academic writing • Analytical and presentation skills • Critical thinking
24. Learning outcomes	**Knowledge** • What's ethics? What's business ethics? • Key ethical theories: stockholder, stakeholder approaches. • Key concepts: stakeholder, moral duty, fiduciary duty, corporate social responsibility, corporate responsibility, sustainability. • The main causes, manifestations and risks of climate change.
	Skills • Academic reading. • Ethical analysis. • Critical thinking. • Argumentation. • Teamwork and report writing.
	Competences • To be able to understand and engage ethical issues both in texts and in practices (case studies). • To be able to identify the main stakeholders, their interests and justify why prioritizing some. • To be able to identify climate risks and understand how they can impact specific groups or sectors. • To be able to work in teams and distribute fairly the workload. • To do independent research on climate change and to be able to structure the results in a clear written and oral manner.

	Managerial Economics
2. Course Director	**Dr. Natalja Tocelovska**, Visiting Associate Professor
3. Teaching team	Dr. Natalja Tocelovska E-mail: natalja.tocelovska@sseriga.edu Andris Strazds E-mail: andris.strazds@sseriga.edu Teaching Assistants Liva Lipace E-mail: LLipace@sseriga.edu Roberts Marenis E-mail: RMarenis@sseriga.edu Una Upeniece E-mail: UUpeniece@sseriga.edu Valters Ozoliņš E-mail: VOzolins@sseriga.edu

4. Credit points	**3 ECTS**; core course Student Workload (SWL):

Structured SWL		Unstructured SWL
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of independent study (in hours)
20	14	46

5. Duration	***From 01-Apr-2026***
	To 24-Apr-2026
6. Re-exam date	***TBA***
7. Dates for posting the grades	***TBA***
9. Course prerequisites	Financial Accounting, Microeconomics

Syllabus

10. Introduction	This intensive three-week course introduces students to the core economic and managerial accounting tools required to establish, operate, and develop a business. It integrates costing and pricing decisions, capital budgeting, taxation, and performance management into a coherent managerial decision-making framework. The course bridges Financial Accounting and Microeconomics by translating economic reasoning into practical internal business decisions. Through lectures and applied seminars, students develop the ability to evaluate costs, assess investments, understand tax implications, and construct financial plans that support strategic objectives. • Lectures: 10*90 • Seminars: 5*90 • Assignment: Students are expected to work in groups of four persons (please sign up for a group in the eLearning). The problem for an assignment will be uploaded into eLearning on the date of the assignment. The date and the deadline of the assignment will be announced at the lecture. Students should upload the video recording of them giving a PowerPoint presentation of the assignment solution into SSE Riga Google Drive. Students have to submit a link to their video presentation into the eLearning platform, no file submissions are accepted by the platform. One link submission per group is requested. The grade on the assignment will be provided in the eLearning.
11. Course programme	1. Cost accounting • nature and behaviour of costs • opportunity cost and economic profit • cost-volume-profit analysis

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	• learning curve effect • full costing • activity-based costing • marginal costing 2. Capital budgeting • net present value • internal rate of return • payback period • free cash flows • cost of capital and the weighted average cost of capital 3. Taxation in managerial decisions • corporate income tax • social taxes • value-added tax • corporate taxation impact on the free cash flows 4. Strategy, budgeting and performance management • financial budgets • incremental and zero-base budget • budgeting for control • key performance indicators • balanced scorecard • economic value added
12. Learning aims	The course aims to develop students' ability to apply economic and accounting principles to managerial decision-making. By the end of the course, students will understand how cost structures influence pricing decisions, how investment decisions create value, how taxation affects cash flows and profitability, and how budgeting supports strategic planning and performance control. The course provides a foundation for further studies in Management Accounting and Finance, Business Valuation and Financial Economics.
13. Literature and other resources	McLaney, E., Atrill, P., Accounting and Finance: An Introduction, 11th edition, Pearson Bhimani, A., Datar, S.M., Horngren, C., Rajan, M.V., Management and Cost Accounting, 8th edition, Pearson Required chapters for each session are specified in the eLearning. Additional compulsory readings will be uploaded to the eLearning.
14. Requirements and grading	Group assignment: Pass/Fail grade. The grade for the final exam will be published for the students who have submitted and passed the Assignment. If students ignore resubmission reminders, the Course Director decides on the need for a reexam. Final exam (closed-book): 100% of the final grade. **For debtors (course retakers)** No assignment submission is required. The final examination contributes 100% of the final grade.

15. Attendance	Lectures: not mandatory Seminars: not mandatory Students are not required to inform the Course Director of absence
16. Electronic devices policy	Electronic devices may be used during lectures solely for course-related activities

Course specifications

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

Economic and Consumer Behaviour

1. Course Director	**Kristina Nadricka, Assistant Professor**
2. Department	Business and Management
3. Lecturer(s)	Kristina Nadricka, Assistant Professor Kristina.nadricka@sseriga.edu

<table>
<tr><td>4. Teaching Assistants</td><td>-</td></tr>
<tr><td>5. Credit Points</td><td>3 ECTS CP; core course

Student Workload (SWL), total 90 hours:
<table>
<tr><th colspan="2">Structured SWL</th><th>Unstructured SWL</th></tr>
<tr><td>Lectures (count and length in academic hours - 45 min.)</td><td>Seminars (count and length in academic hours - 45 min.)</td><td>Estimated time of self-studies (in hours)</td></tr>
<tr><td>18</td><td>8</td><td>64</td></tr>
</table></td></tr>
<tr><td rowspan="2">6. Duration</td><td>TBA</td></tr>
<tr><td>TBA</td></tr>
<tr><td>7. Re-exam date</td><td>TBA</td></tr>
<tr><td>8. Course Prerequisites</td><td>-</td></tr>
<tr><td>9. Research skills needed and developed</td><td>Analysing and discussing academic literature
Understanding and explaining simple experimental designs</td></tr>
<tr><td>10. IT-skills needed</td><td>Excel, PowerPoint</td></tr>
<tr><td>11. Related Courses</td><td>Marketing, Anthropology, Market Research, Research Methods</td></tr>
<tr><td>12. Students eligible</td><td>Year 1 and exchange students, as well as debtors from previous study years</td></tr>
<tr><td>13. Introduction (Course objectives)</td><td>For successful marketing management and strategy, it is essential to get an understanding of the behaviour of consumers. The objective of the course is to introduce students to some important consumer behaviour theories on memory, learning, perception, attitude, motivation, identity and social influences.

The course will cover both the theoretical background of judgment and decision making as well as the specific practical applications. At the end of this course students will be acquainted with the theories, concepts, and methods central to the study of consumer behaviour. In addition, students will be able to apply these theories in order to develop effective strategies to influence thinking and behaviour of consumers.

At the end of the course, students will be able to:
explain important concepts and theories in the study of consumer behaviour.
identify different drivers of consumer decisions.
apply psychological theories to real-world consumer decision situations.
interpret results of simple experiments.</td></tr>
</table>

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

14. Content	The course will cover both the theoretical background of judgment and decision making as well as the role of behavioural science in business and policy. **Here is a list of the main concepts covered:** • Introduction to Consumer Behaviour and Consumer Research • Behavioural Decision Theory • Decision Making Process • Cognitive Heuristics and Biases • Social Influence and Nudging • Consumer Perception • Attention, Learning and Memory • Automatic Information Processing • Motivation and Emotion • Attitude and Judgment Formation and Change • Product Consideration, Evaluation, and Choice • Self-Concept and Personality
15. Structure and Format	• 9 lectures • 3 seminars • Independent preparation for lectures and seminars • Peer review / feedback to another team • Nudge intervention project (group assignment) • Final exam
***16.* Literature and other resources**	See the separate reading list for full titles and details about finding the papers. The articles and scanned book chapters are uploaded on the eLearning platform.
17. Learning Outcomes	**Knowledge** • Understand key concepts in consumer behaviour • Explain different drivers of consumer decisions • Understand consumer decisions from different perspectives
	Skills • Interpret simple experimental designs and their outcomes • Analyse methodology and results in the discussed academic articles • Use a prescribed process for designing your own nudges
	Competences • Apply consumer behaviour frameworks in different consumer contexts • Apply insights to examples and problems from business and policy • Identify specific ways in which to improve your own and others' behaviour

18. Attendance	**Seminars:** Attendance at all seminars is mandatory. Seminar participation is a requirement for course completion but is not graded. Students who miss a seminar must complete a compensatory assignment. **Lectures** Attendance at lectures is strongly recommended and supports successful completion of the course. Lecture attendance is rewarded through the grading scheme described below.
19. Electronic Devices Policy	Allowed during lectures and seminars for note-taking purposes only**.** Electronic devices are not allowed during the final seminar (final presentations)**.**
***20.* Requirements and Grading**	The final grade (maximum 200 points) consists of: • 20% Lecture attendance (40 points). Full points are awarded to students who attend at least six of the nine lectures. Excused absence in accordance with the school's regulations. • 30% Group assignment – "Nudging Intervention" (60 points). • 50% Final written exam (100 points). Passing requirements: To pass the course, students must (i) pass the final exam (minimum 50 points), (ii) pass the group assignment (minimum 30 points), and (iii) obtain at least 100 points in total.
	For debtors Re-take the failed components only.

YEAR 2

Economic Anthropology

1. Course Director	**Kata Fredheim**, Associate Professor
2. Department	Business and Management
3. Lecturer(s)	Kata Fredheim, PhD, Email: kata.fredheim@sseriga.edu Klāvs Sedlenieks, PhD, Email: ksedleni@gmail.com Jurga Kupstyte, MH, Email: jurga.kupstyte@sseriga.edu
4. Teaching Assistants	Anna Grike, PhD, Email: anna.grike@sseriga.edu Alexandr Stukanov Email: astukanov@sseriga.edu Anastasia Ilieva Maxim Levchenko

<table>
<tr><td>5. Credit points</td><td>3 ECTS CP; core course
Student Workload (SWL): 200 pts

Lectures and seminars:
<table>
<tr><td colspan="3">Structured SWL</td><td>Unstructured SWL</td></tr>
<tr><td>Lectures *not mandatory</td><td>Guest lectures *mandatory</td><td>Seminars *mandatory</td><td>Estimated time of self-studies (in hours)</td></tr>
<tr><td>9 x (2x45) mins

4 methods minilectures (15mins)</td><td>3x 45 mins</td><td>5x 50min</td><td>20 hours of preparation for analytical discussions and lectures</td></tr>
</table>
Assignments:
The estimated workload for Assignments in the course is: 40 hours.</td></tr>
<tr><td>6. Duration</td><td>TBC</td></tr>
<tr><td>7. Re-exam date</td><td>TBC</td></tr>
<tr><td>8. Course Prerequisites</td><td>There are no other courses that are seen as prerequisites.</td></tr>
<tr><td>9. Research skills needed& developed</td><td>Basic knowledge of qualitative methods and economics.</td></tr>
<tr><td>10. IT-skills needed</td><td>Microsoft office, presentation programme of your choice, please do not use AI in this course. Also, no laptops, phones, tablets in class or seminars.</td></tr>
<tr><td>11. Related Courses</td><td>Market Research, Economic and Consumer Behaviour, Welfare economics</td></tr>
<tr><td>12. Students eligible</td><td>Year 2 as well as debtors from previous study years. Exchange students welcome.</td></tr>
<tr><td>13. Introduction (Course objectives)</td><td>Economic Anthropology is not about skulls, bones, or the colour of anyone’s skin. It is about what people actually do with money, work, value, and each other, and why. It asks how economic behaviour is shaped by social life: family, gender, ethnicity, class, religion, obligation, reputation, and the small everyday rules that rarely appear in a neat spreadsheet. And while the name sounds as if it should sit comfortably inside economics, it does not. This is a branch of social anthropology: the discipline that takes difference and</td></tr>
</table>

	similarity seriously and tries to explain them in a way that makes sense of real lives, not just tidy models. So we will spend less time on abstract assumptions and more time on behaviour in the wild. Think rumour and gossip as a kind of informal information market, tastes and "preferences" as social productions, the unofficial life of organisations, attitudes to saving and credit, trust as something built (and broken) in public, and conflict management as a cultural skill rather than a personality trait. We will also look at the cross-cultural misunderstandings that can quietly derail business, partnerships, and negotiations. If this all sounds suspiciously relevant beyond the classroom, it is. Anthropologists turn up in technology teams, advertising, organisational culture work, policy and development projects, and anywhere else where humans insist on behaving like humans. A central aim of the course is to show that everyday behaviour that looks "irrational" through the narrow lens of homo economicus can be perfectly reasonable once you widen the idea of rationality to include social and cultural influences. In fact, some so-called irrationalities can be economically efficient precisely because they create trust, cooperation, and stability, which markets depend on more than they like to admit. This matters if you want to understand cross-cultural opportunities, and it matters if you want to avoid confusing your own local common sense with universal truth. The course runs for five weeks and is short, but it is intensive. Fridays are mostly off. The goal is to give you a new perspective for analysing the patterns of everyday life and the decisions of economic actors, and to introduce you to qualitative methods that let you study those patterns properly. We will work with interviewing, participant observation, fieldwork, grounded theory, and the ethnographic approach to data: methods designed for the world as it is, not the world as a model would prefer it to be.
14. Content	**Lectures, seminars:** In this course, you will have nine lectures and three guest lectures. You can find the list on e-learning. All are on site. Lectures are not mandatory (but you will receive 20 bonus points if you join them all). Guest lectures are mandatory. For lectures the mandatory reading is the matching seminar's reading, except for lectures where there is no seminar. Once again, everything is available on e-learning! **Project work:** Project work portfolio (consisting of four practical assignments).

15. Structure and Format	The course consists of two parts, where the first part is intended for students' critical and analytical engagement with the topic-specific literature, as well as with the anthropological theoretical and ethnographic perspectives. The second part is intended for an in-depth hands-on acquaintance with qualitative research approach. Students have the opportunity to conduct original research and try different methods. ***Part 1:*** Introduction to Economic Anthropology (9 lectures, 5 analytical discussions) • **Lectures** are 90 minutes long; they will be in person. Presentations and all reading materials will be uploaded on e-learning. Attendance is **not *mandatory, however if you attend all the lectures, you will receive additional 20 points, towards your grade for Analytical discussions***. Beginning of every lecture, we will do a short test. which together will be 18% of your grade. If you miss it, you will simply get fewer points. You will be required to read extensively for lectures and analytical discussions. All readings will be posted on e-learning. • **The Methods lectures: two** long lectures will prepare you for Part 2, project work. These are not mandatory, but ***if you attend all the lectures, you will receive additional 20 points, towards your grade for Analytical discussions***. You will also find four mini-lectures on e-learning, each helping you to prepare your weekly assignment(s). These will be short, 15 mins long. • **Guest lectures** are 45 mins long and attendance is ***mandatory.*** Recordings will not be available. All will be onsite. Beginning of every lecture, we will do a short test.

- **Analytical discussions (participatory seminars)** are 50 minutes long and **mandatory.**

Each analytical discussion group has up to 10 students and one seminar leader. The seminars are designed to help you understand and debate weekly readings. To prepare, use the sample questions posted on e-learning, but expect additional questions in the class. Your group list, seminar schedule, and all required readings will be available on e-learning. Completing the readings is mandatory. Active participation is expected, graded, and seminars together count for 37.5% of your final grade.

Practical: Four short assignments, defense

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

Project work will be a compilation of individual assignments that will allow you to try different qualitative methods. As part of the project work you will be asked to conduct original research, do a weekly data drop, and write an exam.

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

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

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

In the first week of the course, we will ask you to decide on a place and then proceed with weekly application of different qualitative methods. You will find an example of an academic article that uses the method of each mini-assignment on e-learning. Please use mini videos to understand the methods. For each assignment, you will collect qualitative data. Every week you will submit some of this data on e-

	learning, as a weekly data drop (Sunday midnight deadline, always). This data will give us insight into your work but also proof that you actually did the assignments. Think of pictures, videos, notes, all specified on elearning. **Of course you can probably play the system, but then what do you learn?** The place should be a physical, non-virtual, and public space. You may do multiple assignments at any week before the final submission is due and work at your pace. We estimate that you will need 4-5 hours for each assignment (planning, data collection, analysis, writing). The written exam will have questions on the four assignments, this will be 50% of your grade. You prepare and prove that you have done the weekly assignments through the weekly data drop. If you miss a data drop, no worries, we simply deduct 25 points from your part 2 grade. To help you process, you will need to submit weekly reflections, which are not graded but are an integral part of your learning and development. For this, you will find guiding questions every week. **Week 1: Autoethnography (data deadline: 22nd March midnight)** Autoethnography: Take time to reflect and write about your memories in the place. Use fieldnotes as a tool and submit them. **Week 2: Observation (data deadline: 29th March midnight)** Observation: In this assignment, we will ask you to conduct an observation in the chosen space and write about it. **Week 3: Interview with someone you know (data deadline: 5th April midnight)** Invite someone you know to the place. The person should have a shared memory of the place with you. Ask them questions about their memories, feelings and try to find out something you did not know about the person. Please keep the interview anonymous, record it and ask them to sign a consent form. Aim for an interview at least 15-20 minutes. **Week 4: Experiment (data deadline: 12th April)** In this assignment, I ask you to do something that needs to have thought put in before the execution. Stage an experiment. The only limits are that no minors are involved, no one should get hurt (neither emotionally nor physically) and it should not be illegal. No student should end up at a police station. For each week, you need to submit the data dump by Sunday evening (midnight). Please find exact details on elearning. Portfolio: Please put together your FOUR assignments as preparation for the exam and review them before the written exam.

16. Literature and other resources	There will be no textbook but a collection of articles and book chapters organized around the topics of lectures and analytical discussions, as well as project work, with literature access instructions posted on e-learning platform. All readings will be accessible online on e-learning. Note to students: The reading list for analytical discussions and lectures is kept to a minimum and every student is expected to have read all the articles. You will be asked about them during the seminars and quizzes. While SSE Riga library contains quite a few books on anthropology and sociology of economics and business life, we encourage the students to engage with digital libraries of academic journals, books, and primary sources. Also, further suggestions, especially concerning the execution of the project work, are available upon request from the teachers. Not least, Internet abounds with interactive tutorial and anthropological film materials.
17. Learning Outcomes	**Knowledge** • Awareness of anthropological perspective applied to such topics as human cooperation, new forms of economics, well-being, debt, identity, time, migration, social constructs, family, and gender; • Awareness of how ethnographic context reflects upon the ways in which human behaviour is realized, idealized, and occurs; • Awareness of the linkage between social and cultural differences and economic behaviour; • Awareness of methods and general perspectives on how to scrutinize the relationship between various social and cultural factors and human behaviour; • Ability to conduct different qualitative research methods.
	Skills • Ability to consider how and why social context and social background represent important aspects of a society; • Ability to analyse critically and evaluate anthropological arguments; • Enhancement of critical thinking and critical assessment skills;

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	• Ability to build an oral argument, discuss and debate with colleagues; • Ability to build a written argument in a clear, structured manner; • Written analysis of qualitative research; • Ability to demonstrate creative thinking; • Time management and organizational skills; •
	Competences • Communication skills; • Interview skills; • Field skills; • Reflection skills; • Written and oral presentation skills; • Developing complex projects; • Time management; • Critical thinking.
18. Attendance	• Mandatory at analytical discussions (seminars). Students are allowed to miss one analytical discussion. If you miss more than one analytical discussion, you fail this part of the course. You will need to re-take seminars next year. • Lectures are not mandatory, but if you attend all the lectures, you will receive additional 20 points, towards your grade for Analytical discussions. • Guest lectures are mandatory. • Attendance will be monitored.

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

19. Electronic Devices Policy	If the course is not online, no electronic devices during lectures. No electronic devices during analytical discussions.
20. Requirements and Grading	**Breakdown of points, total: 200 points** Please note that successful completion of the course implies: (1) At least 50% score grade in seminars (2) At least 50% passing grade in portfolio work (that is the written exam and data submissions) (3) Passing grade in the course (50%..) Analytical discussions — 37.5 % (that is 75 points in total). If you attend all the lectures, you can receive 20 additional points to this grade. Lecture quizzes — 12% (that is 24 points in total) Exam (written) — 50% (that is 100 points in total). Points will be deducted for m submissions. E-learning check — 0.5%. You will get these points if you visit the course page ono learning on the first day of the course. **Missing analytical discussions (seminars)**: If you miss more than one analytical discussion, you fail this part of the course. You will need to re-take seminars next year. If you miss one seminar, we still may ask questions about that during the quiz. **Missing data drops:** If you miss more than two data drops, you automatically score 0 on the written exam and likely fail this part of the course (worth 100 points).

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	For debtors If you did not pass Part 1 or Part 2, your re-take requirements depend on what you failed. 1) You failed the face-to-face exam: You must re-take the analytical discussions. 2) You missed more than one analytical discussion: You must re-take all analytical discussions. 3) You passed the exam but failed Part 1 overall (Part 1 total under 50%) . This is usually due to low analytical discussion scores. You must attend (and complete) the analytical discussions to improve your Part 1 result. 4) You failed the project work: You must redo the four assignments and write the written exam. If you are unsure which category applies to you, check your results breakdown (exam, analytical discussions, project work) and follow the relevant section above.
21. Dates for posting the grades	***TBC*** Exam – no longer than three weeks after the corresponding deadline

Business Valuation

1. Course Director	**Anete Pajuste**, Professor
2. Department	Accounting and Finance
3. Lecturer(s)	Arvīds Kostomārovs, Visiting Faculty, arvids.kostomarovs@sseriga.edu Anete Pajuste, Professor, anete.pajuste@sseriga.edu
4. Teaching Assistants	Elīna Bībere EBibere@sseriga.edu Daņiils Kupčus dkupcus@sseriga.edu Deivids Leja dleja@sseriga.edu Pavel Orlov porlov@sseriga.edu Roberts Stangainis RStangainis@sseriga.edu
5. Credit Points	**6 ECTS CP**; core course Student Workload (SWL):

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

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	28 academic hours	27 academic hours	125 hours

6. Duration	***From 19-Apr-2027***
	To 21-May-2027
7. Re-exam date	TBA (August 2027)
8. Course Prerequisites	Introductory Accounting, Management Accounting and Finance, Financial Economics
9. Research skills needed and developed	Data analysis / statistical inference Reviewing academic literature Writing a consulting report Case study analysis
10. IT-skills needed	Data analysis software (e.g., Excel) Ability to access and search academic literature databases Ability to use databases (e.g., LSEG)
11. Related Courses	***Prior***: Financial Accounting, Management Accounting and Finance, Managerial Economics, Financial Economics ***Subsequent***: Finance Specialization
12. Students eligible	Year 2 and exchange students, as well as debtors from previous study years
13. Introduction (Course objectives)	This course will enhance your skills in interpreting and analyzing firm's financial reports, with an emphasis on business valuation and investor and creditor decision-making. The course will adopt a holistic approach, encompassing components of strategy, finance, and accounting, with a primary focus on the accounting information's significance. The course will expose you to financial analytics tools that can be used to analyse data from a single company, a large number of companies, and various sources for investment and business decisions. Some of the skills you will learn in this course are required for the CFA exam. There are four primary learning objectives: 1. Provide and apply a framework for financial analysis and valuation 2. Acquire proficiency in constructing and interpreting financial ratios 3. Assess quality of earnings 4. Understand and apply different valuation approaches for mature companies, as well as start-ups
14. Content	The course covers five key components of financial analysis and valuation.

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

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	The objective of the course is to integrate and deepen your knowledge of financial analysis and valuation. This objective is supported by a comprehensive valuation project. The project consists of five parts: (1) industry analysis, identifying key strengths and weaknesses, (2) strategy analysis, identifying key operating and financial risks, (3) financial analysis, selecting and calculating key financial ratios, (4) forecasting analysis, consisting of projected income statement, balance sheet, and cash flow statement, and (5) valuation analysis, performing DCF and relative valuation of a company. **Case discussions** The main purpose of the case analyses is to develop YOUR decision-making skills. Cases contain all the necessary information about the company and the industry, and no outside information (e.g., the Internet, people in the industry) should be used when preparing for case discussion. By the way, what actually happened to the company may not be the "best" or "right" course of action. Likewise, there may be multiple reasonable solutions to the problem.
16. **Literature and other resources**	Course book: "Business Analysis and Valuation" by Palepu, Healy and Peek (PHP). Reference book: "Corporate Finance" by Berk and De Marzo (BDM). Different readings on the eLearning platform.
17. Learning Outcomes	At the end of the course students will be able to:
	Knowledge • compare the pros and cons of different valuation models; • describe accounting recognition and measurement problems; • discuss the structure and operations of private equity firms; • compare the financing decisions facing start-ups as opposed to larger, more mature firms.
	Skills • build a financial forecast and valuation model; • make decisions using financial analysis and valuation framework; • argument and present the financial decisions in a professional setting; • apply theoretical knowledge to practical financial decision making in case discussion setting.

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	Competences • perform an in-depth financial analysis of a firm; • apply different models for company valuation.
18. Attendance	Satisfactory performance in the course requires a thorough understanding of topics discussed in class (as well as the assigned readings and case discussions). To learn the topics discussed in class, to contribute to in-class discussions and to be allowed to take the exam (or re-exam), attendance at all class sessions (by lecturers) is necessary and expected. Attendance at TA-lead seminars is optional, but highly recommended. Attendance will be registered during each class session using in-class quizzes. Two absences (for whatever reason) do not require any further action.
19. Electronic Devices Policy	Unauthorized recording of class sessions is strictly forbidden.
***20.* Requirements and Grading**	The grading of the course is as follows: • Exam – 100 points (individual) • Project – 80 points (group) • Participation – 20 points (individual) In order to pass the whole course at least 100 points out of 200 are needed. Besides, it is necessary to pass the exam AND the project (i.e., to get 50 percent of the maximum grade). Attendance in class sessions guarantees a minimum of 10 points in Participation; additional points will be granted for active contribution to class discussions. A student who passes the exam or the project but does not pass the course overall can carry forward the grade on the passed component. Participation grade is not carried forward to the next year. For example, a student who passes the project but fails the exam and re-exam can re-take the course and attempt the exam the following year without having to redo the project. Similarly, a student who passes the exam or re-exam but fails the project can carry forward their exam grade and do a new project the next year.
	For debtors If you have passed one of the two mandatory course components, exam or project, you do not have to retake that component (your grade will be carried forward). Debtors who have failed only the project have to attend all the project sessions and final presentations.

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

21. Dates for posting the grades	Exam results: Final results: ***04-Jun-2027*** Re-exam grades: *10 working days after the re-exam*

Organisational Behaviour and HRM (OBHRM)

2. Course Director	Dr. Dmitrijs Kravčenko
3. Teaching team	Dmitrijs Kravčenko + guest lecturers. Teaching assistants: Eliza B. Kalve Andreas Kepp Arturs Linde
4. Credit points	**4 ECTS CP**; core Student Workload (SWL):

Structured SWL		**Unstructured SWL**
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of independent study (in hours)
40	20	60

5. Duration	***TBC***
	TBC
6. Re-exam date	***TBC***
7. Dates for posting the grades	Exam results: 20-Apr-2026 Final results: 24-Apr-2026 Re-exam grades: TBC
8. Course prerequisites	Introduction to Management and Leadership (or O&M/HRM legacy courses), Introduction to Entrepreneurship

Syllabus

9. Introduction This course examines how organisations actually function by focusing on coordination, control, and cooperation in contemporary work settings. It addresses how individuals form groups, how work is divided and governed, how goals are set and enforced, and how feedback, culture, and management practices shape behaviour. Core topics include organisational coordination failures, business process design, algorithmic management, engineering culture, institutional pressures, and human resource management in practice.

Building on prior coursework in management and entrepreneurship, the course combines organisational behaviour and HRM perspectives to analyse organisational problems and design

	practical interventions. Teaching is based on lectures, simulations, applied exercises, and case discussions, with attention to both managerial intent and employee experience. The course equips students to critically assess organisational arrangements and to engage with organisational change from both operational and human standpoints.
10. Course programme	The themes we will cover this year include: • Core mechanics of organisational behaviour • Why does coordination fail? • How individuals identify & join groups? • How do we split work? • Business process design • Algorithmic management • How to set goals & delegate? • How to give and use feedback? • Engineering culture • Why are organisations not more different? • Introduction to HRM, PM, TM • HRM in practice • Critical view
11. Learning aims	By the end of this course, students should be able to: • explain and critically assess how coordination, control, and cooperation are produced in organisations through work division, group membership, goal setting, feedback systems, culture, and institutional pressures, using core organisational behaviour and HRM concepts. • diagnose organisational problems and design, justify, and critically evaluate practical interventions drawing on business process design, algorithmic management, and human resource management practices. • evaluate and develop strategies for organisational change by systematically balancing operational efficiency, managerial control, and human consequences, and by critically reflecting on the limits and unintended effects of such strategies.
12. Literature and other resources	Provided on the e-learning platform

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

13. Requirements and grading	Assessment methods: A1: Exam (20%) A2: Group project (1 project, 50%) A3: Individual coursework (30%) Grading rubric is available on the e-learning platform. Minimum passing grade for the course is 50% and students must
	pass each of the individual assessment components (A1, A2, A3) in order to pass the course. Late submissions will carry a penalty of 10% per calendar day up to 5 days, after which point the assignment will no longer be accepted for submission. Re-examination rules: Students who have failed an assessment due to non-performance or non-excused absence will be able to re-sit the failed assignment with the maximum grade capped at 60% (120/200 points). Students who have failed an assignment due to excused absence will be able to re-sit the failed assignment without maximum grade cap. Absence may be excused due to extenuating circumstance, such as serious illness, bereavement, or traumatic incidents, as evidenced by an appropriately qualified third party and confirmed by the BSc Office.
14. Attendance	Attendance is mandatory for all lectures, seminars and workshops. Non-excused attendance will result in penalties of up to 50% of the final grade. In the event that you are unable to attend dur to extenuating circumstances, please inform course convener (dmitrijs.kravcenko@sseriga.edu) within 24 hours.
15. Electronic devices policy	Electronic devices are allowed unless otherwise specified by the tutor.

Course specifications

16. Students eligible	Year 2 and exchange students, as well as debtors from previous study years. Students who have failed legacy O&M and HRM courses are not eligible until those academic debts are cleared.

17. Related courses	Introduction to Entrepreneurship, Introduction to Management and Leadership, ASCT, Microeconomics.
18. IT-skills needed	Basic IT skills
19. Research skills needed and developed	
20. Learning outcomes	**Knowledge** Understanding organisational coordination and control: An integrated understanding of how coordination, cooperation, and control are produced and contested in organisations through work design, group dynamics, managerial systems, HRM practices, and institutional pressures.
	Skills
	Organisational diagnosis and intervention design: The ability to analyse concrete organisational problems using organisational behaviour and HRM concepts, and to design, justify, and critically evaluate practical managerial and organisational interventions.
	Competences Critical and reflexive engagement with management practices: The ability to critically assess managerial tools and HRM models (e.g. goal-setting, feedback systems, algorithmic management) by recognising their assumptions, limits, and unintended consequences, and to communicate such assessments clearly in applied and analytical settings.

YEAR 3

Strategy

1. Course Director	Dr Frederic Warzynski
2. Department	Economics
3. Lecturer(s)	Dr Frederic Warzynski MBA Karen E. Wilson
4. Teaching Assistants	TBC
5. Credit points	**6 ECTS**
6. Duration	TBC
	TBC
7. Re-exam date	TBC
8. Course prerequisites	SSE Riga Y1 and Y2 required curriculum (incl. especially Microeconomics, Macroeconomics, Accounting, Financial Economics, Marketing, Organisation & Management)

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

9. Research skills needed and developed	Identifying relevant facts / evidence from a large volume of pre read material to construct arguments
10. IT-skills needed	Excel, Power point, Zoom
11. Related courses	Y1/Y2: Microeconomics, Macroeconomics, Accounting & Finance, Financial Economics, Marketing, Organisation & Management, HRM Y3: Retail Management Specialisation
12. Students eligible	Year 3 and exchange students, as well as debtors from previous study years
13. Introduction (Course objectives)	Strategy is an integrated set of choices that positions an organisation in its environment so as to achieve its vision over the long run. The field of strategy encompasses all the theories, concepts, methods and tools that general managers can use to drive long-term profitable growth of the companies they manage. The course is structured to integrate various individual strategy components (internal choices, economic and competitive environment analysis, strategic positioning decisions, corporate development, etc) into sustainable business and corporate policies. Our objective during the course is to cover the main analytical and conceptual approaches that may be applied to make business and corporate strategy decisions, as well as to illustrate the managerial situations and process in which these decisions are made and carried out. This implies that, along with introducing the fundamentals of the theory in strategic management, the course will also train students on a variety of analytical tools that can help them directly assume and appreciate managerial roles in enhancing and sustaining corporate performance.
14. Content	The topics covered in the course: • What is strategy? • The boundaries of the firm • Structure and strategy • The Evolution of Markets & Buyers • Strategic Moves, Resources & Capabilities • Dynamic Strategies • Strategy & role of leader • Sustainability Strategy • Corporate Governance • The Entrepreneurial Firm • Corporate Strategy • Implementing strategy
15. Structure and format	**Before the class** Each student individually reads the case for the upcoming class session and the assigned accompanying theoretical materials (articles, notes, sections of books) to form an initial view on the questions provided by the course instructors ahead of that session. Questions will generally focus on diagnosing the problem and recommending a solution. Individual preparation is a critical step in the learning process, as it is essential that students have a clear and complete view of the fact base presented in the case

	and the readings and that they have given it individual consideration. It is also highly recommended to discuss the case in a small group to test your ideas against those of others. Formulating thoughts in a pre-class discussion enables students to be better prepared for the larger group discussion and enhances the quality of comments, which also contributes positively to the grade. **The class – case discussion & mini lecture** Each class session will consist of the Case discussion and a mini lecture. A lecturer will facilitate a class discussion of the case assigned for the class. All students will be expected to contribute by active in-class participation throughout the course. More details on class discussion norms will be provided at the introductory session. Lecturer will synthesize the case discussion to consolidate the key takeaways of the class (theoretical concepts, analytical tools, specific lessons of the case, etc). **After the class** After each class, we strongly recommend that students take some time to review their class notes and individual preparation notes to crystallise their most important personal lessons in a reflection.
16. Literature and other resources	The main textbook is Besanko, Dranove, Shanley and Schaefer, *Economics of Strategy*, 7th Edition, available from the library. Cases are an important component of the Strategy course. For most sessions they are supplemented with theoretical notes, academic and business articles, and/or book excerpts to facilitate preparation for class discussion. All materials will be provided to students digitally through the e-learning platform.
17. Learning outcomes	The course focuses on the perspective and skills required for a general manager in diagnosing complex business situations and identifying solutions to strategic problems. It is designed to build upon previous coursework of Y3 students of the SSE Riga B.Sc. programme by drawing on the integration of various functional and technical areas, developing the mastery of the base strategic analysis toolkit and providing an integrated perspective on what may constitute sustained competitive advantage for a firm and help it attain superior financial performance. Specifically with respect to Strategy, by the end of the course students should be able to: • Understand and articulate the different strategic choices available to general managers.

Course outlines are subject to change.
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	• Assess a firm's external environment, industry structure, and potential. • Develop a perspective on the competitive dynamics affecting a firm. • Consider multiple factors in creating long-term enterprise value. • Understand the role of the leader and the leadership team, including the importance of proper governance. • Recognize the significance of strategic pivots and an entrepreneurial culture in maintaining competitiveness in rapidly changing markets. The course aims to develop along all elements of FREE: 1. **Fact- & science-minded:** Capacity for cross-functional critical thinking and fact-based analysis under incomplete information that is expected of a general manager 2. **Reflective & self-aware:** Ability to reflect, both on managerial problems presented in cases, and on the contribution the student and their classmates make to the discussion 3. **Empathetic & culturally literate:** Ability to empathise with the case protagonist and other stakeholders and to put managerial decisions into broader human context 4. **Entrepreneurial & responsible:** Capacity for entrepreneurial opportunity-focused thinking combined with an appreciation for the impact of managerial decisions on others
18. Attendance	For a successful completion of the course, attendance and in-class contributions are highly recommended. Students are expected to contribute to the classroom discussion, which will form **30% of the final grade.**
19. Electronic devices policy	Electronic devices during class are used for learning purposes only – note taking, accessing course material.
20. **Requirements and grading**	Course evaluation will be composed of the following elements: Class participation (30%, 60 points of 200); Final exam (70%, 140 points of 200) **Class participation (30%)** Class participation is an essential part of the course and will represent 30% of the final grade. Students will be graded on the quality and quantity of their comments: o **Quality**: A high-quality comment concisely conveys a single well-reasoned point backed by relevant facts and builds on the ongoing class discussion to advance it forward. A low-quality comment does not make a clear point, has weak logic, is not grounded in fact and/or is irrelevant to the ongoing discussion. o **Quantity**: Students are expected to ask to be called on for comment whenever they feel they have a point that would advance the class discussion. A significantly lower frequency would adversely affect the class participation

	part of the grade. Note that considering class length and group size, it is not expected that every student will contribute to every class session and many students receiving maximum points on class participation do not contribute to every single class. **Final exam (70%)** Open questions with small cases or newspaper articles **In order to pass the Strategy course**, each student will be required to meet both requirements below: a. Achieve a passing grade in the final exam **AND** b. Achieve a passing grade for the course overall
21. Dates for posting the grades	***TBC***

ELECTIVES

Speech and Accent Training

1. Course Director	**Elīna Banziņa**, Assistant Professor
2. Department	Languages and Communication
3. Lecturer(s)	Elīna Banziņa, Assistant Professor elina.banzina@sseriga.edu
4. Teaching Assistants	N/A
5. Credit Points	**3 ECTS CP**; elective course Student Workload (SWL): **Structured SWL** | **Unstructured SWL** Lectures (count and length in academic hours- 45 min.) | Seminars (count and length in academic hours- 45 min.)) | Estimated time of self-studies (in hours) 14 | 3 +2 for final presentations | 60
6. Duration	Due to the highly individualized approach of this course, the maximum enrolment is limited to 14 students per class. For this reason, the course will be offered **twice** during the 2025/2026 academic year.
7. Re-exam date	TBA
8. Sign-up Deadline	TBC
9. Max. No. of Students	14 students per class

10. Course Prerequisites	None
11. Research skills needed and developed	Self-assessment; critical analysis of performance; goal-setting and progress review
12. IT-skills needed	Basic
13. Related Courses	Academic English, Business and Leadership Skills module
14. Students eligible	Year 1 or older, as well as exchange students (specific eligibility requirements for each round included above)
15. Introduction (Course objectives)	This practical course is designed to help undergraduate students acquire a more native-like accent and phonetically persuasive speech patterns based on their individual goals as identified by the instructor, aims to improve students' presentation skills in English, and helps students increase their confidence as communicators and presenters. Please note that the focus is on American English pronunciation, set in a sociolinguistic context.
16. Content	The course begins with an overview of the vowel and consonant system of American English, and continues with a discussion of stress and rhythm patterns, intonation, thought groups, pausing, connected speech effects, voice quality settings, commonly mispronounced words, persuasive speech strategies that are unique to American English, etc. Students will engage in interactive hands-on activities in class, analyze authentic native-produced speech, prepare and analyze their own audio recordings and short videotaped class presentations, and meet one-on-one with the instructor for individual feedback and additional practice.
17. Structure and Format	The class consists of three important components: lectures (7 x 90 min), individual conferences (3 x 30 min), and independent work. Individual conferences with the instructor provide intensive targeted practice, attention to student's individual goals, and progress evaluation. Equally important is independent practice at home preparing recordings, presentations, and analyzing speech; there will be assignments after each class. The final exam is an oral presentation that the student prepares individually. **N.B.** The class sessions will be scheduled in late afternoons (15-17 PM) and evenings. **Course structure:** Session 1. Intro & Course Policies; Commonly Mispronounced Words; Speech Production System Session 2. Voice Quality Settings; Individual Sounds: Vowels --- Individual Conferences --- Session 3. Individual Sounds: Vowels & Consonants Session 4. Rhythm & Stress; Content & Function Words

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	Session 5. Persuasive Speech --- Individual Conferences --- Session 6. Thought Groups & Focus Words; Vowel Reduction; Word Stress in Compound Nouns Session 7. Linking & Connected Speech Effects; Discourse Stress; Intonation --- Individual Conferences --- EXAM FINAL PRESENTATION
18. **Literature and other resources**	Online resources or materials provided by the instructor.
19. Learning Outcomes	**Knowledge:** By the end of this course, students will have developed an understanding of the main principles that underlie speech intelligibility and persuasiveness. Students will be able to recognize the differences between the vowel system, consonant system, rhythm, stress, intonation, and voice quality of their native language and that of American English, and will be aware of their own personal pronunciation challenges and goals. They will be able to explain connected speech effects, identify persuasive speech strategies that are unique to American English, and recognize the most common mispronunciations.
	Skills: Students will develop the ability to identify and produce the sounds, rhythm, stress, intonation and other speech features of (American) English at a near-native level and/or reach a high degree of intelligibility. Students will improve their listening skills and be able to identify speech patterns used in authentic native-produced speech. Further, with continuous individual and assisted practice throughout the course, they will be able to apply the principles of English speech production to their own speech patterns, both prepared and spontaneous, by analyzing their own audio recordings and videotaped presentations, identifying the differences between their own and native speakers' production, and making the necessary modifications.
	Competences Students will be able to target and successfully modify those areas of pronunciation that added to their unintelligibility or accentedness, making people perceive them as less professional, and, overall, increase their confidence as communicators and presenters by being able to use emphasis, variability and persuasiveness strategies in spontaneous speech for a memorable delivery.
20. Attendance	Mandatory
21. Electronic Devices Policy	-

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

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

Climate Change

1. Course Director	Xavier Landes, Associate Professor
2. Department	Business and Management
3. Lecturer(s)	Xavier Landes, xavier.landes@sseriga.edu
4. Teaching Assistants	N/A
5. Credit points	**3 ECTS CP**; elective course Student Workload (SWL):

Structured SWL		**Unstructured SWL**
Lectures (count and length in academic hours-45 min.)	Seminars (count and length in academic hours-45 min.))	Estimated time of self-studies (in hours)
	24	66

6. Duration	***From 11-Jan-2027*** ***To 05-Mar-2027***
7. Re-exam date	**TBC**
8. Sign-up deadline	***07-Jan-2027***
9. Max. No. of students	N/A
10. Course prerequisites	No prerequisite
11. Research skills needed and developed	• Academic reading • Academic writing • Argumentation • Critical thinking • Presentation
12. IT-skills needed	Microsoft PowerPoint (or any equivalent presentation program) Microsoft Word (or any equivalent word processor)
13. Related courses	Academic Studies and Critical Thinking Ethics and Sustainable Business

	Introduction to Political Philosophy (elective) Issues in Ethics (elective) The Welfare State (elective) Welfare Economics
14. Students eligible	Year 1 or older and exchange students
15. Introduction (Course objectives)	The primary goal of this elective is to introduce students to specific issues related to climate change. For 2023/2024, the focus will be on climate engineering (or geoengineering). Climate change represents one of the most pressing global challenges faced by humanity. Traditional responses include mitigation (reduction of CO2 and other greenhouse gas emissions) and adaptation (preparation for shielding populations against specific changes, e.g. by building seawalls, switching to drought-resistant crops). Another response has recently gained traction among some scientists and decision makers: the voluntary alteration of the climate to slow/revert it or lessen some of its adverse impacts. While humans have tried, throughout history, to influence the climate by various means more or less efficient (e.g. rituals, cloud seeding, wildfires), geoengineering has been gaining momentum during the last decade due to the failure of nations to seriously commit to mitigation. Because governments have difficulties to coordinate and agree on sufficient carbon abatement for averting drastic changes, the possibility of modifying the climate through carbon dioxide removal (CDR) or solar radiation management (SRM) has become increasingly attractive. The course's aim is to introduce to the challenges caused by climate change and present the main technologies of CDR and SRM. The goal is to reach a fine-grained view of the multiplicity of issues raised by geoengineering techniques.
16. Content	**6 sessions of 180 minutes** The course will be divided into two parts. The first lectures will introduce the different climate engineering methods, while the last lectures will focus on more specific projects, based on students' wishes and presentations. **1. Introduction: Climate Engineering in the Anthropocene** **2. Carbon Dioxide Removal** **3. Solar Radiation Management**

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	The content of the following three lectures will be decided with the students. They will bear on specific questions of interest for students, particular techniques or concrete implementations of climate engineering methods. **4. Case Studies I** **5. Case Studies II** **6. Case Studies III**
17. Structure and format	• 6 seminars of 180 mins
18. Learning outcomes	**Knowledge** • The basics mechanisms behind anthropogenic climate change. • Carbon Dioxide Removal technologies. • Solar Radiation Management technologies. • The main propositions for regulating geoengineering research and deployment. • The main arguments for and against geoengineering. • The main challenges behind the various climate interventions. • The place of geoengineering within international climate politics.
	Skills • Students will practice reading academic texts for identifying arguments, reformulating, and discussing them critically. • Students will work on using various resources for collecting information about geoengineering. • Students will work on presenting their critical analysis through texts and oral presentations. • More generally, students will perfect their argumentation skills. • Students will develop the ability to evaluate various geoengineering proposals.
	Competences • Be able to efficiently read academic texts. • Be able to identify the main claims and the different parts of such texts. • Be able to develop a critical analysis of such claims, supported by robust arguments. • Be able to understand the origins and implications of specific arguments in relation to the course's themes (climate change, geoengineering). • Be able to clearly present ideas structured in arguments. • Be able to evaluate the strength of various arguments.

	• Be able to deliver substantial peer-feedbacks.
19. Attendance	A minimum of 4 seminars needs to be attended for passing the course.
20. Electronic devices policy	To be decided later.
***21.* Requirements and grading**	Students will have to: • Present an issue in geoengineering or a business initiative, • Write a short essay based on their presentation (4 pages).
22. Dates for posting the grades	Final results: ***05-Mar-2027*** Re-exam grades: **TBC**

Title

Business Organizations

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

Structured SWL		**Unstructured SWL**
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.))	Estimated time of self-studies (in hours)
20		40

6. Duration	From 25-Jan-2027
	To 01-Mar-2027
7. Re-exam date	***N/A***
8. Sign-up deadline	24-Jan-2027
9. Max. No. of students	None
10. Course prerequisites	None
11. Research skills needed and developed	Students will learn legal research and legal analysis skills, as well as critical thinking skills.
12. IT-skills needed	n/a
13. Related courses	Business Law, Contracts
14. Students eligible	Year 1 or older, as well as exchange students

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

15. Introduction (course objectives)	In this course students will learn the mechanics of business organizations from a legal standpoint. They will learn about various legal entities used to do business, and about the characteristics of each. Students will also gain the skills and knowledge needed to set up their own limited liability company and will complete all documentation required for company foundation in their home country. Among the topics covered: What is the best type of business organization for me? What are the steps involved in setting up a company? What are the costs? What does it mean to be an officer of a corporation? What are the duties and responsibilities of an officer of a corporation? What are my rights as a majority/minority shareholder?
16. Content	1. The Structure and Management of Business: Unincorporated and incorporated business organizations, sole trader, partnerships, limited partnerships, duties/rights of partners, liability for contracts/torts; 2. Business organizations: limited liability companies, joint stock companies, liability for contracts/torts, veil of incorporation, ; 3. Company Formation: articles of association, registration, formation, shareholders, officers, capital statement, public/private company; 4. Company Finance: debt, shareholders, issuing/transfer of shares, shareholder rights, share capital, (ordinary/preferred/treasury stock), loans, debentures, charges; 5. Company officers and liabilities: board of directors, executive directors, appointment/removal of directors, vacant office, disqualification, registration of directors, powers/duties of directors, conflict of interest, breach of duty, remuneration; 6. Company officers and liabilities 2: decisions of board of directors, company secretary, duties of secretary, auditor: appointment, duties, removal, corporate governance, insider dealing; 7. Company meetings, shareholder protection, liquidation: annual general meeting, notice of meeting, procedure, resolutions, written resolutions, secretary; 8. Company meetings, shareholder protection, liquidation 2: minority shareholder rights, insider dealing, market abuse, winding up a company, liquidator, insolvency, administration, discussion questions; 9. Guest speaker 10. Exam

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

17. Structure and format	Structure of the course will consist of 20 lectures, 45min x 2, Monday and Wednesday evenings, for 5 weeks. Students will be assigned reading before each lecture from the coursebook "Introduction to Business Law" by Lucy Jones. Students are expected to participate in lecture discussions and also be prepared to answer verbal questions regarding the course material. The students will also have to answer study questions after each unit. At the end of the course there will be an exam. **Prior to the first class, students must read Chapter 15 and be ready to answer questions.**
18. **Literature and other resources**	"Introduction to Business Law" by Lucy Jones, Oxford University Press, 5th edition. Hard copies available in the SSE Riga Library, available for check out during the course.
19. Learning outcomes	
	Knowledge • Understand the basic mechanics of a business organization. • Identify what type of business structure is the most suited for different types of businesses. • Understand the basic steps involved in establishing and liquidating a business organization.
	Skills • Ability to identify various types of business organizations and understand their functions. • Ability to complete the basic steps to establishing a Limited Liability Company in your country of residence, including filing out and filing paperwork.
	Competences • Understand what it means to be a shareholder and an officer of a corporation, and what responsibilities and liability those positions entail. • Understand various basic operations of a corporation, such as: electing and removing officers, adopting shareholder decisions, understanding what a quorum is, how to record and file board decisions, understand what a shareholder registry is, and other basic elements of corporate operations.
20. Attendance	Attendance in person is mandatory. A student can miss not more than 20% of the lectures. If the student has more than 20% unexcused absences, he/she will receive no credit.
21. Electronic devices policy	No laptops allowed. No phones.
22. Requirements and grading	Students graded on exam (multiple choice): 80%, and class participation 20%.

23. Dates for posting the grades	Grades posted: within 5 business days after the final exam.

Understanding and Preventing Corruption

1. Course Director	**Dominik Gerber**, Associate Professor
2. Department	Economics
3. Lecturer(s)	Dominik Gerber, PhD, Associate Professor dominik.gerber@sseriga.edu
4. Teaching Assistants	N/A
5. Credit points	**3 ECTS CP**; elective course Student Workload (SWL): **Structured SWL**: 10 Lectures (2x45min) Individual consultations Oral defense of case analysis — 25 academic hours **Unstructured SWL**: Estimated time of self-studies (in hours) — 65 academic hours
6. Duration	***From 20-Apr-2027*** ***To 20-May-2027***
7. Re-exam date	n/a
8. Sign-up deadline	***16-Apr-2027***
9. Max. No. of students	n/a
10. Course prerequisites	None
11. Research skills needed and developed	This course does not presuppose any particular research skills or prior academic training in the area of corruption. It requires, however, a willingness to read and discuss a research literature (both technical and non-technical) from a wider set of disciplines, including economics, law, and political science.
12. IT-skills needed	n/a
13. Related courses	Public Policy, Microeconomics, Business Ethics
14. Students eligible	Year 1 or older, as well as exchange students
15. Introduction (Course objectives)	According to the World Bank, individuals and businesses globally pay about $1 trillion per year in bribes. Corruption comes at an enormous economic and political cost. Economically, high levels of corruption undermine the basic conditions for efficient markets, thus hampering development and causing poverty. The World Economic Forum estimates the cost of corruption at $2.6 trillion, or 5% of the global gross

	domestic product. Politically, corruption fosters distrust among citizens and disenchantment towards politicians and political institutions. Corruption is often at the roots of state failure and human rights violations. This course examines the phenomenon of corruption, explores means of measuring its different variations, and analyses its causes and its effects on society. The course also examines policy strategies for corruption control and prevention, and it seeks to offer case-based insights into anti-corruption organizational frameworks, codes of conduct, and law-enforcement.
16. Content	***All readings are available on e-learning*** ***Readings marked with an * are mandatory and must be read and studied before the beginning of the corresponding class session.*** **Session 1: What Is Corruption?** *Robert I. Rotberg. 2017. *The Corruption Cure: How Citizens and Leaders Can Combat Graft*. Princeton University Press. Chapter 1. Ray Fisman and Miriam Golden. 2017. *Corruption: What Everyone Needs to* Know. Oxford: Oxford University Press. Chapters 1 and 2. Oskar Kurer. 2015. "Definitions of Corruption." In Routledge Handbook of Political Corruption. Ed. Paul M. Heywood. Routledge, 30-41. Susan Rose-Ackerman and Bonnie J. Palifka. 2016. *Corruption and Government: Causes, Consequences and Reform*. Cambridge University Press. Chapter 1. Bo Rothstein and Aiysha Varraich. 2017. *Making Sense of Corruption.* Cambridge University Press. Chapter 3. Yuen Yuen Ang. 2020. *China's Gilded Age: The Paradox of Economic Boom and Vast Corruption.* Cambridge University Press. Chapter 1. Rasma Karklins. 2002. "Typology of Post-Communist Corruption." Problems of Post-Communism 49(4), 22-32. Transparency International. "What is Corruption?" https://www.transparency.org/en/what-is-corruption

Kickback – The Global Anticorruption Podcast. Episode 107 (2024). Introduction to Defining Corruption.

Session 2: Measuring Corruption

*Robert I. Rotberg. 2017. *The Corruption Cure: How Citizens and Leaders Can Combat Graft*. Princeton University Press. Chapter 2.

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

Alina Mungiu-Pippidi and Mihály Fazekas. 2020. "How to Define and Measure Corruption." In *A Research Agenda for Studies of Corruption*. Ed. Alina Mungiu Pippidi and Paul M. Heywood. Edward Elgar. 7-26.

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

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

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

Transparency International. 2026. Corruption Perceptions Index 2025. https://www.transparency.org/en/cpi/2025

Kickback – The Global Anticorruption Podcast. Episode 93 (2023). Introduction to Corruption Measurement Debates.

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

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Session 6: Scenes of Corruption II: Public Procurement

*[Case Study] Pamela Varley, Gautam Nair, and Jeeyang Rhee Baum. 2024. *Milestone or Misstep? Corruption, Development, and Democracy After Brazil's Lava Jato Probe*. Harvard Kennedy School of Government.

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Session 7: Scenes of Corruption III: State Capture

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

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Session 10: Fighting Corruption III: Civil Society and Whistleblowing

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17. Structure and format	All class sessions will be delivered in a mixed lecture / seminar mode. • Class sessions (10 x 90min) • Independent study of assigned readings • Final assignment (case analysis & oral presentation)
18. **Literature and other resources**	This course doesn't follow a textbook, but there will be a moderate amount of mandatory reading assignments. These will mainly consist of journal articles and case study material.
19. Learning outcomes	**Knowledge** Upon successful completion of this course, students will be able to complement previously acquired knowledge in economics with knowledge on the social phenomenon of corruption. The key take-away will be a comprehensive understanding of the fact that the outcomes of economic exchanges critically depend on society's capacity to control corrupt behavior.
	Skills By the end of this course, students will be able to:

	1. …define and compare different kinds and measures of corruption 2. …explain the main causes and effects of corruption 3. …participate in discussions about the economic and political implications of corruption 4. …move from the identification of corrupt behavior to strategic (firm- and policy-level) analysis for intervention and prevention 5. …evaluate the benefits and drawbacks of different anti-corruption strategies
	Competences As future leaders in business or public affairs, students will be able to employ the above skills in their responsibilities to shape good governance standards in their respective environment. They will be aware of the manyfold incentives for corrupt behavior and of their own duties as responsible economic and political agents.
20. Attendance	Lecture attendance is mandatory. Two absences (no excuse required) over the entire course period are tolerated. Three or more absences lead to failure of the course unless they are due to extenuating circumstances (which must be adequately documented).
21. Electronic devices policy	n/a
22. Requirements and grading	This course has two evaluation components: 1. **Attendance and participation** (20% of the overall grade). Students are expected to attend all class sessions (see §20 above) and participate actively in discussions. I don't wish to cold-call, so "active" means taking the initiative to contribute thoughtfully and productively. That in turn requires completing the mandatory readings before class. Absences and coming to class unprepared will negatively affect your grade. 2. **Case analysis & oral defense** (group work, 2-3 students, 80% of the overall grade): the deliverable is a 20-minutes oral presentation offering a rigorous analysis of one real-world corruption case of your choosing, followed by a 10-minutes Q&A. Please confirm your selected case with the course director in advance. Your analysis will utilize the concepts, theories, and cases covered throughout the course to achieve the following objectives: 3.

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	i. Describe the type of corruption at stake in your case and identify all important actors as well as the relationship between them; ii. Explain the (most likely) causal mechanisms underlying the corrupt activities involved; iii. Describe the economic and political consequences of those activities; iv. Offer an argument for the anti-corruption strategies or policies that should be implemented to prevent your case from recurring; v. Critically revisit your analysis in points i-iv in light of two assigned readings (mandatory or non-mandatory), discussing what the corruption scholarship captures well about your case, and what it does not. **To pass this course, students must achieve at least 100/200 points in the case analysis and 100/200 points overall.**
23. Dates for posting the grades	Final results: ***03-Jun-2027*** In exceptional cases, such as for Y3 or Erasmus students who need to complete their semester in May, grading will be expedited and results posted earlier.

	Family Business Management
2. Course Director	**Anete Pajuste**, Professor
3. Teaching team	**Anete Pajuste**, Professor anete.pajuste@sseriga.edu
4. Credit points	**3 ECTS CP**; elective course Student Workload (SWL):

Structured SWL		**Unstructured SWL**
Lectures (count and length in academic hours- 45 min.)	Seminars (count and length in academic hours- 45 min.)	Estimated time of independent study (in hours)
	18	60

5. Duration	***From 07-Apr-2026*** ***To 30-Apr-2026***
6. Re-exam date	***N/A***
7. Dates for posting the grades	Final results: **15-May-2026 TBC** Re-exam grades: ***N/A***
8. Course prerequisites	None Max. number of students: 35

Syllabus

9. Introduction	This course is an opportunity for any student connected to a family business, aspiring to join one, or seeking well-rounded general management experience. Family firms make up the majority of businesses worldwide, and their unique blend of tradition, emotion, governance, and strategy creates challenges and opportunities that conventional management courses rarely address. Through real-world cases, experiential interviews, and direct engagement with multigenerational business leaders, students learn how families navigate growth, innovation, conflict, succession, and governance—skills that translate directly into stronger leadership and strategic thinking in any organizational setting. Whether you want to help your own family enterprise thrive, build a career advising or managing family-owned firms, or simply understand how human dynamics shape business performance, this course gives you the tools, frameworks, and insights to lead with empathy, clarity, and long-term vision.
10. Course programme	The course consists of 9 sessions (each 90 minutes): 1. Introduction & Historical Foundations of Family Business 2. Three-Circle Model & Multigenerational Needs 3. Governance, Constitutions & Agency Conflicts 4. Ownership Models & Principles of Sound Governance 5. Financial Performance, Valuation & Professionalization 6. Succession Planning & Intergenerational Transition 7. Conflict, NextGen Careers & Socioemotional Wealth 8. Capital, Financing & Long-Term Value Creation 9. Final Presentations & Course Wrap-up
11. Learning aims	• To understand how family, business, and ownership systems interact. • To evaluate governance, succession, and strategic choices in multigenerational enterprises. • To develop analytical and interpersonal skills for navigating complex family-business environments. • To integrate qualitative research into strategic assessment and decision-making. • Understand how family-owned businesses operate and evolve across generations, and how the family, ownership, and business systems interact. • Evaluate governance structures, ownership models, and succession processes, and assess their impact on continuity and control. • Analyze financial performance in family firms using basic metrics and empirical research insights, and understand how family characteristics influence risk, leverage, and returns.

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	• Apply fundamental valuation concepts to private family businesses and recognize how governance, control, and liquidity affect firm value. • Assess financing options (e.g., internal financing, debt, equity, family offices) and their implications for growth, control, and long-term value creation. • Develop analytical, interpersonal, and strategic skills for working in, managing, or advising family enterprises, with lessons transferable to general management contexts.
12. Literature and other resources	Readings and cases assigned from: • Harvard Business Publishing coursepack • Articles from *Family Business Review*, *Journal of Corporate Finance*, *Financial Times*, *Forbes*, *McKinsey*, *HBR*, and others listed in the syllabus. Additional materials will be provided on the learning platform.
13. Requirements and grading	Class Grades will be assigned as follows: *Evaluation Activity % of Course Grade* Class Participation 40% *Family Interview Experience* Presentation 15% Final Project Paper 30% Final Project Presentation 15% TOTAL 100% The course project is a two-part team-based exploration of family business dynamics that begins with a "Family Interview Experience" and culminates in a comprehensive Final Project. Each team will engage with a family business that differs from their own in meaningful dimensions—such as socio-economic status, generation, industry, or life experience—and interview at least four internal or external members to uncover the challenges, values, and opportunities that shape that enterprise. Insights from these interviews, synthesized with course concepts, will be presented in a concise 7-minute oral briefing to the class and will serve as foundational primary research for the Final Project. Building on this fieldwork, teams will then focus on their own or a classmate's family business to develop (1) a strategic expansion plan supported by iterative primary and secondary research, and (2) a 360-degree written assessment addressing values, prioritized goals, governance, succession, innovation, growth strategies, and conflict and risk management. Together, the integrated project components are designed to deepen students' understanding of multigenerational family enterprises through experiential inquiry, analytical rigor, and applied strategic thinking.

	Class participation encompasses attendance, punctuality, thoughtful preparation for discussion questions, and active engagement in class discussions, case studies, exercises, and simulations. Students are expected to attend every session, complete all assigned readings, and come prepared to contribute meaningfully. Additional participation credit may be earned by sharing relevant insights, examples, or resources, and by offering constructive feedback to peers.
14. Attendance	Mandatory. Active participation is essential for learning from cases, discussions, and project work.
15. Electronic devices policy	Devices may be used only for course-related activities and must not distract from class engagement.

Course specifications

16. Students eligible	BSc Year 1/ 2/ 3, EMBA, and exchange students
17. Related courses	Corporate Finance, Entrepreneurship, Strategy, Organizational Behaviour
18. IT-skills needed	Basic
19. Research skills needed and developed	Case analysis, synthesizing primary (interviews) and secondary (articles, reports, academic research) data, interpreting basic financial statements, competence in applying theoretical frameworks—governance, succession, valuation, and strategy—to real-world family enterprises.
20. Learning outcomes	**Knowledge** • Understand the defining characteristics, historical evolution, and global significance of family-owned enterprises. • Recognize key governance models, ownership structures, and succession frameworks used in family firms. • Know core financial concepts relevant to family enterprises, including performance indicators, valuation basics, and capital structure preferences. • Understand how family dynamics, generational transitions, and socioemotional wealth influence strategic and financial decision-making.
	Skills • Analyze business and family systems using established frameworks (Three-Circle Model, governance assessments, succession models). • Evaluate financial performance using basic ratios and interpret financial implications of family ownership. • Apply introductory valuation techniques to private family firms.

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	• Conduct and interpret qualitative interviews to extract insights about challenges, opportunities, and stakeholder dynamics. • Develop structured, evidence-based strategic recommendations for family enterprises. • Communicate findings effectively in written reports and oral presentations.
	Competences • Diagnose complex governance, succession, and financial issues in family firms and propose actionable solutions. • Integrate quantitative and qualitative evidence in decision-making processes. • Navigate competing stakeholder interests with professionalism, empathy, and analytical rigor. • Demonstrate long-term, sustainability-oriented thinking in evaluating growth, financing, and innovation strategies. • Work collaboratively in teams to research, analyze, and present solutions for real family business challenges.

Introduction to Private Equity and Venture Capital

1. Course Director	Mārtiņš Mellēns (Class of 2005), Visiting Lecturer
2. Department	Department of Accounting and Finance
3. Lecturer(s)	Mārtiņš Mellēns, martins.mellens@gmail.com
4. Guest Lecturers	Gintas Danusevicius, Raiko Uri, Mikus Janvars, Sigvards Dzelzskalejs, Edgars Bordans, Lauris Liepa, Karlis Vikis, Raimonds Kulbergs, Matiss Neimanis, Juris Parups
5. Credit Points	**3 ECTS CP**; elective course Student Workload (SWL):

Structured SWL		**Unstructured SWL**
Lectures (count and length in academic hours-45 min.)	Seminars (count and length in academic hours-45 min.))	Estimated time of self-studies (in hours)
20x45min	4x45min	30-40h

6. Duration	***From 24-Mar-2026***
	To 05-May-2027
7. Re-exam Date	**NA**
8. Sign-up Deadline	***15-Mar-2027***
9. Max. No. of Students	**60 + 40 (external)**

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

10. Course Prerequisites	Understanding of Financial Economics, Financial Accounting, Managerial Accounting, Macroeconomics required. Basic understanding of Corporate Finance beneficial.
11. Research Skills Needed and Developed	MS Excel skills for modelling and forecasting, interviewing skills for industry research, usage of Capital IQ, Prequin databases beneficial
12. IT-skills Needed	MS Excel
13. Related Courses	Strategy, Corporate Finance, Financial Economics, Econometrics, Managerial Accounting, International Finance
14. Students Eligible	Year 2 or older and exchange students
15. Introduction (Course Objectives)	The objective of the course is to provide an introduction to private capital industry, including most popular asset classes – Private equity (PE), venture capital (VC), private credit (PC) - present an overview of the overall trends in private markets from both capital allocation and capital management standpoint in 2023/2024, discuss the potential development of the industry in the next decade, learn practical skills used in the industry to set up and manage funds, do research, evaluate and underwrite investable companies in Due Diligence (DD) processes, understand the overall risk and return frameworks used in the PE and VC across investment strategies and practice the learned concepts in simulation of a live deal evaluations.
16. Content	The course will combine theoretical lectures, establishing the baseline concepts used in the Private equity and Venture Capital, combined with targeted discussions on relevant deep dives on technical concepts, trends, and objectives of the industry. In this course you will: - Get to know the basic principles of Private Capital industry - Understand critical stakeholders of the industry and their relationships - Learn about the lifecycle of a PE and VC deal and a PE and VC fund - Figure out what the industry professionals on a day-to-day basis - Gain a perspective of the state of the industry and potential future trends - Deepen your understanding of critical skills and capabilities needed for this industry

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	- Learn what is and how to do a pre-investment evaluation of the opportunity and in the Due Diligence process - Practice the DD skills in a live deal situation
17. Structure and Format	The course consists of theoretical lectures and discussions/seminars and a live deal simulation which goes throughout the course. Student assessment will be determined from the engagement frequency and quality in lectures and seminars (40%), quizzes (10%) and a group projects(50%). In the group project #1, student teams of 4-6 members will play a PE principal, underwriting and competing for the same deal. The simulation of the live deal assignment will be worked on throughout the course with a final submission before the last lecture. Project #2 will be evaluation of 10 VC pitches and preparing the investment memo for an IC. The submission of VC case will be before the 5th lecture. Detailed instructions will be provided during the 3rd lecture. **Lecture 1 (March 24th) - Introduction to Private Capital industry locally and globally (135 min) – 3 blocks of 45 minutes** • Introduction to Private Capital (PE and VC) and basic principles of the industry • Role of Private Capital across asset classes in the greater economy • Principles of evaluation PE and VC as asset class – why use, by who, historical returns and risk profile • Short state of private market industry • Baltic landscape of PE and VC – **Guest: Option 1 – Gintas Danusievicious, Partner at Practica Capital, Baltic's largest VC fund** **Lecture 2 (March 31st)– Company and VC/PE fund, and deal lifecycle (135 min) – 3 blocks of 45 minutes** • Company life cycle and PE/VC role in it • VC and PE fund lifecycle, structures, and key terms • Deal life cycle – stages, documents, processes • Sourcing of the deals – VC and PE most common approaches – **Sourcing guest: Option 1: Ernests Bordans, Partner at Livonia Capital**

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

- Introduction in pre-investment evaluation process (DD) as the main evaluation process for VC and PE

Lecture 3 (April 7th – Due Diligence: Intro and Market Assessment (135 min) – 3 blocks of 45 minutes - Martins Mellens

- Structure and set-up of the Due Diligence (DD)
- Main workstreams in the DD
- Skills required in the DD
- Introduction to the group projects – VC and PE – **guest lecturer from VC fund: Option 1: Buildit (Matiss Neimanis) & Bad Ideas fund (Raimonds Kulbergs)**
- PE case study intro
- Introduction to Workstream 1: Market Assessment

Lecture 4 (April 15th) – Due Diligence: Competitive landscape assessment and value creation (135 min) – 2 blocks of 45 minutes

Seminar 1 – 45 min block

- Introduction to DD workstream 2: Competitive Landscape assessment
- Research methods in Private Capital (PE and VC)
- Seminar on value creation methods – **Guest Lecturer: Juris Parups (Baltcap)**

Lecture 5 (April 22nd) – Due Diligence: Valuation and bidding considerations + Exits (135 min)
2 block of 45 minutes

- Introduction to VC and PE valuation principles
- Exit considerations – **Guest Lecturer TBC**
- Introduction to DD Workstream 3: Value creation
- Discussion on competitive landscape between funds in competitive deal situations
- Deal closing considerations and bid-preparations.

Seminar 2 – 1 block for 45 minutes - VC case study and PE case study questions and answers

Lecture 6 (April 28th) – Fund and portfolio management creation (135 min) – 1 block of 45 minutes

Seminar 3 – 2 times 45 min block

- Fund management – legal set-up, fund structure and mechanics, fundraising process, basic fund economics (hurdle rate, return rate, catch-up, etc.) – **Guest Lecturer: Lauris Liepa on Legal**
- Introduction to portfolio company governance principles – what do investors do and how they can help?

Course outlines are subject to change.
Final versions will be published under each course section on the e-learning platform.

	• Seminar 3: VC Case study discussion – 5 company Teaser evaluation – Go/No Go decisions – **Mini Panel (IC for VC) – Guests from Panel: VC Partners** **Lecture 7 (May 5th) - Final Project PE discussion with Q&A – 2 blocks of 45 minute – 3 PE MD as PE IC** **Seminar 3 – Real Estate Investing, Guest lecturer Raiko Uri from Nuve Capital** **Course Takeaways** • Final project presentations and discussions • RE Investing and Career In VC/PE • Open Q&A
18. **Literature and Other Resources**	All the course material will be covered during the lectures and seminars. However, a list of optional textbooks and online resources will be provided for those interested in going beyond the curriculum. 1. Benjamin Graham – The Intelligent Investor 2. David Rubenstein – How to Invest 3. Ray Dalio – Principles 4. Ray Dalio – The Changing World Order 5. The Psychology of Money – Morgan Housel 6. George S Clason – The Richest man in Babylon 7. Peter Thiel – Zero to One 8. Eric Jorgenson – The Almanac of Naval Ravikant 9. Charlie Munger – The Complete Investor 10. Guy Hands – the Dealmaker 11. David Carey and John Morris – King of Capital 12. Jason Kelly – The New Tycoons
19. Learning Outcomes	**Knowledge** • Learn basic Private equity and Venture Capital terms and first principles of the business model for both • Understand the macro landscape of private markets and be informed about the PE trends globally at current point in time • Recognize methods and process used in Private Equity to value a business and organize an investment
	Skills • Work with valuation techniques for operating businesses • Understand and apply the key principles of corporate finance
	Competences • Organize and run a Due Diligence process
20. Attendance	In person. Remote will not be provided. Students are allowed to miss not more than 1 lecture and 1 seminar

21. Electronic Devices Policy	Allowed in principle
22. Requirements and Grading	40% - class room participation 50% - group project – (50% PE case study mark, 50% VC case study mark) 10% - In class quizzes
23. Dates for Posting the Grades	Final results: ***26-May-2027***, results for potential graduates will be made available by ***19-May-2027***

	Geopolitics and Business Risk
Course Director	Dr. Jānis Bērziņš, janis@berzins.eu
Credit points	**3 ECTS CP**; elective course
Course prerequisites	None. Geoeconomics is recommended but not required.

Syllabus

Introduction	This course examines how geopolitical events become business risks and how firms respond. Sanctions, export controls, armed conflict, trade disputes and political instability now affect ordinary commercial decisions. They shape where a firm sources, sells, invests, hires and stores its data. The course takes the perspective of the firm, not the state. Students learn a working method. They identify the channels through which geopolitical events reach a firm. They measure and map exposure. They build scenarios and early-warning indicators. They compare options for mitigation, from diversification and insurance to exit. They consider how boards and executive teams should organise this work. Cases come from the Baltic states, the Nordic region and wider Europe, with global comparisons. The course complements Geoeconomics. Geoeconomics studies how states use economic instruments for strategic ends. This course studies how firms manage the consequences. It prepares students for work in consulting, banking, risk and compliance functions, corporate strategy and public institutions that deal with business.
Course programme	1: Geopolitical Risk and the Firm - Lecture 1: What geopolitical risk is. Concepts, typologies and transmission channels to the firm - Lecture 2: Why firms misjudge it. Uncertainty, cognitive bias and the limits of forecasting - Seminar 1: Case study. Western firms in Russia after February 2022: stay, suspend, sell or leave 2: Measuring and Mapping Exposure

	- Lecture 3: Measuring geopolitical risk. Indices, ratings and commercial risk products, and what they miss - Lecture 4: Mapping firm exposure. Assets, people, suppliers, customers, finance, data and reputation - Seminar 2: Workshop. An exposure map and risk register for a Baltic or Nordic firm 3: Anticipation - Lecture 5: Scenario planning. Origins at Shell, the Oxford approach and common errors - Lecture 6: Early warning. Indicators, horizon scanning and intelligence for decision-makers - Seminar 3: Scenario workshop. Disruption of critical infrastructure in the Baltic Sea region 4: Rules as Risk - Lecture 7: Sanctions and export-control compliance inside the firm. Screening, due diligence and circumvention risk - Lecture 8: Economic security regulation in the European Union. Investment screening, technology controls and supply-chain rules - Seminar 4: Compliance clinic. A dual-use order routed through a third country 5: Response and Governance - Lecture 9: Mitigation options. Diversification, hedging, political risk insurance, localisation and exit - Lecture 10: Governance. Board oversight, the geopolitical function, corporate diplomacy and crisis management - Seminar 5: Crisis simulation. An executive team responds to a geopolitical shock
Learning aims	1. Conceptual Clarity: Distinguish geopolitical, political, country and regulatory risk, and explain how each reaches the firm. 2. Measurement: Use and criticise indices, ratings and other indicators of geopolitical risk. 3. Exposure Analysis: Map the exposure of a firm across assets, people, supply chains, markets, finance and data. 4. Anticipation: Build scenarios and early-warning indicators that support decisions. 5. Compliance Awareness: Understand what sanctions, export controls and investment screening require of a firm. 6. Strategic Response: Compare mitigation options and judge their cost, speed and reversibility. 7. Communication: Brief senior decision-makers clearly and concisely, in writing and orally.
Literature and other resources	Adarkwah, Gilbert Kofi, Sinziana Dorobantu, Christopher Albert Sabel, and Flladina Zilja. "Geopolitical Volatility and Subsidiary Investments." *Strategic Management Journal* 45, no. 11 (2024): 2275–2306.

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	Schwartz, Peter. *The Art of the Long View*. New York: Doubleday/Currency, 1991. Sheffi, Yossi. *The Power of Resilience: How the Best Companies Manage the Unexpected*. Cambridge, MA: MIT Press, 2015. Sonnenfeld, Jeffrey, Steven Tian, Franek Sokolowski, Michal Wyrebkowski, and Mateusz Kasprowicz. "Business Retreats and Sanctions Are Crippling the Russian Economy." SSRN working paper, July 2022. Tetlock, Philip E., and Dan Gardner. *Superforecasting: The Art and Science of Prediction*. New York: Crown, 2015. Wack, Pierre. "Scenarios: Uncharted Waters Ahead." *Harvard Business Review* 63, no. 5 (1985): 73–89. **Official documents:** - European Commission and High Representative of the Union for Foreign Affairs and Security Policy. Joint Communication to the European Parliament, the European Council and the Council on "European Economic Security Strategy". JOIN(2023) 20 final. Brussels, 20 June 2023. - Regulation (EU) 2019/452 of the European Parliament and of the Council of 19 March 2019 establishing a framework for the screening of foreign direct investments into the Union. - Regulation (EU) 2026/1386 of the European Parliament and of the Council of 17 June 2026 on the screening of foreign investments in the Union and repealing Regulation (EU) 2019/452. **Data sources:** - World Economic Forum, *The Global Risks Report* (annual) - Geopolitical Risk Index (Caldara and Iacoviello) - Economic Policy Uncertainty Index (Baker, Bloom and Davis) **Academic journals (electronic access):** - *Journal of International Business Studies* - *Journal of International Business Policy* - *Strategic Management Journal* - *Journal of World Business* - *Business and Politics* **Policy sources:** - World Economic Forum, Peterson Institute for International Economics, Bruegel, Chatham House, McKinsey Global Institute, Atlantic Council GeoEconomics Center
Learning outcomes	**Knowledge** - Understanding of the main concepts and typologies of geopolitical and political risk - Knowledge of the principal measurement tools and their limits - Awareness of the rules on sanctions, export controls and investment screening in the European Union

	Skills - Ability to map and prioritise the geopolitical exposure of a firm - Ability to design scenarios and early-warning indicators - Competence in writing and presenting risk assessments for decision-makers
	Competences - Judgement about mitigation options under uncertainty - Critical evaluation of forecasts, indices and expert claims - Capacity to connect political analysis with commercial decisions - Effective teamwork under time pressure

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	Practical Rhetoric
2. Course Director	Kārlis Šadris
3. Teaching team	Kārlis Šadris
4. Credit points	**3 ECTS CP**; elective course Student Workload (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	4	66

5. Duration	***From 12-Jan-2027***
	To 25-Feb-2027
6. Re-exam date	***TBC***
7. Dates for posting the grades	Final results: ***04-Mar-2027*** Re-exam grades: ***TBC***
8. Course prerequisites	None; however active participation in the lectures is expected.

Syllabus

9. Introduction	Practical Rhetoric is about persuasion and the way it works outside the classroom, which is different from the kind of argumentation students learn for exams and case write-ups. In a career and often your personal life, very little happens simply because you are right. Being right and being heard are two different skills. The course therefore focuses on what it takes to persuade effectively: building an argument, writing with precision, speaking clearly, telling a story and understanding the person you are trying to persuade. It includes the knowledge behind those skills: rhetoric, politics, critical thinking, media analysis and the way generative AI is changing what writing is worth. It also covers the harder parts of persuasion:

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	staying honest under pressure and being willing to stand behind a position when the room disagrees with you. This course will deliver those outcomes by working on the student's own material. Each student has a story to tell about themselves and this course will set them on the right path to do so. Students will build and defend a short argument in the opening weeks and refine their voice at the sentence level through the middle of the course. In the end they will write and present a short personal essay on a topic of their own choosing. Alongside this, the course covers ground that core courses at SSE Riga largely miss: how to use AI as a sparring partner without losing your own voice, how social media shapes public perception, how to speak and write inside a corporate hierarchy, how to recover from failure or rejection without turning it into a verdict on your worth. This course is taught by a person that has just gone through what it means to be an SSE Riga student. Practical Rhetoric trains the part of that student that survives outside the classroom, which ultimately relies on the ability to tell your own story convincingly.
10. Course programme	The course has 10 core lectures and 2 seminars that are also part of the final grade and moves in three stages. The first four sessions build the core craft (argument, voice, the sentence itself) and essay topics get picked at the end of this stage. The next four turn outward, to the rooms where persuasion gets tested, while the last four turn inward, toward the things that quietly wreck a speaker's confidence. The course closes with the students making their own case in front of the room and others giving feedback. Over the duration of the course, each student develops a 2-page essay and presents it in the last 2 sessions. This contributes 70% of the total grade. The lectures are as such: 1. The Fight with Being Boring 2. Building an Argument 3. Voice and Presence 4. What Is a Sentence 5. Building a Positive Relationship with AI

	6. Instagram Stories and Public Perception 7. The 9 to 5 life 8. Loneliness and Confidence 9. Failure and Rejection 10. Comparison and Dealing with Your Mediocrity **Exam:** 11–12. Essay Presentations with Q&A
11. Learning aims	The course aims to give students a practical command of persuasion in speech and in writing, mainly how to build an argument, put it into sentences that carry weight, then subsequently deliver it live. It aims to help them find and develop a voice of their own in a world where generic text is free. It also aims to show them the reality of the world that awaits them after graduation (corporate routine, public perception, loneliness, failure, rejection, the habit of comparing yourself to everyone else) and prepare them for it.
12. Literature and other resources	There is no mandatory literature nor textbook to buy. Students will be encouraged to consume physical media of their own choice and report on it at the start of each lecture. After each session students will receive a one-page session card that consists of the ethos of the lecture and the key takeaways. This session card will also contain optional literature and other media suggestions related to the lecture's material. Optional reading for the curious: Aristotle's "Rhetoric", Alain De Botton's "The School of Life: An Emotional Education", George Orwell's "Politics and the English Language", Anthony Bourdain's "Kitchen Confidential: Adventures in the Culinary Underbelly", William Zinsser's "On Writing Well".
13. Requirements and grading	● Essay (40%): A maximum of three pages on a personally relevant topic of the student's choice, submitted before the presentation sessions ● Essay presentation (30%): Approximately five minutes, followed by two minutes of Q&A, delivered in Sessions 11 and 12

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	● In-class speaking and participation (30%): Assessed based on effort and engagement in class
	● Assessment criteria: argumentation strength, originality of voice, delivery, storytelling ability ● AI: The essay must be written by the student, but AI may be used for feedback and sparring. Student's honesty and dignity will be trusted upon, boring or AI slop work will be judged accordingly ● Re-exam: A resubmitted essay and a short individual presentation
14. Attendance	The course is practice-based and its learning outcomes cannot be achieved through reading alone. Students are therefore expected to attend every session, with attendance mandatory for the presentation sessions (11 and 12). Missing more than two sessions without a valid reason will result in the participation grade being replaced by a make-up assignment agreed upon with the course director.
15. Electronic devices policy	Phones should be silenced and kept in bags throughout the session. Laptops should remain closed unless they are required for a specific exercise. Electronic tablets are allowed for note taking, but frowned upon. As all session cards are provided in print, no part of the course requires a screen. Any exceptions will be announced by the course director.

Course specifications

16. Students eligible	Year 1/2/3+ and exchange students. Group size limited to 26, can be done in 2 separate groups so 52 total students.
17. Related courses	Academic Studies and Critical Thinking, Economic Anthropology, Academic English, Business Ethics and Sustainability, Introduction to Management and Leadership
18. IT-skills needed	Basic MS Office, use of AI tools at moderate level.

19. Research skills needed and developed	Academic reading and writing Critical thinking and argumentation Peer feedback Teamwork
20. Learning outcomes	**Knowledge** ● Explains the components of an argument: statement, explanation, illustration, impact ● Describes how persuasion works in speech, writing and online communication ● Understands what AI tools do well and poorly in writing and how their use can affect personal voice ● Recognises common patterns of persuasion and political communication
	Skills ● Builds and defends various short arguments aloud and on paper ● Writes clear and concrete sentences and edits their own text ● Delivers a short talk with control of pace, proper pauses, posture and handles questions ● Develops story-telling and persuasion skills ● Develops an understanding of their own voice
	Competences ● Gives and receives feedback on speaking and writing in a group ● Defends a position with confidence when others disagree ● Handles failure and rejection in a professional setting and turns them into usable future learning ● Uses AI deliberately as a tool while maintaining a distinct personal voice

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	Introduction to Journalism as Public Good
Course Director	Sanita Jemberga, Editor/CEO of the Baltic Center of Investigative Journalism Re:Baltica
Credit points	**3 ECTS CP**; elective course
Syllabus	
Course programme	1. The media role: freedoms, fundamentals and ecosystem (traditional vs. digital, public vs. commercial, mainstream vs. social, agenda-setting and gatekeeping) / Sanita Jemberga 2. Media economy: ownership structures, changing business models, and the challenges / Jakub Parusinski 3. Media literacy, disinformation, and critical thinking / Inga Springe 4. The role of fact-checking / Evita Purina 5. Media ethics and quality standards / Sanita Jemberga 6. Access to information: FOIA, whistleblowing, leaks, and being a source / Sanita Jemberga 7. How to follow the money: ownership structures, red flags, and money laundering. Work of investigative and business journalism / Miranda Patrucic 8. Journalism and AI: best practices, tools, and ethical standards OR Data and visual literacy / Sanita Jemberga, Inta Lase 9. PR, corporate communications, and the press: do's and dont's / Sanita Jemberga 10. Closing session: oral presentations of final projects / Sanita Jemberga
Learning aims	Upon successful completion of this course, students will be able to: 1. Explain how the media system functions as both a public good and an economic industry, including how ownership structures, business models, and platform/AI disruption shape what content gets produced and how. 2. Critically evaluate information sources, distinguishing reliable reporting from disinformation, identifying fact-checking methods, and

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	applying basic media/data literacy to assess claims, statistics, and visualizations encountered in the news and in professional life. 3. Apply core principles of media ethics and law to assess journalistic quality and to anticipate legal and reputational risks when interacting with media as a subject, source, or spokesperson. 4. Use publicly available information and source-protection mechanisms to investigate ownership structures, financial red flags, and matters of public interest — whether as a future business professional, investor, or informed citizen. 5. Engage constructively and strategically with journalists and media processes from a non-journalist's position — competently managing corporate communications, understanding AI's role in modern newsrooms, and identifying legitimate opportunities to contribute to public knowledge.
Course objectives	● To introduce students to the basic principles of responsible journalism as a public good, and to the fundamentals of media economics; ● To deepen understanding of the main factors shaping media content and production processes; ● To provide tools for a critical approach to information; ● To show how one can contribute to societal knowledge without being a member of the journalism profession.

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