

**COURSE DATA****Data Subject**

Code	42766
Name	Agricultural cooperatives and rural development
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2204 - M.D. in Social Economics (Coop.and Non-Profit Organisations)	Faculty of Economics	1	Second term

Subject-matter

Degree	Subject-matter	Character
2204 - M.D. in Social Economics (Coop.and Non-Profit Organisations)	11 - Agricultural cooperatives and rural development	Optional

Coordination

Name	Department
BATALLER GRAU, JUAN	70 - Mercantile Law 'Manuel Broseta Pont'
ESCRIBANO PIZARRO, JAIME	195 - Geography

SUMMARY

The subject of Agrarian Cooperatives and Rural Development is closely linked to the importance that agricultural / rural cooperatives are gradually acquiring as an instrument for the development, transformation and sustainable functioning of rural territories. The strategies and decisions of the cooperatives are becoming increasingly important both locally and internationally. And this is because they are already acting outside of the strict local boundaries and, therefore, they are going to organize much larger territories, even outside national borders. From this perspective, the subject focuses on the study and analysis of all aspects related to the genesis, development and consolidation of agricultural / rural cooperatives as associative structures in rural areas, whose activity is essentially linked to production, trade, the finances and the provision of services, without excluding other activities that provide stable revenues to the partners. All this in order to improve the living conditions in the rural environment of both the farmers, their families and the general population. From this perspective, agrarian / rural cooperatives become increasingly relevant in rural areas as they are social economy companies with a broad social base, and which are characterized by being important activity-generating



agents capable of contributing decisively to sustainable development of rural areas, from the economic, social and environmental perspective. Thus, among the objectives of this subject is to obtain more knowledge, understand and reflect on the importance of agricultural / rural cooperatives in the articulation and structuring of a heterogeneous rural space, and in a process of globalization closely linked to the gradual concentration and monopolistic control of production and the agri-food market.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Haber cursado las asignaturas troncales del master (primer cuatrimestre)

Conocimientos mínimos de lenguas extranjeras como el francés, inglés, alemán, etc. que permita al alumno leer y comprender textos en otros idiomas.

Conocimientos mínimos en ofimática que permitan al alumno entregar prácticas, ejercicios, resúmenes, comentarios, etc. en formato digital mediante los procesadores de texto más habituales, e incluso realizar presentaciones con herramientas como el PowerPoint, por ejemplo.

Igualme

OUTCOMES

2127 - M.U. en Economía Social (Coop.Entidades No Lucrativas)

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Comprender el funcionamiento de las entidades y empresas que conforman la Economía Social
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Know how to work in multidisciplinary teams reproducing real contexts and contributing and coordinating their own knowledge with that of other branches and participants.



- Participate in, lead and coordinate debates and discussions, be able to summarize them and extract the most relevant conclusions accepted by the majority.
- Use different presentation formats (oral, written, slide presentations, boards, etc.) to communicate knowledge, proposals and positions.
- Proyectar sobre problemas concretos sus conocimientos y saber resumir y extraer los argumentos y las conclusiones más relevantes para su resolución.
- Ser capaces de buscar, ordenar, analizar y sintetizar la información, seleccionando aquella que resulta pertinente para la toma de decisiones.
- Saber trabajar en equipo con eficacia y eficiencia.
- Ser capaces de tomar decisiones tanto individuales como colectivas en su labor profesional y/o investigadora.
- Have a proactive attitude towards possible changes that may occur in their professional and/or investigative work.
- Be able to integrate new technologies in their professional and/or research work.
- Know how to write and prepare presentations to present and defend them later.
- Ser capaces de analizar de forma crítica tanto su trabajo como el de su compañeros.
- Be able to integrate into teams, both as managers or coordinators and for specific and limited functions and in support of the team or of others.
- Entender el ámbito de actuación de la Economía Social desde sus diferentes puntos de vista y perspectivas: jurídica, social, económica y empresarial, fundamentalmente.
- Entender el funcionamiento de las cooperativas de crédito y de las cooperativas agrarias y la relación existente entre ellas.

LEARNING OUTCOMES

At the end of the teaching-learning process, the students will have learned:

1. Know the traditional foundations and new approaches that inspire rural development from a more sustainable vision.
2. Study and analyze, from a temporal perspective, the Common Agricultural Policy and its impact on agriculture in the European Union.
3. Offer an overview of the particular characteristics of the management of a cooperative. The cooperative, by its very philosophy, is a type of business organization that can be fundamental for the sustainable development of the rural environment, by respecting the environment, promoting social welfare among partners and their families, and clearly translating those benefits to society as a whole. Thus, it is intended to analyze and make understand the differentiating aspects of cooperatives in their management with respect to other types of business organization.
4. Know, understand and identify the different aspects existing in the European community agricultural cooperative movement. To present some examples of agrarian cooperatives in northern and southern countries of the European Union and, especially, in those countries where the agricultural cooperative sector appears as an important economic and social agent.



5. Know the background of associative practices in Spanish rural areas, taking into account their varied historical manifestations. To make known the changes that agricultural cooperatives have experienced in Spain during the last decades, both in their productive, social and commercial base. Understand the importance of agricultural cooperatives in the rural development process, as an instrument that has so far managed to guarantee stable incomes for small and medium-sized associated farmers, while allowing the postponement of the disappearance of numerous family farms.
6. Know the historical evolution of the agrarian cooperative movement in Latin America. Know, understand and identify the different existing approaches within the cooperative movement. Make known some examples of agricultural cooperatives in Brazil, where the cooperative sector is positioned as one of the most important in Latin America in terms of social base, economic dimension and territorial action.

DESCRIPTION OF CONTENTS

1. Rural Development

- 1.1. Traditional approaches
- 1.2. New approaches
- 1.3. The view from the EU
- 1.4. The experiences

2. The Common Agricultural Policy

- 2.1. Evolution of the PAC
- 2.2. Basics PAC
- 2.3. Impact of the PAC in rural European Community

3. Agricultural cooperativism. The management of Agricultural Cooperatives

- 3.1. Concept and classification of the associative agrarian forms.
- 3.2. Cooperative principles. Participation in agricultural cooperatives.
- 3.3. Development and organization of the agrarian cooperative.
- 3.4. Agrarian Cooperatives and internationalization of capital: second and subsequent degree structures.

4. Agricultural cooperatives in the European Union

- 4.1. Background, changes and internationalization process
- 4.2. Mercantile dynamics: Holland and Denmark.

5. Agricultural cooperatives in Spain

- 5.1. Process of formation and consolidation, agricultural cooperatives in the new international scenario.
- 5.2. The commitment to a cooperative movement of greater economic dimension and of a transnational nature: ANECOOP.

**6. Agricultural cooperatives in Latin America**

- 6.1. History of the cooperative movement
- 6.2. The different approaches to agricultural cooperatives: OCB and MST
- 6.3. Commitment to rural development

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	15,00	100
Classroom practices	15,00	100
Development of group work	5,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	6,00	0
Preparation of practical classes and problem	9,00	0
Resolution of case studies	5,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

Theoretical classes: both master classes and interaction and direct participation with the students, where the main aspects of each of the topics reflected in the section "contents" of this Teaching Guide will be addressed.

- Practical classes: realization of applied exercises and / or tasks that can be developed individually or in groups. Application of the case method, exercises resolution techniques and discussion about articles, sentences, etc.

- Complementary activities: several options will be proposed at the beginning of the course, although the possibilities that allow both the development of the Master itself and the reality of the Valencian territory will be exploited. If this is done, this part of the subject is understood as continuous evaluation and can not be recovered if it is not done at the time it takes place. Possibilities: visualization of documentaries that reflect current aspects included in the agenda, social, ecological problems, conflicts, etc .; conferences / talks given by experts in the field outside the university and / or academic world, etc .; practices / field trips; etc.

- Tutorials and / or unscheduled programs: individual or collective, to track the matter, channel their study and understanding, solve doubts of the practices, etc. They can be face-to-face and non-face-to-face (via Moodle or e-mail)

- Assessment tests, in which to demonstrate the knowledge of the theoretical-practical contents of the subject.



EVALUATION

Continuous evaluation through: compulsory attendance to the theoretical and practical classes, active participation in the sessions and realization and delivery of the individual or group work requested (case resolution, exercises, text comments, etc.) = 40%

Final evaluation: performance of evaluation tests (test, practical cases, exercises, etc.) = 60%

REFERENCES

Basic

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- ESPARCIA, J., ESCRIBANO, J. y SERRANO, J.J. (2016): Desarrollo local en los espacios rurales. NOGUERA, J. (Ed.): La visión territorial y sostenible del desarrollo local. Una perspectiva multidisciplinar. Volumen I: Territorio, desarrollo, sistema productivo, Brasilia: Sebrae; Valencia: Universidad de Valencia, pp. 93-110.
- ESPARCIA, J. y ESCRIBANO, J. (2015): Programas europeos y el enfoque territorial. HERMOSILLA, J. e IRANZO, E. (coords.): Atlas de los recursos territoriales valencianos. Ed. Universidad de Valencia, pp. 268-276.
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- FECOAV (2008). Estrategias colectivas para el desarrollo rural. El caso de las cooperativas de la Comunidad Valenciana.
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- Biblioteca de ciencias sociales de la UV "Guía de recursos bibliográficos sobre economía social" <https://cibisoc.blogs.uv.es/recursos-tematics/economia-social/>
- Chaves,R., Fajardo,G, Monzón,J.L. (dir) (2020): Manual de economía social, Editorial Tirant lo blanc, Valencia



Additional

- Gómez López, J. D. (2008): La intercooperación entre cooperativas agrarias: tradición e innovación, in Los sistemas locales de empresas y el desarrollo territorial: evolución y perspectivas actuales en un contexto globalizado, Alicante, Asociación de Geógrafos Españoles-AGE y ECU, pp. 359-379.
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- Consejo Económico y Social España (2018): Informe sobre el medio rural y su vertebración social y territorial.
- Camarero, L. (2007): Para comprender el desarrollo rural. En García Docampo, M. (Ed.): Perspectivas teóricas en desarrollo local, 171-192. Coruña: Netbiblo.
- FARINÓS, J. y ESCRIBANO, J. (2018): Programas de desarrollo rural. España en mapas. Una síntesis Geográfica. Capítulo 22: Articulación territorial. Ed. Instituto Geográfico Regional. Centro Nacional de Información Geográfica, Ministerio de Fomento, pp. 534-536.
- ESCRIBANO, J. y VALERO, D.E. (2016): Plantear una investigación en desarrollo local. NOGUERA, J. (Ed.): La visión territorial y sostenible del desarrollo local. Una perspectiva multidisciplinar. Volumen II: Sociedad, gobierno, métodos y herramientas, Brasilia: Sebrae; Valencia: Universidad de Valencia, pp. 167-188.
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- PEDROSA, C. y GARCÍA, E. (2011). El gobierno de la sociedad cooperativa como base de la cohesión social: el caso de una sociedad cooperativa agraria. REVESCO, nº 106, p. 7-32.
- RUIZ, I. y MARTÍN, V. M. (2013). Cooperativas agroalimentarias e impacto de su estrategia en el desarrollo rural: análisis cualitativo en Castilla-La Mancha. REVESCO, nº 111, p. 137-158.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council



The teaching of the 2020-2021 academic year to which this Teaching Guide refers is programmed in face-to-face mode.

If at any time, during the course, for justified and supervening causes it cannot be carried out as planned, the responsible teaching staff will communicate more specific and detailed information about the changes that should be made through the Virtual Classroom of the subject.

