

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

Code	42768
Name	Consumer cooperatives and other kinds
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)	13 - Consumer cooperatives and other kinds	Optional

Coordination

Name	Department
FAJARDO GARCIA, ISABEL G.	70 - Mercantile Law 'Manuel Broseta Pont'

SUMMARY

The subject of consumer cooperatives and business services, belongs to the module "Specialty Cooperatives and Worker-1" whose objective is the study and analysis of these types of social economy enterprises. In particular, this course focuses on two basic models of cooperatives such as the consumer and business services, and various types in which these are expressed in response to the economic activity (electrical, housing, transportation, etc.).

This course aims to deepen the student in the various peculiarities of each type of cooperative, usually a result of the economic sector in which it sits and socio-economic interests of its members. This knowledge should enable better understanding of the problems posed by these companies and help you make the right decisions to overcome it.

The course is three credits and its contents are theoretical and practical. The practical aspect is fundamentally case study in problem solving and proposal of a draft constitution of cooperative.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Having completed the core subjects of de master

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 consumidores y de otras clases de cooperativas como las de servicios profesionales, viviendas, etc.

LEARNING OUTCOMES

The main learning outcomes to be achieved are:

Know the various forms of cooperative enterprise may be established.

Understand and assess the main problems affecting these types of businesses.

Knowing how to use legal instruments and management techniques to improve the organization and running a business.

Ability to evaluate situations and make decisions

Synthesis capacity

Learn how to design a business plan.

DESCRIPTION OF CONTENTS

1. Introduction and consumer cooperatives

- 1.1. Introductory notes on typology and cooperatives and partners
- 1.2. Cooperatives multiactive, integrated and mixed.
- 1.3. Sections of cooperatives.
- 1.4. Consumer cooperatives. Purpose and classes.
- 1.5. Economic Importance and most relevant companies
- 1.6. Legal regulation.



2. Cooperative Consumers and Users

- 2.1. Cooperatives vs. consumer associations
- 2.2. Main features and challenges.
- 2.3. Participation of members and cooperative advantages
- 2.4. Round table on experiences.

3. Housing cooperatives

- 3.1. Origin
- 3.2. Classes and differences with owner communities
- 3.3. Economic Importance
- 3.4. Legal regulation
- 3.5. Management of housing cooperatives

4. Housing cooperatives

- 4.1. Cooperatives of assignment of the use of the house
- 4.2. Residential cooperatives
- 4.3. Cooperatives of commercial premises and professional offices
- 4.4. Experiences

5. Cooperatives Business and Professional Services (I): Principles

- 5.1. Origin
- 5.2. Regulation
- 5.3. Classes
- 5.4. Economic Importance
- 5.5. Problems

6. Cooperatives Business and Professional Services (II): classes

- 6.1. Cooperative retailers
- 6.2. Shippers Cooperatives
- 6.3. Professional Services Coop. vs. Cooperatives of professionals and self-employed cooperatives.
- 6.4. Cases and experiences.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Classroom practices	18,00	100
Theory classes	12,00	100
Development of group work	4,00	0
Development of individual work	10,00	0
Study and independent work	6,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	10,00	0
Resolution of case studies	5,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

The learning module is divided into a theoretical and a practical part.

The theoretical part will be developed through lectures supported by the Basic and complementary bibliography for each topic and specific reading materials to be provided to the student, to the extent possible through the virtual classroom. Will be given for student participation during the theoretical sessions, especially in sessions devoted to experiences, participation in being either raise issues, such as reflections and personal assessments.

(The practice is developed through individual and group work, tutored. The information necessary for their development will be provided to students in class and through the virtual classroom, subject to the additional information gained by the student and can be support the management of the practice. practical exercises on the experiences presented comments should be performed individually, while the other exercises, we recommend its realization in group (3 to 4 people).

The student can use both the virtual and face tutorials to solve with the teacher doubts that may arise in connection with the study and performing the exercises.

EVALUATION

The evaluation system will consist of a continuous evaluation based on the following aspects: Attendance to the theoretical classes and seminars of the module and participation in them (up to 10% of the global grade), reports and cases (up to 50%), and final exam (up to 40% of the final grade). The exam will be held on the official date and will consist of answer 4 theoretical-practical questions.



REFERENCES

Basic

- Buendía Martínez, I. (1997): "La limitación de la representación institucional de las sociedades cooperativas de consumo como asociaciones no convencionales de consumidores: necesidad de una revisión global", Estudios sobre Consumo, núm. 42, pp. 73-77.
- García Villalobos, J.C. (2001): "Las sociedades cooperativas de transportistas en España", Revesco, Revista de Estudios Cooperativos, núm. 74, pp. 49-69.
- Jarque, J.J. y Salinas Ramos, F. (coordinadores) (2003): Las cooperativas de viviendas en España: desafíos de presente y futuro. Universidad Católica de Ávila.
- Lambea Rueda, A. (2007): Cooperativas de viviendas. Promoción, construcción y adjudicación de la vivienda al socio cooperativo. Editorial Comares, Madrid.
- Biblioteca de ciencias sociales de la UV "Guía de recursos bibliográficos sobre economía social" <https://cibisoc.blogs.uv.es/recursos-tematicos/economia-social/>
- Chaves,R., Fajardo,G, Monzón,J.L. (dir) (2020): Manual de economía social, Editorial Tirant lo blanc, Valencia

Additional

- García Villalobos, J. C. y otros (2005): "Las sociedades cooperativas de proveedores y consumidores. Alcance y límites de la Ley 27/1999 en materia de clases de sociedades cooperativas", Revesco, Revista de Estudios Cooperativos, núm. 86, pp. 61-83.
- Udina, T. y Faura, I. (2004): "La actividad de las cooperativas de consumidores", Mediterráneo Económico, núm. 6, pp. 146-159.
- Udina, T. (2002): "El compromiso social en las cooperativas de consumidores", Noticias CIDEA, núm. 35, pp. 46-49.

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.