

**COURSE DATA****DATA SUBJECT****Code:** 36389**Name:** Local development**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1212 - Degree in Gastronomic Sciences	Facultat de Farmàcia i Ciències de l'alimentació	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1212 - Degree in Gastronomic Sciences	Desarrollo local	COMPULSORY

**COORDINATION**

PANIAGUA SORIANO JORDI

**SUMMARY**

Local development is a compulsory semester subject that is taught in the fourth year of the Degree in Gastronomy. The objective of the course is to introduce the student to the foundations of local development: economic well-being, international trade, economic sustainability and economic growth. The course begins with a block of topics dedicated to the analysis of economic well-being and market power. Next, international trade is analyzed in a second block with the usual tools to measure social welfare. Next, economic sustainability and the economy of natural resources are studied. The last block of the course is devoted to studying economic growth, factors and imbalances with a focus on the role of food and gastronomy.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

**OTHER REQUIREMENTS**

It is convenient that the student has previously studied the subject of sectoral economics



## COMPETENCES / LEARNING OUTCOMES

### 1212 - Degree in Gastronomic Sciences

Be able to distribute time appropriately for carrying out individual or group tasks.

Be able to engage in new fields of gastronomy in general through independent study.

Conocer y diseñar estrategias de desarrollo local con una participación principal de la gastronomía a través de los diferentes sectores productivos implicados.

Have knowledge and understanding in the field of gastronomic sciences.

Plan, order and channel activities in such a way that unforeseen events are avoided as much as possible, possible problems are foreseen and minimised, and solutions are anticipated.

Ser capaz de trabajar en equipo y de organizar y planificar actividades, teniendo en cuenta, siempre, una perspectiva de género.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

## DESCRIPTION OF CONTENTS

### 1. The analysis of Competitive Markets

- The evaluation of the gains and losses caused by economic policy: consumer and producer surplus
- The efficiency of a competitive market
- Minimum prices
- Price maintenance programs and production quotas
- The effect of a tax or a subsidy

Bibliography: Pindyck & Rubinfeld (2018)

- The monopoly
- Monopoly power
- The sources of monopoly power
- The social costs of monopoly power



## **2. Market power and pricing**

- The monopoly
- Monopoly power
- Capture of consumer surplus
- Price discrimination
- Price discrimination in the gastronomic industry

Bibliography:

Pindyck & Rubinfeld (2018)

Dorfman (2014)

## **3. International trade: Comparative advantage and trade gains**

- The possibilities of production, specialization and trade.
  - The principle of comparative advantage.
  - Reflections on international trade.
  - Gains of trade
  - Quotas and tariffs on imports
  - Internationalization of the gastronomic sector
  - Globalization of the industry and gastronomic markets
- Basic bibliography: Pindyck & Rubinfeld (2018), Dorfman (2014), Hansen (2013)

## **4. Sustainability concepts**

The sustainable economy

The environmental problems and their classification

Discount rate

Economics of natural resources: a two-period model

Bibliography: Tietenberg & Lewis (2012)

## **5. Economic growth and structural change**

- Introduction: historical perspective
- Economic growth and its sources
- The determinants of productivity growth: the neoclassical growth model
- The Spanish growth model
- Structural transformations

Readings: García Delgado & Myro (2017)



## 6. The uniqueness of the gastronomic market

- Territory and natural resources
- Human resources
- Physical capital
- Technological resources

Basic bibliography: García Delgado and Myro (2017)

## 7. Productive sectors

- Introduction: long-term trends in the productive structure
- Productive specialization and foreign trade
- Production efficiency compared
- Sector Policies

Basic bibliography: García Delgado and Myro (2017b)

## 8. Development and gastronomy

Food crisis  
Development and gastronomy  
Emerging countries

Bibliography: Hansen (2013)

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	45,00
Independent study and work	0,00
Preparation of lessons	15,00
Preparation for assessment activities	30,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>



## TEACHING METHODOLOGY

The teaching methodology will be based on a combination of on- and off- campus activities. The theoretical class will be devoted to the presentation by the teaching staff of the most important concepts and contents of each subject in order that the students acquire the knowledge related to the subject, promoting participation.

The practical part of the subject is structured around three main instruments: active participation in the classroom (virtual and face-to-face), tests of continuous evaluation and group work with class exposition.

## EVALUATION

The final grade will be calculated according to these three evaluation criteria, according to the attendance of the course:

1. 100% continuous evaluation: The final grade will be the average of the continuous evaluation (PECs and practices). Only those who have submitted all the practices and carried out all the continuous assessment tests (PECs) will be eligible for this evaluation method.

2. Continuous assessment 50%, Online / classroom exam 50%.

3. 100% online / face-to-face exam. Only students who for duly justified reasons have not been able to carry out the PECs (work or confinement.) Will be eligible for this evaluation method.

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## REFERENCES

- Pindyck, R. S., & Rubinfeld, D. L. (2018). *Microeconomía*, Madrid: Pearson. Hansen, Henning (2013) *Food Economics*, Routledge: London Dorfman, Jeffrey (2014) *Economics and*



Management of the Food Industry: , Routledge: New York García Delgado, José Luis i Myro, Rafael (dir.) (2017): Lecciones de Economía Española. Editorial Civitas, Thomson Reuters. 13 Ed. García Delgado, José Luis i Myro, Rafael (dir.) (2017b): Economía Española: Una introducción, Editorial Thomson-Civitas, 3a edición. Tietenberg & Lewis, (2012) Environmental and Natural Resource Economics, Pearson.

- The CORE Team, The Economy. <http://www.core-econ.org> Krugman, P. R., Obstfeld, M., & Melitz, M. J. (2018). International economics: Theory & policy. Boston, MA: Pearson Addison-Wesley. Baldwin, R. (2016): The Great Convergence: Information Technology and the New Globalization , The Belknap Press, Harvard University Press, Cambridge, Massachusetts; London, England. MANKIW, G. (2018) Principles of Economics, Cengage Learning: Boston