

**FACULTY OF HUMANITIES
AND SOCIAL SCIENCES**

MA In Interdisciplinary Latin American Studies

MODULE GUIDE

**SOC 8100 Politics of Development
and Social Struggle in Latin America**

2009-2010

**Venues: BEDTC.L.G.37 (seminars 1-7)
BEDTC.1.48 (seminars 8-10)**

Date and time: Mondays 16:00-18:00pm

Module leader: Prof. José Esteban Castro

**School of Geography, Politics and Sociology
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Seminar Schedule

| SEMINAR | DATE | TOPIC |
|------------|-------------|---|
| Seminar 1 | 25 January | The politics of development in historical perspective. Social change and social struggle in Latin America |
| Seminar 2 | 1 February | Theories of development and underdevelopment |
| Seminar 3 | 8 February | Gender, class, and ethnic cleavages in Latin America's development politics |
| Seminar 4 | 15 February | The regional specificities of development policies: the Andean region, the Southern Cone, Brazil, Mexico |
| Seminar 5 | 22 February | Development policy and social exclusion in Latin America |
| Seminar 6 | 1 March | Dictatorship, democracy and the politics of development in Latin America |
| Seminar 7 | 8 March | Hegemonic and counter hegemonic globalization and the politics of development in Latin America |
| Seminar 8 | 19 April | The environment-development interface in Latin America |
| Seminar 9 | 26 April | Social struggles and the democratization of development policy |
| Seminar 10 | 3 May | The cultural and ideological dimensions of the politics of development |

Teaching team (in alphabetical order):

Castro, José Esteban, Sociology (Module Leader) – j.e.castro@ncl.ac.uk – Web page: <http://www.ncl.ac.uk/gps/staff/profile/j.e.castro>

Davis, Matt, Politics, matt.davies@newcastle.ac.uk – Web page: <http://www.ncl.ac.uk/gps/staff/profile/matt.davies>

Laurie, Nina, Geography, nina.laurie@newcastle.ac.uk – Web page: <http://www.ncl.ac.uk/gps/staff/profile/nina.laurie> (on research leave this year)

Oliart, Patricia, Modern Languages (sociology), patricia.oliart@newcastle.ac.uk – Web page: <http://www.ncl.ac.uk/sml/staff/profile/patricia.oliart>

Politics of Development and Social Struggle in Latin America

This module examines issues of development in Latin America since the 1940s by exploring key social science debates on the topic in the light of historical and contemporary evidence. It explores the theoretical debates on the concepts of development, underdevelopment, dependent development, and post-development, and the history of development thinking and practice in Latin America. We place emphasis on the interrelations between development policy and practice and the processes of social struggle in the context of rapid social change brought about by the urbanization, industrialization, political modernization, and globalization.

Module Aims

To provide students with an advanced knowledge, critical engagement and systematic understanding of:

- Scholarly work reflecting the state of the art on the politics of development and the social struggles connected with development processes in Latin America;
- Economic, historical, geographical, political and social trends and specificities related to the topic, focusing on regional and local examples.

Among other aspects we may discuss:

- The socio-historical dimension of development as a political project
- Economic, social, cultural, and political aspects of development
- The contribution of Latin American social scientists to the “development/underdevelopment” debate
- Similarities and differences in development thinking and policies across countries and regions
- The politics of development; development, democracy, and dictatorship
- The interlinkages between development and environment
- The interconnections between ideological and cultural aspects of development discourse and practice
- Social and political struggles connected with development policies and processes

Teaching Methods

Seminars, student presentations, group work.

Readings

Each seminar comes with a list of essential and further reading. I would like to stress that you should not feel bound by these references, particularly when reading for and writing your assignment. The idea is that the suggested reading will give you an entry into the topic, but you should also search for additional materials.

Assessment

One 5000-word essay. The essay would be ideally based on a topic related to the student's dissertation. It should draw on theoretical and empirical materials seen in the module. However, it is recommended that the students make their own research for suitable texts and materials, reflecting topics of their own interest even if they have not been addressed in the module. These materials should reflect a social science approach to the chosen topic (if in doubt, consult the module leader).

For advice on essay writing, including referencing, please check the relevant library's web pages: http://www.ncl.ac.uk/library/teaching/stan/?child_id=7). The quality of the essay structure and referencing will be taken into account in evaluating the essays.

You will have to submit a brief essay plan (150-200 words) indicating the topic chosen and discuss it in advance with the module leader.

Deadline for the Essay Plan: x May 2010

Your assignment should be submitted by **12:00pm on Friday x May 2010** to both the GPS School Office on the 5th Floor of Claremont Tower and Turnitin. You must hand in all of the following documents to the GPS School Office or your work will not be accepted:

- One copy of your completed piece of work.
- One valid Turnitin receipt.
- One completed 'MA Written Assessment Submission and Feedback Form' (copies of which are available from the GPS School Office, 5th Floor, Claremont Tower).

The Clerical Officer (Postgraduate Taught) in charge is Karyn McCloud. She can be contacted at karyn.mccloud@ncl.ac.uk, on 0191 222 7200 or in the GPS School Office which is situated on the 5th Floor of Claremont Tower. The GPS School Office is open from Monday to Friday from 9:00am to 4:00pm. If you come to the GPS School Office with a specific query about your programme, modules, timetable, etc, please let the receptionist know that you would like to speak directly to Karyn.

IMPORTANT: The provisional marks for any assessed component of a module are distributed with comments using a standard form. The standard practice is for marks and feedback sheets to be distributed within 4 term time weeks of submission deadlines. You will be emailed when the feedback and mark for your essay are available.

SUBMISSION GUIDELINES

You will have to submit your essay through the TURNITIN system, and then hand in a hard copy of the essay with a cover sheet and a TURNITIN receipt to the GPS School Office.

For GPS students, the feedback and marks would be available from the GPS School Office. For non-GPS students, the feedback will be available from their own school's office.

Access to TURNITIN is from your Blackboard account. See details at the end of this module outline.

Please, see final page of this outline regarding the submission guidelines.

SEMINAR PROGRAMME

Seminar one: 25-1-10 - BEDTC.L.G.37

The politics of development in historical perspective. Social change and social struggle in Latin America

Prof. José Esteban Castro

This is an introductory session aimed at mapping the broad trends of development thinking and practice in Latin America since the 1940s. It places ‘development’ in its historical context, looking at the interlinkages between the politics of the development, development theories and policies, and wider socio-historical processes such as decolonization, the expansion of US hegemony after World War II, or the re-emergence of radical political actors connected with the rapid urbanization and industrialization experienced by Latin American countries since the 1950s.

Essential Reading

Peet, Richard (1999), Theories of Development, New York: Guilford Press (chapters 3-5).

Webster, Andrew (1990), Introduction to the Sociology of Development (2nd edition), Houndmills: Macmillan (chapters 3 and 4).

Further Reading

Amir, Samin (1977), Imperialism and Unequal Development, Hassocks, Sussex: Harvester Press.

Eisenstadt, Samuel N. (1966), Modernization: Protest and Change, Englewood Cliffs, NJ: Prentice-Hall.

Leys, Colin (1996), The Rise and Fall of Development Theory, Oxford/Bloomington/Indianapolis/Nairobi: James Currey/Indiana UP/East African Educational Publishers.

McMichael, Philip (2004), Development and Social Change: a Global Perspective (3rd edition), Thousand Oaks, CA: Pine Forge Press/Sage Publications.

Palma, Gabriel (1981), “Dependency and Development: A Critical Overview”, in Dudley Seers (ed.), Dependency Theory. A Critical Reassessment, London: Francis Pinter, pp. 20-78.

Additional materials (in Spanish and Portuguese):

Germani, Gino (1971), Sociología de la Modernización, Buenos Aires: Paidós.

Fernandes, Florestan (1975), Sociedade de Classes e Subdesenvolvimento, Río de Janeiro: Zahar Editores.

Marini, Ruy Mauro (2000), Dialética da Dependência, Buenos Aires: CLACSO.

Singer, Paul (1975), Economía Política de la Urbanización, México DF: Siglo Veintiuno.

Seminar Two: 1-2-10 - BEDTC.L.G.37

Theories of development and underdevelopment

Dr Matt Davies

This seminar focuses on the theory of development, rather than more particularly on the policies and practices that have been used to promote development in Latin America. Our immediate purpose in this seminar is, following Escobar, to critique the notion of development. What forms of knowledge and what techniques of power constitute “development”? What kind of problem is poverty? What is an “underdeveloped” economy? What does the notion of “post-development” entail politically? Escobar provides a good overview of the various theoretical and disciplinary approaches to development but if you feel you need more background, browse the supplemental readings.

Essential Reading:

Arturo Escobar (1995), Encountering Development: The Making and Unmaking of the Third World (Princeton, NJ: Princeton University Press), chapters 1, 2, 3, and 6 (read chapters 4 and 5 if you have time).

Supplemental readings:

Ronald H. Chilcote (1984), Theories of Development and Underdevelopment (Boulder, CO: Westview).

Cristóbal Kay (1989), Latin American Theories of Development and Underdevelopment (London: Routledge).

David Levine and Abu Turab Rizvi (2005), Poverty, Work, and Freedom: Political Economy and the Moral Order (Cambridge: Cambridge University Press).

Philip McMichael (2004), Development and Social Change: A Global Perspective (Thousand Oaks, CA: Pine Forge Press).

Ronaldo Munck and Denis O’Hearn, eds, (1999), Critical Development Theory: Contributions to a New Paradigm (London and New York: Zed Books).

Richard Peet (1999) Theories of Development (New York: Guilford Press)

Seminar Three: 8-02-10 - BEDTC.L.G.37

Gender, class, and ethnic cleavages in Latin America's development politics

Dr Patricia Oliart

Seminar Four: 15-2-09 - BEDTC.L.G.37

The regional specificities of development policies: the Andean region, the Southern Cone, Brazil, Mexico

Prof. José Esteban Castro

This seminar explores the specific characteristics of development policies and debates in Latin America at the regional level. It looks at explanations of convergence and divergence in the “development” paths followed by different countries and regions. Among other issues that may be covered are the usefulness of path-dependency theory for explaining the inter-country and inter-regional differences in Latin America’s development and the relative weight of ethnic, cultural, socio-economic, political or geographic-natural factors in producing these specificities. The students will be asked to choose one country or region and using some of the materials suggested below (or similar that you can identify in your research for this module) make a 10-15 minutes presentation on the topic, to be followed by a group discussion.

Suggested readings to choose from for the presentations:

Bethell, Leslie (ed.) (1998), Latin America: Politics and Society since 1930, Cambridge and New York: Cambridge University Press.

Bethell, Leslie (ed.) (1998), Latin America: Economy and Society since 1930, Cambridge and New York: Cambridge University Press.

Cardoso, Fernando H. and Enzo Faletto (1979), Dependency and Development in Latin America, Berkeley: University of California Press.

Furtado, Celso (1976), Economic Development of Latin America: Historical Background and Contemporary Problems, 2d ed., Cambridge and New York: Cambridge University Press.

Gereffi, Gary, and Stephanie Fonda (1992), “Regional paths of development”, Annual Review of Sociology, Vol. 18, pp. 419-448.

Knight, Alan (1992), “The peculiarities of Mexican History: Mexico compared to Latin America, 1821-1992”, Journal of Latin American Studies, pp. 99-144.

Mahoney, James (2003), “Long-run development and the legacy of colonialism in Spanish America”, The American Journal of Sociology, Vol. 109, No. 1, pp. 50-106.

Paige, Jeffery M. (1997), Coffee and Power. Revolution and the Rise of Democracy in Central America, Cambridge MA. and London: Harvard University Press.

Roberts, Bryan R., and Alejandro Portes (2006), "Copying with the free-market city. Collective action in six Latin American cities at the end of the Twentieth Century", Latin American Research Review, Vol. 41, No. 2, pp. 57-83.

Roberts, Bryan R. (1995), The Making of Citizens. Cities of Peasants Revisited, London: Arnold.

Waisman, Carlos H. (1987), Reversal of Development in Argentina. Postwar Counterrevolutionary Policies and Their Structural Consequences, Princeton, NJ: Princeton University Press.

Additional materials (in Spanish and Portuguese):

Coraggio, José Luis, Alberto Federico Sabaté, and Oscar Colman (eds.) (1989), La Cuestión Regional en América Latina, Quito: Editorial Ciudad.

Cueva, Agustín (1977), El Desarrollo del Capitalismo en América Latina, México DF: Siglo Veintiuno.

Fernandes, Florestan (2006), A Revolução Burguesa no Brasil (5th edition), Sao Paulo: Editora Globo.

Fernandes, Florestan (1975), Sociedade de Classes e Subdesenvolvimento, Río de Janeiro: Zahar Editores.

Germani, Gino (1971), Sociología de la Modernización, Buenos Aires: Paidós.

Marini, Ruy Mauro (2000), Dialética da Dependência, Buenos Aires: CLACSO.

Singer, Paul (1975), Economía Política de la Urbanización, México DF: Siglo Veintiuno.

Seminar Five: 22-2-10 - BEDTC.L.G.37

Development policy and social exclusion in Latin America

Dr Patricia Oliart

Seminar Six: 1-3-10 - BEDTC.L.G.37

Dictatorship, democracy and the politics of development in Latin America

Matt Davies

In the 1970s and 1980s, nearly all of Latin America was under some form of dictatorship, typically under ruthless military regimes. The exhaustion of these regimes, brought about by economic difficulties, popular protests and resistance, and declining international support and coincidental with the collapse of the Soviet bloc, led to what the American political scientist Samuel Huntington referred to as a “third wave” of democratisation. Much of South America is now governed by progressive, social democrat or nominally Socialist governments yet they rule under constitutions and forms of government instituted under military rule. So what do we mean by “democracy” in the contemporary Latin American context? Is it more important to stabilize institutions of democracy or to increase participation? How should the rights of minorities and marginal communities be regarded? Is corruption a more or less serious problem under democracies? This seminar will examine the state of democracy and democratisation in several Latin American countries. For further background about military rule, browse the supplemental readings.

Essential readings:

Chile

Morris Morley and Chris McGillion (2006), “Soldiering On: The Reagan Administration and Redemocratization in Chile, 1983-1986,” Bulletin of Latin American Research, vol. 25, no. 1: 1-22.

Alan Angell and Cristóbal Reig (2006), “Change or Continuity? The Chilean Elections of 2005/2006.” Bulletin of Latin American Research, vol. 25, no. 4: 481-502.

Uruguay

Francisco Panizza (2008), “Economic Constraints and Strategic Choices: The Case of the Frente Amplio of Uruguay’s First Year in Office,” Bulletin of Latin American Research, vol. 27, no. 2: 176-196.

Bolivia

Anita Breuer (2008), “The Problematic Relation Between Direct Democracy and Accountability in Latin America: Evidence from the Bolivian Case.” Bulletin of Latin American Research, vol. 27, no. 1: 1-23.

Sian Lazar and John-Andrew McNeish, eds (2006), “The Millions Return? Democracy in Bolivia at the Start of the Twenty-first Century,” special issue of the Bulletin of Latin American Research, vol., 25, no. 2 (read the introduction, pp. 157-162; and as many of the remaining articles as you can).

Venezuela

William Avilés (2005), "The Democratic-Peace Thesis and U.S. Relations with Colombia and Venezuela," Latin American Perspectives vol. 32, no. 3: 33-59.

Roger Burbach and Camila Piñeiro (2007), "Venezuela's Participatory Socialism", Socialism and Democracy, vol. 21, no. 3 (November): 181-200.

Governing the city

John D. Cameron (2005), "Municipal Democratisation in Rural Latin America: Methodological Insights from Ecuador," Bulletin of Latin American Research, vol. 24, no. 3: 367-390.

Loïc Wacquant, (2008), "The Militarization of Urban Marginality: Lessons from the Brazilian Metropolis." International Political Sociology vol. 2, no. 1 (March): 56-74.

Supplemental readings:

Michel-Rolph Trouillot (2001), "The Anthropology of the State in the Age of Globalization: Close Encounters of the Deceptive Kind," Current Anthropology, vol. 42, no. 1: 125-138.

Augusto Boal (1998), Legislative Theatre: Using Performance to Make Politics (London: Routledge).

Thomas Legler, Sharon Lean, and Dexter Boniface, eds, (2007), Promoting Democracy in the Americas (Baltimore, MD: Johns Hopkins University Press).

Manuel Antonio Garretón (2003), Incomplete Democracy: Political Democratization in Chile and Latin America (Chapel Hill: University of North Carolina Press)

Silvia Nagi-Zekmi and Fernando Leiva, eds (2005), Democracy in Chile: The Legacy of September 11, 1973 (Brighton: Sussex Academic Press)

Silvia Borzutsky (2007), "The Politics of Impunity: The Cold War, State Terror, Trauma, Trials and Reparations in Argentina and Chile," Latin American Research Review, vol. 42, no. 1 (February): 167-185.

Fabrice Lehoucq (2008), "The Third Wave of Democracy: Findings and Implications," Latin American Research Review, vol. 43, no. 1 (February): 245-254.

Hegemonic and counter hegemonic globalization and the politics of development in Latin America

Matt Davies

Picking up on Escobar's notion of "post-development", this seminar looks at both how the international development banks, agencies and organizations have changed their practices in the wake of criticism and crisis and how other, "grassroots" or "bottom-up" organizations have sought to bring about political, economic, and social change and poverty relief. What are the prospects and the limits to the reform of international development agencies? What are the "unintended consequences" of changes in development policy? What "post-development" alternatives present themselves in contemporary Latin America? What are the prospects and the limits for "bottom up" development and for popular participation?

Required readings:

Michelle Dion (2007), "Poverty, Inequality, Policy and Politics in Latin America," Latin American Research Review, vol. 42, no. 1 (February): 186-195.

Alfredo C. Robles Jr (2008), "EU fta Negotiations with SADC and MERCOSUR: Integration into the World Economy or Market Access for EU Firms?", Third World Quarterly, vol. 29, no 1: 181-197.

Todd Gordon and Jeffrey R. Webber (2008), "Imperialism and Resistance: Canadian Mining Companies in Latin America," Third World Quarterly, vol. 29, no. 1: 63-87.

Heloise Weber (2006), "A Political Analysis of the PRSP Initiative: Social struggles and the organization of persistent relations of inequality," Globalizations, vol. 3, no. 2: 187-206.

David S. Brown, J. Christopher Brown, and Scott W. Desposato (2007), "Promoting and Preventing Political Change Through Internationally Funded NGO Activity," Latin American Research Review, vol. 42, no. 1 (February): 126-138.

Heidi Tinsman (2006), "Politics of Gender and Consumption in Authoritarian Chile, 1973-1990: Women Agricultural Workers in the Fruit-Export Industry," Latin American Research Review, vol. 41, no. 3 (October): 7-31.

Jennifer S. Holmes and Sheila Amin Gutiérrez de Piñeres (2006), "The Illegal Drug Industry, Violence and the Colombian Economy: A Department Level Analysis," Bulletin of Latin American Research, vol. 25, no. 1: 104-118.

Stuart McCook (2008), "Coffee and Flowers: Recent Research on Commodity Chains, Neoliberalism, and Alternative Trade in Latin America," Latin American Research Review, vol. 43, no. 3: 268-277.

Isabella Alcaniz and Melissa Scheier (2007), “New Social Movements with Old Party Politics: The MTL Piqueteros and the Communist Party in Argentina,” Latin American Perspectives, vol. 34, no. 2 (March): 157-71.

Iñigo Retolaza Eguren (2008) “Moving Up and Down the Ladder: Community Based Particiaption in Public Dialogue and Deliberation in Bolivia and Guatemala”, Community Development Journal, vol. 43, no. 3 (July): 312-328.

Supplemental readings:

Alfred P. Montero (2008), “Macroeconomic Deeds, Not Reform Words: The Determinants of Foreign Direct Investment in Latin America,” Latin American Research Review, vol. 43, no. 1 (February): 55-83.

Dominique Vidal (2008), “Understanding Past and Present Changes in Latin American Cities,” Latin American Research Review, vol. 43, no. 1 (February): 235-244.

Gavin Fridell (2007), Fair Trade Coffee: The Prospects and Pitfalls of Market-Driven Social Justice (Toronto: University of Toronto Press).

Henry Veltmeyer and Anthony O'Malley, eds (2001), Transcending Neoliberalism: Community-Based Development in Latin America (Bloomfield, CT, Kumarian Press).

The environment-development interface in Latin America

Prof. José Esteban Castro

This seminar addresses the interlinkages between environmental factors and processes and development. In particular, it aims at exploring how (if) the notions of environmental constraints, ecological limits, and environmental sustainability are incorporated in development thinking and practice. The students will be asked to choose one country or region and using some of the materials suggested below (or similar that you can identify in your research for this module) make a 10-15 minutes presentation on the topic, to be followed by a group discussion.

Suggested readings to choose from for the presentations:

Bebbington, Anthony, Denise Bebbington, , Jeffrey Bury, Jeannet Langan, Juan Pablo Muñoz, and Martin Scurrah (2008), “Mining and social movements: struggles over livelihood and rural territorial development in the Andes”, World Development, Vol. 36, No. 12, pp. 2888-2905.

Brown, Ed (ed.) (2008), Progress in Development Studies, Special Issue on “GATS and development: the case of the water sector”, Vol 8, #1.

Bunker, S. G. (1984), Modes of extraction, unequal exchange, and the progressive underdevelopment of an extreme periphery: the Brazilian Amazon, 1600-1980. In: American Journal of Sociology 89(5): 1017-64.

Castro, José Esteban (2008), “Water struggles, citizenship and governance in Latin America”, Development, 2008 Vol. 51, No 1, pp. 72-76.

Goodman, David, and Michael Redclift (eds.) (1991), Environment and Development in Latin America. The Politics of Sustainability, Manchester: Manchester University Press.

Latin American Perspectives (1992), Special issue on “The ecological crisis of Latin America”, Vol. 19, No. 1.

Laurie, Nina (ed.) (2007), Geoforum, Special Issue on “‘Pro-poor’ water? The privatization and global poverty debate” Vol. 38, No 5.

Martínez-Alier, Joan (2002), The Environmentalism of the Poor. A Study of Ecological Conflicts and Valuation, Cheltenham and Northampton: Edward Elgar.

Peet, R., and M. Watts (1993), Introduction: development theory and environment in an age of market triumphalism. In: Economic Geography (69)3: 227-53.

Peet, R., and M. Watts (2004) (2nd edition), Liberation Ecologies. Environment, Development, Social Movements. London and New York: Routledge.

Satterthwaite, David (2003), “The links between poverty and the environment in urban areas of Africa, Asia, and Latin America”, Annals of the American Academy of Political and Social Science, Vol. 590, pp. 73-92.

Silva, Eduardo (1997), “The politics of sustainable development: native forest policy in Chile, Venezuela, Costa Rica and Mexico”, Journal of Latin American Studies, Vol. 29, No. 2, pp. 457-493.

See also articles from:

Journal of Political Ecology: Case Studies in History and Society
<http://jpe.library.arizona.edu/jpeweb.html>.

Additional materials (in Spanish and Portuguese):

Castro, José Esteban, and Miguel Lacabana (2005), Special Issue on “Agua y Desarrollo en América Latina” (Water and Development in Latin America), Cuadernos del CENDES, No 59, Caracas: Centre for Development Studies, Central University of Venezuela (2005). The dossier features articles on Argentina, Brazil, Mexico, and Venezuela.

Peritori, N. Patrick, and Lili Buj Niles (1992), “El surgimiento del cartel biotecnológico”, Revista Mexicana de Sociología, Vol. 54, No 2, pp. 101-131.

See also articles from:

Revista Iberoamericana de Economía Ecológica (REVIBEC), Journal of the Red Iberoamericana de Economía Ecológica (Ibero American Network of Ecological Economics), available at: <http://www.redibec.org/>.

Revista Ecología Política, available at: <http://www.ecologiapolitica.iepe.org/>.

Seminar Nine: 26-04-10 - BEDTC.1.48

Social struggles and the democratization of development policy

Dr Patricia Oliart

Seminar Ten: 3-5-09 - BEDTC.1.48

The cultural and ideological dimensions of the politics of development

Prof. José Esteban Castro

The final seminar will look in more detail at the influence of cultural and ideological traditions on development thinking and practices. Among other issues it will look at the reception in Latin American development issues of European and North American traditions such as Liberalism, Marxism, or Functionalism, and the emergence of autonomous schools of development thought in Latin America such as Liberation Theology and the Pedagogy of the Oppressed among other issues. The students will be asked to choose one country or region and using some of the materials suggested below (or similar that you can identify in your research for this module) make a 10-15 minutes presentation on the topic, to be followed by a group discussion.

Suggested readings to choose from for the presentations:

Bethell, Leslie (ed.) (1996), Ideas and Ideologies in Twentieth Century Latin America, Cambridge: Cambridge University Press.

Escobar, Arturo (1999), "After nature: steps to an antiessentialist political ecology" (y discussion a cargo de E. Berglund, P. Brosius, D. A. Cleveland, J. D. Hill, D. L. Hodgson, E. Leff, K. Milton, D. E. Rocheleau, y S. C. Stonich). En: *Current Anthropology*, Vol. 40, #1, pp. 1-30.

Everett, Margaret (1997), "The ghost in the machine: agency in 'poststructural' critiques of development", *Anthropological Quarterly*, Vol. 70, No. 3, pp. 137-151.

French, J. H. (2007) "A tale of two priests and two struggles: Liberation Theology from dictatorship to democracy in the Brazilian northeast", *The Americas* 63(3): 409-443.

Holst, J. D. (2006), "Paulo Freire in Chile, 1964-1969: Pedagogy of the Oppressed in its sociopolitical economic context", *Harvard Educational Review* 76(2): 243-270.

Kelly, Robert (2008), "No 'return to the state': dependency and developmentalism against neo-liberalism", *Development in Practice*, Vol. 18, No 3, pp. 319-332.

Larrain, Jorge (2000), *Identity and Modernity in Latin America*, Cambridge: Polity, chapters 5-8.

Lehmann, David (1990), *Democracy and Development in Latin America. Economics, Politics and Religion in the Postwar Period*, Philadelphia, Temple University Press.

Leys, Colin (1996), *The Rise and Fall of Development Theory*, Oxford/Bloomington/Indianapolis/Nairobi: James Currey/Indiana UP/East African Educational Publishers.

Peet, Richard (1999), Theories of Development, New York: Guilford Press (chapters 3-5).

Price, Marie (1994), "Ecopolitics and environmental Nongovernmental Organizations in Latin America", Geographical Review, Vol. 84, No. 1, pp. 42-58.

Simon, David (1997), "Development reconsidered; new directions in development thinking", Geografiska Annaler Series B, Human Geography, Vol. 79, No. 4, pp. 183-201.

How to Submit your Written Work to TurnitinUK using Blackboard



Introduction

Newcastle University is committed to encouraging good academic conduct and fair assessment. To these ends, the University subscribes to TurnitinUK (the JISC Plagiarism Detection Service). This software permits academic staff to carry out comparisons of students' work with that of other students and with other print and electronic sources.

GPS requires that all written assessments are submitted to Blackboard , which in turn uploads your written work to TurnitinUK so that we can attempt to ensure that no student gains an unfair advantage over another by plagiarising someone else's work, submitting the same work for more than one assessment or by purchasing or downloading assessments over the internet.

This document aims to provide a step-by-step guide to submitting your written work via the Blackboard system.

In order to make a full submission of written work to the GPS Office, you must submit your work with:

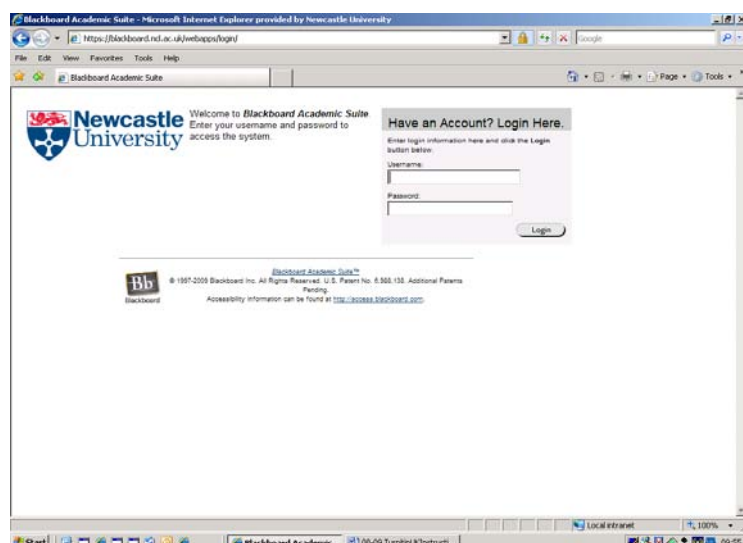
- 1. An appropriate completed feedback sheet**
- 2. A Turnitin Digital receipt (which can be obtained by following the steps contained within this guide).**



Using Blackboard to submit your written work:

You can find Blackboard online at <https://blackboard.ncl.ac.uk/webapps/login/>

A comprehensive Student User Guide can be found at [\[Insert new link\]](#)



Log into Blackboard



Go to:

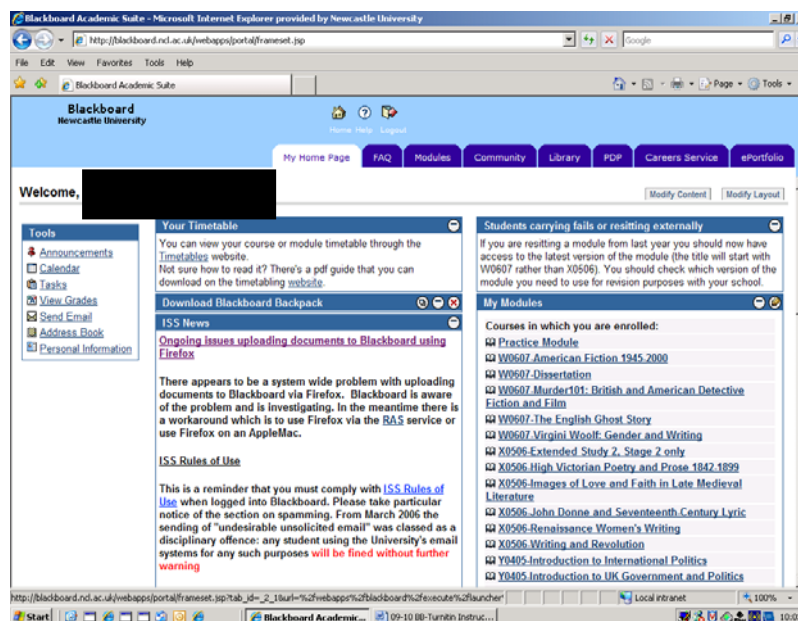
<https://blackboard.ncl.ac.uk/webapps/login/>

1. Enter your University User name and Password (the same user name and password you use to log into your University Email account).

2. Click 'Login' 

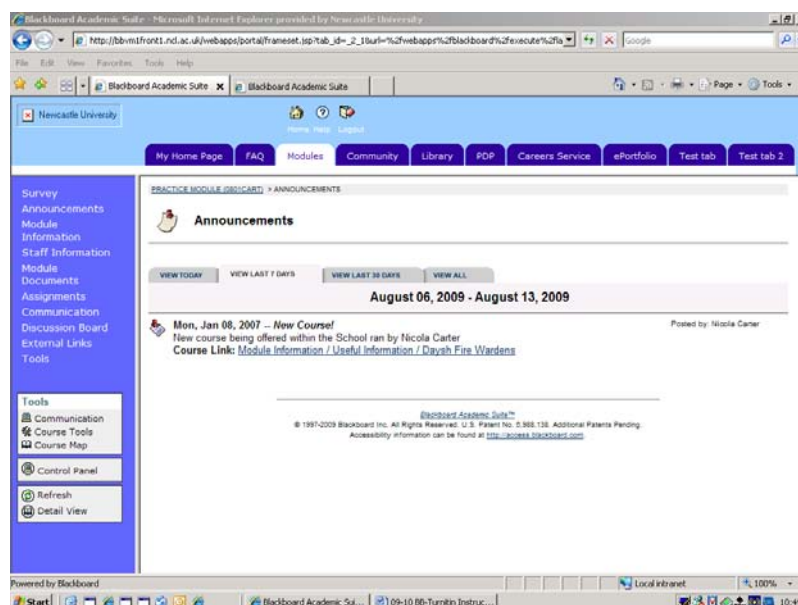
Select Module you wish to submit an assignment for

3. Select the module you wish to submit to from the list of modules in the 'My Modules' box (to the right of the screen)



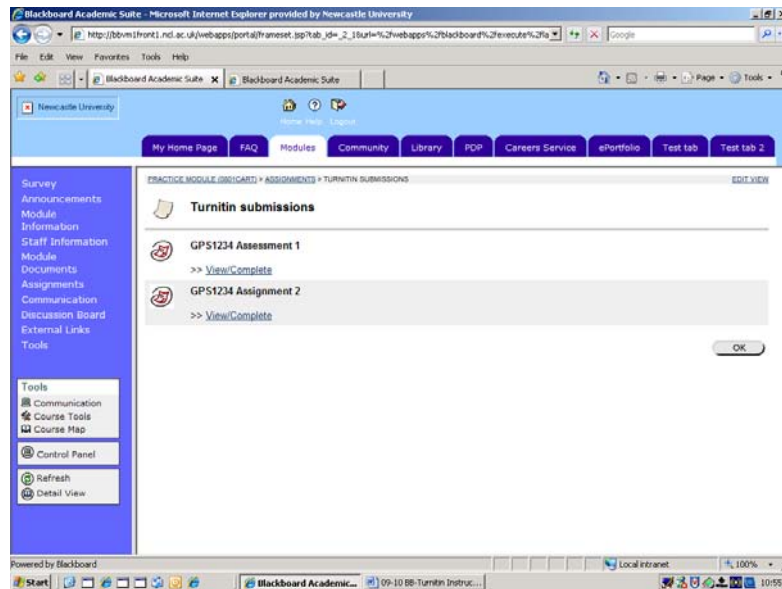
The screenshot shows the Blackboard Academic Suite login page in a Microsoft Internet Explorer browser. The page has a blue header with the Blackboard logo and navigation tabs for Home, Help, and Logout. Below the header, there are tabs for My Home Page, FAQ, Modules, Community, Library, PDP, Careers Service, and ePortfolio. The main content area is divided into several sections: 'Tools' on the left with links for Announcements, Calendar, Tasks, View Grades, Send Email, Address Book, and Personal Information; 'Your Timetable' in the center with a link to download the Blackboard Backpack; 'ISS News' with a link to ongoing issues regarding document uploads; and 'My Modules' on the right, which lists several courses including Practice Module, W0607 American Fiction 1945-2000, W0607 Dissertation, W0607 Murder101: British and American Detective Fiction and Film, W0607 The English Ghost Story, W0607 Virginia Woolf: Gender and Writing, X0506 Extended Study 2, Stage 2 only, X0506 High Victorian Poetry and Prose 1842-1899, X0506 Images of Love and Faith in Late Medieval Literature, X0506 John Donne and Seventeenth Century Lyric, X0506 Renaissance Women's Writing, X0506 Writing and Revolution, Y0495 Introduction to International Politics, and Y0495 Introduction to UK Government and Politics.

4. Select 'Assignments' from the menu on the left of the screen:



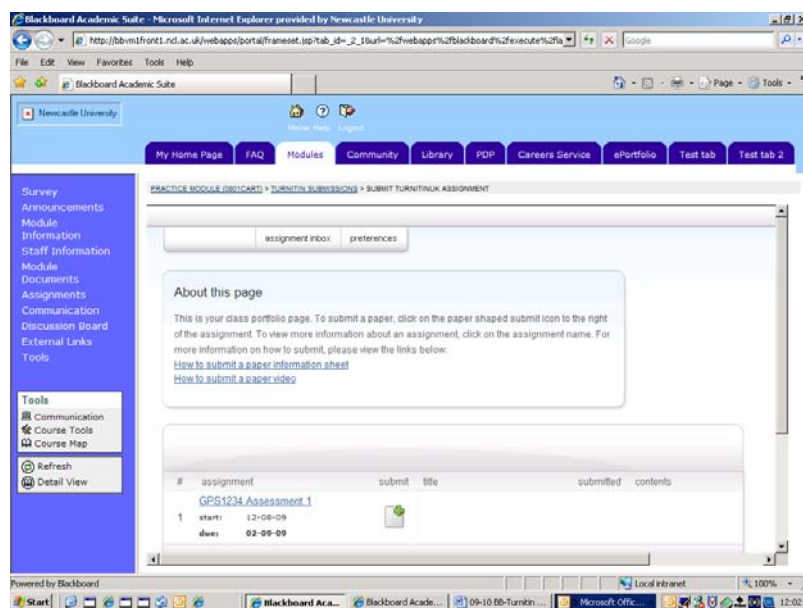
The screenshot shows the Blackboard Academic Suite Assignments page. The left-hand navigation menu is expanded to show 'Assignments'. The main content area displays 'ANNOUNCEMENTS' for the 'PRACTICE MODULE (DISCARD)'. The announcements are filtered for the period 'August 06, 2009 - August 13, 2009'. A single announcement is visible, dated 'Mon, Jan 08, 2007 - New Course!', posted by Nicola Carter. The announcement text reads: 'New course being offered within the School ran by Nicola Carter' and includes a 'Course Link: Module Information / Useful Information / Dayah Fire Wardens'. The footer of the page contains copyright information for Blackboard Inc. and accessibility information.

5. Click on folder titled 'Turnitin Submissions'
6. Select the correct assignment for which you are about to submit written work for (you may be required to submit more than one piece of written work for each module).
7. Click 'View/Complete' on the assignment for which you are submitting written work for.

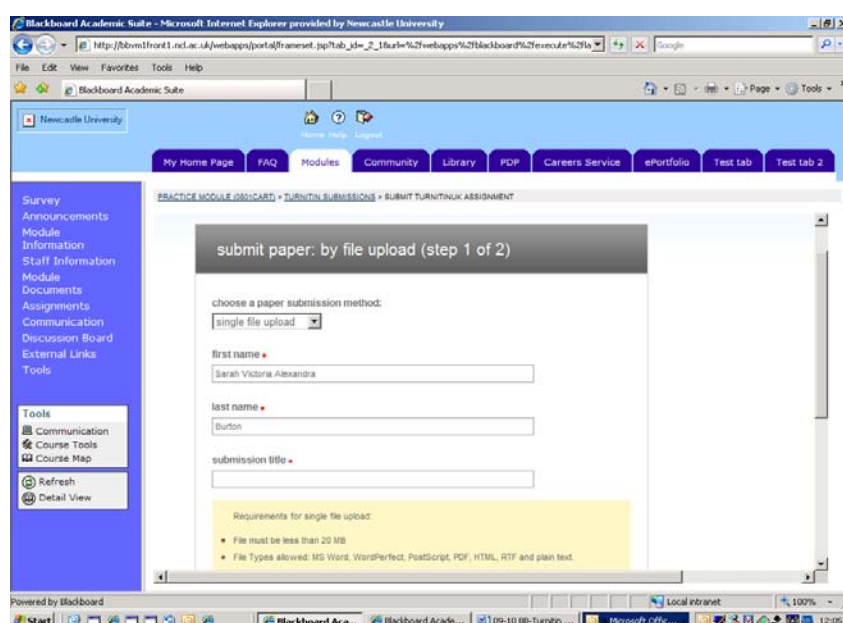


This will then take you to the TurnitinUK submission page.

8. From here click on 'submit paper' button (White piece of paper with green cross):



This will take you to the 'Submit Paper: By File Upload Screen'



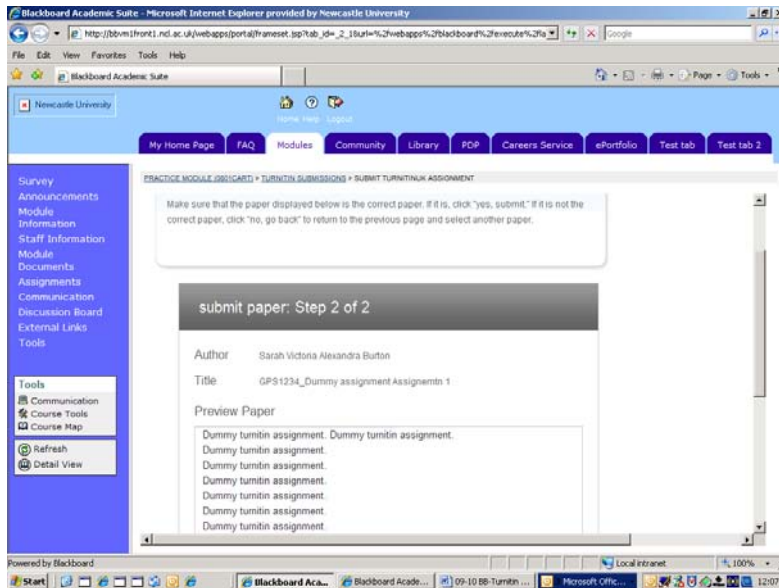
9. Complete the Following Fields:

| Drop Down box/Subject Heading | Instruction |
|----------------------------------|--|
| Choose a paper submission method | From the drop down box select or leave as 'single file upload' |
| First name | Your name will automatically appear |
| Last Name | Your name will automatically appear |
| Submission Title | Enter your submission title |
| Browse for file to upload | Click on the 'Browse' Button |

10. Select the relevant file you wish to upload

11. Click 'Upload'

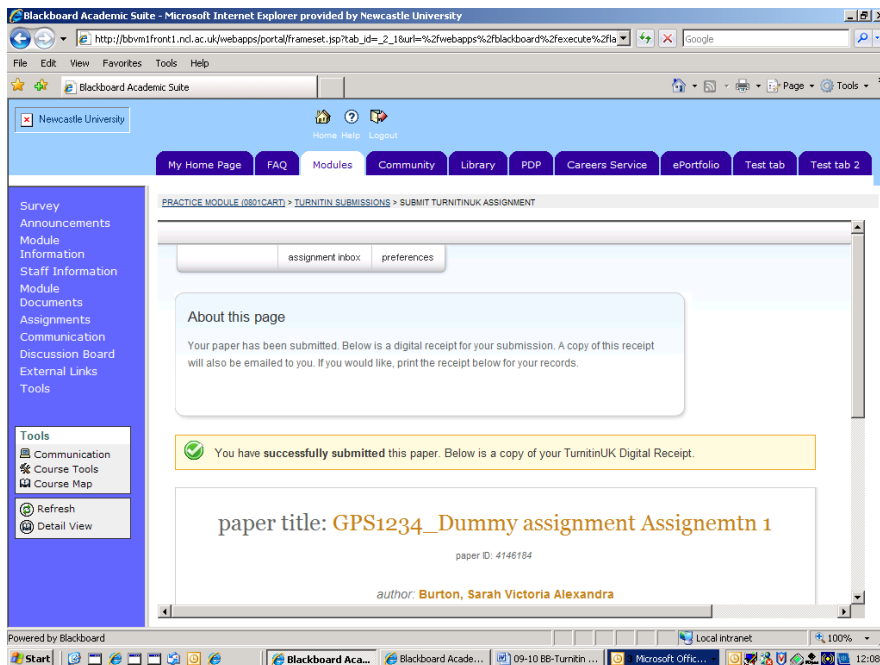
12. Your file will be uploaded to TurnitinUK and you will be taken to the preview page:



13. Scroll down to the bottom of the page, ensure you are happy with what you are about to submit and click 'Submit'.

You will be taken to the page with your digital receipt contained within it.

14. From here print **ONLY** the first page (page 1 of 1) from the print menu – this will ensure that only the first page of your receipt is printed, and not the entire essay!



15. You will also be emailed your digital receipt, and this can be printed from your inbox should you not wish to print straight from the Digital Receipt Screen.