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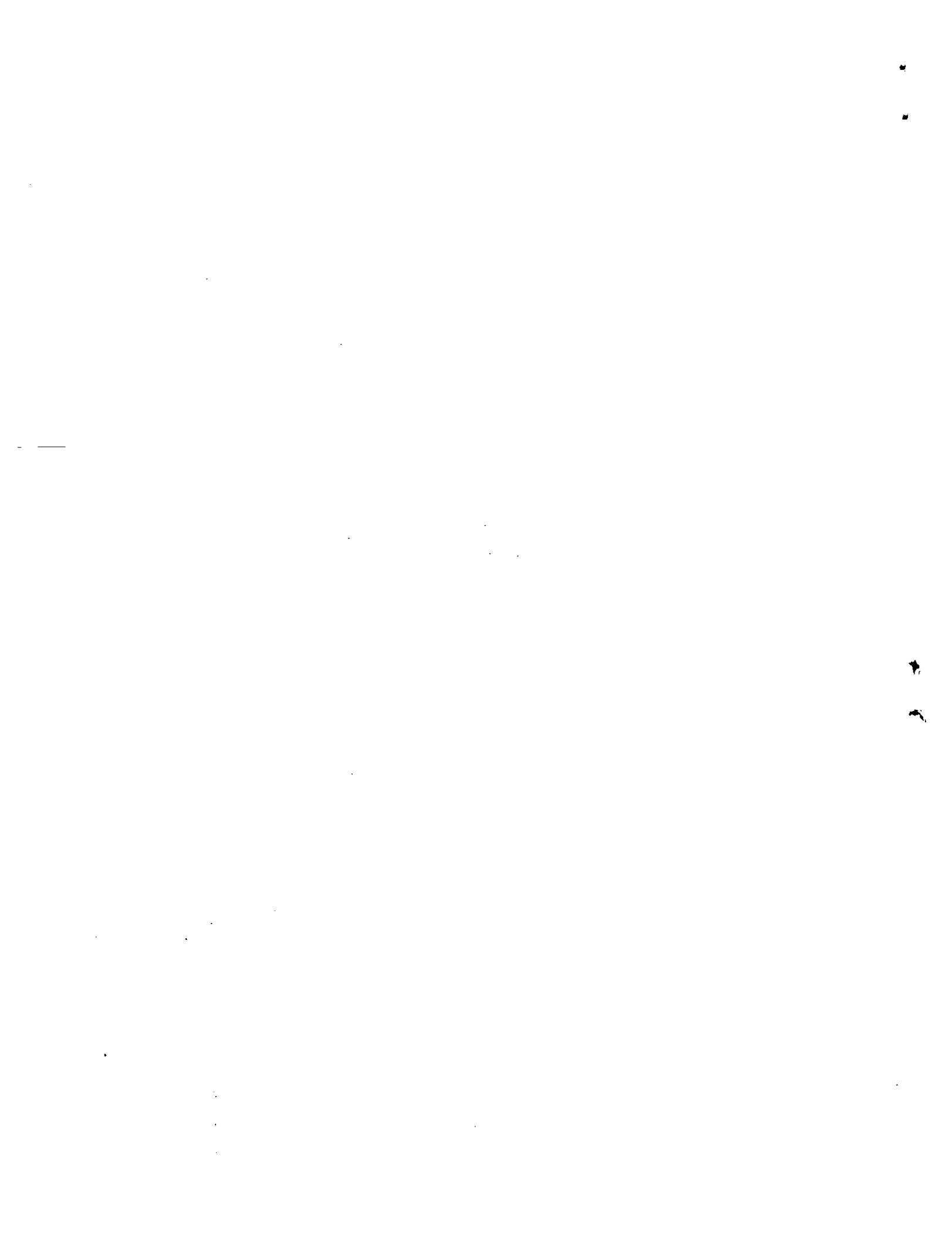
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ECONOMIC COMMISSION FOR LATIN AMERICA  
Subregional Office for the Caribbean



FEASIBILITY STUDY ON  
THE ESTABLISHMENT OF A FLACSO  
GRADUATE SCHOOL OF APPLIED SOCIAL  
ANTHROPOLOGY IN THE CARIBBEAN



## F O R E W O R D

The Report of the Sixth Session of the Caribbean Development and Co-operation Committee contains the following directive with respect to the section of the Work Programme relating to Education and Culture:

"The Secretariat was requested to assess the possibility of developing closer contacts between the Caribbean countries and the Latin American Faculty for Social Sciences (FLACSO) and, more specifically, to study the possibility of establishing a graduate school for social anthropology in the subregion. It was noted that care should be taken to avoid duplication with the UNESCO proposal to set up a consortium of graduate schools in the applied social sciences for the English-speaking countries and Suriname. The Secretariat was asked to bear in mind the financial problems affecting the development of the Latin American Faculty for Social Sciences (FLACSO) and not to allow them to be passed on to any Caribbean venture."

In compliance with this mandate the CDCC Secretariat transmitted the wishes of the member governments to the Secretariat of FLACSO. The Higher Council of the Faculty reacted favourably to the CDCC request and instructed the Secretary General to take the appropriate action. The Secretary General visited the ECLA Office for the Caribbean and held discussions on the implementation of the CDCC mandate. He agreed to finance a consultant, chosen among the social scientists of the University of the West Indies, and to assist the CDCC Secretariat by covering part of the expenses of a mission through the Caribbean to collect the views of high level officials.

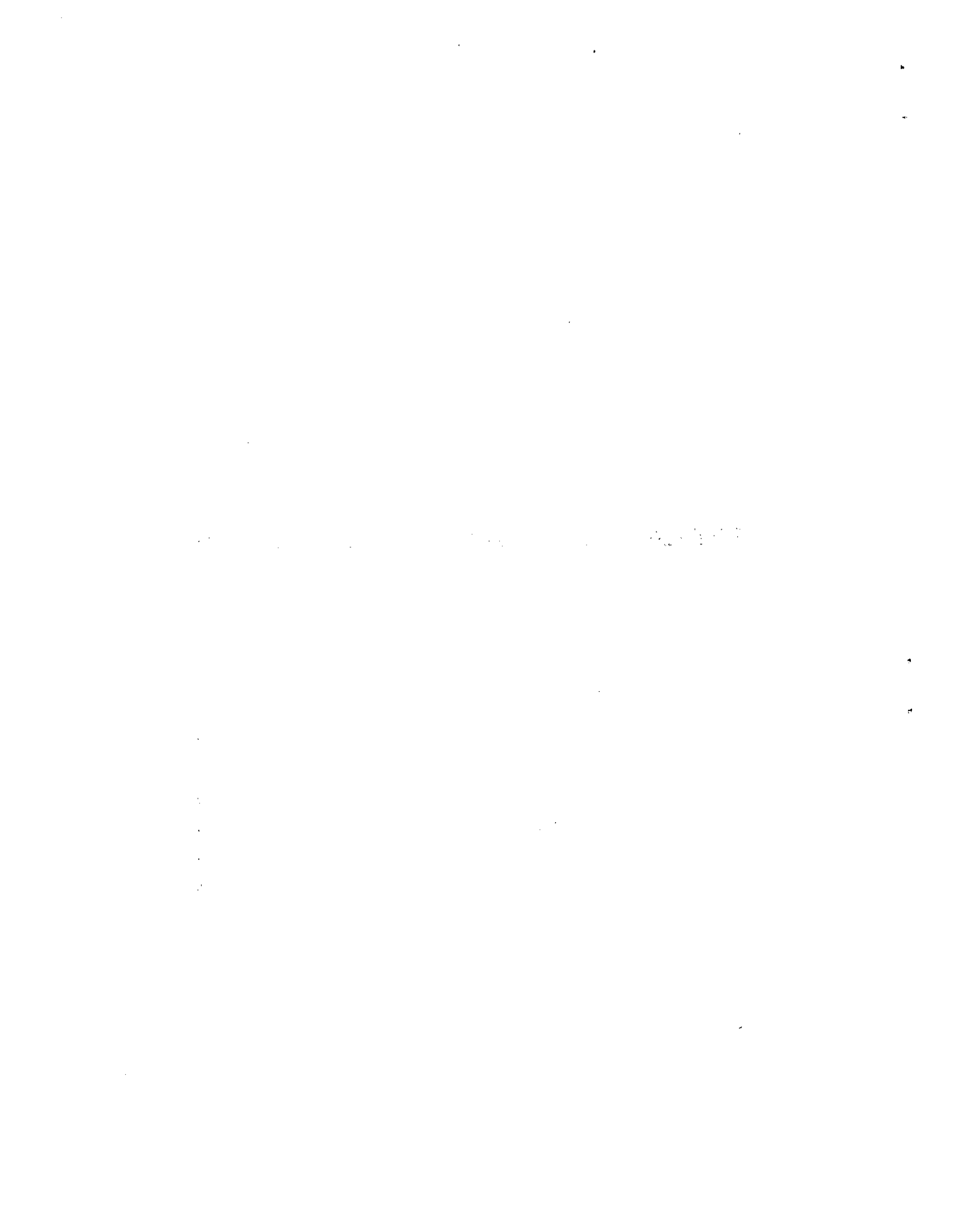
The ensuing report is divided into three sections. The first, elaborated by the Secretariat of FLACSO, describes the origin, development and present characteristics of the institution. The second constitutes the feasibility study proper and was the responsibility of Dr. Lawrence D. Carrington, consultant contracted by the Faculty. The last section offers some financial data and additional information on the graduates of the Faculty.

A joint mission by the Secretary General of the Faculty and the Social Affairs Officer at the CDCC Secretariat visited a number of countries of the area to present the Feasibility Study and discuss the possibility of closer contacts between the Caribbean countries and the Latin American Faculty. The findings of the mission are presented in an addendum to the document.

S E C T I O N   O N E

ORIGIN, DEVELOPMENT AND PRESENT CHARACTERISTICS OF FLACSO

Submitted by  
FLACSO Secretariat



## SECTION ONE

### ORIGIN DEVELOPMENT AND PRESENT CHARACTERISTICS OF FLACSO

1. This year FLACSO is 25 years old. It came into being in 1957 as a programme of UNESCO and was later converted into a regional Latin American body, of an intergovernmental, academic and autonomous nature. The convergence of the interests of the Latin American academic community and certain governments, for the purpose of maintaining this area of scientific reflection, assigned to the Faculty specific characteristics and objectives within the framework of the existing social science bodies in the region.

FLACSO, as an academic body scrupulously maintains its autonomy and critical orientation; as an intergovernmental body it has public obligations to meet.

The more general objectives of FLACSO, in accordance with the International Agreement which governs the Faculty, are to contribute to the production and dissemination of knowledge in the field of social sciences in Latin America and the Caribbean, and to assist in achieving greater integration between the countries of the region through training at the post graduate level and carrying out academic research.

The emergence of new requests both in member and non-member states of the Faculty, has in the past few years, allowed for the development of an area of technical co-operation across operative research and training activities on specific aspects of economic and social development.

2. In accordance with its International Agreement, Latin American and Caribbean states which are parties to this Agreement may be members of FLACSO.

Member states of the Faculty are the only ones in whose territory may be located permanent headquarters of the Faculty, with training research and technical co-operation activities, as well as participating in the quotas of fellowship holders of all the other units where training is carried out. Non-member states may have programmes or projects in their territories.

The differences between Headquarters, Programmes and Projects as may be more clearly seen in the text of the Agreement, are related both to the dimensions of the activity of each of them, as well as to the level of participation in the Administrative Committee of the Faculty.

3. The Faculty's present organizational structure envisages the following governing bodies:

The General Assembly  
The Higher Council  
The Administrative Committee  
The Secretary General  
Directors of Headquarters and Programmes  
Academic Councils at Headquarters

The General Assembly is composed of Member states and has among its main functions: knowledge of the report on activities submitted by the Higher Council; discussion and approval of the general academic, administrative and financial policy of the Faculty proposed by the Higher Council; and election of the Secretary General and the Directors of Headquarters for a period of four years. The Assembly meets every two years.

The Higher Council is composed of five representatives from Member States and four social scientists in their personal capacity, elected on the basis of their intellectual merit, due consideration given to regional representation. This Council meets every year and its functions include knowledge of the report of the Administrative Committee; discussion, enhancement and approval of the general policy of the Faculty proposed by the Administrative Council; proposal where necessary of the names of candidates for the posts of Secretary General and Directors of Headquarters and election of Directors of Programmes on the recommendation of the Secretary General; and in general to serve as a link between the General Assembly and the Administrative Committee.



The Administrative Council is composed of the Secretary General, Directors of Headquarters, a representative of the Programmes and a representative from the teaching staff of the Faculty. It is the operational organ of the Faculty. It meets periodically (not less than three times per year), to evaluate the progress of each and every one of the Faculty's units; it proposes general and specific lines of development for discussion by the higher governing bodies. On the recommendation of the Directors of Headquarters and Programmes, it designates professors and research fellows for each unit.

The Secretariat General is the regional co-ordinating body and the legal representative of the Faculty; its functions are to nourish and enhance - with necessary information- the evaluations and proposals originating periodically in the Administrative Committee; to develop relations with Member States; to negotiate new memberships; to co-ordinate all international co-operation activities undertaken by the Faculty; to organize and direct certain academic activities which, because of their regional nature, cannot be located in a Headquarters or Programme; and to act as the Secretariat of the Administrative Committee, the Higher Council and the General Assembly. To execute these functions the Secretary General has three co-ordinators (Academic, International Co-operation, and Administration and Finances).

The Directors of Headquarters and Programmes are responsible for the general functioning of each unit. The former are responsible to the General Assembly and the latter to the Secretary General and the Higher Council. To better discharge their functions, they are assisted by the Academic Councils, consisting of the Co-ordinators of each unit, a representative of the lecturers and a representative of the students whenever there is any educational activity.

4. FLACSO is at present developing activities in three headquarters and two programmes. In the Mexico Headquarters some 60 students are completing the third programme of Master in Social Sciences, with majors in State and Social Classes, Latin American Studies, Agrarian Studies and Labour Studies.

This September will begin the fourth programme of training for Masters in Social Sciences with majors in State and Social Classes, Latin America in the international system and National Problems.

The orientation of the Mexico Headquarters has been characterized by emphasis on educating intellectuals with sound theoretic training, qualified as university lecturers and for scientific research.

In the Quito Headquarters, FLACSO has begun its second Masters programme. Like the first programme, this one is oriented toward the training of Masters of Social Sciences with majors in Developmental Studies. Some 40 students are participating. The teaching objective of the Academic Headquarters at Quito is the training of specialists qualified for academic analysis and technical operations in development processes and problems. This second programme aims at providing students with relatively specialized training in Energy, Agriculture and Public Policy.

In the Headquarters at Quito research and technical co-operation in the sphere of development play an important role, interacting with the development of the Master Programme.

The Secretariat General in San José has begun the first permanent academic activity, through far reaching research into the Central American integration process. With the participation of lecturer - researchers and student-researchers it is hoped to carry out research and at the same time to form a cadre of professionals specialised in various aspects of integration.

The Buenos Aires Programme concentrates its activities on the Tutorial Programme of training in Social Sciences and research and training activities.

The post-graduate course, of the nature of tutorials, offers three academic options to students: General Studies, Education and History.

The Programme's research is characterised by its operational nature and its thematic diversity.

In the area of technical co-operation the Programme has developed important expertise in the fields of Human Settlements Management and the publication of the Custom of Breast Feeding.

The Programme at present bases its activity on research and academic extension.

In the field of research, there are four thematic lines:

- Structure and Political Processes
- Social Movements
- Culture, Ideology and Education
- International and Military Relations.

In the field of academic extension between 1979 and 1981 FLACSO in Santiago developed an active programme of academic sponsorship for young researchers working with the aid of scholarships received in international competitions in the fields of Anthropology, Political Science, Economic History and Sociology.

5. The chart presented allows one to visualise the main characteristic of the Faculty as a Latin American Social Science body covering a wide spectrum of topics in various geographic and socio-political scenarios.

The combination of thematic and geographic diversity permits the Faculty as a whole to be a space which reflects the entire Latin American and Caribbean region.

This characteristic is an expression of the Faculty's objectives since its inception, but, in addition, it is the product of a process across which the Faculty has succeeded in adapting the placement of its infrastructure and its thematic orientation to the changing requirements which Latin American development has posed for the Social Sciences.

6. FLACSO, at present has an academic staff of some eighty high level teacher-researchers, three Masters programmes with around 160 students, a wide set of research projects and certain firm lines of technical co-operation.

It is financed by regular contributions made by Member States to the General Secretariat, special subventions contributed to those states in which Headquarters are located, and contributions from governments and foundations outside of the region.

It would be difficult to specify exactly the "average" cost of a headquarters in as much as they are all characterised by marked differences. Nevertheless, it is possible to make a chart of the approximate financial expenditure of a typical headquarters of modest size.

Rank:	Academic Headquarters of FLACSO	
Activities:	Teaching on the Masters Level, Research and Technical Co-operation	
1) ACADEMICS		COST (US\$)
1 Director		30,000
3 Co-ordinators		
(Teaching, Research and Co-operation)		54,000
8 Lecturers - researchers		115,700
11) Consultants		15,000
(6 m/h)		
111) Students		
25 students from the entire region		
15 FLACSO Fellows (average 120,000		
cost including travel, stipend (15 x 8,000)		
medical costs and other services)		
IV) Administration		
1 Administrative Head		12,000
1 Accountant		9,600
1 Accounting Assistant		7,200

	COST US\$
5 Secretaries	40,800
2 Librarians	16,800
1 Janitor	3,600
1 Messenger	3,600
V) Travel, Per diem and Representation Allowances	15,000
V1) General Expenses (Rental, services, library and office supplies)	60,000
V11) Selection of Students	6,000
V111) Contingencies	3,000
<u>TOTAL</u>	<u>496,800</u>

This budget is based on a stable income component. If this were not the case, the heading "Consultants" would tend to increase causing an increase in total costs.

Similarly the budget assumes that FLACSO is responsible for procuring a significant number of fellowships which will not be included in the total number of students.

The heading " Selection of Students" is related to the characteristics of this process in FLACSO. In fact, it includes background, examination and interview. Generally the number of candidates is between 6 and 8 times more than capacity. From this group the final selection is made, leaving a small number "waitlisted" in case of last minute cancellations.

Selection is made primarily on the basis of academic considerations, defined according to the specifications of each programme.

Secondly, other aspects, such as nationality, are taken into consideration to ensure adequate regional distribution. The host country has a choice of a third of the total number of students although not of FLACSO fellowship holders.

SECTION TWO

FEASIBILITY STUDY ON  
THE ESTABLISHMENT OF A FLACSO  
GRADUATE SCHOOL OF APPLIED SOCIAL  
ANTHROPOLOGY IN THE CARIBBEAN

Submitted by

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## PART I

### Scope of the Study

This contribution to the feasibility study treats the non-Latin Caribbean area and more particularly the English-speaking sector. It introduces the institutions of the region whose teaching and research interests include subjects relevant to the field of social anthropology and examines the structure of their under-graduate and post-graduate programmes in these fields. A number of possible means of assuring the development of the discipline of social anthropology are explored and a specific line of action is suggested towards the establishment of a school of applied social anthropology. The styles of co-operation to which the region's universities are geared are considered in relation to their likely effect on the creation of a FLACSO School of Applied Social Anthropology.

The completeness of the documentation supporting the study has been affected by the following:

1. the short period available for its collection;
2. the scantiness of information on tertiary level institutions in the region available to the writer;
3. the inaccessibility of raw data on some aspects of student registration at the universities.

Every effort has been made to ensure that the main proportions of the study are based on unchallengeable documentation.

### The Relevant Tertiary Level Institutions

Within the non-Latin Caribbean, the institutions which conduct teaching and research in fields related to applied social anthropology are:

1. University of the West Indies;
2. University of Guyana;
3. University of Suriname;
4. State University of Haiti.

Attention is drawn to the existence of the University of the Netherlands Antilles in Curaçao which has a Faculty of Social and Economic Sciences whose programme does not yet include subjects related to applied social anthropology.

No account is here taken of the College of the Virgin Islands which is locked into the systems of the United States of America and hence falls outside possible participation in FLACSO activities. Similarly not considered is the Centre Universitaire Antilles-Guyane, which at present conducts only partial preparation towards metropolitan French university qualifications.

#### University of the West Indies

The University of the West Indies (U.W.I.) is an autonomous regional institution funded by thirteen governments of the former British Caribbean and operating out of three campuses located in Jamaica, Barbados and Trinidad and Tobago. Founded in 1948 as a college of the University of London and at that time labelled the University College of the West Indies, the institution became an autonomous university in 1962. In that year too, it absorbed as its Faculty of Agriculture the former Imperial College of Tropical Agriculture which had existed in Trinidad since the 1920's. It now has a student registration of 9,058 students (1980/81) in eight faculties served by 939 budgeted academic and senior administrative staff.

The faculties of the U.W.I. are as follows:

1. Agriculture;
2. Arts and General Studies;
3. Education;
4. Engineering;
5. Law;
6. Medicine;
7. Natural Sciences;
8. Social Sciences.

Attached to the faculties of Agriculture, Medicine, Natural Sciences and Social Sciences are a number of research units of which one, the Institute of Social and Economic Research, has been an established agency for well respected research in the social sciences.

The present structure of the U.W.I as a centrally governed tri-campus institution is currently under review as are the formulae by which it is financed by the contributing governments.

#### University of Guyana (U.G.)

Guyana was originally a contributing government to the U.W.I. system but withdrew its support in 1963 to found a new state financed institution - The University of Guyana. This institution now houses its six faculties at Turkeyen, outside of Georgetown. Total student registration in 1981 was 2,134 undergraduates. The faculties are as follows:

1. Agriculture;
2. Arts;
3. Education;
4. Natural Sciences;
5. Social Sciences;
6. Technology.

There is also a recently established Institute of Development Studies.

The development of post-graduate studies at the University of Guyana has been slow. Beginning in 1973 with a Master's programme in the history of Guyana, the institution now has only twenty (20) registered masters students.

The administration of the University of Guyana is more heavily related to the Government of Guyana than is that of the U.W.I. to any of the contributing governments. The label "autonomous" is therefore applied to U.G. with some reservation.

#### University of Suriname

The University of Suriname is a state controlled institution holding a charter as an independent university since 1968. In 1982, it had a student registration of 1,526 in five faculties served by 180 academics and administrators. The faculties are the following:

1. Engineering;
2. Law;
3. Medicine;
4. Natural Resources;
5. Social and Economic Sciences.

The faculties of Medicine and of Law predate the incorporation of the University, the former having existed since 1882 and the latter 1948. The structure of this institution too is currently under review.

#### The State University of Haiti.

The State University of Haiti in its present structure includes seven faculties as follows:

1. Medicine and Pharmacy;
2. Odontology;
3. Law and Economics;
4. Science;
5. Agronomy and Veterinary Science;
6. Ethnology;
7. Letters and Pedagogy.

The structure as a "state" university dates from 1960 although the existence of a University of Haiti can be counted from 1944. The institution as a single collectivity is predated by almost all of its constituent faculties which grew out of various re-organizations of schools established as early as the beginning of the 19th century. Medicine and Pharmacy date from the early 19th century, Law from the mid-19th century, Odontology from the late 19th century. The beginnings of the Faculty of Science are more recent - 1902, while the other faculties are of the mid-20th century.

The State University of Haiti is a fully state-directed organisation which cannot be viewed as having any autonomy in the sense which the University of the West Indies can be described as autonomous. Tenured faculty appointments are made by the President of the Republic of Haiti and non-tenured appointees have to be approved at that level as well.

### The University of the Netherlands Antilles

The University of the Netherlands Antilles comprises three faculties with an approximate enrolment in 1982 of 515 students. The faculties are:

1. Law;
2. Technical Sciences;
3. Social and Economic Sciences.

### The Organisation of Undergraduate Programmes

Both the U.W.I. and the U.G. stand at the top of education systems that were historically derived from British traditions. Consequently, their preferred minimum entry qualifications for undergraduates are the General Certificate of Education of the Cambridge or London Examination Syndicates, with recent parallel acceptance of equivalent certificates of the Caribbean Examinations Council. The U.W.I. explicitly lists a large number of other certificates representing proof of completion of secondary education in North American and European systems. In most cases, applicants are required to have been successful in some of their subjects at Advanced rather than Ordinary level. Also acceptable for entry to U.W.I. is a variety of certificates from professional agencies (e.g. schools of agriculture, librarianship, teachers' colleges). The listings for the U.G. are less exhaustive but no phrasing of regulations would seem to prevent entry of categories of persons admissible to the U.W.I. In both cases, provision is made for discretionary admission of "mature" students (over thirty (30) in the U.W.I. and over twenty-six (26) in the U.G.) on the basis of general attainment.

In the U.W.I. a full-time undergraduate starting with normal matriculation follows a three-year course of study towards a degree except in the Faculty of Medicine (M.B., B.S.) where the minimum programme lasts five years and in the Faculty of Education where certified teachers read for the Bachelor's degree in education over two years. Students starting with lower level matriculation or as part-time registrants follow longer courses of study. In the University of Guyana, four-year programmes of study for degrees are the norm, with students having special

exemptions being permitted to complete their courses in three years. As in the case of the U.W.I., qualified teachers reading for the B.Ed. do so in a two-year programme.

In the Faculties of Arts and General Studies and of Social Sciences of the University of the West Indies, the Faculties of Arts and of Social Sciences at the University of Guyana, students read from 14 to 16 courses over the specified periods in order to fulfil the requirements for the degrees. Courses are clustered in options or majors, each of which has sets of internally determined prerequisites and controls on alternatives. Assessment of performance is by a mixed procedure of in-course assessment together with annual end-of-course examinations. In the case of the U.W.I. cross-campus uniformity of assessment is sought in a moderation exercise in which a selection of scripts is examined by a third examiner after two others have marked the scripts. Both U.G. and U.W.I. keep themselves aligned with the standards of other universities by a system of external examiners who comment annually with varying thoroughness on the courses, their examinations and students' performances. In the University of Guyana students who have not completed National Service are not permitted to receive a degree.

Entry requirements for the State University of Haiti are premised on the successful completion of the two baccalauréat examinations at the secondary level. An exception exists in the case of applicants for courses in surveying and topography who do not require this qualification. Competitive faculty entrance examinations are the second step for entry except in the Faculty of Law and Economics and in the Faculty of Ethnology. A police certificate attesting that one is neither a communist nor a member of a suspected group is the final hurdle.

The duration of courses varies from two years for the Bachelier in Law to three years for the licence-ès-sciences in the Faculty of Ethnology. No information is available to us on the structure of courses in the fields of our concern. The University attempts to hold parity with international standards by trying to ensure that its graduates are admissible to higher degree programmes at the University of Paris.

The University of Suriname maintains the Dutch pattern of tertiary education. It is somewhat difficult to draw a sharp line between undergraduate and postgraduate programmes in the same sense as may be identified in the previously discussed institutions. Three years of study lead to the kandedaatsexamen, successful completion of which results in the award of a diploma which is not a terminal degree. Further study leads to the award of the title doctorandus on successful completion of the doctoraal examen. This is not, however, the highest award. The doctoraat is awarded to candidates who successfully prepare and defend a dissertation. The doctorandus would seem to be roughly equivalent to the completion of comprehensive examinations for the Ph.D. in an American university.

Entry to the University of the Netherlands Antilles is normally on the basis of completion of one of two secondary level diplomas or, in the case of mature students, satisfactory completion of a test conducted by the Ministry of Education. The period of study in Law is five years, in Engineering four to five years and in Social and Economic Sciences four years.

#### Undergraduate courses relevant to the field of Applied Social Anthropology

Appendix I of this study lists and describes briefly the undergraduate courses offered at the U.W.I. that are relevant to the field of Social Anthropology. One of them, SY226, actually bears the name Social Anthropology, but it will be noted from Appendix II that this course has not been taught in recent years. SY221 Anthropology of the Peoples of the Caribbean is the only other course that bears the word "anthropology" in its name. Examination of the course descriptions provided shows that a considerable background to applied social anthropology is present within the programme of the U.W.I. The weight of this assertion, however, must be carefully interpreted in keeping with the following:

- (a) not all courses are taught at all campuses;
- (b) not all courses are offered every year;
- (c) only a small proportion of students registered in a given course will be reading options that might be usefully considered as a prerequisite to further study in social anthropology.

Appendix II shows the number of registrations reported for each of the twenty-two courses discussed at Appendix I between 1976/77 and 1981/82.

The completeness of the information presented is affected by the following:

- (a) in some years reports from the relevant departments do not appear in the collected departmental reports;
- (b) in some years the numbers of registrations are not reported for individual courses but instead for the collectivity of courses taught by a department.

Appendix III sets out the courses offered at the University of Guyana which are relevant to our concerns. Appendix IV will supply information on registration when it becomes available.

From the summaries provided and the indices of the level of subscription to the courses, we can conclude that at the undergraduate level in the U.W.I. and the U.G., there is a sufficient range of offerings to ensure:

- (a) basic competence among a core of university graduates in areas that can support graduate work in applied social anthropology;
- (b) basic competence among faculty members to supervise advanced students in some aspects of social anthropology.

It must be noted though that anthropology proper is missing from the courses of the University of the West Indies and of the University of Guyana. The existence of such courses must be assumed in the Faculty of Ethnology of the State University of Haiti even though we have so far been unable to locate parallel information on the details of courses offered by that University. No comment is yet possible on Suriname. In the case of the Netherlands Antilles, elective courses in sociology and organisation sociology are part of faculty offerings but these do not lead to any qualification in sociology.



### The Organization of Postgraduate Study

The University of the West Indies offers two levels of higher degree qualification, the Master's and the Doctor's degrees. Study towards the Master's may be either by coursework or by thesis, depending upon the faculty, the subject, and in some cases the choice of the student. Study for the Ph.D. always involves the preparation of a dissertation and sometimes requires coursework depending upon the previous formation of the candidate. Assessment of thesis and dissertation always involves an examiner external to the university as a third examiner. Students registered for higher degrees by thesis or dissertation are assigned a supervisor who functions as the students' adviser. Although in some cases more than one supervisor is named, it is not usual at the U.W.I. for a student to be assigned an advisory committee of several faculty members as is the standard practice in North America.

The number of postgraduate students registered in a given department is not a particularly useful statistic where these students are pursuing their degrees by thesis or dissertation. This is because the length of time over which they are registered is variably long and secondly because only knowledge of the topic of dissertation can be useful in deciding whether or not a given student should be reckoned as functioning in social anthropology and its related areas or not. Any figures then are only crudely indicative of the level of activity in the general field.

What can be asserted though is that in the social sciences and humanities, departments are far from aggressive in their attitudes towards the development of postgraduate studies. It is not usual, for example, for a department to outline an area of research priority or even a specific research project and to seek students who will have clearly delimited tasks within that project. The nature of the research conducted is usually highly individualistic and dependent upon the particular interest of the student and the guidance he receives from his supervisor.

Part of the reason for the persistence of the passive approach to recruitment of students for postgraduate study and to the laissez faire attitude towards pre-determination of research projects is the absence of sufficient funding to support students in the face of a job market

that pays highly for graduates even before they have engaged in higher degree pursuits. It is therefore those who are "called", to put it lightly, who are prepared to eschew the profit of employment and pursue postgraduate research. It hardly seems desirable in the circumstances to prescribe in advance the precise topics of research that will be supervised.

Postgraduate research at the University of Guyana, as mentioned earlier, is not widely established but the general pattern of its structure is similar to that of the U.W.I. Except for the remarks already made, no parallel information for Suriname or Haiti is available. It can be noted though that in the Faculty of Ethnology of the University of Haiti, the degree of doctorat d'anthropologie can be obtained after five (5) years of study.

#### The Work of the Institute of Social and Economic Research (ISER)

As an addendum to the discussion of postgraduate research, it is worth mentioning the work of the ISER. The ISER of the University of the West Indies has been the main agency of valuable sociological and economic research in the region. The Institute is funded both by centrally voted funds to cover the cost of a core staff, and by grant income related to the conduct of specific projects. It is occasionally able to grant research fellowships to staff of other related departments to permit them to be freed of teaching responsibilities in order to devote themselves entirely to research. The Institute publishes an important journal, Social and Economic Studies, which is now in its thirtieth volume of four issues per year. Members of the Institute frequently conduct teaching at both undergraduate and postgraduate levels in departments appropriate to their disciplines.

PART II

Developing a Graduate School in Applied Social Anthropology

The purpose of this study is to determine whether or not a FLACSO Graduate School of Applied Social Anthropology should be established in the Caribbean and if so, what form it should take. The intention of the information provided thus far has been to establish a climate within which the correct questions attendant upon the issue can be raised and wisely answered.

The first consideration is whether or not the current rate of research in the field relevant to social anthropology is adequate. There is no doubt that it is inadequate. Every topic that can be considered under the heading is under-researched and under-exploited. The study of the region by scholars of the region is sufficiently recent that the field is far from exhausted. Indeed, it must be especially noted that studies in anthropology, musicology, folk culture, oral traditions and archaeology have not constituted a significant part of the work conducted in the region's universities. In addition, the diversity of the region's nature and evolution leaves open the matter of wide comparative investigation involving repetition of research in the several environments of the region.

But this response relates only to the needs generated by the relevant disciplines themselves. If one were to approach the question from the standpoint of developmental issues that need to be informed by specific studies in social anthropology, the overall shortfall of research would be equally evident although the topics of study that would suggest themselves may be quite different. The rate at which the already established institutions have been able to fulfil the research needs is not adequate whether our judgement is based on the internal dynamics of the relevant disciplines or on the developmental imperatives that must be informed by such study.

The second issue that must be addressed is whether the existing institutions have the required manpower resources to accelerate the rate of research and of training of persons to undertake that research, as well as to apply its outcomes to developmental processes. The plain answer is that they do not. None of the faculties of social sciences or humanities has the reserve capacity to achieve this acceleration while maintaining

the quality of work that now characterises them or which will have to be aimed at if the processes are to be respectable.

A third matter is the size of the pool of suitably pre-qualified persons that can readily fit a graduate programme in applied social anthropology. There is little question that the number of persons who have studied in the social sciences in the region is respectably large. Even when one tapers this by eliminating the unsuitable and excluding the uninterested, the pool remains satisfactory.

On the basis of the preceding, there is a legitimate need and an available pool of support for a graduate school of applied social anthropology.

#### The Type of Institution

FLACSO, in its current operations in Latin America, is an autonomous degree-granting institution. If this pattern were followed in the Caribbean, a FLACSO Graduate School of Applied Social Anthropology would similarly be autonomous and degree-granting. There are several reasons for which such a status for a FLACSO school may not be wise in the Caribbean at this juncture.

Within recent years the English-speaking Caribbean has witnessed two developments that have placed significant stress on the integrated character of the regional University (U.W.I.). The first is the development of private university level colleges and the second is the identification of the University as a theatre for political and economic tensions of the region.

The demand for university education in medicine in the United States of America exceeds the absorptive capacity of the medical and pre-medical institutions of that country. The Caribbean has proven to be a conveniently located area in which private academic establishments have been able to develop medical tuition to feed the U.S. markets. The first of these was the St. George's Medical School established in Grenada. Similar ventures have been undertaken in Montserrat and are under discussion in connection with other islands. There have been uneasy responses to these developments. A strong view has been expressed that the establishment of these medical schools represents a precedent for similar activity in other disciplines and that such escalation could undermine commitment to an integrated

regional university as well as introduce conflicting standards for academic qualifications. It should be noted though that these off-shore institutions do not cater for Caribbean students.

Intra-regional tensions are far from new in the region, but their effect in the U.W.I. currently has a high profile. A number of causes can be stated:

1. The 1962 collapse of the West Indies Federation and the subsequent failure of other attempts at political union exposed fundamental differences in the socio-political evolution of the states contributing to the U.W.I.
2. The political direction adopted in Guyana, Grenada and in Jamaica have introduced "left" and "right" political alignments as possible divisive forces among countries that support the same regional institution.
3. The post 1973 oil crisis resulted in significantly different rates of economic growth in the region with a resultant disparity in the ability of individual states to pay the costs of higher education.

The sheer pressure on the U.W.I. comes in two forms:

- (i) the smaller contributing countries in which there are no campuses have been demanding the increase of services to them from the University and the development in their territory of university centres as a central expenditure of the institution;
- (ii) the Governments of the countries where there are campuses (i.e. Trinidad and Tobago, Barbados and Jamaica) have sought to gain control over the development of the campuses in their territory as a concomitant of their higher proportional financial investment.

There have been protracted discussions on the restructuring of the institution.

The next implication of these circumstances for the matter at hand is that the introduction of a new element in the form of a FLACSO school could be viewed as a disruptive intrusion by a competitor at a time when integrative action is more highly prized by the existing institution than is independent development. It could be countered that such an attitude would not affect FLACSO which already has credibility as a Latin American organization; but if a base in the Caribbean is to be justified, the organization must have credibility in the Caribbean.

It would seem from the above that the introduction of a FLACSO presence must be co-operative rather than competitive and must be seen to be actively supportive of current needs, blending harmoniously with regional institutions. This is unlikely to be achieved if FLACSO enters the field as a degree-granting institution. Other alternatives must be examined and in the process a clear perception of FLACSO's potential for a contribution to the region must be developed.

#### A FLACSO School as an Affiliated Institution

A feasible alternative to the autonomous degree-granting institution is the creation of a FLACSO school affiliated to an already established institution. The school would, in this approach, conduct teaching and research leading to degrees awarded by the host institution. This arrangement would resemble the type of relationship that exists at present between:

- (a) the Institute of International Relations, Trinidad and the University of the West Indies in respect of the Certificate, Diploma and Master's in International Relations;
- (b) the United Theological College of the West Indies, Codrington College, St. Michael's Seminary and St. John Vianney Seminary on the one hand, and the University of the West Indies on the other in respect of the licentiate and the bachelor's degree in Theology.

In such arrangements the affiliated organisation controls its own staffing, faculties, students, syllabuses and finances. Consensus with the U.W.I. is required on the standards of teachers' qualifications, syllabuses, and examining procedures. In its turn, the U.W.I. grants a degree, diploma or certificate, as appropriate to successful students thereby guaranteeing the quality of the award.

We might look more closely here at the case of the Institute of International Relations. The relationship of the I.I.R. to the U.W.I. is stated in Ordinance 19 of the Ordinances of the U.W.I. The Institute is financed by contributions from the Governments of Trinidad and Tobago, Jamaica, Barbados and Guyana and from United Nations sources. Of the fourteen (14) members of the Board, only three are drawn from the University, the most important being the Vice-Chancellor who is Chairman of the Board. The Institute makes its own appointments using its own procedures except at the level of professor where the prior approval of the U.W.I. is required. Examination of students is conducted by the U.W.I. who also issues the diplomas and degrees. The admission of students is the responsibility of the Institute but the students must be eligible to enter the University before acceptance. In the matter of staff promotions, the U.W.I. conducts the assessment of I.I.R. staff at the request of the Institute. For academic purposes, the I.I.R. is attached to the Faculty of Social Sciences.

It is important to note that not all of the activities of an affiliated organisation need to be subjected to these arrangements. If FLACSO were to seek such arrangement with an agreeable university, FLACSO would retain control over all activities and only be governed by university provisions in areas where it agrees to be so governed. It could still, for instance, grant its own qualifications, if this were desirable, in areas not subject to the agreement mentioned above.

Absence of information on the universities in Suriname and Haiti does not permit definitive statements on the extent to which such arrangements fall within their present structural possibilities. However, the history of both the University of Suriname and the State University of Haiti would suggest that such arrangements are eminently possible. Given that post-

graduate activity at the U.G. is still in its early stages, there is little doubt that that institution would be favourably disposed towards such an arrangement. The question of which of the institutions FLACSO should seek affiliation with is not so much related to the nature of affiliation as it is to other considerations which might be described as related to environment, politics and prestige. These cannot be considered exhaustively at this time but some issues are listed hereunder:

Environment:

- the new physical plant required in the host institution - size and cost;
- the cost of staff recruitment in the country concerned;
- the nature of the new staff that must be sought;
- the state of development of library and support documentary services in relation to the expected needs of the School;
- the size and rate of growth of the pool of potential students;
- the size and quality of the pool of supporting academics.

Political:

- the level of tolerance of the political directorate towards institutions that do not fall under their governance;



- the extent to which the political climate permits free academic enquiry;
- the degree to which non-nationals (both staff and students) would be willing to reside in the host country.

Prestige:

- the extent to which an award of the host institution would have desirable prestige both in the Caribbean and in Latin America.

A further internal issue is posed for FLACSO by this approach to the establishment of the School. FLACSO will have to determine whether independent degree-granting status in Latin America is compatible with a status of affiliation in the Caribbean.

It is worth noting that affiliation to one of the universities would not preclude collaboration with others in the region. Indeed the universities of the English speaking Caribbean and that of Suriname have been discussing the development of a consortium graduate school in the social sciences. FLACSO could continue linkages beyond its own host institution through such a consortium.

The Implementation Process

It has been argued here that an attempt to establish an autonomous degree-granting FLACSO School would at the present time be impolitic and possibly self-defeating. The assertion does not deny that such a development may prove to be ultimately desirable and possibly acceptable to all parties concerned. It is important therefore, that the discussions on alternatives should not prejudice that ultimate possibility. If action on the development of social anthropology must have a target, then that target should be the establishment of an institute affiliated to a suitable university in the region. Yet each of the steps along the way must have its own validity.

A style of approach that would find ready favour would be the following:

1. FLACSO establishes its interest in the field of social anthropology  
This can be achieved by providing funds to selected universities for the teaching of any suitable subject, (e.g. anthropology at the U.W.I. and at the U.G.). The University would then be responsible for the recruitment of staff for the purpose within its normal

procedures and practices and for the use of funds in the establishment of appropriate library collections, post-graduate awards and so forth. The recipient would have to provide the donor with audited accounts of expenditure under the grants provided.

2. FLACSO establishes its bona fides as a competent teaching agency.  
In the first step outlined above, FLACSO simply provided funds. In this second step, FLACSO would provide personnel. FLACSO would recruit persons to its own staff, who, by arrangement with a given university, would teach and conduct research in a selected subject (e.g. musicology). Arrangements of this kind are well known in respect of foreign language teaching in the region. For example, the government of country C where language L is spoken provides a teacher of L at its own expense to teach as a full faculty member a course or courses in L. If the teaching of the subject is not yet established in the host institution, then the design and development of the course would be by mutual agreement between the parties concerned.

An arrangement of this kind, while as applicable as the previous mentioned to the development of undergraduate programmes, is perhaps more appropriate to the postgraduate level. It would allow the development of some study in fields of FLACSO's interest in the host institutions.

3. FLACSO establishes a research programme in social anthropology .  
This third step could complete the preliminaries to the establishment of a school. At the point when the research programme is established a formal seat of FLACSO could be established in the region as its base for research, teaching and funding activity.
4. FLACSO centralizes its teaching and research activities in a single location and seeks arrangements of affiliation to a suitable university.

The approach outlined has the following advantages:

- (i) It permits the development of the image of FLACSO as a co-operator rather than a competitor;
- (ii) It recognises that the universities of the region are already structured to effect the teaching and research tasks and could effect them if adequately funded;
- (iii) It permits mutual assessment of styles of operation by FLACSO and the several universities;
- (iv) It does not interfere with the political component of the existence of the co-operating institutions;
- (v) It permits the evolution of a Caribbean generated dynamic for the direction of work in applied social anthropology.

Since FLACSO is not a funding agency, the first step would not be reasonable. However, FLACSO's involvement in the region might influence other agencies to fill the financial need that Step 1 would have met. This would not change the feasibility of Steps 2, 3 and 4. It should be noted that the pattern does not have to be construed as sequential; it can be viewed as a plan of co-operation rather than an order of implementation.

In order to achieve a worthwhile rate of development of involvement in the region and to ensure the establishment of one school, it is important that a director-designate be appointed with a minimum of delay after a decision to proceed. Such an appointee must be acceptable within the region both academically and politically.

#### A Programme for the Graduate School

It may be somewhat premature to attempt design of a programme for the proposed graduate school but we can state the range of research and teaching interests that can be proper to it.

1. Social anthropology - theory, methods, field techniques, applications;
2. Sociolinguistics - theory, methods and techniques, applications to Caribbean problems;
3. Pedagogy for plurilingual and multicultural societies - theory, methods and techniques;
4. History of the Caribbean;
5. Human geography of the Caribbean and related areas;

6. Caribbean culture (lore, religion, plastic and performing arts, musicology, national languages).

### The Product of the Graduate School

The manner in which the six areas outlined above can be expanded and made to interlock can be better appreciated by reference to the types of tasks for which its graduates might be trained. The list provided here is illustrative rather than exhaustive and is not hierarchically organised.

1. Academic Community:

Research and teaching at undergraduate and post-graduate levels.

- ii. Formal education system (secondary and A' Level):

1. Teaching of contemporary Caribbean history and culture to school aged population.
2. Teaching of human geography and environmental issues with special emphasis on island societies.
3. Participation in the production of text books and educational aids:

- iii. Non Formal Education:

- A. General Cultural Development

1. Participation in literacy and post-literacy programmes for multicultural and plurilingual societies.
2. Participation in programmes of cultural animation, of stimulation of cultural identity and cross-fertilization.
3. Participation in programmes of museum development [including casas de cultura and village festivals as seasonal living museums] and in the development of support services for disseminating science and technology, in plurilingual and multicultural societies.

- B. Organization of short-term national and regional campaigns.

2. Dissemination of general information in national languages - news of national, regional and international character.
3. Participation in the preparation of campaigns or programmes relating to constitutional rights and duties of the citizen, workers' education, and legal framework for employment.
4. Similar participation in activities relating to family life, education women and children's rights, monitoring and reporting population data [death, birth, epidemic and endemic diseases].
5. Training in dealings with national and foreign administrative machineries in such fields as trade relations, migration.
6. General economic development and vocational training.  
Participation in information programmes for agricultural production and rural development.  
Description of seasonal economic opportunities such as those linked with popular festivities.

#### IV Social Engineering:

Development of forms of social articulation compatible with the mobilization of available human resources and self-reliant management (cf. Strategy for the Caribbean countries during the Third Development Decade, pp. 14 and 15)

#### Conclusions

The study advises as follows:

1. That the establishment of a FLACSO Graduate School of Social Anthropology is desirable both from an academic and a developmental point of view.
2. That the School should be established as a collaborative rather than a competitive venture with the universities of the region.
3. That one of the more acceptable procedures might be to seek affiliation to one of the institutions.
4. That early appointment of a director-designate of academic standing and political acceptability is desirable.

1. Participation in programmes of environmental conservation.
  2. Participation in programmes of disaster preparedness and rehabilitation.
  3. Participation in campaigns of public health and basic services.
- C. Organization and conduct of programmes of social mobilisation, rural development and reduction of cultural marginalisation.
1. Participation in programmes specially oriented towards sectors of the population who do not usually function in official languages.

SECTION THREE

FINANCIAL OBLIGATIONS OF MEMBER STATES

AND ADDITIONAL INFORMATION

Elaborated with data provided  
by the FLACSO Secretariat

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10

10/10/10



### SECTION THREE

The following states are parties of the intergovernmental agreement establishing FLACSO:

Mexico	Panama
Ecuador	Bolivia
Costa Rica	Nicaragua
Cuba	

Their ordinary contributions amount to US\$10,000 (Ten thousand US dollars) per annum, with the exception of Mexico which contributes ten times this amount. Moreover, supplementary contributions to service the headquarters are negotiated with the member countries in which these headquarters are located. These supplementary contributions are at present:

Mexico	US\$970,731
Ecuador	350,000
Costa Rica	30,000

#### Legal Implications and Diplomatic Immunities

Generally speaking, the headquarters are granted privileges similar to those offered by the Government of Costa Rica to the FLACSO Secretariat; these are the same as the privileges and immunities enjoyed by the United Nations specialised agencies.

#### Graduates of FLACSO by Nationality<sup>\*/</sup>

Country	Number	Country	Number
Argentina	147	Estados Unidos	12
Brazil	60	El Salvador	12
Bolivia	30	Guatemala	12
Colombia	26	Haiti	17
Costa Rica	14	Honduras	3
Cuba	16	Mexico	78
Chile	135	Nicaragua	8
Ecuador	37	Panama	16

<sup>\*/</sup> The present promotion at the Mexico Headquarters is not included. Ninety per cent of the students have had scholarships.

Country	Number	Country	Number
Paraguay	11	Espana	4
Peru	29	Puerto Rico	7
Republica Dominicana	9	Trinidad and Tobago	1
Uruguay	26	Belgica	1
Venezuela	15	Holanda	1

Sources for Financing an eventual Caribbean Headquarters

A strong support from a prospective host country and the rest of the CDCC member governments would assist in obtaining financial assistance from inter alia: United Nations Development Programme(UNDP), Swedish Agency for Research Co-operation with Developing Countries (SAREC), International Development Research Centre (IDRC), United Nations Educational, Scientific and Cultural Organization (UNESCO), Canadian International Development Agency (CIDA), and the Government of the Netherlands.

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COURSES RELEVANT TO THE TEACHING OF  
APPLIED SOCIAL ANTHROPOLOGY

University of the West Indies

Sociology Courses

SY103 Introduction to Sociology

The concepts and terminology of sociology, functional prerequisites of a society; communications, economy, social control, family and socialization, religion, education; division of labour, types of social solidarity. Rationality in social action; social classification and the concept of development. Types of societies.

SY221 Anthropology of the Peoples of the Caribbean

Concept of culture; culture and society; cultural change. Cultural background of ethnic groups in the Caribbean; indigenous peoples, West African civilization, Indian civilization, ethnic minorities, Euro-American culture-transfer and change of the preceding in Caribbean settings; problems of multi-cultural societies.

SY222 Methods of Social Investigation

Scientific method, statistical analysis, survey techniques and analysis, methods of field study, data processing.

SY223 Comparative Social Systems

Comparative sociology of developed industrialized societies; stratification, education, family, bureaucracy, law, social control, deviance, ideology and belief systems, political and economic systems, etc.

SY224 Social Administration

Structure of Caribbean societies in relation to problems of development; planning and policy formation in developing societies with special reference to the Caribbean, social services, social policies, social security, labour legislation, social insurance, government policy on voluntary associations and institutions.

SY225 General Psychology

The domain and range of psychology, psychology as a science; learning motivation and perception, human development, evolution of behaviour, psychopathology and psychotherapy, history of psychology.

(ii)

SY226 Social Anthropology

Theory, methods, development and applications of social anthropology; social organization of tribal and peasant societies; social structure and social change; examination of "primitive cultures" for general principles of social and cultural organization.

SY366 Caribbean Social Structure

Comparative analysis of Caribbean societies, historical, economic, demographic, racial and cultural conditions; current problems, regional associations, development, integration, change.

SY367 Sociological Theory

Development of sociology since Comte; biology and social theory; psychology in sociological explanations; anthropological and historical data in sociology; value and limitations of the comparative method, classification of social aggregates and institutions; analysis of social processes; concept of culture and civilization; theories of social development, arrest and decay; nature of sociological generalizations.

SY368 General and Social Psychology

Relations between sociology and psychology; self-regarding and other regarding elements in human nature; sympathy, co-operation, competition, aggression; social factors in personality formation; psychological analysis of group structure; group sentiments and group consciousness; theories of group mentality; public opinion and its formation; methods of investigating public opinion; suggestion, propaganda; group differences in intelligence; heredity and environment; psychology of family relationships; psychological aspects of property.

SY370 Demography

Sources and reliability of population statistics; the statistical study of mortality, nuptiality, fertility and migration; the life table and its applications; factors influencing age structure; history of world population growth; demographic development in selected regions; population policies and theories.

SY371 Sociology of Development

Analysis of concepts of primitive, underdeveloped, industrialized, in relation to social structure; institutional factors in economic life and growth; social factors in economic development, social control of economic life; role of the state in industrial and developing societies; impact of development on social institutions. Social changes accompanying the integration of subsistence and peasant societies; effects of this process on social institutions, family life; authority structures; study of selected contemporary societies.

SY372 Rural Sociology and Urban Studies

Rural systems, rural societies, subsistence economies; migration patterns; peasant, subsistence and small scatter cultures; land tenure systems; community organization and development; leadership structures; rural political and social movements; settlement patterns, internal marketing systems; research techniques in rural and community studies.

SY374 Industrial Sociology

Major conceptual orientations; approaches to the sociological study of industrial phenomena; application of development principles of sociology to the industrial mode of production; industrial phenomena in the Caribbean.

SY375 Criminology

Concepts of delinquency, crime, deviance, interpretation of criminal statistics; sources of deviance; early theories; crime and the family; crucial areas; sub-cultures; philosophy of sentencing; types of sentence; offenders in institutions, in the community; delinquency prevention.

SY376 Sociology of Occupations and Professions

Sociological analysis of occupations and professions, process of professionalization; occupational choice, career patterns, occupational associations, skills, specializations; education for specialized occupations and professions, sex-role differentiation, employment relationships.

SY382 Social Psychology

Theories and outcomes of the socialisation process; models of social psychological research, psychological inputs to the formation of society; social motives, attitudes, formation and change, the nature of prejudice and aggression, group dynamics; range and technology of social psychology.

SY383 Sociology of Education

Effects of metropolitan influences on Caribbean education, relationship between education and society; education and social change; the role of education in decolonialisation.

History Courses

H101 Foundations of New World History

Amerindian cultures about 1500 AD; impact of European invasion on Amerindian societies 1500-1670; early colonial society in the Americas (16th century); Americas in the 17th century; Africa and the New World; growth of the plantation economy; other types of colonial economy in the New World; emergence of creole communities; instability in colonial America around 1750.

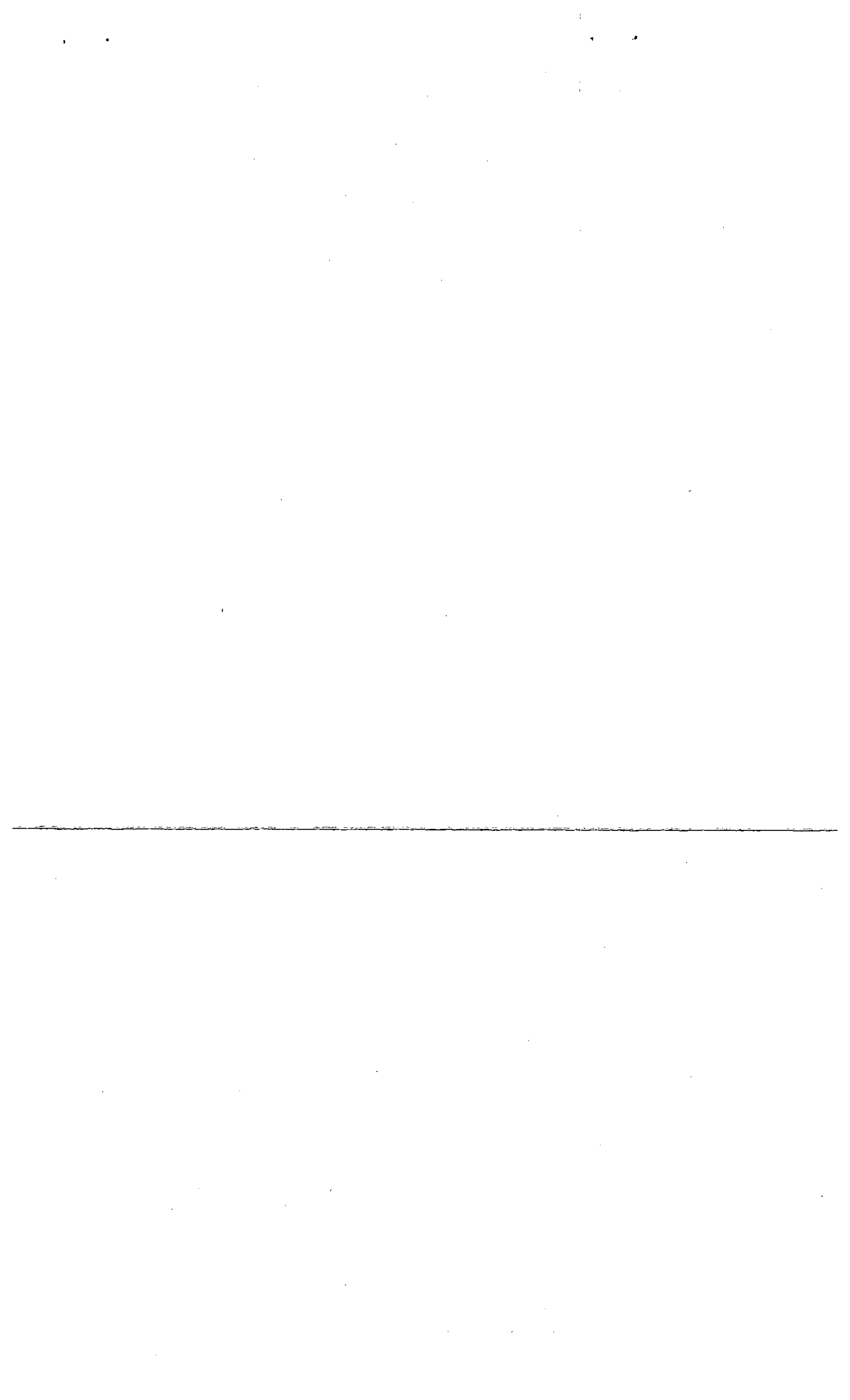


REGISTRATIONS FOR COURSES RELEVANT TO THE FIELD  
OF APPLIED SOCIAL ANTHROPOLOGY

University of the West Indies

	1976 - 77			1977 - 78			1978-79			1979 - 80			1980 - 81			1981 - 82		
	M	CH	SA	M	CH	SA	M	CH	SA	M	CH	SA	M	CH	SA	M	CH	SA
SY103: Introduction to Sociology		145	277	387	180	251			262	419	171	300	496	225	373			380
SY221: Anthropology of the Peoples of the Caribbean				97		18				70			103					
SY222: Methods of Social Investigation		15	18	40	17	10			10	18	40	15	18	33	17			29
SY223: Comparative Social Systems				54						43		15	48		*			*
SY224: Social Administration 1				33						38			39					
SY225: General Psychology			60			72			64			93			85			111
SY226: Social Anthropology																		
SY366: Caribbean Social Structure		47	36	51	33	22			20	43	46	23	34		16			26
SY367: Sociological Theory		15	17	20	11	19			22	17	25	23	17	21	27			16
SY368: General and Social Psychology				55						56			72					
SY370: Demography			2	19					3	17		4	9					
SY371: Sociology of development		24	12	24	22	17			10	35	18	13	20	24	8			11
SY372: Rural Sociology and Urban Studies																		
SY374: Industrial Sociology			10						19			5			6			7
SY375: Criminology			14			20			15			29			31			48
SY376: Sociology of Occupations and Professions													8					
SY382: Social Psychology			24			36			44			45			58			51
SY383: Sociology of Education		16			19				26		23	16		28	11			5
H101 : Foundations of New World History										136	85							
H201 : History of the W.I since 1750										102	43							
L230 : Introduction to Sociolinguistics	21		15	32		8	27			46	45	5		38				
L321 : Caribbean Dialectology	12	7	8	6	10	7	2			13	21	7	NO REPORT	35	NO REPORT			

\* Not offered



COURSES RELEVANT TO THE TEACHING OF  
APPLIED SOCIAL ANTHROPOLOGY

University of Guyana

Sociology Courses

SOC 100 Elements of Social Structure (lectures 60 tutorials 30)

The discipline of Sociology: Growth/history; the substance; selected theories - structural functionalism, conflict, power-dependency.

Basic concepts: Social Behaviour, social action, social groupings and institutions; social organisation and dis-organisation; social structure; socialisation.

Economy: property; the business corporation; industrial behaviour.

Policy: formal organisation, political participation, political systems.

Education: functions, the school as a social system.

Family: Functions, structure.

Religion: Religious beliefs and ritual: religious groups; religion as an agent of social control.

Stratification: Social differentiation, class, status, power castes, social mobility, social change; social problems.

SOC 204 Social Science Methodology (lectures 60, tutorials 30)

The scientific method, sampling theory, survey techniques, questionnaire and interview schedules, case study techniques, measures of sample error, observational techniques, attitude measurements, content analysis, projective techniques, organisation and analysis of data, coding card punching, sorting, the use of computers, the presentation of findings.

SOC 207 Social Psychology

The major emphasis in this course is on the Sociological tradition in social psychology.

Using the perspective of symbolic interactionism the following topics are considered: Socialisation and the development of self theory; role theory; reference groups; game theory; the social psychology of domination.

SOC 211 Classical Sociological Theory (lectures 60, tutorials 30)

Systematic introduction into the works of the early Sociological Theorists - Comte, Spencer, Durkheim, Weber, Marx, Pareto, Sorokin, Simmel, etc. Some of the major theorists e.g. Durkheim, Weber, Marx, etc..are investigated in some detail and attempts are made to relate some aspects of their theories to the analysis of Guyanese society.

SOC 303 Sociology of Education

This course takes an unorthodox approach in examining at both the macro and micro levels, the interrelationship between education and the social structure. The various problems are examined within the Caribbean and Third World context. Areas covered in the Course include: The field, scope and methodology of Sociology of Education; the relationship between education and the social structure; education and occupational mobility; education and economic development; the integrating or homogenizing function of education; the function of education in the processes of modernization and social change; the school as a social system.

SOC 304 Criminology (lectures 60, tutorials 30)

Examination of concepts; delinquency, crime, deviant. The criminal law and its function. Interpretation of criminal statistics. The study of the cause of crime and delinquency; crime and the family, criminal areas, sub-cultures. The study of society's reaction to crime and delinquency; philosophy of sentencing; types of sentencing.

The penal system: offenders in institutions, offenders in the community. Delinquency. Preventive measures.

SOC 305 Social Policy, Legislation and Administration (lectures 60 tutorials 30)

Social Policy, Administration and Legislation are inter-related in one course which examines these areas with respect to governmental and non-governmental programmes directed towards the betterment of individuals, families and groups and the administrative arrangements for the utilisation of resources in services to the community or towards community arrangement and legislature. Provision is made with respect to social Welfare Services as well as services such as education, health, housing, social security, recreation, social defence and social security. The programme includes an examination of existing policy and practice, and indications for future development to meet new needs.

SOC 306 Modernisation and Social Change (lectures 60, tutorials 30)

Theories of social change. Evolution, development, the concept of progress. Unilinear theories of change. Functional theory of change. Dynamic analysis of change; Society as a tension-management system. Change as adjustment to environment.

Characteristics of social change, temporal and spatial. Planned change, or change as a consequence of deliberate innovation. Technology and social change. Theories of Imperialism and the world system. Dependency theories. Convergence and divergence among industrialised societies. Social change and development, economic development, modernisation education, rural reform. Demographic changes, models of demographic change. Industrialisation and urbanisation. Concomitants and consequences, mobility, the family industrial community in urban areas education, communication, interest groups, associational and recreational activities.

SOC 310 Comparative Social Institutions (lectures 60, tutorials 30)

In contrast to an evolutionary or Weberian perspective usually adopted by some social scientists in the comparative analysis of socio-cultural institutions both within and between societies, the theoretical focus of this course is on Dynamic Structuralism which is a conflict approach having its origins in the writings of Marx. In this course, the comparative study of institutions is attempted from two analytical dimensions:

An attempt is made to compare and analyse the interrelationships among socio-cultural institutions within a society.

An attempt is made to compare and analyse the functions of specific institutions or processes across different cultures/societies in a context of socio-cultural change.

SOC 311 Contemporary Sociological Theory (lectures 60 tutorials 30)

This course is a continuation from SOC 211 - Classical Sociological Theory, Areas covered in SOC 311 include: The nature of sociological theory; theoretical explanations relating to "the problem of order;" symbolic interaction theory; ethnomethodology; phenomenology; dependency theory.

SOC 312 Industrial Sociology

Introduction to Industrial Sociology; Theoretical Interpretations of the Development of Industrialisation, Contract and the Division of Labour; Organisational Theories; Behaviour in Organisations; Worker Participation and Worker Control; Industrial Relations with special reference to Guyana Patterns of management - employee relations.

SOC 400 Caribbean Social Structure (lectures 60, tutorials 30)

The Plantation as the origin of Caribbean society, stratification and social mobility, pluralism, racialism, family structure; range and variations; educational development in quantitative and qualitative terms; educated elites - their social role. Bureaucratic organisation with particular reference to post-independence strains. Social aspects of political and economic development.

SOC 401 Applied Sociology (tutorials 60 hours)

This course deals with the application of sociological theories and techniques to the study of social phenomena: Examination is through the presentation of a substantial long paper.

Linguistics Courses

ENG 204 Creole Language Studies (150 hours;field sessions)

Theories of the origin and development of Pidgin and Creole languages;survey of pidgins and creoles; grammatical and lexical affinities of creoles; problems of historical reconstruction; the notion of system in creole languages; some social forces and some social functions of pidgin and creole languages;pidgins- Neo-Melanesian Pidgin, West African Pidgin English; Guyanese Creole;some Atlantic Creoles;some Creolese writers; creole language field work.

ENG 210 Oral Traditions (120 hours;field sessions)

Definitions of folklore; the major published folklore tools; the history of folklore scholarship;techniques of collecting and classifying traditional materials and the relationships between folklore and literature; a survey of Guyanese and Caribbean oral traditions discussion of riddles, folktales, proverbs, myths, jokes, songs etc.

ENG 301 Descriptive Linguistics (120 hours)

This course is designed to give students the tools to describe a language or part of a language, and any special dialects or styles used by its speakers. Towards this end, students will explore practical problems in the description of the phonology, morphology, syntax and semantics of different varieties of language.

ENG 405 Sociolinguistics (120 hours)

A basic assumption behind this course is that language is a form of social behaviour and as such the study of language phenomena is most meaningfully conducted within a framework which permits the students to see the continuous interplay between linguistic behaviour and other forms of social behaviour.

The sociolinguistic ideas to be considered in this course will be discussed with reference to many societies, but wherever possible the main focus of attention will be on sociolinguistic patterns in Guyana.

ENG 408 Amerindian Linguistics (120 hours; field sessions) (pre-requisite; ENG 301)

**Synchronic:**

Synchronic: general phonological, morphological and syntactic characteristics of some Amerindian languages in Guyana; comparative studies of Amerindian languages both within and outside of Guyana; socially constrained linguistic variations particularly in phonology; the interplay of language and culture among Amerindians in Guyana.

Diachronic: linguistic processes in the evolution of some modern Amerindian languages in Guyana from their proto systems; linguistic motivations for divergencies in sister Amerindian languages in Guyana; linguistic tendencies in Amerindian languages in Guyana.

History Courses

HST 200 History of the West Indies (90 hours)

A study of the main developments in the history of this region. Special consideration is given to the nature of the confrontation between the European and indigenous peoples, among the Europeans themselves, the plantation system and slavery, indentured immigration, political developments and emergence of independent states, and attempts at regional integration.

HST 201 A comparative study of slavery (90 hours)

Emphasis is on the sociology of slavery, but lectures and essays will be required on the slave trade and its abolition, the anti-slavery movements and their literature and the legal, political and constitutional implications of slavery.



REGISTRATION FOR COURSES RELEVANT  
TO THE FIELD OF  
APPLIED SOCIAL ANTHROPOLOGY, 1981 /82

University of Guyana

SOC	100	Elements of Social Structures	169
SOC	204	Social Science Methodology	31
SOC	207	Social Psychology	26
SOC	211	Classical Sociological Theory	29
SOC	303	Sociology of Education	not available
SOC	304	Criminology	28
SOC	305	Social Policy, Legislation and Administration	20
SOC	306	Modernisation and Social Change	18
SOC	310	Comparative Social Institutions	25
SOC	311	Contemporary Sociological Theory	21
SOC	312	Industrial Sociology	5
SOC	400	Caribbean Social Structure	18
SOC	401	Applied Sociology	14
ENG	204	Creole Language Studies	5
ENG	210	Oral Traditions	7
ENG	301	Descriptive Linguistics	11
ENG	405	Sociolinguistics	1
ENG	408	Amerindian Linguistics	not available
HST	200	History of the West Indies	75
HST	201	A Comparative study of slavery	not available

