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NOTES TOWARDS A FEASIBILITY STUDY ON THE ESTABLISHMENT OF A FLACSO GRADUATE SCHOOL OF APPLIED SOCIAL ANTHROPOLOGY

Submitted by

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PART 1

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

No account is here taken of the College of the Virgin Islands which is locked into the United States systems and hence falls outside possible participation in FLACSO activities. Similarly, not considered are the Centre Universitaire Antilles-Guyane, which conducts only partial preparation towards metropolitan French university qualifications, and the limited tertiary education facilities available in the Netherlands Antilles. According to available documents the only aspect of the available training that is equivalent to a degree programme would be the three-and-a-half year programme in Business Administration.

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 under-graduates. 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 univeristy 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 appointed have to be approved at that level as well.

The Organisation of Undergraduate Programmes

Both the U.W.I. and the U.G. stand at the top of the 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 profesisonal 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 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.

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 Bacheller 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 other courses. 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.

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 the 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 course offerings 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.

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 and 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 humani-
ties, 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 persistance 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 suffucient 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.

Post graduate 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
over the cost of a core staff, and by grant income related to the
conduct of specific projects. It is occasionally able to grant research
to staff of other related departments to permit them to be
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.

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 univeristies. 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 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 shear 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 develop-
ment of the campuses in their territory as a
concomitant of their higher proportional financial
investment.

There have hence 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 examing 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.

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 postgraduate 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   fe nce 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 develop-
ment 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,
    postgraduate 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 institu-
    tion, 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 implementa-
tion.

     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.

I. 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

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.

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 Develop-
ment 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.

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UNIVERSITY OF GUYANA.   Bulletin 1981/82

H201   History of the West Indies since 1750

        Introduction to society and slavery in the West Indies, development
of plantations, European rivalries in war and trade in the West Indies; French
Revolution in the West Indies; breakdown of the old regime. Land, labour,
capital and government in the British and French West Indies post-
emancipation. Sugar, slavery and politics in Cuba up to emancipation;
the effects of emancipation in Cuba; development of independent states in
the 19th century; the American presence; survival of the old colonial
system in the 20th century West Indies; new forces challenging the old system.

Linguistics Courses

L230   Introduction to Sociolinguistics

        Relationships between linguistic structure/behaviour and other
social and social psychological factors; language situation, language functions,
language planning; sociolinguistic profiles of Caribbean territories,
field techniques.

L321   Caribbean Dialectology

        General introduction to dialectology; language history of the
Caribbean and its relationship to contemporary language phenomena; dialect
    .on in the Caribbean.

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 pre-requisites
of a society; communications, economy, social control, family and sociali-
zation, 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   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.

SY226 Social Anthropology

Theory, methods, development and applications of social anthropology; social organisation 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; heridity and environment; psychology of family relationships; psychological aspects of property.

SY370 Demography

Sources and reliability of population statistics; the statistical
study of mortality, nuptiality, ferlity 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.

SY370 Sociology of Development

Analysis of concepts of primitive, underdeveloped, industrialized,
in relation to social structure; institutional factors in economic '''
and growth; social factors in economic development, social ''
economic life; role of the state in industrial and developing .....
impact of development on social institutions. Social changes acco.......,.
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;
social political and social movement; 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, intrepretation of criminal statistics; sources of deviance; early theories; crime and the family; criminal 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, relation-ship between education and society; education and social change; the role 'on in decolonialisation.

History Courses

H101 Foundations of New World History

Ameridian 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.