



**Department of Political Science and International Relations**

**MA COURSE**

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**POLS 532 – MODERNISATION AND SOCIAL CHANGE**

**Teaching Staff**

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## **Course Description:**

*Fifty years ago, the globe was neatly divided into three areas: the First World of liberal-democratic industrial capitalism, the Second World of Soviet-style socialism, and the Third World of so-called developing countries. Within the First World, there was a clear view about how to understand the present of the time. The First World only was composed of 'modern societies', which were superior to all others because they had institutionalized freedom and had developed an institutional differentiation according to functional needs. In this view, the Second World societies had embarked on an erroneous path which they could only maintain at the risk of perishing in the system competition with the First World; and the societies of the Third World were in the process of following the First one in the processes of 'modernization and development'... But this is no longer our time – and arguably no longer our modernity. The world has changed considerably and much beyond the sociological imagination of anyone writing in the 1960s.*

*Wagner, Peter. Modernity: Understanding the Present.  
(Cambridge: Polity, 2012), p.1-2*

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'Modernity', 'modernisation', 'development' and 'social change' are four of the most commonly used organising theoretical-interpretative devices with a particularly untidy and unruly history. It is commonly said that we live in a modern age, but what does 'modern' mean and how can a reflection on 'modernity' help us to understand the world today?

Modernity was based on the hope for freedom and reason, and it created the institutions of contemporary capitalism and democracy. How does the freedom of citizen relate to the freedom of the buyer and seller today? And what does dissatisfaction with capitalism and democracy entail for the sustainability of modernity?

Rather than a single model of modernity, contemporary scholars are beginning to suggest that there is now a plurality of forms of modern socio-political and economic organisation across the world. What does this entail for our idea of progress and our hope that the future world can be better than the present one?

All nuance and broadening notwithstanding, our concept of modernity is in some way inextricably tied to the history of Europe and the West. How can we compare different forms of modernity in a 'symmetric', non-biased or non-Eurocentric way? How can we develop a comprehensive, objective and inclusive understanding of modernisation and all the processes it entails?

These are some of the questions that we will set out to answer in this course.

'Theory wars' refers to the competing paradigms of thinking and studying that shape various disciplines of social sciences such as international relations and political science. Rather than being perceived in a negative light, theory wars are usually taken by scholars as a crucial sign that demonstrates the growing maturity of a field of study. As with many other disciplines and sub-fields, modernisation studies have been characterised by theory wars since its inception in the late 1940s.

### **The First Debate**

The field of modernisation studies officially entered the discipline of political science within the US and UK-based universities of post-World War II years. Throughout the 1950s and early 1960s, the field was dominated by Western scholars and their arguments which we now collectively refer to as the '**classical modernisation theory**'. In the late 1960s, the hegemony of classical modernisation theory was challenged by the '**dependency theory**' – developed mostly by Latin American scholars such as Andre Gunder Frank. In the 1970s, the '**world-system theory**' was put forward by several scholars, most prominent of them being Samir Amin and Immanuel Wallerstein. During the Cold War years, a fourth alternative school that originated in a variant of Marxist theory criticised all the other theories, offering the so-called '**imperialist industrialisation thesis**'.

Most of the scholarly debates during the Cold War years occurred between the adherents of the four theories mentioned above, yet a highly influential new approach came close to establishing hegemony over the field in the 1980s and 1990s – the '**neo-modernisation theory**', which was based on a new interpretation of the classical modernisation theory. Throughout the 2000s and most recent years, the neo-modernisation continued to gain followers among academics who applied its hypotheses on numerous country cases and time periods, but new challenges also began to rise – sparking an emerging debate that we may soon start to define as a 'second debate'.

### **The Emerging Second Debate**

Today, the dominance of neo-modernisation theory is under attack by four approaches that are just beginning to enter the realm of modernisation studies, even though all have already established themselves in other disciplines such as sociology or anthropology or international relations or literature: **the 'multiple modernities paradigm'; 'post-**

**colonialism’; the ‘uneven and combined development theory’; and the ‘neo-Gramscian social theory’.**

In this course, the strengths and weaknesses of all these theories will be comparatively assessed. Furthermore, their hypotheses will be tested on country cases selected both from the Western world (e.g. Britain, France, USA and Germany) and the non-Western world (e.g. Japan, China, India, Turkey, Egypt, Cuba).

The main strength of all the theories of modernity are derived from their ability to comprehend the modernisation experiences of various country cases, therefore the application of these paradigms on empirical studies will form a highly crucial part of our course.

The course will have four main objectives:

- to concisely explain the political context under which the various theories of modernity have emerged over time,
- to highlight the intellectual origins of the theories that shaped the studies of modernisation and social change,
- to critically study the arguments, hypotheses and explanatory models offered by the theories of modernity,
- and finally to question the validity of the theories of modernity through empirically applying their arguments on several country cases.

## Assessment and Marking Criteria:

The course is assessed by means of three assignments:

- 1) Research Essay ( 50%)
- 2) Student Presentations ( 30%)
- 3) Presentation Hand-out Papers and Attendance ( 20%)

### Grading Scale of the University

AA	4.00	90-100 %
BA	3.50	85-89 %
BB	3.00	80-84 %
CB	2.50	75-79 %
CC	2.00	70-74 %
DC	1.50	65-69 %
DD	1.00	60-64 %
FD	0.50	50-59 %
FF	0.00	0-49 %

#### 1- Research Essay (50%)

For the essay, you are required to write a 5.000-word academic article on a subject of your choice from the list provided by the lecturer (**see the list on page 10 of this booklet**). **THE DEADLINE FOR THE DELIVERY OF THE ESSAY TO THE LECTURER WILL BE THE LAST CLASS OF THE TERM.**

If you think that you will be unable to submit the essay by the deadline, you should consult your lecturer as soon as possible. We will not accept any requests made on the day of deadline.

You will be expected to demonstrate understanding and in-depth knowledge of the topic by writing a strong and clear argument in the form of tightly structured essay. You will be given a selection of essay questions to answer and you will be required to select one question to answer in essay form. The essay must be written in formal prose, and include full references/documentation/bibliography. The maximum limit of 5.000 words includes everything except the bibliography at the end which lists the details of all the sources that were used.

The essay is designed to reflect the content of the course. It is a way of assessing your acquisition of important intellectual skills such as the selection and application of appropriate concepts and tools to support your knowledge and understanding in answering a specific question in limited time.

The essay gives you the opportunity to show your ability in researching material and sources beyond the reading list and analysing and applying a wide-range of knowledge to produce a critical assessment of a theory or theoretical issue. Essay is therefore more than a description of competing views on a subject; this knowledge is instead utilised to develop a coherent argument that mediates between different accounts and approaches highlighting key differences, strengths and weaknesses to produce a positive conclusion. The essays are the most crucial component of the course and are the primary method to assess your progress during the course.

ENSURE THAT YOUR ESSAY COVER PAGE INCLUDES YOUR NAME, THE COURSE NAME, ESSAY TITLE, DATE AND WORD COUNT.

PLEASE MAKE SURE TO STAPLE YOUR ESSAY BEFORE HANDING IT IN THE FINAL CLASS OF THE TERM TO YOUR LECTURER.

Word limits exist in order to ensure equity in the marking of assessed work. They are to be adhered to strictly.

The word count should **include**: all text, all footnotes, all appendices, and all tables and diagrams estimated in terms of the number of words which would fill the same space.

The following should **not be** included in the word count: the bibliography, pictorial illustrations, the title page, any acknowledgements or non-substantive preface. The word count is to be done using the facilities of a word-processing program such as *Microsoft Office Word*, or if a word processor has not been used, by hand. The **exact** number of words indicated by the count should be stated in the cover page.

Essays must be printed with the main text in a 12-point font with double line spacing. Footnotes may be at a reduced font size (minimum 10-point) and may be single spaced. Page margins should be approximately 1 inch (2.5 cm) top and bottom and 1.5 inches (4 cm) on each side. These requirements are to ensure readability and to enable the marker to make a rough check that the word limit has been complied with. Failure to meet these requirements may result in a marking penalty and is likely to induce a manual word count by the marker.

References should be noted in footnotes. If you are in doubt or need assistance to correctly organise your references and bibliography, please contact your lecturer. The lecturer is responsible for guiding you on this matter and will provide you samples from academic essays.

### **\*Plagiarism**

Plagiarism (“intihal” in Turkish) occurs when you copy or summarise someone else’s work without clear and accurate acknowledgement of what you have borrowed and from where. When you submit work, whether an essay, project or dissertation, you are claiming to be its author. This means that it consists of your own ideas and is written in your own words, except where you specifically indicate other sources.

Students must not claim others’ (including other students’) work as their own. Doing so is a form of cheating. In addition, students must make every effort to avoid plagiarism arising out of defects in note-taking, attribution of sources and presentation of work. Ensure that all submitted work uses a proper referencing style. ***Ignorance of the requirements for proper referencing and attribution does not constitute a defence against an accusation of plagiarism.***

Any concerns about proper referencing must be brought to the attention of the relevant lecturer before work is submitted.

Allegations of plagiarism are dealt with initially by a panel convened by the Board of Examiners of the degree programme concerned, and conducted in accordance with Istanbul 29 Mayıs University regulations. In extreme cases, plagiarism may be classed as a dishonest practice. **Proven cases of plagiarism will form part of a student's record.**

## **2- Student Presentations (30%)**

For the first five weeks of the course, the lecturer will give all presentations. These can be seen as a useful guidance on how to deliver academic presentations. From the sixth week onwards, there will be presentations prepared by students based on the readings that will be sent by the lecturer. **Please see the "list of seminars" on page 9 of this booklet to choose your presentation subjects.** Each Master's course student is required to deliver two presentations over the academic term. Each presentation will affect 15% of your final mark, three presentations collectively totalling up to 30% of your mark.

The lecturer will email you readings to assist your presentation preparation. Based on these readings, you will be required to prepare informative *Powerpoint* slides and orally deliver a presentation.

Gaining self-confidence and improving your public speaking skills through delivering presentations are crucial elements of the Master's program. These skills will greatly benefit you in your future occupations and/or academic studies.

## **3 - Presentation Hand-Out Papers and Attendance (20%)**

It is compulsory to attend every class according to university regulations. If there is any reason that will prevent from attending, you should inform the lecturer as soon as possible with a properly explained excuse. **If you do not attend three classes over the term without an excuse, you will fail the course** and will be forced to re-take it again in order to complete your Master's degree.

Before every seminar class, the lecturer will send you a number of readings that you will be required to read before the next class. Based on these readings, it is compulsory for you to engage in seminar discussions in the class.

On the day of your presentation, please print and bring enough copies of a summary of your presentation to be distributed to the lecturer and your class-mates. These 500-1.000 word summaries of your presentation enable the lecturer and the rest of the class to easily track your presentation and it also allows you to demonstrate your cognitive and writing skills.

**Attendance, class performance and presentation hand-out papers will collectively affect 20% of your total mark for the course. It is the prerogative of the lecturer to evaluate the quality of your class performance and the skills you demonstrate in your hand-out papers.**

## Optional Sources and Background Reading:

This course is not textbook based. There are notable textbooks available on the subject of modernity, however most of them are quite old, do not cover the recent advances in the field and have become obsolete as a result. Therefore, the course will be effectively managed through distribution of articles and brief book chapters. The lecturer is responsible for this and you are not required to engage in any research for materials other those that will be provided to you.

Nevertheless, below are some of the books that are highly relevant to our course and they will be mentioned regularly throughout the term:

Alvin Y. So. *Social Change and Development: Modernization, Dependency, and World-System Theories*. Newbury Park and London: Sage Publications, 1990.

David E. Apter. *Rethinking Development: Modernization, Dependency, and Postmodern Politics*. Newbury Park and London: Sage Publications, 1987.

Shmuel N. Eisenstadt (editor). *Multiple Modernities*. London: Transaction Publishers, 2002.

Berch Berberoglu. *The Political Economy of Development: Development Theory and the Prospects for Change in the Third World*. New York: State University of New York Press, 1992.

W. W. Rostow. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press, 1960.

Samuel P. Huntington. *Political Order in Changing Societies*. New Haven and London: Yale University Press, 1968.



## List of Seminar Subjects:

Week 1: Introduction – What is Modernity?

### The First Debate

Week 2: Classical Modernisation Theory

Week 3: Dependency Theory and Modernity

Week 4: World-System Theory and Modernity

Week 5: Neo-Modernisation Theory

Week 6\*: Imperialist Industrialisation Thesis

### The Second Debate

Week 7\*: Multiple Modernities Paradigm

Week 8\*: Post-Colonial Approaches to Modernity

Week 9: Uneven and Combined Development Theory

Week 10\*: Neo-Gramscian Social Theory

### Comparative Study of Country Cases

Week 11\*: Western Cases (Britain, France, Germany, USA etc.)

Week 12\*: Non-Western Cases (Middle East and North Africa; East Asia; South America or Sub-Saharan Africa)

Week 13\*: Non-Western Cases (Middle East and North Africa; East Asia; South America or Sub-Saharan Africa)

Week 14\*: Non-Western Cases (Middle East and North Africa; East Asia; South America or Sub-Saharan Africa)

## List of Research Essay Questions:

\*(you are required to choose only one question from the list below)

1. A distinguished classical modernisation theorist, W. W. Rostow, devised an intricate analysis of development and economic modernity with his concept of the “take-off stage”. Elaborate on the *merits* and *shortcomings* of his framework of modernisation.

2. Francis Fukuyama, Samuel P. Huntington and other neo-modernisation theorists believe that “the final stage of human civilisation” is the establishment of liberal democratic regimes. Do you agree with their view that all human societies will one day build democratic regimes or is that a *Eurocentric* argument?

3. The concept of “multiple modernities” has been argued to constitute a revolutionary change in modernisation studies in recent years. What does it mean to say that there is not one singular modernity, but many possible modernities? How does this approach differ from the classical modernisation theory?

4. Uneven and Combined Development Theory (U&CD) argues that the *normal* modernisation trajectories of non-Western societies were completely thrown off balance by their encounter with Western colonial powers. Elaborate on this argument through making references to the historical modernisation experience of a non-Western case such as Iran, the Ottoman Empire, China, Japan or an alternative country of your choice.

5. Which theory within the “second debate” (multiple modernities, post-colonialism, uneven and combined development and neo-Gramscian school) is more likely to effectively explain the transformation experience of non-Western societies? Compare and contrast their arguments through making references to a non-Western country case.