



## Ficha de Unidade Curricular [FUC]<sup>1</sup>

### 1. Unidade curricular / Curricular Unit

The Third Wave of Democratization: From 1974 to the Present

### 2. Designação do Ciclo de Estudos em que se insere a Unidade Curricular (com semestre e ano lectivo)

*Study cycle to which the curricular unit belongs (with academic semester and scholar year)*

MA & PhD (1<sup>st</sup> Semester – 2022/2023)

### 3. Docente responsável e respectiva carga lectiva na unidade curricular (nome completo)

*Responsible academic staff member and lecturing load in the curricular unit (fullname)*

Mónica Dias

### 4. Outros docentes e respectivas cargas lectivas na unidade curricular

*Other academic staff and lecturing load in the curricular unit (1000 caracteres com espaços)*

None

### 5. Objectivos de aprendizagem (conhecimentos, aptidões e competências a desenvolver pelos estudantes)

*(1000 caracteres com espaços)*

Samuel Huntington's seminal thesis on "Democracy's Third Wave" published in 1991 broadened an ongoing debate on Democracy in the field of political science to a large interdisciplinary public all over the world. Both interest and controversy rose in a time the world was changing and our ideas on Democracy were soon to be challenged (and shattered) in unexpected ways. If on one hand, Democracy was visibly spreading to more and more countries, on the other, different concepts and models of Democracy were developing in a global world. A new critical approach was needed to understand the conditions of transition and consolidation in regions where Democracy was set up and to explain why this political system worked out very successfully in some places, while it failed in others. Likewise, it was urgent to cope with novel threats to Democracy in States with presumed solid democratic traditions. As the beginning of the 21<sup>st</sup> Century intensified uncertainties about a political invention that is at the core of our civilization and on which our life is built, it is of great importance to (re-)think the strength and weaknesses, the limits and possibilities of Democracy today. Accordingly, this seminar will focus on key concepts and debates on democratization, transition and consolidation and stimulate the students to critical research and debate on basic literature, as well as on relevant case studies in this area.



## 6. Conteúdos programáticos(1000 caracteres com espaços)

Regarding the working sessions, the following topics will be discussed:

1. The Third Wave “thesis” and the debate on Democracy at the turn of the Century.
  - Key concepts.
  - Models of Democracy. Democracy and Liberalism.
  - What Democracy is / can and what it is not / cannot.
  - Democracy’s pre-conditions?
  - The role of institutions in political development.
  - Horizontal accountability and the rule of law.
2. Transition(s): Problems and Possibilities.
  - Is there a “blueprint” for Democractization?
  - Grey zones.
  - Post-conflict democratization.
  - Consolidation or Confluence?
3. Challenges to Democracy in today
  - Democracy and its Critics (then & now)
  - The Rise of Alternative Models to liberal Democracy
  - Illiberal Democracy and undemocratic Liberalism
  - The Authoritarian Threat at home and abroad
4. Case Studies

(1000 caracteres com espaços)

## 7. Demonstração da coerência dos conteúdos programáticos com os objectivos da unidade curricular

(1000 caracteres com espaços)

The contents are presented as case studies which reflect the theoretic debate and illustrate (on the ground) the complexity of Transition to Democracy in a globalized world today.

## 8. Metodologia de ensino (avaliação incluída) (1000 caracteres com espaços)

The assessment consists of an average of the following two elements:

Participation in Class & Readings – 20%

A final essay – 80 %

## 9. Demonstração da coerência das metodologias de ensino com os objectivos de aprendizagem da unidade curricular

(3000 caracteres com espaços)

The students have different assessment moments and methods in order to show the acquired competences in a solid way. Considering the necessary research work, as well as the organization of the analysis of the topic, the essays prepare the students for their MA or PhD dissertations



## 10. Bibliografia principal <sup>2</sup>

*Main bibliography* (1000 caracteres com espaços)

DAHRENDORF, Ralf, (2004) *Reflections on the Revolutions in Europe*, London: Transaction Publishers.

DIAMOND, Larry (1992), *The Democratic Revolution*, New York: Freedom House.  
\_\_\_\_\_ (2019), *Ill Winds*, New York: Freedom House.

DIAMOND, Larry e Marc Plattner (ed.) (1993), *The Global Resurgence of Democracy*, Baltimore: Johns Hopkins University Press.

----- (2016), *Authoritarianism Goes Global. The Challenge to Democracy*, Baltimore: Johns Hopkins University Press.

GARTON ASH, Timothy (1999), *History of the Present: Essays, Sketches, and Dispatches from Europe in the 1990s*, London: Allen Lane.

GOLDMAN, Ralph e William A. Douglas (ed.) (1988), *Promoting Democracy. Opportunities and Issues*, New York: Praeger.

HELD, David (2008), *Models of Democracy*, Cambridge: Polity Press.

----- (1999), *Democracy and the Global Order: From the Modern State to Cosmopolitan International Relations*, Oxford: Oxford University Press.

HUNTINGTON, Samuel (1996), *The Clash of Civilizations and the Remaking of World Order*, New York: Simon & Schuster.

----- (1991), *The Third Wave: Democratization in the Late Twentieth Century*, New York: Simon & Schuster.

JARSTAD, Anna K. e Timothy D. Sisk (ed.) (1991), *From War to Democracy*, Englewood Cliffs: Prentice Hall.

LINZ, J Juan e Alfred Stepan (ed.) (1996), *Problems of Democratic Transition and Consolidation*, Baltimore and London: Johns Hopkins University Press.

*The Journal of Democracy* (a selection of articles on the crisis of Democracy - 2015 onwards)

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<sup>1</sup> A FUC contém os campos habituais nos programas das Unidades Curriculares mas integra outros campos menos usuais e que assumem neste caso uma particular relevância. Assim **chama-se a atenção para o especial cuidado que deve ser ponto no preenchimento dos campos 7 e 9, os quais são em grande medida aferidores da consistência da UC e do seu programa.**

<sup>2</sup> Na impossibilidade de integrar toda a bibliografia deve procurar-se um equilíbrio entre obras de referência, abrangência do programa e dos seus módulos e atualidade da bibliografia (o que não exclui a inclusão de clássicos em função do programa e natureza da UC).