



Ficha de Unidade Curricular [FUC]¹

1. Unidade curricular / Curricular Unit

Democracy, Civil Society and Religion

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 (2nd Semester – 2023/2024)

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 and João Pereira Coutinho

4. Outros docentes e respectivas cargas lectivas na unidade curricular

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

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

(1000 caracteres com espaços)

Democracy, Civil Society and Religion have ever since been inextricably interwoven, not only in Western Civilization. This Seminar proposes to analyze and to debate that complex but very fruitful relationship as well as to trace its contemporary dynamics. The working sessions are divided into two parts in order to permit a more substantial reflection upon possible final conclusions: In the first part, we address the topic from the perspective of Democracy and Civil Society and, in the second, from the point of view of Religion.

6. Conteúdos programáticos(1000 caracteres com espaços)



Part 1

1. Key Concepts of Democracy & Civil Society in Key Readings across the modern age.
2. The Connection between Democracy and Civil Society (Larry Diamond).
3. Civil Rights, Political Participation and the State according to Kant, Hegel Tocqueville and Almond and Verba.
4. Challenges for Civil Society in the 21st Century:
 - a) The flaws of Democracy (Robert Putman)
 - b) New media (Henry Jenkins` "Convergence Culture")
 - c) Authoritarianism & The assault on civil society (Donald Rutzen)
 - d) Criticism (Globalism and the World Social Forum)
5. Future Landscapes of Civil Society: The World Economic Forum Report

Part 2

1. The separation of Church and State: the traditional account
2. The invention of the individual: an alternative account of the Liberal State
3. Religion, the West and the Rest

(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 the following elements:
Participation in Class, Readings: text analysis presentation and discussion
A final Essay or Test

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 ²

Main bibliography
espaços)

(1000 caracteres com



Part 1

- ALMOND, Gabriel and Sidney Verba (1980), *The Civic Culture Revisited*, Boston: Little Brown.
- BERGER, Peter and Richard Neuhaus et al. (1995), *To Empower People: From State to Civil Society*, Washington, DC.: American Enterprise Institute Press.
- DAHL, Robert (1989), *Democracy and its Critics*, New Haven: Yale University Press.
- DAHRENDORF, Ralf, (2004) *Reflections on the Revolutions in Europe*, London: Transaction Publishers.
- DIAMOND, Larry (1992), *The Democratic Revolution*, New York: Freedom House.
- 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.
- GREEN, Philip (Ed.) (1993), *Democracy. Key Concepts in Critical Theory*, New Jersey: Humanities Press.
- 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.
- LINZ, J Juan e Alfred Stepan (ed.) (1996), *Problems of Democratic Transition and Consolidation*, Baltimore and London: Johns Hopkins University Press
- LIPSET, Martin Seymour (1990), "The Centrality of Political Culture", in: *Journal of Democracy*, vol. 1, n° 4.
- PUTMAN, Robert (2000), *Bowling Alone*, New York: Simon & Schuster.
- TOCQUEVILLE, Alexis de (2001) [1835-40], *Da Democracia na América*, trad. Carlos Correia Monteiro de Oliveira, Cascais: Principia.

The Journal of Democracy, issues from 2015 onwards

Part 2

- FAWCETT, Edmund, *Liberalism: The Life of an Idea*, Princeton: Princeton University Press, 2014.
- LILLA, Mark, *The Stillborn God: Religion, Politics and the Modern West*, New York, First Vintage Books, 2008.
- SCRUTON, Roger, *The West and the Rest*, London, Continuum, 2003.
- SIEDENTOP, Larry, *Inventing the Individual: The Origins of Western Liberalism*, London, Allen Tate, 2014.
- TALMON, J.T., *The Rise of Totalitarian Democracy*, Boston, Beacon Press, 1952.
- TAYLOR, Charles, *A Secular Age*, Harvard University Press, 2007.



¹ 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.**

² 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).