LONDON SOUTH BANK UNIVERSITY

Module Guide

The Struggle for Citizenship: Social Movements, Mobilisation and the Vote

SPS_2_SFC

Department of Social Sciences: Social and Policy Studies Undergraduate Programme

LEVEL FIVE

FACULTY OF ARTS AND HUMAN SCIENCES
2011/2012 Semester Two

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FACULTY OF ARTS & HUMAN SCIENCES:
UNIT GUIDE

Module Title: **The Struggle for Citizenship: Social Movements, mobilization and the vote**
Level: **5**
Unit Number: **SPS_2_SFC**
Credit Value: **1**
Study hours: **3 hours per week with tutor**
                      6 hours per week with group
Pre-requisites: **Relevant Level 4 Core Module**
Subject area: **Politics**
Parent Faculty: **Arts & Human Sciences**
Parent Course: **SPS**

Unit Coordinator: Dr. Cait Beaumont
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                      Tuesdays 11am-12noon
                      Fridays 11.30am-12.30pm
                      Or by appointment

CONTENTS:

2.0   Description of Module

Using both historical and sociological literature, this Module provides an examination & analysis of the concept of citizenship, social movements and of popular suffrage struggles since the early nineteenth century. The Module gives particular attention to struggles for voting rights linked to the women's movement and African Americans as part of a more general focus on issues of gender & race in relation to the gaining of political rights. It reviews the social, political, cultural and intellectual contexts that framed the development of the struggles for political rights and democratic inclusion and in doing so provides students with an understanding of citizenship and social movements allowing them to embark on their own case study projects.

3.0 Aims of the Module

The Module will:

- Provide an overview of the broad processes of democratisation
- Explore the concept of citizenship within democratic societies
- Examine the particular suffrage struggles of women & African Americans

- Review how gender & race issues have shaped the popular struggle for the vote
- Consider the opposition to the extension of political rights
- Examine the impact and legacy of the case studies in shaping contemporary political processes

4.0   Learning outcomes
By the end of the Module, the students will:

- Have reviewed the broad processes underpinning the extension of the suffrage
- Have analysed the forms of political mobilisation associated with the female suffrage
- Have examined the significance the African American social movements in securing political and civil rights
- Have reviewed the broad impact of these campaigns in shaping the
- processes of democratisation
- Have experience of undertaking independent research in preparation for their Level 6 dissertations
- Have gained experience of preparing and presenting, in oral and written form, the findings of a group project
- Have developed new skills for working in self-managed groups

5.0   Module requirements

An extensive level of core and background reading is required to complete the presentation and the written report based on the material taught on the Module and on the case study selected by each individual group. This should include newspapers, monographs, official publications, journals and periodicals, electronic sources together with regular newscasts. For some topics it may be necessary to conduct interviews with relevant individuals. Students are encouraged to use other libraries for their research including the British Library and the Women's Library.

This Module is an integral part of the overall course structure and each student must form part of a group in order to prepare and present the material as well as complete the final report. This is a course requirement.

Students who fail to participate fully in their group, attend group meetings, or who do not attend all formal sessions will be contacted and interviewed by the Module Coordinator and appropriate action will be taken where necessary. Non-participation may lead to exclusion

from the Module, a fail mark or a mark lower than that awarded to the group as a whole. Please note that any student failing this module will have to repeat the module, with attendance, in the following academic year.

6.0 Teaching and Learning Pattern

The Module is taught through lectures, workshops & group tutorials. Workshops will be a mix of student presentations and group work and specific sessions will focus on the production of the group presentation and will include skills elements necessary for successful presentations and reports.

Each student is expected to join a group comprised of four to five students (four being the ideal number). Groups will either be formed by the students themselves or in some cases by the Module Coordinator.

Weeks 1 + 2 will be used to form the Groups and confirm size & membership. Group formation is left very much to course participants but the Module Coordinator has the right to amend or restructure the membership of groups including the allocation of students to particular groups. It is an essential element in this Module that you work together in groups and the Coordinator will take the necessary action, if required, to ensure that this is achieved.

Once agreed the membership lists will be displayed on the Module Bb site. It is expected that all members of the group will attend for the group tutorial sessions-absence will be carefully monitored & must be accounted for.

6.1 Employability

This Module will provide students with the understanding and knowledge necessary for undertaking future work in a wide range of fields for example local government, politics, civil service, management, teaching and journalism. By the end of the Module you will have gained the following skills linked to future employment:

- The ability to work in a team
- Negotiation skills
- Allocation of tasks and work
- Quality maintenance
- Assessment procedures and evaluation.

- Report writing and editing
- Presentation skills
- Communication skills
- Analytical abilities
- Time management
- Using IT to complete tasks

6.2   Attendance requirements

Workshops and tutorials form an integral part of the course and all students within their groups are required to attend on a <u>regular</u> basis. Registers of attendance are maintained. Failure to attend without adequate excuse could result in a loss of marks or failure of the Module for the individual concerned.

Students are not permitted to join the Module after Week 5 and will be required to repeat the Module with attendance the next academic year.

6.3   Assessment Method

End of Semester Assessment:

The Module will be assessed by means of two elements

   (a)   End of Module group presentation-presentation is required to draw on material taught on the Module and from case studies selected by students with approval from the Module Coordinator. (50 per cent of the total mark)

   (b)   End of Module group report linked to the seminar presentation. [word limit of 1,500-2,000 words for each member of the group] (50 per cent of the total mark)

The pass mark is 40%

Please note that all coursework must have a word count clearly presented at the end of the essay. Penalties for essays going over the allocated word count are as follows:

Over 10% over word length - deduct 5 marks.
Over 20% over word length - deduct 8 marks.
Over 25% over word length - deduct 10 marks.
Over 50% over word length - deduct 20 marks.

Assessment Deadlines:

Presentations will take place in Weeks 11 and 12 (Friday May 4 & Friday May 11 2012)

Reports are due on Friday 18 May 2012 (Week 13)

All students will receive the same overall mark within the group for the presentation & the report, provided they have actively participated in the whole process of this module.

NOTE:
The topic for the group project must be agreed by the Module Coordinator. Only projects agreed by the Coordinator can proceed. In some cases topics may have to be substantially revised before they can be approved. In some instances, the group will be required to select a different topic. Issues of feasibility (given the constraints of time), relevance (topics must be linked to the main themes of the Module), accessibility of data, and quality of available information will be considered when making the final judgment to approve.

All Groups are required to submit a written abstract (200 words max) of their proposed project to the Module Coordinator for approval by Week 5.

Students will then start collecting their data and some of this will be shown to the tutor on a timetabled basis. Each group will prepare a weekly report of the work carried out to date: letters written, phone calls made, people to be contacted, general direction of the project together with all other relevant material. The weekly report will be presented in the form of a blog accessed via the Module Bb site and all blogs will be reviewed by the class each week. How the group divides up the tasks and organizes the final presentation & report are decisions left to the members of the group.

The presentation will be assessed by an internal examination panel. All members of the group are required to deliver part of the

presentation. A course requirement is for each presentation to be videoed for the external examiners.

Each group will also submit a final report deriving from the work of all members of the group and providing the research underpinning of the presentation. The mark awarded for the report as well as for the presentation will be allocated to all members of the group.

6.4   SPECIFIC MODULE ASSESSMENT CRITERIA: HINTS ON COMPLETING THE ASSIGNMENTS

The Presentation

- The presentation will include **ALL members** of the group; all members will be required to take an active part. It will be carried out before a panel of internal examiners and videoed. The examiners will consider several elements:
- poise
- preparation
- material
- organisation
- delivery
- analytical skills
- ability to address the subject
- interest
- time management
- topic matter
- group participation
- The group is encouraged to create and use visual material for their presentations including the use of power-point slide shows.
- The presentation will consist of: for a four person group a total presentation time of 25 minutes and up to 10 minutes for questions – a total of 35 minutes max for a 4 person group.
- [The definitive times for the presentations will be set out for each group by the coordinator. It is agreed practice to allocate 5 minutes per person + 5 minutes for introduction & conclusion. So for a three person group the time agreed would be 20 minutes. Question time-if questions are asked-is additional to the set times. Normally time allocated for questions will not exceed 10 minutes.]

- Further guidance on the delivery and organization of the presentation together with information on assessment criteria will be given during one of the weekly sessions.

- All presentations will be recorded by video & a sample of the recordings along with accompanying reports will be sent to the External Examiners for moderation

- Failure to participate fully in the group presentation or report may result in a loss of marks or failure of this unit. This is a course requirement. The exam board decision is final.

The Written Report

- The report is to be 8,000 words [max] for a 4 person group-[the agreed norm is for 2,000 words per member of the group so a three person group will submit a 6,000 word document.] The Module Coordinator will specify the definitive length required with each group.

- The Report should follow the guidelines outlined in the handout supplied to students at the beginning of the Module: *Writing a Report.*

- A report in this context is defined as the communication of information from the group who has collected and studied the facts to someone (the reader/examiner) who needs to be informed in order to (in theory) make decisions and to take action.

- The key function of a report is to provide information in a clear, accurate, objective and concise manner. As well as fulfilling these functions your reports should also demonstrate that you have undertaken thorough research into your chosen topics and display the wide range of sources used to complete your task.

The Presentation and Report

- You need to demonstrate good knowledge and understanding of the topics discussed (see also learning outcomes) and show that you have undertaken independent research using a range of sources.

- You need to provide appropriate examples or the inclusion of relevant data or supporting evidence.

- Do not forget to reference correctly and provide a bibliography-correctly set out- at the end of the assignment

- Ensure your answer provides analysis (how and why things happened) and not just a descriptive account (what happened).

- Give sufficient time for proof-reading -correcting errors and checking that the answers make sense. Poor expression in English will lose you marks.

- Use a clear and direct style-keep sentences short

- Please note that Wikipedia or other non-academic internet sites are not acceptable sources for University coursework

6.5   Assessment Objectives

The presentation and report are assessed in relation to the individual learning outcomes for the module. Requirements in relation to the level of conceptual analysis and acquired skills will intensify with the student's progression through the course.

At Level Five

The conceptual analysis and skills developed at level four will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate:
- ability to distinguish between differing viewpoints;
- ability to identify key elements of a problem and <u>choose</u> the theories/methods for its resolution;
- ability to analyse political systems using comparative methodology;
- ability to research a topic of their choice as part of a group, and to present this research in oral and written form.

6.6   Marking Criteria

At all levels, five areas of assessment objective can be recognised:

1.   Knowledge of the topic - ideas, concepts and institutions
2.   Analysis of issues and an awareness of different viewpoints
3.   Evaluation of competing explanations or theories applied to a problem
4.   Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5.   Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply to the **written report**:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives covered
	80% +	Same as the range 70-79% but provides a deeper understanding and evaluation of the issues + effectively locates the material within the broader framework of the current literature

6.7   Plagiarism

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a book/journal article and put them directly into your essay without properly attributing the source. Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations to deal with it if it is discovered. You will find a discussion of the University regulations & procedures governing plagiarism in your Course Guide. You must read these carefully.

It is vital when taking notes to:

(1) Note the FULL reference of the book/article at the top of the first page of notes.

(2) Keep a precise note of the page numbers of any quoted material (for example in the margins of your notes)

(3) Use precise double quote marks at the beginning & end of any quotes in your notes and check that any quotes/material used in your essay in accurately and carefully attributed.

6.8   Referencing & Bibliography

The report must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. For this module you are required to use the Harvard System of text referencing.

THE HARVARD SYSTEM:

This takes the form of giving details of the author and date of publication in square brackets after the relevant place in the text, for example [Pugh:1994]. The full reference to this text is then given in the Bibliography. When citing specific arguments or using quotations the page number must also be given in the bracket: e.g. [Thompson: 1963, p.66]

NOTE: When using sources which themselves quote or paraphrase other pieces of work always cite the source that you have consulted, e.g. Bentham believed.... [Garland:1985, p.77] The source in the bracket should be listed in the Bibliography.

You will find help sheets on how to use Harvard in the Perry Library and also on the University Bb site 'Accurate Referencing and Avoiding Plagiarism'.

When constructing the Bibliography works should be listed by authors' surnames in alphabetical order. When you have used two more works by the same author these should be listed by chronological order of publication. Where there are two or more works by one author in the same year they should be distinguished in the text and the bibliography by a letter [a,b,c...] thus [Tilly: 1977a], [Tilly:1977b].

Titles of **books** and **journals** should always be <u>underlined</u> and the date of publication given. For your purposes it is <u>not necessary</u> to give place of publication OR publisher.

Books should be cited in the following manner:

K.LAYBOURN, <u>Britain on the Breadline</u>, (1990)
J.STEVENSON & C.COOK, <u>The Slump</u>, (1977)

Articles in readers [i.e. edited collections] are cited as follows:-

G.FENNELL, "The Second World War and the Welfare State in Britain: Sociological Interpretations of Historical Development," in L.JAMIESON & H.CORR, <u>State, Private Life, and Political Change</u>, (1990)

Articles in journals should be cited giving volume and issue number as well as date, for example:

J.TOMLINSON, "Planning: Debate and Policy in the 1940s," <u>Twentieth Century British History</u>, V.3(2), 1992

Guidelines for Website Referencing for Department of Social Sciences

There is no standard format for citing internet resources within academia and different publishers, academic journals and universities have their own styles. Please find below the recommended format for website referencing within the Department of Social and Policy Studies and all students submitting coursework within the department are required to follow the format as set out below.

The term **Online** in brackets indicates the medium consulted, and should be used for all internet sources.

The **Accessed date** is the date on which you viewed or downloaded the document. This allows for any subsequent changes to the document. Remember that pages are constantly erased from the web and there is no guarantee that you will ever find that page again.

1. **Individual Works: For example**

Trangmar, K, (1999), Y2K: the cost effective solution to tackling the Millennium Bug (Online). Harlend Computer Services. http://www.cix.co.uk/-harlend/y (Accessed 26 June 2008).

2. **Electronic Journals: For example**

Cumper, P. and Rodgers, M.E. (1997), Equality for All? Higher Education and the Disability Discrimination Act 1995 Web Journal of Current Legal Issues (Online). 1997, 3. Available from: http://www.ncl.ac.uk/-nlawwww/1997/issue3/cumper3.html (Accessed 30 June 1997).

When using the Harvard Reference System it is acceptable to list the author and date of the work along with its (Online) status and the (date accessed) for a text reference. In your bibliography you are required to provide the full reference in line with the examples provided above.

For example:
Harvard Reference in the body of the text: (Trangmar: (1999) (Online) (Accessed 26 June 2008))
Bibliography Reference: Trangmar, K, (1999), Y2K: the cost effective solution to tackling the Millennium Bug (Online). Harlend Computer Services. http://www.cix.co.uk/-harlend/y (Accessed 26 June 2008).

Please do not use Wikipedia as a source for your research. It is not an academic source.

LEARNING RESOURCES

THE BLACKBOARD SITE FOR THIS MODULE WILL LINK YOU TO RELEVANT WEBSITES VIA THE EXTERNAL LINKS PAGE. THE SITE WILL ALSO BE UPDATED WITH NEWSPAPER ARTICLES, REPORTS ETC AS THEY ARE PUBLISHED SO BE SURE TO VISIT THIS SITE AT LEAST ONCE A WEEK. THE SITE WILL BE UPDATED WEEKLY WITH THE POWER POINT SLIDESHOWS FOR EACH LECTURE AVAILABLE ON THE 'WEELKY SLIDESHOW' PAGE OF THE SITE.

Useful Websites:

The National Foundation for
Australian Women
(lists publications relating
to Australian women's history)   http://www.womenaustralia.info/index.html

The British Library
Online Catalogue   www.bl.uk/

Genesis
(Access to 2000 collection
Descriptions relating to women's
History)   www.genesis.ac.uk

The Women's Library
(National Library of Women
In Britain)   www.thewomenslibrary.ac.uk

House of Parliament
(Archival information on women
in parliament and the suffrage
campaign)   www.parliament.uk/parliamentary publications
        and archives

Civil Rights Museum
                www.civilrightsmuseum.org

Birmingham Civil Rights Institute   www.bcri.org

Martin Luther King papers   www.kingpapers.org

Links to these sites are available from the external links page of the Blackboard
Site for this Module.

Library Advisor
Please note that your library advisor for DSS is Alison Chojna who can assist with
your independent research. Alison will also be providing individual groups with a
one hour research skills workshop during the course of the module. Alison can be
contacted on 0207 815 6608 or you can email her at chojnna@lsbu.ac.uk

For additional academic support all students can visit the Centre for Learning,
Support and Development http://www.lsbu.ac.uk/learningsupport/ based in
Caxton House, Borough Road for assistance with essay writing, language skills
and a range of other academic and personal support services.

7.   RECOMMENDED READING

PLEASE NOTE THAT THIS READING LIST IS NOT DEFINITIVE AS ON THIS MODULE YOU ARE EXPECTED TO ENGAGE IN INDEPENDENT RESEARCH USING A WIDE RANGE OF SOURCES, PRINTED AND ELECTRONIC, TO CARRY OUT THE RESEARCH FOR YOUR INDIVIDUAL PROJECTS.

CORE READING

G. Andrews, Citizenship (1991).

J.Bell, Doing Your Research Project (1999).

V. Byrson & R. Lister, Women, Citizenship and Social Policy (1994).

B. Caine, 'Feminism, Suffrage and the Nineteenth-Century English Women's Movement', Women's Studies International Forum, 5 (6), 1982, pp. 537-50.

D & M Campbell, The Student's Guide to Doing Research on the Internet, (1995).

G. Chesters & I Welsh, Social Movements: The Key Concepts (2010).

S. Coney, Standing in the sunshine: a history of of New Zealand women since they won the vote (1993).

R. Cook, Sweet Land of Liberty: The African-American Struggle for Civil Rights in the Twentieth Century (1998).

D. Coole, Women in Political Theory: from ancient misogyny to contemporary Feminism (1988).

T. Cosslett, A Easton & P. Summerfield (eds), Women, Power and Resistance (1996).

K. Cowman, Women in British Politics c. 1869-1979 (2010).

P. Crawford & J. Skene (eds), Women and Citizenship: suffrage centenary (1999).

N. Crowson, M. Hilton & J. McKay (eds), NGOs in Contemporary Britain: Non-State Actors in Society and Politics Since 1945 (2009).

R. Cullen Owens, Smashing Times: A History of the Irish Women's Suffrage Movement 1899-1922 (1995).

C. Daley & M. Nolan (eds), <u>Suffrage and Beyond: International Feminist Perspectives</u> (1994).

J. Damousi & K. Ellinghaus (eds), <u>Citizenship, women and social justice: international historical perspectives</u> (University of Melbourne and Australian Network for Research in Women's History, 1999).

D. Della Porta, <u>Social Movements: An Introduction</u> (1999).

A. Fairclough, <u>Better Day Coming: Blacks and Equality</u> (2002).

J. Goodwin & J. Jasper, <u>Social Movements: Critical Concepts in Sociology</u> (2007)

J. Goodwin & J. Jasper, <u>The Social Movements Reader: Cases and Concepts</u> (2009)

P. Grimshaw, <u>Women's Suffrage in New Zealand</u> (1992).

P. Grimshaw, 'Reading the silences: suffrage activists and race in nineteenth century settler societies', in J. Damousi & K. Ellinghaus (eds), <u>Citizenship, women and social justice: international historical perspectives</u> (University of Melbourne and Australian Network for Research in Women's History, 1999).

A. Gutmann (ed), <u>Democracy and the Welfare State</u> (1988).

J. Hannam, <u>Feminism</u> (2012).

B. Harrison, <u>Separate Spheres: the opposition to women's suffrage in Britain</u> (1978).

History Trust of South Australia, <u>Women's suffrage centenary South Australia 1894-1994: 100 years of votes for women</u> (1994) (The women's library collection).

A. Holland, 'Post-war women reformers and Aboriginal citizenship: rehearsing an old campaign?', in J. Damousi & K. Ellinghaus (eds), <u>Citizenship, women and social justice: international historical perspectives</u> (University of Melbourne and Australian Network for Research in Women's History, 1999).

M. Joannou & J. Purvis, The Women's Suffrage Movement (1998).

C. R. Jorgensen-Earp (ed), Speeches and Trials of the Militant Suffragettes (1999).

P. Kivisto & T. Faist, Citizenship: Discourse, Theory, and Transnational Prospects (2007).

C. Law, Suffrage and Power: the women's movement 1918-1928 (1997).

J. Liddington & J. Norris, One Hand Tied Behind Us: the rise of the women's suffrage movement (1978).

R. Lister, Citizenship: Feminist Perspectives (1997).

M.Luck, Your Student Research Project (1999).

D. McAdam, Political Process and the Development of Black Insurgency, 1930-1970 (1982).

M. Marable, Race, Reform and Rebellion: The Second Reconstruction in Black America, 1945-1990 (3rd edition, 2007).

T.H. Marshall, Class, Citizenship, and Social Development (1964).

T.H. Marshall, Citizenship and Social Class and other essays (1950).

N. A. Martel, The women's vote in Australia (1908) (The women's library pamphlet collection).

P. Mason, Why It's Kicking Off Everywhere: The New Global Revolutions (2012)

J. Nash (ed), Social Movements: an anthropological reader (2005).

A. Oldfield, Australian Women and the Vote (1994).

A. Oldfield, Women suffrage in Australia: a gift or a struggle? (1992).

C. Pateman, 'Equality, difference, subordination: the politics of motherhood and women's citizenship', in G. Bock & S. James (eds), Beyond Equality and Difference (1992).

E. Payne, Developing Essential Study Skills, (2000)

M. Pugh, Women and the Women's Movement in Britain 1914-1999 (2nd edition, 2000).

M. Pugh, Women's Suffrage in Britain 1867-1928 (1980).

A. Phillips, Democracy and Difference (1993).

M. Quartly, 'Women Citizens of the New Nation: Reading some visual evidence',
Lilith: A Feminist History Journal, no. 11, 2002.

J. Rendall (ed), Equal or Different? Women's Politics, 1800-1914 (1987).

J. Rendall, 'Citizenship, Culture and Civilization: The Languages of British
Suffragists, 1866-1874', in Daley & Nolan (eds), Suffrage and Beyond:
International Feminist Perspectives (1994).

T.Riches, The Civil Rights Movement [2nd edition; 2004]

M. Roche, Rethinking Citizenship: Welfare, Ideology and Change in Modern
Society (1992).

L. Ryan & M. Ward (eds), Irish Women and the Vote: Becoming Citizens (2007)

M. Scott, How Australia led the way: Dora Meeson Coates and the British suffrage
(Office of the Status of Women, 2003, British Library Collection).

H. Smith, The British Women's Suffrage Campaign 1866-1928 (1998).

P. Smith, Writing an Assignment, (1997)
S. Stanley Holton, Feminism and Democracy: Women's Suffrage and Reform
Politics in Britain, 1900-1918 (1986).

D. Snow, S. Soule & H. Kriesi, The Blackwell Companion to Social
Movements (2004).

S. Stanley Holton, 'Women and the Vote', in J. Purvis (ed), Women's History
Britain, 1850-1945 (1995).

S. Stanley Holton, 'The Suffragist and the "Average Woman", Women's
History Review, 1 (1), 1992, pp. 9-24.

A. Stevens, Women, Power and Politics (2007).

P. Thane, 'What Difference Did the Vote Make?', in A. Vickery (ed), Women,
Privilege and Power (2001).

P. Thane (ed), <u>Unequal Britain: equalities in Britain since 1945</u> (2010).

Pat Thane & Esther Breitenback (eds), <u>Women and Citizenship in Britain and Ireland in the 20th Century: What Difference Did the Vote Make?</u> (2010)

C. Tilly, <u>Democracy</u> (2007).

L. Thompson & C. Tapscott (eds), <u>Citizenship and Social Movements: Perspectives from the Global South (Claming Citizenship: Rights, Participation & Accountability)</u> (2010).

B. Turner, 'Outline of a theory of citizenship', <u>Sociology</u>, 24(2), 1990, pp. 189-217.

K. Verney, <u>Black Civil Rights in America</u> (2000).

K. Verney, <u>The Debate on Black Civil Rights in America</u> (2006, revised edition).

S. Walby, 'Is citizenship gendered?', <u>Sociology</u>, 28(2), 1994, pp.379-95.

N. Yuval-Davis, 'Women and citizens', in A. Ward, J. Gregory & N. Yuval-Davis (eds), <u>Women and Citizenship in Europe</u> (1992).

OPTIONAL READING

B.Attwood, <u>Rights for Aborigines</u>, (2003)

M. Bulmer & A. M. Rees (eds), <u>Citizenship Today: The Contemporary Relevance of</u>

<u>T.H. Marshall</u> (1996).

S. Bruley, <u>Women in Britain since 1900</u> (1999).

D. Bubeck, <u>A Feminist Approach to Citizenship</u> (1995).

B. Caine (ed), <u>Australian Feminism: a companion</u> (1998).

K. Cowman, <u>Women of the Right Spirit: paid organizers of the Women's Social</u>

<u>and Political Union 1904-19</u>18 (2007).

R. Cullen Owens, <u>A Social History of Women in Ireland 1870-1970</u> (2005)

M.Dudziak, <u>Cold War Civil Rights</u>, (2001)

N. Crossley, <u>Making Sense of Social Movements</u> (2002)

L. Edwards & M. Ross (eds), <u>Women's Suffrage in Asia: nationalism and democracy</u> (2004)

R.Goluboff, <u>T he Lost Promise of the Civil Rights Movement</u>, (2007)

N. Grievet & P. Grimshaw (eds), <u>Australian Women: feminist perspectives</u> (1981).

P. Grimshaw, K. Holmes & M. Lake, <u>Women's Rights and Human Rights: International Historical Perspectives</u> (2001).

C. Hughes, <u>Limiting Democracy: the erosion of electoral rights in Australia</u> (2006).

H. Jones, <u>Women in British Public Life, 1914-1950</u> (2000).

B. Jordan, <u>The Common Good: citizenship, morality and self-interest</u> (1989).

S.Lawson, <u>Civil Rights Crossroads</u>, (2003).

M. Lovell-Smith (ed), <u>The Woman Question: writings by the women who won the vote </u>(1992, The British Library).

C. MacDonald, <u>The Book of New Zealand Women</u> (1991, The British Library).

T. H. Marshall, <u>Social Policy in the Twentieth Century</u> (1975).

L. Mead, <u>Beyond Entitlement: the social obligations of citizenship</u> (1986).

S. Okin, 'Women, equality and citizenship', <u>Queen's Quarterly</u>, 99 (1), (1992).

S. Okin, <u>Women in Western Political Thought</u> (1980).

C. Pateman, <u>The Sexual Contract</u> (1988).

C. Pateman, <u>The Disorder of Women</u> (1989).

A. Pederson, 'Gender, Welfare and Citizenship in Britain during the Great War', <u>American Historical Review</u> 95, 4, (October 1990), pp. 983-1005.

J. Rendall, <u>The Origins of Modern Feminism: Women in Britain, France and the United States, 1780-1860</u> (1985).

W.Riches, <u>The Civil Rights Movement: Struggle and Resistance</u>, (1998)

L. Ryan & M. Ward (eds), <u>Irish Women and the Vote: Becoming Citizens</u> (Irish Academic Press, 2007).

B. Scates, <u>A New Australia: Citizenship, Radicalism and the First Republic</u> (1997).

I. Sulkunen, S. Nevala-Nurmi & P. Markkola (eds), <u>Suffrage, Gender and Citizenship: International Perspectives on Parliamentary Reforms</u> (2009).

I. Zweiniger-Bargielowska (ed), <u>Women in Twentieth Century Britain</u> (2001).

8.0   Teaching Programme

Week/date	Theme/Activity
1 **3 Feb (2-4pm)** **L243: 2-4pm**	**Introduction to the Module:** **Workshop**: Guidelines for assessment by group presentation and report and the use of case studies/initial formation of groups/list of possible case studies to be selected by groups
2 **10 Feb (1-4pm)** **L261: 1-2pm** **L243: 2-4pm**	**Lecture**: The concept of citizenship, citizenship rights and the role of social movements in democratic societies **Workshop**: Group discussion on lecture topic/selection of case study topics
3 **17 Feb (1-4pm)** **L261: 1-2pm** **L243: 2-4pm**	**Lecture**: The struggle for equal citizenship: African Americans and the campaigns for political and civil rights and the impact of civil rights legislation. (Laurence Marlow) **Workshop**: Group discussions on lecture topic and further consideration of case studies
4 **24 Feb (1-4pm)** **L261: 1-2pm** **L243: 2-4pm**	**Lecture**: The struggle for equal citizenship: the campaign for the women's vote in New Zealand, Australia and Britain and an assessment of what the vote did for women's rights. **Workshop**: Group discussion on lecture topic/discussion of case study topics
5 **2 March (1-5pm)** **L261: 1-2pm** **L243: 2-5pm**	**Workshop**: Group tutorials to discuss progress/Group Study Time ***DEADLINE FOR PROPOSALS FOR CASE STUDY TOPICS (200 words max. to be emailed to Module Co-ordinator, Cait Beaumont at*** beaumoca@lsbu.ac.uk***)***

6 **9 Mar (1-5pm)** **L261: 1-2pm** **L243: 2-5pm**	**Workshop:** **Developing Presentation Skills** Final confirmation of groups and case study topics/Group Tutorials/Group Study Time

DEADLINE FOR ALL GROUPS TO HAVE BOOKED A RESEARCH SKILLS WORKSHOP WITH ALISON CHOJNA, DSS LIBRARY INFORMATION ADVISOR. ALISON CAN BE CONTACTED AT chojnaa@lsbu.ac.uk

7 **16 Mar (1-5pm)** **L261: 1-2pm** **L243: 2-5pm**	**Workshop:** **Report Writing Skills Session** Confirmation of Approval for Case Study Topics/Group Tutorials to discuss progress/Group Study Time

8
23 Mar (1-5pm)
L261: 1-2pm
L243: 2-5pm
	Workshop:
	    (a) Consideration & review of case study topics
	    (b) Short 5 minute presentations from groups on
	         progress to date (one group member to present)
	    (c) Feedback from Module Co-ordinator and students

9 **30 Mar (1-4pm)** **L261: 1-2pm** **L243: 2-5pm**	**Workshop**: Group tutorials to discuss progress/Group Study Time /Mock presentations (if required)

10 **27 Apr (1-4pm)** **L261: 1-2pm** **L243: 2-4pm**	**Workshop**-Mock presentations with feedback from Module Coordinator and students

11 **4 May (1-4pm)** **L261: 1-2pm** **L243: 2-4pm**	**Group presentations/assessment 1**-Group times to be announced

12 **11 May (1-4pm)** **L261: 1-2pm** **L243: 2-4pm**	**Group presentations/assessment 2**-Group times to be announced

9.0 LECTURE/WORKSHOP PROGRAMME AND WEEKLY READING

WEEK 1 (Introduction to the Module and the concepts of citizenship, social movements and political action)

Research Skills Aids
J.Bell, Doing Your Research Project, (1999)
D & M Campbell, The Student's Guide to Doing Research on the Internet, (1995)
M.Luck, Your Student Research Project, (1999
E.Payne, Developing Essential Study Skills, (2000)
J.Sharp et al, The Management of a Student Research Project, (2002-there are earlier editions available)
P.Smith, Writing an Assignment, (1997)

WEEK 2 (The concepts of citizenship, social movements and political action)

G. Andrews (ed), Citizenship (1991).
C. Beaumont, 'Housewives, Workers and Citizens: Voluntary Women's Organisations and the Campaign for Women's Rights in England and Wales during the Post-War Period', in N. Crowson, M. Hilton & J. McKay (eds), NGOs in Contemporary Britain: Non-State Actors in Society and Politics Since 1945 (2009).
M. Bulmer & A. M. Rees (eds), Citizenship Today: The Contemporary Relevance of T.H. Marshall (1996).
M.BULMER (Ed), Citizenship today, (1996)
G. Bock & S. James (eds), Beyond Equality and Difference (1992).
G. Chesters & I Welsh, Social Movements: The Key Concepts (2010).
N. Crossley, Making Sense of Social Movements (2002)
N. Crowson, M. Hilton & J. McKay (eds), NGOs in Contemporary Britain: Non-State Actors in Society and Politics Since 1945 (2009).
D. Della Porta, Social Movements: An Introduction (1999).
K.FAULKS, Citizenship (2000)
J. Goodwin and J. Jasper, The Social Movements Reader: Cases and Concepts (2009).
D.HEATER, Brief History of Citizenship (2004)
P. Kivisto & T. Faist, Citizenship: discourse, theory and transnational prospects (2007), Chap. 1 Introduction & Chap. 3.
R. Lister, Citizenship: Feminist Perspectives (1997).

P. Mason, Why It's Kicking Off Everywhere: The New Global
Revolution (2012).
T. H. Marshall, Citizenship and Social Class and other essays (1950).
S. Okin, 'Women, equality and citizenship', Queen's Quarterly 99, (1),
1992.
C. Pateman, 'The Patriarchial Welfare State', in A. Gutmann (ed),
Democracy and the Welfare State (1988).
C. Pateman, The Disorder of Women (1989), Chap. 2. (supplied to
students).
A. Phillips, 'Citizenship and Feminist Theory', in G. Andrews (ed),
Citizenship (1991). (supplied to students).
A. Phillips, Democracy and Difference (1993).
D.POTTER (Ed) Democratization (1997)
D. Snow, S. Soule & H. Kriesi, The Blackwell Companion to Social
Movements (2004).
P. Thane, 'What Difference Did the Vote Make? in A. Vickery (ed), Women,
Privilege and Power (2001).
Pat Thane & Esther Breitenback (eds), Women and Citizenship in Britain and
Ireland in the 20th Century: What Difference Did the Vote Make? (2010)
L. Thompson & C. Tapscott (eds), Citizenship and Social Movements: Perspectives
from the Global South (2010).
C.TILLY, Democracy, (2007)
B. Turner, 'Outline of a Theory of Citizenship', Sociology Vol 24, 2,
May 1990 (supplied to students).
B.TURNER (ed), Handbook of Citizenship Studies, (2002)
B.TURNER, Citizenship & Social Theory, (1993)
S. Walby, 'Is citizenship gendered'?, Sociology Vol 28, 2, 1994.
N. Yuval-Davis, 'Women and citizens', in A. Ward, J. Gregory & N. Yuval-
Davis (eds), Women and Citizenship in Europe (1992).

**WEEK 3 (The campaign for the women's vote in New Zealand,
Australia and Britain)**
(New Zealand and Australia)
P. Baker, 'The Domestication of Politics: Women and American
Political Society, 1780-1920', American Historical Review, 89 (3),
1984. (supplied to students).
P. Crawford & J. Skene (eds), Women and Citizenship: suffrage
centenary (1999).
P. Grimshaw, 'Reading the silences: suffrage activists and race in
nineteenth century settler societies', in P. Grimshaw, K. Holmes & M.
Lake, Women's rights and Human rights: International Historical
Perspectives (2001).
P. Grimshaw, Women's Suffrage in New Zealand (1992).
P. Grimshaw, K. Holmes & M. Lake, Women's rights and Human
rights: International Historical Perspectives (2001).
A. Holland, 'Post-war women reformers and Aboriginal citizenship:
rehearsing an old campaign?', in . Damousi & K. Ellinghaus (eds),

Citizenship, women and social justice: international historical perspectives (1999).
M. Lake, 'The Inviolable Woman: Feminist Conceptions of Citizenship in Australia, 1900-1945', Gender and History, Vol. 8, No. 2, August 1996, pp. 197-211. (supplied to students).
M. Molloy, 'Citizenship, Property and Bodies: discourses on gender and the inter-war Labour Government in New Zealand', Gender and History Vol. 4, No. 3, Autumn 1992 (supplied to students).
A. Oldfield, Australian Women and the Vote (1994).

(Britain)
C. Beaumont, 'The Women's Movement: Politics and Citizenship 1918-1950s', in I. Zweiniger-Bargielowska (ed), Women in Twentieth Century Britain (2001).
C. Beaumont, 'After the Vote: Women, Citizenship and the campaign for gender equality in Ireland 1922-1943', in L. Ryan & M. Ward (eds), Irish Women and the Vote: Becoming Citizens (Irish Academic Press, 2007).
B. Caine, 'Feminism, Suffrage and the Nineteenth-Century English Women's Movement', Women's Studies International Forum 5 (6), 1982.
T. Cosslett, A. Easton & P. Summerfield (eds), Women, Power and Resistance (1996).
K. Cowman, Women in British Politics c. 1869-1979 (2010).
R. Cullen Owens, Smashing Times: a history of the Irish Women's Suffrage Movement 1899-1922 (1995).
F. Gloversmith (ed), Class, Culture and Social Change (1980).
J. Hannam, Feminism (2012).
B. Harrison, 'Women in a Men's House: the women MPs, 1919-1945', The Historical Journal 29, 3, 1986. (supplied to students).
B. Harrison, Separate Spheres (1978).
M. Joannou & J. Purvis, The Women's Suffrage Movement (1998).
C. Law, Suffrage and Power: The Women's Movement 1918-1928 (1997), Chap. 10 (supplied to students).
J. Lewis, 'Beyond Suffrage: English Feminism in the 1920s', Maryland Historian (1973). (supplied to students).
J. Lewis, 'In search of a real equality: women between the wars', in E. Pankhurst, 'Address at Hartford, Connecticut, USA, 1913', reproduced in C. R. Jorgensen-Earp (ed), Speeches and Trials of the Militant Suffragettes (1999). (supplied to students).
S. Pedersen, 'Gender, Welfare and Citizenship in Britain during the Great War', American Historical Review 95 (4), 1990. (supplied to students).
M. Pugh, Women's Suffrage in Britain 1867-1928 (1980).
J. Rendall, Equal or Different? Women's Politics 1800-1914 (1987).
L. Ryan & M. Ward (eds), Irish women and the vote: becoming Citizens (2007).
H. Smith, The British Women's Suffrage Campaign 1866-1928 (1998).

S. Stanley Holton, <u>Feminism and Democracy: Women's Suffrage and Reform Politics in Britain, 1900-1918</u> (1986).

S. Stanley Holton, 'Women and the Vote', in J. Purvis (ed), <u>Women's History Britain, 1850-1945</u> (1995).

Pat Thane & Esther Breitenbach (eds), <u>Women and Citizenship in Britain and Ireland in the 20th Century: What Difference Did the Vote Make?</u> (2010)

WEEK 4 (African Americans and the campaigns for political and civil rights)

J. BUTTON<u>, Blacks and social change: impact of the civil rights movement in southern communities</u> (1989).

R.COOK, <u>Sweet land of liberty? : the African-American struggle for civil rights in the twentieth century</u>   (1998)

R.D'ANGELO (Ed<u>) The American civil rights movement : readings & interpretations</u> (2000)

C. DAVIDSON & B. GROFMAN (EDS), <u>Quiet revolution in the south: the impact of the Voting Rights Act: 1965-1990</u> (1994).

B.DIERENFIELD, <u>The Civil Rights Movement,</u> (2003)

M. DUDZIAK <u>Cold War civil rights : race and the image of American democracy</u> (2000)

D.GARROW, <u>Protest at Selma : Martin Luther King, Jr, and the Voting Rights Act of 1965</u> (1979)

H.HAMPTON (Ed), <u>Voices of freedom : an oral history of the civil rights movement from the 1950s through the 1980s</u>   (1994)

A.KEYSSAR, <u>The right to vote : the contested history of democracy in the United States</u> (2000)

S.LAWSON   <u>Civil rights crossroads : nation, community, and the Black freedom struggle</u> (2003)

S.LAWSON & C.PAYNE,   <u>Debating the civil rights movement, 1945-1968</u> (1998)

M.MARABLE, <u>Race, reform and rebellion : the second reconstruction and beyond in Black America, 1945-2006</u> [3rd edition; 2007]

W.RICHES, <u>The civil rights movement : struggle and resistance</u> (1997)

M.STERN, <u>Calculating visions : Kennedy, Johnson, and civil rights</u> (1992)

F.SUNNEMARK <u>Ring out freedom! : the voice of Martin Luther King, Jr. and the making of the civil rights movement</u> (2004)

K.VERNEY, <u>Black civil rights in America</u>   (2000)

K.VERNEY   <u>The debate on black civil rights in America</u> (2006)

B.WARD & T.BADGER (Eds) <u>The Making of Martin Luther King and the civil rights movement</u> (1995)

WEEKS 5-10
Student led workshops and group tutorials

Cait Beaumont

10 January 2012.

APPENDIX ONE

The Struggle for Citizenship, social movements, mobilisation and the vote-
FORMAT FOR WEEKLY GROUP BLOG REPORT

GROUP:

WEEK (EG: 1-12):

TITLE OF CASE STUDY:

DIVISION OF LABOUR

PROGRESS

MATERIAL/SOURCES USED

ISSUES?

ACTION

APPENDIX TWO

This Module was evaluated by 17 out of a total of 30 students at the end of the Module in May 2011. 29 per cent rated lectures very good, 41 per cent gave a rating of good and 29 per cent rated lectures satisfactory. 24 per cent rated seminars very good, 29 per cent good and 35 per cent satisfactory. The overall quality of the Module was judged very good by 29 per cent of students, good by 24 per cent of students and satisfactory by 35 per cent of students.   Information given on blackboard was rated very good by 18 per cent of students, good by 35 per cent of students and satisfactory by 35 per cent of students.

The Unit Guide was rated as extremely useful by 35 per cent of students, very useful by 29 per cent and useful by 24 per cent of students. Feedback on coursework was rated as good by 41 per cent of students with 24 per cent of students stating they didn't know if feedback was useful.

For the academic year 2011/12 I will once again teach the module full-time (having been on research leave last academic year). I have updated the Module Guide and blackboard site and my intention is to ensure that students engage even more with the blackboard site and its outward links to promote independent research skills and up to date research. One way of improving engagement is the requirement that each group writes a weekly blog on the Bb site reporting the progress of the group which will be available to all groups and the Module Co-ordinator to read. At the Course Board in December 2011 students raised concerns about the assessment of the Module and the awarding of a joint mark to group members for the presentation and project. This issue has been discussed with the Head of Department and it has been agreed that a joint mark is required for this module in order to meet the learning outcome of providing students with experience of teamwork and working together to produce a joint piece of work. If any student does not attend the Module on a regular basis or does not participate fully in the work of their group then they may be awarded a lower mark than the group as a whole or fail the Module. For the academic year 2011/12 group sizes have been limited to maximum 4/5 students in a group to facilitate better group dynamics and the new blog will highlight problems with group dynamics at an early stage.

Selection of Student Comments:
I liked this module as it allowed me to carry out research on a country that I didn't have any previous knowledge of
This module allowed me to learn how to work as part of a team
I gained a knowledge of presentation skills and an understanding of social movements
Studying this module was a big achievement, I really learned a lot

Cait Beaumont
10 January 2012