

POLI 3390 Politics of Consumption

Dalhousie University

3 credit hours

Winter 2021

Tuesdays and Thursdays 11:35-12:55 p.m.

Synchronous meetings every Thursday and on Tuesday, April 6

Instructor: Anders Hayden
Virtual Office Hours: Thursdays 1:30 – 2:30 p.m., or by appointment (please e-mail me to set up a virtual meeting or phone call)
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Course Description

The course examines the political and economic importance of consumption and critical perspectives on the ecological, social, and wellbeing impacts of consumer society. Topics include the emergence of consumer society, the central role of expanded consumption in the post-war Fordist compromise and “golden age” of capitalism, the struggles of marginalized groups to participate in consumer society, and growing inequalities of consumption in the neoliberal era. The course also considers the ways in which consumption choices have become vehicles for politics through political and ethical consumerism. To understand the drivers and significance of consumption, we examine major economic and sociological theories of consumption, along with related critiques of consumer society. The course includes numerous opportunities for comparative analysis of consumption politics in other times and places in the recent past (the Great Depression, the Second World War, Nazi Germany, and communist societies).

The environmental impacts of consumer society are a prominent theme in the course, along with competing perspectives on how to achieve “sustainable consumption.” The course examines initiatives that aim to provide alternative (i.e. more ecologically sound, socially equitable, and satisfying) ways of meeting material needs, including variations of the “sharing economy.” We will also consider the effects of the covid-19 pandemic on consumer society.

Learning Outcomes

- Students will demonstrate understanding of the central role that consumption has played in political, economic, and social life since the emergence of consumer society.
- Students will demonstrate understanding of major theories of consumption and critiques of consumer society.
- Students will be able to critically assess competing perspectives on sustainable consumption and initiatives to create alternative ways of meeting material needs.
- Students will further develop their communication skills (public speaking, writing, listening critically) through presentations, class discussions, and written assignments.
- Students will further develop their skills in research, analysis, and synthesis of information through their presentations and research papers.

Course Format

The course combines asynchronous lectures, videos, and other online resources along with synchronous class discussion, student presentations, and possible guest speakers. While participation in weekly synchronous meetings is recommended, there are both synchronous and asynchronous ways to fulfill course requirements.

Communication

Communication with students will take place in various ways:

- The weekly synchronous meeting is an important form of contact. It is an opportunity to ask questions about the course content, assignments, and requirements. If you cannot attend, you can watch the recording afterwards.
- Online office hours are Thursdays 1:30 – 2:30 p.m. These are open sessions; any student can drop in. If you cannot attend at this time or have a private concern, please email me to make an appointment.
- You can ask questions in the “Course Questions or Help” discussion space on brightspace.
- You can also email me. Please check first whether the answer to your question already appears in the “Course Questions or Help” discussion space or in the syllabus.

Requirements and Grading

Participation	10%
Weekly Reading Reflections / “QIPs”	20%
Midterm (either in one or two parts)	25%
Presentation	15%
Research paper	30%

For information on how your percentage grade will be converted into a letter grade and grade point (maximum 4.30), see Dalhousie’s grade scale and definitions:

https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html

Participation 10%

You have two options for participation.

Main Option: participation during synchronous meetings. To participate effectively, you should complete the assigned readings beforehand. You are expected to participate actively and respectfully in discussions—without dominating discussion in a way that prevents others from speaking. The participation grade will be based on the quality of your participation in class discussions. See criteria in table below.

Participation, ranging from low to high quality	
0	Absent.
1	Present, not disruptive. Tries to respond when called on but does not offer much.

	Demonstrates very infrequent involvement in discussion.
2	<p>Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them.</p> <p>Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</p> <p>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</p> <p>Demonstrates sporadic involvement.</p>
3	<p>Demonstrates good preparation: knows readings well, has thought through implications of them.</p> <p>Offers interpretations and analysis of readings (more than just facts) to class.</p> <p>Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</p> <p>Demonstrates consistent ongoing involvement.</p>
4	<p>Demonstrates excellent preparation: has analyzed the reading exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</p> <p>Offers analysis, synthesis, and evaluation of readings, e.g., puts together pieces of the discussion to develop new approaches that take the class further.</p> <p>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</p> <p>Demonstrates ongoing very active involvement.</p>

Secondary option: as an alternative to, or a way to supplement, the main participation option, you can participate in an *online discussion board* about the readings for each week.

Discussion board participation has two parts. First, submit 2 or 3 questions about the reading a day before the synchronous session (i.e., by 11:59 p.m. on Wednesday, except Week 13, when the deadline is on Monday). Second, after the synchronous session has ended, submit a 75-100 word post to the board in response to something you heard while participating in the session or listening to the recording. (If you prefer, you could post an audio or video recording of no more than 1 or 2 minutes.) You have up to 5 days after the synchronous recording is posted to submit your post. *If you participated in the synchronous session*, but want to add additional comments, you can skip the first of the two parts.

You are also encouraged to use the discussion board to post links to news reports, online videos, or podcasts related to ideas covered in class, as well as respond (respectfully, of course) to each other's postings.

Weekly Reading Reflections / “QIPs” 20%

Starting in week 2, you can submit a reflection on the week’s readings, which is due before the beginning of class on Thursday. (In *week 2*, you will also be able to submit a reflection on the readings for week 1, if you wish). You will submit a maximum of 10 over the course of the semester. Standard reflections will be 400-500 words in length. For up to three of the ten reflections, you have the option of submitting a short version (see details below). Please submit the reflections on brightspace; do not email them to me.

The main goal of the reading reflections is to encourage you to think about the readings *before* class and to be ready to discuss them. They also give the instructor an opportunity to identify any common questions or problems, which will then be discussed in class.

In previous years, I have not allowed the weekly reading reflections to be submitted late. This year, to give you more flexibility in managing multiple assignments in the new online learning environment, I will allow you to catch up on standard reading reflections that you missed (i.e. ones that are 400-500 words in length). These can be submitted any time before April 25. However, there will be a late penalty (15%, or 0.3 out of 2) to encourage students to reflect on the reading before class.

One possible model to follow is to identify Questions (Q), Interesting or Important Points (I), and Problems (P) that you identified in the readings (or had with them)—hence the acronym QIP. However, if you find that model too constraining, you are not required to follow it, as long as you show that you have done the reading and reflected on it.

Some questions to consider as you write the reflection: What common themes are evident in the readings? What key differences are evident in the accounts found in the different readings? You can also include reflections on your own experiences with consumption and spending *in addition to, but not instead of*, reflection on the readings.

For the short versions that you may submit (up to three out of the ten reflections), you can simply list: two questions that arise from the readings, two interesting or important points, and two problems that you identified in the readings (if you don’t see two problems, you can add other questions or important/interesting points).

You will receive one point for each reflection that you submit, up to a *maximum of 10*. You will also receive an additional qualitative grade out of 10 on your reflections throughout the semester. The qualitative grade will be based on three main grading categories: excellent (0.8 points), satisfactory (0.6 points), and less than satisfactory (0.3 to 0.5 points). Therefore if you submit a satisfactory reflection, you will receive $1 + 0.6 = 1.6$ points, equivalent to an A-minus grade. An excellent reflection will earn 1.8 points, equivalent to an A-plus, while a less than satisfactory reflection could earn as little as 1.3 points, equivalent to a C. (In rare cases of particularly poor work, a lower grade or no grade at all is possible.)

The majority of the points are given for showing that you are doing the reading, understanding key themes, and reflecting thoughtfully upon them. If you do that for ten week’s readings, you will get a grade in the A-minus range on this component of the course. The grading is relatively generous if you submit all ten; it is less so if you do not. Higher grades may be assigned to reflections that show strong insights, particularly thoughtful commentary on key themes that cut across the readings for the week—rather than focusing on secondary details or looking at the

readings in isolation—or an ability to make relevant links to wider issues in the politics of consumption beyond those specifically addressed in the readings. Lower grades may be assigned to reflections that do not illustrate an adequate effort in having completed the readings or in identifying and commenting upon relevant themes.

Midterm 25%

The midterm will include online quiz-type questions and essays (details will be announced after the course begins). You will have two options for your midterm grade:

Main Option: Complete it all by the due date of February 11. Late exams will be accepted with late penalties until February 25, after which graded exams will be returned to students. Exams will not be accepted after February 25. The essay questions will be made available early in January so you will have an opportunity to think about them throughout the first half of the class.

Secondary Option: If you need more time, you can complete the exam in two parts: the first part (worth roughly 60% of the exam) by February 11 (see main option above regarding late submissions) and the second part (one essay, worth roughly 40%) by March 11. Late exams will be accepted with late penalties until March 18, after which graded exams will be returned to students. Exams will not be accepted after March 18. The essay question options will not be the same as for the Main Option; they will be made available by February 25.

If you are unable to complete the secondary option by March 18, I will consider requests to complete the last part of the exam in April, with a 10% late penalty and different essay questions.

Late penalties for the midterm will be 1% per day. However, keep in mind that exams will not be accepted at all after February 25 (Main Option) or March 18 (Secondary Option).

Presentation 15%

Each student will deliver a presentation on an issue of their choice related to the politics of consumption. Some suggested presentation and paper topics will be provided, but you are free to choose your own topic related to issues covered by the course. Presentations will be *ten minutes* long followed by five minutes for questions and comments from the class. The time limit will be strictly enforced. Be sure to practice your presentation ahead of time to stay within the time limit. You are encouraged to use your presentation to develop ideas for your research paper.

There will be time for one presentation during each synchronous meetings on Thursdays, starting in week 2. Remaining presentations will be made to small groups of 4 or 5 students and will be scheduled during class time on Tuesdays. While some students may prefer to present to a smaller group, it can be a valuable experience to gain practice in presenting to a larger group, which is also likely to generate more feedback that you can take into account for your research paper.

Presentation time slots for the regular synchronous classes (large group) will be allocated first. After the first synchronous class on January 7, if you would like to or are willing to present to the full class, you can e-mail me with your top-three choices from the following possible dates: January 14, 21, 28; February 4, 11, 25; March 4, 11, 18, 25; April 1 and 6. Time slots will generally be allocated to the first person that asks for it. After the time slots for the large-group presentations are allocated, I will ask the remaining students to sign up for smaller-group presentations, which will *tentatively* take place on February 2 and 23; March 2, 16, and 30. Dates may have to be revised to try to accommodate everyone's preferences and schedule constraints.

You may want to consider presenting early in the semester given the likelihood of a greater workload toward the end of semester.

Research Paper 30%

You will write a paper of 3,000 to 4,000 words. Papers are due on the last day of class, April 6. If you see that you will have a very busy end-of-semester due to multiple assignment deadlines, I suggest that you either work on your paper well in advance of the deadline or ask for an extension well in advance (i.e. by March 2).

Your paper can build on the topic of your presentation—see description above. A list of possible presentation / paper topics is posted on brightspace. You are free to propose your own topic, subject to the instructor’s approval. I recommend that you begin work on your paper early in the semester to avoid a last-minute rush.

You have the *option* of submitting a 1-2 page proposal, plus an initial bibliography, by March 2. You will not receive a grade for the proposal, but this is an opportunity to receive feedback as you develop your paper.

Plagiarism detection software may be used to review research papers. For more information on how to avoid problems related to plagiarism, see “Academic Integrity” in Section B, below.

Research papers received after the due date will be subject to a late penalty of 1% per day. The late penalty is lower this year to provide you with more flexibility in managing multiple deadlines in the new online learning environment. Papers must be submitted by April 25 at the latest to allow end-of-term grades to be submitted on time.

Deadlines for Withdrawal from Fall Courses

For Winter 2021 classes, the deadline by which a student may withdraw without a “W” appearing on the transcript is January 29. The last day to withdraw with a “W” is March 8.

Required Books

Cohen, L. (2004). *A Consumer’s Republic: The Politics of Mass Consumption in Postwar America*. New York: Vintage.

Hudson, I., & Hudson, M. (2021). *Consumption*. Cambridge: Polity.

Schor, J. B. (2020). *After the Gig: How the Sharing Economy Got Hijacked and How to Win it Back*. Oakland: University of California Press.

The Cohen and Schor books are available through the Dalhousie bookstore (among other sources). The Hudson book, which was just released in December 2020, can be purchased in e-book format from the publisher: <https://www.wiley.com/en-ca/Consumption-p-9781509535392> .

Other readings will be available on brightspace.

Schedule and Readings

Week 1: January 7: Introduction

Hudson, I., & Hudson, M. (2021). Chapter 1: The Meanings of Consumption. In *Consumption*. Cambridge: Polity.

Trentmann, F. (2016). Introduction. In *Empire of Things* (pp. 1-16). London: Penguin.

Week 2: January 12 and 14: The Emergence of Consumer Society

Trentmann, F. (2016, November 28). How Humans Became “Consumers”: A History. *The Atlantic*. Retrieved from <https://www.theatlantic.com/business/archive/2016/11/how-humans-became-consumers/508700/>

Cohen, L. Chapter 1, Depression: Rise of the Citizen Consumer. In *A Consumer’s Republic: The Politics of Mass Consumption in Postwar America* (pp. 18-47, 54-61; remaining pages of chapter optional).

Recommended:

Ewen, S. (2001). *Captains Of Consciousness Advertising And The Social Roots Of The Consumer Culture* (25 edition). New York, NY: Basic Books.

Leach, W. R. (1994). *Land of Desire: Merchants, Power, and the Rise of a New American Culture*. New York: Vintage.

Week 3: January 19 and 21: Consumption in the War Years

Cohen, L. (2004). Chapter 2, War: Citizen Consumers Do Battle on the Home Front. In *A Consumer’s Republic* (pp. 62-77, 83-86, 93-95, bottom 98-109; remaining pages optional).

Mosby, I. (2014). Chapter 2: The Kitchen and the State: Food Rationing, Price Control, and the Gender Politics of Consumption. In *Food Will Win the War: The Politics, Culture, and Science of Food on Canada’s Home Front* (pp. 61-66, 74-96). Vancouver: UBC Press.

Wiesen, S. J. (2012). National Socialism and Consumption. In F. Trentmann (Ed.), *The Oxford Handbook of the History of Consumption* (pp. 433–450). Oxford: Oxford University Press.

Recommended:

Blitz, M. (2018, January 11). How Fanta Was Created for Nazi Germany. *Atlas Obscura*. <http://www.atlasobscura.com/articles/fanta-soda-origins-nazi-germany>

Cox, S. (2013). Chapter 1, The Material Equivalent of War. In *Any Way You Slice It: The Past, Present, and Future of Rationing* (pp. 15-50). New York: New Press.

Kynaston, D. (2007). Chapter 4, We’re So Short of Everything. In *Austerity Britain: 1945-1951*. London: Bloomsbury.

Week 4: January 26 and 28: Post-War Consumer Boom and the Fordist Compromise

Cohen, L. (2004). Chapter 3, Reconversion: The Emergence of the Consumer’s Republic. In *A Consumer’s Republic* (pp. 112-138; 150-156; 160-165; remaining pages optional).

Belshaw, J.D. (2016). *Canadian History: Post-Confederation* (Pp. 441-446, 458-465). Victoria, BC: BCampus. (N.B. The page numbers refer to the numbers at the bottom of each page, not the pdf numbering at the top).

Recommended:

Belisle, D. (2005). Exploring Postwar Consumption: The Campaign to Unionize Eaton's in Toronto, 1948-1952. *Canadian Historical Review*, 86(4).

Pietrykowski, B. (2009). Chapter 5: Fordism and the social relations of consumption. In *The Political Economy of Consumer Behavior: Contesting Consumption*. London: Routledge.

Week 5: February 2 and 4: Economic and Sociological Theories of Consumption / Critiques and Defences of Consumer Society (I)

Hudson, I., & Hudson, M. (2021). Chapters 2, 3, and 4. *Consumption*. Cambridge: Polity.

Bourne, R. (2015, January 15). In defence of rampant consumerism. *The Telegraph*. <https://www.telegraph.co.uk/finance/economics/11346635/In-defence-of-rampant-consumerism.html>

Reeves, R. V. (2019, July 19). Consumerism isn't a sellout – if capitalism works for all. Brookings Institution. <https://www.brookings.edu/opinions/consumerism-isnt-a-sellout-if-capitalism-works-for-all/>

Recommended:

Bocock, R. (1993). Chapter 2: Theorising Consumption. In *Consumption* (pp. 34-52). London: Routledge.

Goodwin, N., Harris, J. M., Nelson, J. A., Roach, B., & Torras, M. (2018). Chapter 8: Consumption and the Consumer Society. In *Microeconomics in Context, 4th Edition*. New York: Routledge. (You can skim or skip sections 1.2 – 1.4, but note the definition of “utility” on p.243).

Hancox, D. (2019, August 11). No Logo at 20: Have we lost the battle against the total branding of our lives? *The Observer*. <https://www.theguardian.com/books/2019/aug/11/no-logo-naomi-klein-20-years-on-interview>

Humphery, K. (2010). Chapter 1: New Politics of Consumption. In *Excess: Anti-consumerism in the West* (pp. 13-43). Cambridge, UK: Polity.

Klein, N. (2000). *No Logo: Taking Aim at the Brand Bullies*. Toronto: Vintage Canada.

Paterson, M. (2017). *Consumption and Everyday Life* (2nd ed.). London: Routledge.

Schor, J.B., & Holt, D. B. (Eds.). (2000). *The Consumer Society Reader*. New York, NY: The New Press.

Schor, J. B. (2003). The Problem of Overconsumption—Why Economists Don't Get It. In D. Doherty & A. Etzioni (Eds.), *Voluntary Simplicity: Responding to Consumer Culture* (pp. 65–82). Lanham, MD: Rowman & Littlefield Publishers.

Schudson, M. (1999). Delectable Materialism: Second Thoughts on Consumer Culture. In L. B. Glickman (Ed.), *Consumer Society in American History: A Reader* (pp. 341–358). Ithaca NY: Cornell University Press.

Twitchell, J. B. (1999). *Lead Us Into Temptation: The Triumph of American Materialism*. Columbia University Press.

Zick Varul, M. (2013). Towards a consumerist critique of capitalism: A socialist defence of consumer culture. *Ephemera*, 13(2), 293–315. <http://www.ephemerajournal.org/contribution/towards-consumerist-critique-capitalism-socialist-defence-consumer-culture>

Week 6: February 9 and 11: Economic and Sociological Theories of Consumption / Critiques and Defences of Consumer Society (II)

Gabriel, Y., & Lang, T. (2015). Chapter 3: The Consumer as Communicator. *The Unmanageable Consumer* (pp. 47-63; remainder of chapter optional). London: Sage.

Hudson, I., & Hudson, M. (2021). Chapter 6: Consumption, Power, and Liberation. In *Consumption*. Cambridge: Polity. (Also have a quick look at Chapter 5, which we will discuss in more detail in the week on "sustainable consumption").

Sunstein, C. R. (2015). Behavioural economics, consumption and environmental protection. In L. Reisch & J. Thøgersen (Eds.), *Handbook of Research on Sustainable Consumption* (pp. 313–327). Cheltenham, UK: Edward Elgar.

Highly recommended:

Schor, J. B. (2007). In Defense of Consumer Critique: Revisiting the Consumption Debates of the Twentieth Century. *The ANNALS of the American Academy of Political and Social Science*, 611(1), 16–30.

Recommended:

Ackerman, F. (1997). Consumed in Theory: Alternative Perspectives on the Economics of Consumption. *Journal of Economic Issues*, 31(3), 651–664.

Ehrhardt-Martinez, K. et al. (2015). “Theoretical Perspectives on Consumption.” In R.E. Dunlap & R.J. Brulle (Eds.). *Climate Change and Society: Sociological Perspectives* (pp. 99-108), New York: Oxford University Press. (Pay particular attention to the discussion of “theories of practice,” starting on p. 103.)

Evans, D., & Jackson, T. (2008). *Sustainable Consumption: Perspectives from Social and Cultural Theory* (RESOLVE Working Paper 05-08). Guildford, UK: Research Group on Lifestyles, Values and the Environment. University of Surrey.

http://resolve.sustainablelifestyles.ac.uk/sites/default/files/RESOLVE_WP_05-08.pdf

Schor, J. B. (2019). Consumption. In J. M. Ryan (Ed.), *Core Concepts in Sociology* (pp. 46-). New York: Wiley.

Warde, A. (2015). The Sociology of Consumption: Its Recent Development. *Annual Review of Sociology*, 41(1), 117–134.

Warde, A., & Southerton, D. (2012). Introduction. In A. Warde & D. Southerton (Eds.), *The Habits of Consumption* (pp. 1–11). Helsinki: Helsinki Collegium for Advanced Studies.

https://helda.helsinki.fi/bitstream/handle/10138/34220/12_01_introduction.pdf?sequence=1

Wright, E. O., & Rogers, J. (2015). Chapter 7: Consumerism. In *American Society: How It Really Works* (pp. 120-141). New York: W. W. Norton & Company.

Study Break: No Classes, February 16 and 18

Week 7: February 23 and 25: Political and Ethical Consumerism

Micheletti, M., & Stolle, D. (2015). Consumer Strategies in Social Movements. In D. Della Porta & M. Diani (Eds.), *The Oxford Handbook of Social Movements* (pp. 478–493). Oxford: Oxford University Press.

Katz, M. A. (2019). Boycotting and Buycotting in Consumer Cultures: Political Consumerism in North America. In M. Boström, M. Micheletti, & P. Oosterveer (Eds.), *The Oxford Handbook of Political Consumerism* (pp. 515–538). Oxford: Oxford University Press.

Hudson, I., & Hudson, M. (2021). Chapter 7: Shopping Police. In *Consumption*. Cambridge: Polity.

Plante, S. G. (2019, October 7). Shopping has become a political act. Here's how it happened. *Vox*. <https://www.vox.com/the-goods/2019/10/7/20894134/consumer-activism-conscious-consumerism-explained>

Recommended:

Listen to this radio broadcast:

CBC Radio (2019, June 12). Woke Washing: the problem with 'branding' social movements. Ideas. <https://www.cbc.ca/radio/ideas/woke-washing-the-problem-with-branding-social-movements-1.5171349>

Barry, C., & MacDonald, K. (2018). Ethical Consumerism: A Defense of Market Vigilantism. *Philosophy & Public Affairs*, 46(3), 293–322.

Bossy, S. (2014). The utopias of political consumerism: The search of alternatives to mass consumption. *Journal of Consumer Culture*, 14(2), 179–198.

Dubuisson-Quellier, S. (2013). Preface, Chapters 1 and 3. In *Ethical Consumption* (pp. 13–30, 47–63). Halifax, Nova Scotia: Fernwood.

Dubuisson-Quellier, S. (2019). From Moral Concerns to Market Values: How Political Consumerism Shapes Markets. In M. Boström, M. Micheletti, & P. Oosterveer (Eds.), *The Oxford Handbook of Political Consumerism* (pp. 813–832). Oxford University Press.

Hochschild, A. (2006). The Blood-Sweetened Beverage. In *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves* (pp. 192–198). Boston: Mariner.

O'Rourke, D. et al. (2012). Forum on the Citizen Consumer. *Boston Review*. <http://bostonreview.net/forum/citizen-consumer> (see O'Rourke's article as well as the responses from the other writers).

Monticelli, L., & Della Porta, D. (2019). The Successes of Political Consumerism as a Social Movement. In M. Boström, M. Micheletti, & P. Oosterveer (Eds.), *The Oxford Handbook of Political Consumerism* (pp. 773–792). Oxford University Press.

Willis, M. M., & Schor, J. B. (2012). Does Changing a Light Bulb Lead to Changing the World? Political Action and the Conscious Consumer. *The Annals of the American Academy of Political and Social Science*, 644(1), 160–190.

Week 8: March 2 and 4: The Struggle to Participate in Consumer Society: Consumption & Marginalized Groups

Cohen, L. (2004). Chapter 4, Rebellion: Forcing Open the Doors of Public Accommodations. In *A Consumer's Republic* (pp. 166–191).

Vannocci Bonsi, O. (2019, March 13). La Sape: Cultural appropriation as identitarian emancipation. *Roots & Routes*. <https://www.roots-routes.org/la-sape-cultural-appropriation-as-identitarian-emancipation-orsola-vannocci-bonsi/>

Pittman, C. (2017). “Shopping while Black”: Black consumers’ management of racial stigma and racial profiling in retail settings. *Journal of Consumer Culture*, 1469540517717777.

Porter, J. (2017, May 4). Indigenous people say racial profiling most often felt in stores: Human Rights Commission report. *CBC News*. Retrieved from <https://www.cbc.ca/news/canada/thunder-bay/racial-profiling-report-1.4097377>

Podcast and Videos:

“Eyes on the Prize,” segment of Episode 3: “Ain’t Scared of Your Jails” on Nashville lunch counter sit-ins during US civil rights movement

“The Congo Dandies” about La SAPE (La société des ambienceurs et des personnes élégantes)

Why Black Men Tend To Be Fashion Kings. (2012, December 31). National Public Radio. <https://www.npr.org/2012/12/31/167720258/why-black-men-tend-to-be-fashion-kings>

Recommended:

Gondola, C. D. (1999). Dream and Drama: The Search for Elegance among Congolese Youth. *African Studies Review*, 42(1), 23–48.

Week 9: March 9 and 11: Consumption under Communism

Bren, P., & Neuburger, M. (2012). Introduction. In P. Bren & M. Neuburger (Eds.), *Communism Unwrapped: Consumption in Cold War Eastern Europe* (pp. 1–18). New York: Oxford University Press.

Fitzpatrick, S. (2012). Things Under Socialism: The Soviet Experience. In F. Trentmann (Ed.), *The Oxford Handbook of the History of Consumption* (pp. 451–466). Oxford: Oxford University Press.

Dombos, T., & Pellandini-Simanyi, L. (2012). Kids, Cars, or Cashews? Debating and Remembering Consumption in Socialist Hungary. In P. Bren & M. Neuburger (Eds.), *Communism Unwrapped: Consumption in Cold War Eastern Europe* (pp. 326–350). New York, NY: Oxford University Press.

Rubin, E. (2009). The Trabant: Consumption, Eigen-Sinn, and Movement. *History Workshop Journal*, 68(1), 27–44.

Recommended:

Other chapters in *Communism Unwrapped: Consumption in Cold War Eastern Europe*, e-book available from Dalhousie library.

Albinsson, P. A., Wolf, M., & Kopf, D. A. (2010). Anti-consumption in East Germany: consumer resistance to hyperconsumption. *Journal of Consumer Behaviour*, 9(6), 412–425.

Landsman, M. (2005). *The Dictatorship of Demand: The Politics of Consumerism in East Germany*. Cambridge, MA, Harvard University Press.

Merkel, I. (1998). Consumer Culture in the GDR, or How the Struggle for Antimodernity was Lost on the Battleground for Consumer Culture. In S. Strasser, C. McGovern, & M. Judt (Eds.), *Getting and Spending: European and American Consumer Societies in the Twentieth Century* (pp. 281–299). Cambridge, UK: Cambridge University Press.

Week 10: March 16 and 18: Sustainable Consumption (I)

Hudson, I., & Hudson, M. (2021). Chapter 5: The Shopocalypse. In *Consumption*. Cambridge: Polity.

Welch, D., & Southerton, D. (2019). After Paris: Transitions for sustainable consumption. *Sustainability: Science, Practice and Policy*, 15(1), 31–44.

Fuchs, D., & Boll, F. (2018). Sustainable consumption. In *Global Environmental Politics: Concepts, Theories, and Case Studies* (2nd ed., pp. 83–102).

Geels, F. W., McMeekin, A., Mylan, J., & Southerton, D. (2015). A critical appraisal of Sustainable Consumption and Production research: The reformist, revolutionary and reconfiguration positions. *Global Environmental Change*, 34, 1–12.

Recommended:

Akenji, L. (2014). Consumer scapegoatism and limits to green consumerism. *Journal of Cleaner Production*, 63, 13–23.

Dauvergne, P. (2010). The Problem of Consumption. *Global Environmental Politics*, 10(2), 1–10.

Evans, D., McMeekin, A., & Southerton, D. (2012). Sustainable Consumption, Behaviour Change Policies and Theories of Practice. In A. Warde & D. Southerton (Eds.), *The Habits of Consumption* (pp. 113–129). Helsinki: Helsinki Collegium for Advanced Studies.

https://helda.helsinki.fi/bitstream/handle/10138/34226/12_07_evans-southerton-mcmeekin.pdf?sequence=1

Isenhour, C. (2015). Sustainable consumption and its discontents. In H. Koppina & E. Shoreman-Ouimet (Eds.), *Sustainability: Key Issues* (pp. 133–154). New York: Routledge.

Sahakian, Marlyne and Harold Wilhite. 2014. “Making practice theory practicable: Towards more sustainable forms of consumption.” *Journal of Consumer Culture* 14(1) 25–44.

Week 11: March 23 and 25: Sustainable Consumption (II)

Fuchs, D., Di Giulio, A., Glaab, K., Lorek, S., Maniates, M., Princen, T., & Røpke, I. (2016). Power: the missing element in sustainable consumption and absolute reductions research and action. *Journal of Cleaner Production*, 132, 298–307.

Soper, K. (2017). A New Hedonism: A Post-Consumerist Vision. Next System Project. https://thenextsystem.org/sites/default/files/2017-11/Consumerism_Full.pdf.

Holt, D. B. (2012). Constructing Sustainable Consumption: From Ethical Values to the Cultural Transformation of Unsustainable Markets. *The ANNALS of the American Academy of Political and Social Science*, 644(1), 236–255.

Recommended:

Etzioni, D. D., Amitai. (2003). *Voluntary Simplicity: Responding to Consumer Culture*. Lanham, Md: Rowman & Littlefield Publishers.

Hayden, A. (2020). Sufficiency. In A. Kalfagianni, D. Fuchs, & A. Hayden (Eds.), *Routledge Handbook of Global Sustainability Governance*. London: Routledge.

Hernandez, R. J., Miranda, C., & Goñi, J. (2020). Empowering Sustainable Consumption by Giving Back to Consumers the ‘Right to Repair.’ *Sustainability*, 12(3), 850. <https://doi.org/10.3390/su12030850>

Hickel, J. (2019). Degrowth: A theory of radical abundance. *Real-World Economics Review*, 87, 54–68. <http://www.paecon.net/PAERReview/issue87/Hickel87.pdf>

Institute for Global Environmental Strategies, Aalto University, and D-mat ltd. 2019. *1.5-Degree Lifestyles: Targets and Options for Reducing Lifestyle Carbon Footprints. Technical Report*. Hayama, Japan: Institute for Global Environmental Strategies. (Key pages: pp. iv-vi, 25-35).

Jackson, T. (2017). Beyond consumer capitalism: foundations for a sustainable prosperity. In P. A. Victor & B. Dolter (Eds.), *Handbook of Growth and Sustainability* (pp. 522–544). Cheltenham, UK: Edward Elgar.

Larsson, J., Nässén, J., & Lundberg, E. (2020). Work-time reduction for sustainable lifestyles. In A. Kalfagianni, D. Fuchs, & A. Hayden (Eds.), *Routledge Handbook of Global Sustainability Governance*. London: Routledge.

Schor, J. B. (2005). Sustainable Consumption and Worktime Reduction. *Journal of Industrial Ecology*, 9(1–2), 37–50.

Schor, J. B. (2011). *True Wealth: How and Why Millions of Americans Are Creating a Time-Rich, Ecologically Light, Small-Scale, High-Satisfaction Economy*. Penguin.

Warde, A. (2017). Sustainable Consumption: Practices, Habits and Politics. In *Consumption: A Sociological Analysis* (pp. 181–204). Palgrave Macmillan.

Week 12: March 30 and April 1: The Sharing Economy - Step Toward Sustainability? Or a New Way to Exploit Labour and Evade Regulation?

Schor, J. B. (2020). *After the Gig: How the Sharing Economy Got Hijacked and How to Win it Back*. Oakland: University of California Press.

Required: Introduction, Chapters 1, and 4.

Recommended: Chapters 2, 3, and 5. Have a quick look at the recommended chapters; you may find content of interest to you. We will discuss chapter 6 next week.

Recommended:

Cohen, M. J. (2017). Chapter 3: The (Mostly) Empty Promise of the Sharing Economy. In *The Future of Consumer Society: Prospects for Sustainability in the New Economy*. New York: Oxford University Press.

Dubuisson-Quellier, S. (2013). Constructing Alternatives to the Market. In *Ethical Consumption* (pp. 87-105). Halifax, Nova Scotia: Fernwood.

Frenken, K. (2017). Political economies and environmental futures for the sharing economy. *Philosophical Transactions of the Royal Society A*, 375(2095), 20160367.

Godelnik, R. (2017). Millennials and the sharing economy: Lessons from a ‘buy nothing new, share everything month’ project. *Environmental Innovation and Societal Transitions*, 23, 40–52.

McLaren, D., & Agyeman, J. (2015). Sharing Consumption: The City as Platform. In *Sharing Cities: A Case for Truly Smart and Sustainable Cities* (pp. 27-45). Cambridge, MA: MIT Press.

Schor, J. B., & Fitzmaurice, C. J. (2015). Collaborating and connecting: the emergence of the sharing economy. In L. Reisch & J. Thøgersen (Eds.), *Handbook of Research on Sustainable Consumption* (pp. 410–425). Cheltenham, UK: Edward Elgar.

Week 13: April 6: Future Possibilities / How Will Covid-19 Change Consumption?

Schor, J. B. (2020). Chapter 6 in *After the Gig: How the Sharing Economy Got Hijacked and How to Win it Back*. Oakland: University of California Press.

Sarkis, J., Cohen, M. J., Dewick, P., & Schröder, P. (2020). A brave new world: Lessons from the COVID-19 pandemic for transitioning to sustainable supply and production. *Resources, Conservation, and Recycling*, 159, 104894.

Listen to this 10-minute radio segment:

CBC Radio. (2020, October 25). Buying nothing, the “paradox of thrift” and Canada’s economy. In *Cost of Living*. CBC Radio. <https://www.cbc.ca/radio/costofliving/grounded-flights-soaring-credit-scores-and-getting-on-board-with-thrifting-1.5769993/buying-nothing-the-paradox-of-thrift-and-canada-s-economy-1.5770009>

Readings may be revised as more publications on the effects of covid-19 on consumption become available.

Recommended:

Cohen, L. (2004). Epilogue. In *A Consumers’ Republic* (pp. 401-410).

Cohen, M. J. (2017). Chapter 2 (from “The Precariousness of Consumer Society,” bottom of p.12 of pdf, to end of chapter). In *The Future of Consumer Society: Prospects for Sustainability in the New Economy*. New York: Oxford University Press.

Additional topic: Anti-Consumption

We will not have time to cover this topic in lectures and discussion, but you can choose to write a QIP on it if you wish.

Barnard, A. V. (2016). Capitalism’s Cast-Offs. In *Freegans: Diving into the Wealth of Food Waste in America* (pp. 25-52). Minneapolis: University of Minnesota Press.

Day, A. (2016). Culture Jamming and Media Activism. In G. Burns (Ed.), *A Companion to Popular Culture* (pp. 503–517). John Wiley & Sons.

Kish, K. (2017). Freedom to (dis)Engage: The Catch-22 of Local Economic Development. <http://www.alternativesjournal.ca/community/blogs/green-living/freedom-disengage-catch-22-local-economic-development>

Recommended:

Albinsson, P. A., Wolf, M., & Kopf, D. A. (2010). Anti-consumption in East Germany: consumer resistance to hyperconsumption. *Journal of Consumer Behaviour*, 9(6), 412–425.

Cherrier, H. (2009). Anti-consumption discourses and consumer-resistant identities. *Journal of Business Research*, 62(2), 181–190.

Dubuisson-Quellier, S. (2013). Chapter 4: Resisting Mass Consumption. In *Ethical Consumption* (pp. 65–85). Halifax, Nova Scotia: Fernwood.

Grigsby, M. (2004). *Buying Time and Getting By: The Voluntary Simplicity Movement*. Albany, NY: SUNY Press.

Humphery, K. (2010). *Excess: Anti-consumerism in the West*. Cambridge, UK: Polity.

Isenhour, C. (2010a). On conflicted Swedish consumers, the effort to ‘stop shopping’ and neoliberal environmental governance. *Journal of Consumer Behaviour*, 9 (6), 454–469.

Lasn, K. (2000). *Culture Jam: How to Reverse America’s Suicidal Consumer Binge, And Why We Must*. New York: Quill.

Zick Varul, M. (2013). Towards a consumerist critique of capitalism: A socialist defence of consumer culture. *Ephemera*, 13(2), 293–315. <http://www.ephemerajournal.org/contribution/towards-consumerist-critique-capitalism-socialist-defence-consumer-culture>

Section B: University Policies, Statements, Guidelines and Resources for Support

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate, available at <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=81&chapterid=4424&loadusercredits=False>

University Statements

Territorial Acknowledgement:

Dalhousie University is located in Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq. We are all Treaty people.¹

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

¹ For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

How can you achieve academic integrity?

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- Make sure you understand Dalhousie's policies on academic integrity (<http://academicintegrity.dal.ca/Policies/>)
- Do not cheat in examinations or write an exam or test for someone else
- Do not falsify data or lab results
- Be sure not to plagiarize, intentionally or unintentionally
- Clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- Do not use the work of another from the Internet or any other source and submit it as your own
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor (These examples should be considered only as a guide and not an exhaustive list.)

Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact me (or the TA). Other resources:

- Academic Integrity website <http://academicintegrity.dal.ca/>
Links to policies, definitions, online tutorials, tips on citing and paraphrasing
- Writing Centre
(http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html)
Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations
- Dalhousie Libraries Workshops (<http://libraries.dal.ca/>)
Online tutorials, citation guides, Assignment Calculator, RefWorks
- Dalhousie Student Advocacy Service (<http://studentservices.dal.ca/services/advocacy.html>)
Assists students with academic appeals and student discipline procedures.
- Senate Office (<http://senate.dal.ca>)
List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

What will happen if an allegation of an academic offence is made against you?

As your instructor, I am required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/FDPflowchartSEpt2016.pdf) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

If you have any questions about academic integrity and plagiarism, please ask.

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NL).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Study Accessibility Centre: https://www.dal.ca/campus_life/academic-support/accessibility.html

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (read more: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness. Read more: <https://www.dal.ca/cultureofrespect.html>

University Policies and Programs

Important Dates in the Academic Year (including add/drop dates)

http://www.dal.ca/academics/important_dates.html

Dalhousie Grading Practices Policy

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Grade Appeal Process https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html

Sexualized Violence Policy https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html

Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

General Academic Support – Advising https://www.dal.ca/campus_life/academic-support/advising.html

Student Health & Wellness Centre https://www.dal.ca/campus_life/health-and-wellness.html

On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond https://www.dal.ca/campus_life/academic-support/On-track.html)

Indigenous Student Centre https://www.dal.ca/campus_life/communities/indigenous.html

Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.)

<https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>

Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre https://www.dal.ca/campus_life/international-centre.html

South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/>

LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html>

Library <http://libraries.dal.ca>

Copyright Office <https://libraries.dal.ca/services/copyright-office.html>

Dalhousie Student Advocacy Services <http://dsu.ca/dsas>

Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Human Rights and Equity Services <https://www.dal.ca/dept/hres.html>

Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Study Skills/Tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Faculty or Departmental Advising Support: See <https://www.dal.ca/faculty/arts/programs.html> for links to departmental websites and information about advising