

POLI 3390 Politics of Consumption

Dalhousie University

3 credit hours

Winter 2023

Mondays and Wednesdays 4:05-5:25 p.m.

McCain 2170

Instructor: Anders Hayden
Office Hours: Wednesdays 2:30 – 3:30 p.m., or by appointment, in Henry Hicks 358 or online if you prefer.
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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 will be taught in-person. The course combines lectures and class discussion, along with student presentations, the occasional use of video clips, and possible guest speakers.

Covid-19

This syllabus is based on the assumption that it will be possible to hold in-person classes throughout the winter 2023 semester. If the Covid situation requires us to move the class online, there will be a weekly asynchronous lecture available by Monday and a synchronous meeting during the scheduled class time on Wednesday. If we have to move online, other changes to the syllabus may be necessary (e.g. to the attendance and participation grade).

All students are required to comply with health and safety requirements on campus, and should be considerate of others' health concerns. Non-compliance may be reported under the Code of Student Conduct.

Masks should be worn in class in accordance with the University's COVID-19 protocols for Winter 2023. Masks can be removed *if* you are presenting to the class and can maintain a safe distance of 2m from others.

Communication

Communication with students will take place in various ways:

- In-person classes are the main point of contact. They are an opportunity to ask questions about the course content, assignments, and requirements. Also, don't hesitate to take advantage of the opportunity to talk with me after class.
- In the unlikely event that we are not able to meet in-person due to Covid, a weekly synchronous meeting will become the main point of contact and communication.
- Feel free to drop by during office hours on Wednesdays 2:30 - 3:30 p.m., or by appointment, in Henry Hicks 358 or virtually if you prefer.
- 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 syllabus or in the "Course Questions or Help" discussion space. I will try to answer emails within 24 hours, but do not expect an answer on weekends.

Requirements and Grading

Required components

Participation	10%
Midterm	20%
Research paper	30% (3 parts: 5%, 20%, 5%)

Remaining components – choose 2 of 3:

Weekly Consumption Reflections / "QIPs"	20%
Presentation	20%
Final exam	20%

In the unlikely event that we need to move online due to Covid-19, it may be necessary to make changes to the requirements and grading.

By January 20, students will inform the instructor which two grading components they would like to include among the three options. It will not be an option to do all three and then select which of the three will count for the grade.

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%

The main option for participation is to attend and contribute to class discussion during in-person classes. To participate effectively, you should complete the required 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	Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement.
3	Demonstrates good preparation: knows readings well, has thought through implications of them. Offers interpretations and analysis of readings (more than just facts) to class. 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. Demonstrates consistent ongoing involvement.
4	Demonstrates excellent preparation: has analyzed the reading exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of readings, e.g., puts together pieces of the discussion to develop new approaches that take the class further.

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.
Demonstrates ongoing very active involvement.

Supplementary option – online discussion board: If you are not able to attend an in-person class for health or other legitimate reasons (please let me know about that by email), or if you would like to add extra comments about issues in the readings or which came up in class, you can do so on the weekly online discussion board. Posts should be at least 75 words, although they can be longer, and be added *no more than five days after the class* in question has taken place. If you prefer, you can post an audio or video recording up to 2 minutes long.

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.

Midterm 20%

An in-class midterm will take place on February 15. It will include a mix of short, quiz-type questions to assess your understanding of key concepts and essay questions.

Research Paper 30% (5% + 20% + 5%)

The research paper assignment consists of three components:

- An initial proposal is due on March 1 (5%). It will include points such as identification of a consumption-related issue and related question(s) that are of personal interest to you, an explanation of why that topic is of interest to you, a working title, a provisional thesis statement, and an initial bibliography (including, but not limited to, relevant course readings).
- A paper of 2,500 to 4,000 words is due on the last day of class, April 5 (20%).
- A post-paper reflection is due on April 6 (5%). This will include reflection on issues *such as* how your thinking on the topic evolved since you began the paper, an explanation of reasons for changes since your initial proposal, how you would approach it differently given what you have learned, and new questions you could pursue building on what you found.

Details about each of these three components will be provided on brightspace. **Before beginning work on each step, be sure to refer to the more detailed guidelines in the “Research Papers & Presentations: Options and Additional Information” folder** in the “Content” section on brightspace.

If you choose to do a presentation, it can be on the same topic as your research paper—see description below.

You should begin work on your paper early in the semester to avoid a last-minute rush – it is not an assignment to leave until the last week of semester.

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 1).

Plagiarism detection software and software to detect AI-generated text 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.

Late penalties for the research paper components

For the proposal and the post-paper reflection, the late penalty is 5% per day (i.e., 5% of the 5 points for each of these components, or 0.25 out of 5 per day). For the research papers themselves, the late penalty is 2% per day (i.e. 2% of 20, or 0.4 out of 20, per day). Papers must be submitted by April 24 at the latest to allow end-of-term grades to be submitted on time.

For the research paper, you have a two-day grace period beyond the deadline, during which no late penalties will be applied. However, if you make use of this extension, no comments will be provided on your paper. (If you submit your paper after the deadline and still want comments on the paper, you can do so, but in that case, you would have to forego the two-day late penalty grace period.)

Weekly Consumption Reflections / “QIPs” 20% (can be replaced with final exam if you choose)

Starting in week 2, you will submit a weekly reflection that combines a reflection on an experience (or experiences) you have related to issues of consumption with reflection on the week’s readings. The reflection **should be submitted on brightspace before the beginning of class on Monday** since the goal is for you to reflect on the readings before we discuss them in class. You will submit a maximum of 10 reflections over the course of the semester.

See more detailed guidelines on brightspace, which are found near the top of the “Content” section on the left-hand side.

Presentation 20% (can be replaced with final exam if you choose)

Students 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. See the “Presentation Guidelines” and “Research Paper Options” documents on brightspace for additional information.

There will be time for approximately one presentation each week, starting in week 2. If it is not possible to find a time slot during class for everyone who wants to present, remaining presentations will be made to small groups of 3 to 5 students outside of the regular class time.

After our first class, 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 18, 25; February 1, 8; March 1, 8, 15, 22, 29; and April 5. Time slots will generally be allocated to the first person that asks for it. After the time slots for the presentations to the full class are allocated, I will ask any

remaining students who want to present to sign up for smaller-group presentations, the first of which will *tentatively* take place on Friday, January 27.

I recommend that you consider presenting early in the semester given the heavier workload toward the end of semester.

Final Exam 20% (required if you choose not to do either the Weekly Consumption Reflections/“QIPs” or presentation)

The final exam will cover material from the entire semester, although it will be more heavily weighted toward content covered after the midterm. It will take place during the exam period from April 13 to 25. The final exam schedule, which the Registrar’s Office determines, will be released by February 1. *Do not make travel plans until you know the date of the final exam.*

Deadlines for Withdrawal from Winter 2022 Courses

The deadline by which a student may withdraw without a “W” appearing on the transcript is February 6. The last day to withdraw with a “W” is March 13.

Required Books Available through Dalhousie Bookstore

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.

MacKinnon, J.B. (2022). *The Day the World Stops Shopping*. Toronto: Vintage Canada.

Other readings will be available on brightspace.

Schedule and Readings

Week 1 (a): January 9: Introduction

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

Recommended:

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

Week 1 (b): January 11: The Emergence of Consumer Society

Trentmann, F. (2016, November 28). How Humans Became “Consumers”: A History. *The Atlantic*. <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 2: January 16 and 18: 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 3: January 23 and 25: 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 4: January 30 and February 1: 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.

Twitchell, J. (1999). Two Cheers for Materialism. *Wilson Quarterly*, 23(2), 16-26.

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 5: February 6 and 8: Economic and Sociological Theories of Consumption / Critiques and Defences of Consumer Society (II)

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").

MacKinnon, J.B. (2022). Chapter 15 in *The Day the World Stops Shopping*. Toronto: Vintage Canada.

Siepmann, C., Holthoff, L. C., & Kowalczyk, P. (2021). Conspicuous consumption of luxury experiences: An experimental investigation of status perceptions on social media. *Journal of Product & Brand Management*, 31(3), 454–468. (Only pages 454-457 are required – use these pages to think about how social media are changing conspicuous consumption.)

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.

Trigg, A. B. (2001). Veblen, Bourdieu, and Conspicuous Consumption. *Journal of Economic Issues*, 35(1), 99–115.

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.

Week 6 (a): February 13: Economic and Sociological Theories of Consumption / Critiques and Defences of Consumer Society (III)

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.

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

Week 6 (b): February 15: In-class midterm exam

Study Break: February 20 and 22, No Classes

Week 7: February 27 and March 1: 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 6 and 8: 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>

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)

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 13 and 15: Sustainable Consumption (I)

**There may be some revisions to the readings for this week. If so, an announcement will be posted on brightspace.*

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

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.

Isenhour, C. (2015). Sustainable consumption and its discontents. In H. Kopnina & 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 10: March 20 and 22: Sustainable Consumption (II)

**There may be some revisions to the readings for this week. If so, an announcement will be posted on brightspace.*

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.

Svensson-Hoglund, S., Russell, J. D., Richter, J. L., & Dalhammar, C. (2020). A Future of Fixing: Upscaled Repair Activities envisioned using a Circular Economy Repair Society System Framework. Proceedings of Electronics Goes Green 2020+ Conference. 434–441.

https://online.electronicsgoesgreen.org/wp-content/uploads/2020/10/Proceedings_EGG2020_v2.pdf .

(Either read this paper or watch the 20-minute conference presentation based on it:
https://www.youtube.com/watch?v=wwH_KU3S11Y .)

Fuchs, D., Sahakian, M., Gumbert, T., Giulio, A. D., Maniates, M., Lorek, S., & Graf, A. (2021). Consumption corridors as a vehicle to pursue the good life. In *Consumption Corridors: Living a Good Life within Sustainable Limits* (pp. 33–54). Routledge.

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.

Highly recommended:

Soper, K. (2020). The Trouble with Consumption. *Places Journal*. <https://doi.org/10.22269/201110>

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.

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.

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

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

Week 11: March 27 and 29: What if the World Were to Stop Shopping?

MacKinnon, J.B. (2022). *The Day the World Stops Shopping*. Toronto: Vintage Canada. Prologue and chapters 1, 2, 4, 6, 8, and 11. Remaining chapters recommended. See also readings below for next week – you may want to read ahead.

Week 12: April 3 and 5: What if the World Were to Stop Shopping? / Review and Reflection

MacKinnon, J.B. (2022). *The Day the World Stops Shopping*. Toronto: Vintage Canada. Chapters 12, 14, 18, 20, 21, and Epilogue. Remaining chapters recommended.

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.

McKinsey Global Institute. 2021. The consumer demand recovery and lasting effects of COVID-19. McKinsey Global Institute.

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-thrift-1.5769993/buying-nothing-the-paradox-of-thrift-and-canada-s-economy-1.5770009>

Additional Topic I: Consumption under Communism

We will not have time to cover this topic in class, but you can choose to write a Weekly Consumption Reflection/QIP on it if you wish, which is due by April 24.

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.

Additional Topic II: The Sharing Economy - Step Toward Sustainability? Or a New Way to Exploit Labour and Evade Regulation?

We will not have time to cover this topic in class, but you can choose to write a Weekly Consumption Reflection/QIP on it if you wish, which is due by April 24.

Schor, J. B. (2020). "The Shared Economy is a Lie." Chapter 4 in *After the Gig: How the Sharing Economy Got Hijacked and How to Win it Back*. Oakland: University of California Press.

Fitzmaurice, C. J., Ladegaard, I., Attwood-Charles, W., Cansoy, M., Carfagna, L. B., Schor, J. B., & Wengronowitz, R. (2020). Domesticating the market: Moral exchange and the sharing economy. *Socio-Economic Review*, 18(1), 81–102.

Schor, J. B. (2020, October 13). Greening the Gig. *Project Syndicate*. <https://www.project-syndicate.org/onpoint/gig-platform-economy-climate-friendly-cooperatives-by-juliet-schor-2020-10>

Alternatively, if you have access to Schor's book *After the Gig* and want to focus only on it, you can do so. Particularly important are the Introduction, Chapters 1, 4, and 6.

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.

Additional Topic III: Anti-Consumption

We will not have time to cover this topic in class, but you can choose to write a Weekly Consumption Reflection/QIP on it if you wish, which is due by April 24.

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.

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.

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/>.

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](https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.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