

## **POLI 3390 Politics of Consumption**

Dalhousie University

3 credit hours

Fall 2019

Tuesdays and Thursdays 2:35-3:55 p.m.

McCain 2170

Instructor: Anders Hayden  
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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 socio-economic forces that, according to some observers, are eroding the foundations of consumer society as we know it and may point to a post-consumerist future.

### **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 systems of provision.
- 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 lectures and class discussion, along with student presentations, guest speakers, and the occasional use of video clips.

## Requirements and Grading

Participation	10%
Weekly spending diaries / reading reflections	20%
Take-home midterm	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](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html)

### Participation 10%

You are expected to attend *every* class and complete the assigned readings before class. You are also expected to participate actively and respectfully in group 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 case or 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 case or reading facts well, has thought through implications of them. Offers interpretations and analysis of case material (more than just facts) to class.

	<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 case 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 case material, 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>

### Weekly Reading Reflections / "QIPs" 20%

Starting in week 2, **before the beginning of class on Tuesday**, you will submit a reflection on the week's readings. (In *week 2 only*, you will also be able to submit a reflection on the previous week's readings, if you wish). Each reflection will be 400-500 words in length. **Please submit the reflections on brightspace; do not email them to me.**

One possible model to follow is to identify *at least* one Question (Q), Interesting or Important Point (I), and Problem (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.

The main goal of the reading reflections is to encourage you to think about the readings *before* coming to 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.

You will receive one point for each reflection that you submit, up to a *maximum of 10*, over the semester. 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, I reserve the right to give a lower grade or no grade at all.)

As you will see, 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 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%

An in-class midterm will take place on October 10. It will include a mix of short questions to assess your understanding of key concepts and essay questions.

### Presentation 15%

Each student will deliver a *ten-minute* presentation in class on a specific issue of their choice related to the politics of consumption. Some suggested presentation and paper topics will also be provided. Presentations will be ten minutes in length and will be followed by five minutes questions and comments from the class. Note that the time limit will be strictly enforced since we have limited class time. Be sure to practice your presentation ahead of time to make sure you stay within the time limit. Students are encouraged to use their presentation as an opportunity to develop ideas for their research papers.

### Research Paper 30%

You will write a paper of 3,000 to 4,000 words. Papers are due on the last day of class, November 28.

It is recommended that your paper build on the topic of your presentation—see description above. A list of possible presentation / paper topics will be distributed in class. You are also free to propose your own topic, subject to approval of the instructor. It is also recommended that you begin work on your paper early in the semester and avoid a last-minute rush.

You have the *option* of submitting a 1-2 page proposal, plus an initial bibliography, by October 24. You will not receive a grade for the proposal, but this is an opportunity to receive feedback as you develop your paper.

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

### **Required Book**

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

Other readings will be available on brightspace.

### **Schedule and Readings**

### September 3: Introduction

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

### September 5: 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).

### September 10 and 12: Consumption in the War Years

Cohen, L. (2004). Chapter 2, War: Citizen Consumers Do Battle on the Home Front (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:*

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.

### September 17 and 19: 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: The Politics of Mass Consumption in Postwar America* (pp. TBD\*). New York: Vintage.

Belshaw, J.D. (2016). *Canadian History: Post-Confederation* (Pp. 441-446, 458-465). Victoria, BC: BCampus.

#### *Recommended:*

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

### September 24 and 26: Economic and Sociological Theories of Consumption / Critiques of Consumer Society (I)

Goodwin, N., Harris, J. M., Nelson, J. A., Roach, B., & Torras, M. (2014). Chapter 8: Consumption and the Consumer Society. In *Microeconomics in Context, 4th Edition* (pp. TBD\*). New York: Routledge.

\*Bocock, R. (1993). Chapter 2: Theorising Consumption. In *Consumption* (pp. 23-35). London: Routledge.

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.

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

*Recommended:*

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

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

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

October 1 and 3: Economic and Sociological Theories of Consumption / Critiques of Consumer Society (II)

N.B. October 2 is last day to withdraw from a Fall term course without a “W”.

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.

Gabriel, Y., & Lang, T. (2015). Chapter 3: The Consumer as Communicator. *The Unmanageable Consumer* (pp. 47-68). London: Sage.

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.

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

[N.B. only first 11 pages required].

*Recommended:*

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

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

October 8 and 10: Political and Ethical Consumerism

N.B. An in-class midterm will take place on October 10.

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.

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.

O'Rourke, D. et al. (2012). Forum on the Citizen Consumer. *Boston Review*. Retrieved from <http://bostonreview.net/forum/citizen-consumer>

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.

*Recommended:*

Listen to this podcast:

CBC Radio (2019, June 12). Woke Washing: the problem with 'branding' social movements. Ideas. Retrieved from <https://www.cbc.ca/listen/cbc-podcasts/23-ideas/episode/15717478-woke-washing-the-problem-with-branding-social-movements>

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.

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.

### October 15 and 17: 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: The Politics of Mass Consumption in Postwar America* (pp. 166–191). New York: Vintage.

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

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>

In-class 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)

### October 22 and 24: 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.

### October 29 and 31: Sustainable Consumption (I)

N.B. October 31 is last day to withdraw from a Fall term course without a “W”.

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.

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.

*Recommended:*

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

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](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. 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.

November 5 and 7: Sustainable Consumption (II)

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

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

*Recommended:*

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

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.

November 12 and 14: No Classes, Study Break

November 19 and 21: Alternative Systems of Provision and the Sharing Economy

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.

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.

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.

*Recommended:*

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

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.

### November 26: Anti-Consumption

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. Retrieved from <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.

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

Humphery, K. (2010). *Excess: Anti-consumerism in the West* (pp. 13-43). 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.

### November 28: Review and Future Possibilities

Cohen, L. (2004). Epilogue. In *A Consumers’ Republic: The Politics of Mass Consumption in Postwar America* (pp. 401-410). New York, NY: Vintage.

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.

Reading about Buy Nothing Day (November 29, 2019) TBA.\*

## **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.<sup>1</sup>

### *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.

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

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<sup>1</sup> 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/>.

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](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](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](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](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](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](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/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](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](https://www.dal.ca/campus_life/academic-support/advising.html)

Student Health & Wellness Centre [https://www.dal.ca/campus\\_life/health-and-wellness.html](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](https://www.dal.ca/campus_life/academic-support/On-track.html)

Indigenous Student Centre [https://www.dal.ca/campus\\_life/communities/indigenous.html](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](mailto: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](https://www.dal.ca/campus_life/communities/black-student-advising.html)

International Centre [https://www.dal.ca/campus\\_life/international-centre.html](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](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](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](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