

Political Science (POL 472)
Citizens, Consumers, and the Environment

Davidson College

Spring 2013

Class Times: Wednesday, 1:30 pm to 4:20 pm

Class Location: Chambers 1096

Professor Graham Bullock

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Office Hours: Tues. and Wed., 4:30 – 5:30 pm, Thurs. 10 – 11 am and by appointment

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This course has no pre-requisites, and may be counted as the Environmental Social Sciences course required for Environmental Studies majors and as one of the 10 Political Science courses required for Political Science majors and the POL seminar requirement.

Course Overview

In this course, we will be looking at different understandings of what it means to be a “consumer” and a “citizen,” in theoretical, historical and contemporary terms, and then applying those perspectives to different environmental issues and arenas. We will be reading an interdisciplinary range of texts from political science, philosophy, economics, and other fields that relate to these topics. Students will complete two main assignments during the semester – one civic engagement project analyzing how a local organization engages citizens and consumers, culminating in a poster, and one research project looking at how concepts of citizenship and consumerism have changed over time in the context of a specific domain issue (water, pollution, etc.) and a specific type of civic action (public protest, deliberation, etc.).

Course Objectives

The goals of this course relate to five general areas of learning:

- **Social Science:** To enable students to understand how one of the social sciences seeks to understand and explain human cognition and behavior and the structures of human societies and institutions.
- **Political Science:** To expose students to some of the theories and empirical research from the field of political science that can help explain political dynamics and outcomes.
- **Citizenship and Consumption:** To provide students with a sophisticated understanding of the institutions, actors, values, cultures, and policymaking processes that relate to citizenship, consumption, and the environment.
- **Analytical Skills:** To improve students’ skills in understanding and assessing a wide range of political concepts and theories, and applying them to specific policy contexts.
- **Personal Empowerment:** To empower students to think critically about their own political values and positions, take thoughtful political positions, make informed personal and political choices, and to positively, strategically, and successfully engage in the politics of the environment – as citizens, consumers, and leaders.

- ***Civic Engagement:*** To engage with a local organization in an analysis of citizenship and consumerism as it relates to their mission and related projects, and to assist them in thinking about new ways to engage their target audiences.

I have designed this syllabus to help us accomplish these goals. I aim for our classes to be engaging and well-organized, our lectures, discussions, and group activities to be focused and productive, and our texts to be informative and thought-provoking. Our assignments will also help us meet these objectives, and assess our progress towards them. I will therefore work to provide constructive feedback and fair grades on them in a timely manner (my goal is to have them back to you within two weeks of submission). I will be available for help outside of class in office hours every week for anyone with questions about the material covered in the course.

Course Structure and Format

The course begins with a discussion of the concepts of citizenship, consumerism, and how they are relevant to the environment. It then moves to a focused analysis of different forms of active citizenship and political consumerism, which are listed below. It ends with posters and discussions of class papers and projects, and a synthesis of the themes discussed in the course.

- Citizens and Consumers
- Environmental Citizenship
- Norms of Citizenship
- Political Consumerism
- Citizenship Actions: Public Protest
- Citizenship Actions: Voting
- SPRING BREAK
- Citizenship Actions: Volunteering
- Citizenship Actions: Donating
- Citizenship Actions: Deliberating
- Citizenship Actions: Boycotts
- Citizenship Actions: Buying
- Citizenship Actions: Lifestyles
- Posters and Discussion of Papers and Projects
- Synthesis

Course Requirements (Assignments and Grading)

The assignments for this course are designed to help students accomplish the course's learning objectives. They include the following activities:

- **Participation (20%):** This course is designed for active student involvement and participation. For each day's class, I expect students to complete the assigned reading and to come to class prepared to discuss that reading. Participation grades will also be based on your preparation for class, your careful attention to assigned readings, the quality of your contributions, your respect for the ideas and remarks of others in the class, the relevance of your remarks, and your overall level of participation (both active and passive) in the classroom. I will ask directed questions related to each week's readings, and may call on individual students to discuss their key points and insights in class. In consultation with Dr. Bullock, students will also be asked to take responsibility for facilitating class discussion for several classes during the semester.
- **Poster Presentation (30%):** This poster will summarize the civic engagement work that student teams have conducted over the course of the semester. This work will involve analyzing conceptions of citizenship and consumerism used by an organization that is focused on a particular environmental issue. Student teams will conduct interviews with members of these organizations, analyze their websites and documents, and engage in other forms of research to complete this assignment. Posters should clearly apply concepts discussed in the readings and class discussions to their case study and clearly describe their research methods, results, and conclusions. Students will present their posters at the Spring Community-based Learning Poster Session on April 23rd in the Lilly Family Gallery. during the common hour from 11:05am - 12pm. Students will also compose a short 2-page (single spaced) executive summary to accompany their poster.
- **Research Paper (30%):** This paper will research how concepts of citizenship and consumerism have changed over time in the context of a specific domain issue (water, pollution, etc.) and a specific type of civic action (public protest, deliberation, etc.). This paper should be between 10-12 pages (single spaced), and is due in class on Wed., May 1st.
- **Response Papers (20%):** Students will write short one-page (single spaced, 11 point font, 1 inch margins) response papers for any three of the weekly readings we discuss in class and any two of the speakers in the Spring Environmental Speaker Series. These response papers should analyze and interpret the themes and messages of the material rather than just summarize them. Reading responses are due at the beginning of class on the day the readings are due, and speaker readings are due within a week of the speaker's presentation.

Course Attendance and Assignment Extensions

We will be covering new topics and issues every day. Attendance is therefore required and will be monitored daily. You are also expected to respect your classmates and your professor by arriving for class on time and remaining until the end. Because this seminar meets only once a week, there are no unexcused absences. Please do not schedule interviews, non-emergency doctor's appointments, or other commitments during class time. Unexcused absence from all or part of a class will lower your final grade. Missing 25% of classes (4 seminars), per Davidson College regulations, will result in an automatic failure of the course. Excused absences are only granted for serious personal illness or injury, family emergency, or authorized college activity, and generally require documentation from college officials. Changes in deadlines will be approved only upon evidence of similarly extenuating circumstances. It is your responsibility to request an excused absence or an extension as soon as you possibly can, and preferably at the beginning of the semester.

Honor Code and Academic Integrity

As a student at Davidson College, you are expected to uphold the highest standards of academic integrity and to follow the Honor Code throughout the course. Any violation of that code will be dealt with as stipulated.

If you have any questions about documentation, what constitutes plagiarism, or any other Honor Code-related questions, please seek guidance right away. In general, academic dishonesty is defined as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any other act designed to avoid participating honestly in the learning process. Academic dishonesty also includes, but is not limited to, providing false or misleading information to receive an assignment extension or test postponement, or the submission of essentially the same written assignment for two different courses without prior permission of faculty members.

Course Texts

Four texts are required for the course, and are available at the campus bookstore:

1. Dalton, Russell J. 2008. *The Good Citizen: How a Younger Generation Is Reshaping American Politics*, Revised Edition. Revised 1st. CQ Press.
2. Schwartz, David T. 2010. *Consuming Choices: Ethics in a Global Consumer Age*. Rowman & Littlefield Publishers.
3. Lane, Melissa. 2011. *Eco-Republic: What the Ancients Can Teach Us about Ethics, Virtue, and Sustainable Living*. Princeton University Press.

Course Website and Emails

Additional readings that are not from these two books will be posted on Moodle. Please visit the course website on Moodle regularly for information about the course, including the syllabus, links to readings not in the textbook, paper assignments, and contact information. The web site can be accessed at moodle.davidson.edu. Emails about course updates and assignments will be sent either through Moodle or the course email list, so it is imperative that you check your Davidson email regularly. E-mail queries are welcome for issues that do not merit an office visit, but please allow 12-24 hours for a response.

Technology in the Classroom

When in lecture or in section please turn off your cell phones, MP3 players, and other mobile devices. Since it is our mutual responsibility to create a productive learning environment while we are in the classroom, notebook computers may not be used during class. There have been numerous studies showing that computers distract both the students using them and students around them (similar to second-hand smoke). These studies also indicate that they can result in a lack of learning and lower grades for those that they distract.

More importantly, they also create a physical barrier between students, the professor, and the rest of the class. This hinders the productive discussions and engagement that enables deeper learning and skill formation and is the hallmark of a liberal arts education. While I recognize many students may prefer to take notes using their computers because “they type faster than they write,” the object of note-taking is not quantity but quality. Especially in the social sciences where the skills of analysis are essential, the key to constructive note-taking is critically processing and prioritizing the information being received, not just copying it down verbatim.

Therefore students are encouraged to take notes in paper notebooks and to practice critical note-taking skills in the process. Tablets that lie flat on the desk are allowed, but should only be used for note-taking, not surfing the web or checking your email (turn off your wireless connection during class). After class, you are also encouraged to take a few minutes to review, revise, and even re-write your notes, and you can use a computer to do so. Your learning and analytical skills will be greatly improved as a result.

That is not say that technology cannot be effectively used in the classroom to facilitate our learning objectives – it can and we will do so throughout the semester. I will often use Powerpoints to summarize important points, and will distribute them via Moodle after class. I will make use of audio and video materials where relevant and appropriate. But it will be intentional and directed use of technology, not ad hoc and distracting.

Often there will be questions of fact or contention that come up in class that we will be tempted to look up on the spot to resolve or to make a point. As rewarding as this can be in everyday life, it is usually a distraction in the classroom setting. We still want to know, however, the answers to the questions that come up, so we will also have designated “Fact Checkers” who will be “on call” for each class and asked to post the answers (or links relevant to them) on Moodle, where the discussion can continue in the Forum section. This will be a part of your participation grade.

Detailed Course Outline, Readings and Deadlines

Wed., January 23: Citizens and Consumers (95)

Heater, Derek. 2004. Introduction and Conclusion. In *A Brief History of Citizenship*. NYU Press, p. 1-5, and 140-145 (11).

Heater, Derek. 2004. Multiple Citizenship. In *Citizenship: The Civic Ideal in World, History, Politics, and Education*. Manchester University Press, 321-354 (34).

Magnette, Paul. 2005. The Alternatives of Citizenship. In *Citizenship: The History of an Idea*. ECPR Press, 182-192 (11).

Sagoff, M. (2008). Selection from *The economy of the earth: philosophy, law, and the environment*. Cambridge University Press, 7-14 (8).

Partridge, Ernest. 2002. Consumer or Citizen. *The Online Gadfly* (5).
<http://www.crisispapers.org/Editorials/consumer.htm>

Hayes, Charles: Citizen vs. Consumer: The Perils of Deflationary Democracy. *FrugalFun.com* (4).
<http://www.frugalfun.com/citizen-vs-consumer.html>

Hilmes, Michele. 2004. Citizen versus Consumer: Rethinking Core Concepts. *FlowTV* (4).
<http://flowtv.org/2004/12/citizen-versus-consumer-rethinking-core-concepts/>

Berglund, C., & Matti, S. (2006). Citizen and consumer: the dual role of individuals in environmental policy. *Environmental Politics*, 15(4), 550–567 (18).
<https://ezproxy.lib.davidson.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eh&AN=21807109&site=ehost-live>

Wed., January 30: Environmental Citizenship (127)

- Stradling, D., & Thorsheim, P. (1999). The Smoke of Great Cities: British and American Efforts to Control Air Pollution, 1860-1914. *Environmental History*, 4(1), 6–23 (17).
- Connelly, James et al. 2012. Environmental Movements. In *Politics and the Environment: From Theory to Practice*. 3rd ed. Routledge. *Environmental Movements*. (40).
- Dobson, Andrew, and Derek Bell. 2006. “Introduction.” In *Environmental Citizenship*. MIT Press, 1-7 (7).
- Barry, J. 2006. “Resistance is fertile: from environmental to sustainability citizenship.” In *Environmental Citizenship*. MIT Press, 21-45 (24).
- Gough, Stephen and William Scott. 2006. “Promoting environmental citizenship through learning: toward a theory of change.” In *Environmental Citizenship*. MIT Press, 263-283 (21).

Wed., Feb. 6: Norms of Citizenship (121)

- Dalton, Russell J. 2008. *The Good Citizen: How a Younger Generation Is Reshaping American Politics, Revised Edition*. CQ Press, p. 1-79 (79).
- Taft, William Howard. 1907. The Duties of Citizenship Viewed from the Perspective of a Recent College Graduate. In *Four Aspects of Civic Duty*. New York: Charles Scribner’s Sons, p. 3-34 (31).
- Vincent, William Shafer. 1959. The Nature of Citizenship in a Free Society. In *Roles of the Citizen: Principles and Practices*. Row, Peterson and Company, p. 1-11 (11).

Wed., February 13: Political Consumerism (130)

- Goodwin, Neva R., Frank Ackerman, and David Kiron. 1997. *The Consumer Society*. Island Press. Selections (66).
- Micheletti, Michele. 2010. Why Political Consumerism. In *Political Virtue and Shopping: Individuals, Consumerism, and Collective Action*. Palgrave Macmillan. 1-36 (36). Via ebrary: <http://davidson.worldcat.org/oclc/614315106>
- Newman, B. J., & Bartels, B. L. (2011). Politics at the Checkout Line. *Political Research Quarterly*, 64(4), 803 –817 (14).
- Neilson, L. A. (2010). Boycott or buycott? Understanding political consumerism. *Journal of Consumer Behaviour*, 9(3), 214–227 (14).

Wed., February 20: Public Protest (96)

Leutze, Jay Erskine. 2012. Stand Up That Mountain: The Battle to Save One Small Community in the Wilderness Along the Appalachian Trail. Scribner, p. 2-23. [Available on Moodle](#)

Walzer, Michael. 1970. The Problem of Citizenship and Three Kinds of Citizenship, in *Obligations: Essays on Disobedience, War, and Citizenship*. Cambridge: Harvard University Press, p. 203-228 (25).

Olzak, S., & Soule, S. A. (2009). Cross-Cutting Influences of Environmental Protest and Legislation. *Social Forces (University of North Carolina Press)*, 88(1), 201–225.

Lester, L., & Hutchins, B. (2009). Power games: environmental protest, news media and the internet. *Media, Culture & Society*, 31(4), 579–585.

Wed., February 27: Voting (70)

Transportation Citizenship Paper (10)

Rawls, John. 1999. Justice as Fairness, in *A Theory of Justice: Revised Edition*. Cambridge: Harvard University Press, p. 3-19 (16).

Fowler, L. L., & Shaiko, R. G. (1987). The Grass Roots Connection: Environmental Activists and Senate Roll Calls. *American Journal of Political Science*, 31(3), 484–510. (26)

Anderson, S. E. (2011). Complex constituencies: intense environmentalists and representation. *Environmental Politics*, 20(4), 547–565. (18)

SPRING BREAK

Wed., March 13: Volunteering (78)

Energy Citizenship Paper (10)

Putnam, Robert D. 2000. Thinking about Social Change in America, in *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster, p. 15-28 (13).

Lorimer, J. (2010). International conservation “volunteering” and the geographies of global environmental citizenship. *Political Geography*, 29(6), 311–322 (11).

McDoughle, L. M., Greenspan, I., & Handy, F. (2011). Generation green: understanding the motivations and mechanisms influencing young adults’ environmental volunteering. *International Journal of Nonprofit & Voluntary Sector Marketing*, 16(4), 325–341 (16).

Garcia-Valinas, M. A., Macintyre, A., & Torgler, B. (2012). Volunteering, Pro-environmental Attitudes and Norms. *Journal of Socio-Economics*, 41(4), 455–467 (12).

Smith, F. M., Timbrell, H., Woolvin, M., Muirhead, S., & Fyfe, N. (2010). Enlivened Geographies of Volunteering: Situated, Embodied and Emotional Practices of Voluntary Action. *Scottish Geographical Journal*, 126(4), 258–274 (16).

Wed., March 20: Philanthropy (69)

Water Citizenship Paper (10)

Etzioni, Amitai. 1996. The Elements of a Good Society. In *The New Golden Rule: Community and Morality in a Democratic Society*. Basic Books. i-x, 3-31 (40).

Greenspan, I., Handy, F., & Katz-Gerro, T. (2012). Environmental Philanthropy Is It Similar to Other Types of Environmental Behavior? *Organization & Environment*, 25(2), 111–130 (19).

Wed. March 27: Deliberation (125)

Climate Citizenship Paper (10)

Gutmann, Amy, and Dennis Thompson. 2004. What Deliberative Democracy Means. In *Why Deliberative Democracy?* Princeton University Press, p. 1-63 (63).

Cameron, F., & Deslandes, A. (2011). Museums and science centres as sites for deliberative democracy on climate change. *Museum & Society*, 9(2), 136–153 (17).

Hobson, K., & Niemeyer, S. (2011). Public responses to climate change: The role of deliberation in building capacity for adaptive action. *Global Environmental Change Part A: Human & Policy Dimensions*, 21(3), 957–971 (14).

Wiklund, H. (2005). In search of arenas for democratic deliberation: a Habermasian review of environmental assessment. *Impact Assessment and Project Appraisal*, 23(4), 281–292 (11).

Klinke, A. (2012a). Democratizing Regional Environmental Governance: Public Deliberation and Participation in Transboundary Ecoregions. *Global Environmental Politics*, 12(3), 79–99 (20).

Wed., April 3: Shopping (124)

Organic Food Citizenship Paper (10)

Schwartz, David T. 2010. *Consuming Choices: Ethics in a Global Consumer Age*. Rowman & Littlefield Publishers (114).

Wed., March 10: Boycotts (~100)

Industrial Agriculture Citizenship Paper (10)

Friedman, M. (1991). Consumer boycotts: A conceptual framework and research agenda. *Journal of Social Issues*, 47(1), 149–168.

Devinney, Timothy M., Pat Auger, and Giana M. Eckhardt. 2010. *The Myth of the Ethical Consumer Hardback with DVD*. Cambridge University Press, Selections.

Wed., April 17: Lifestyles (~100)

Households Citizenship Paper (10).

Lane, Melissa. 2011. *Eco-Republic: What the Ancients Can Teach Us about Ethics, Virtue, and Sustainable Living*. Princeton University Press, Selections.

Evans, D., & Abrahamse, W. (2009). Beyond rhetoric: the possibilities of and for “sustainable lifestyles”. *Environmental Politics*, 18(4), 486–502 (16).

Middlemiss, L. (2011). The effects of community-based action for sustainability on participants’ lifestyles. *Local Environment*, 16(3), 265–280 (15).

Wed., April 24: Presentations and Discussion of Final Projects

Spring Community-based Learning Poster Session on April 23rd in the Lilly Family Gallery. The formal presentation by students will be during the common hour from 11:05am - 12pm.

Readings TBD

Wed., May 1: Synthesis and Student Evaluations

Readings TBD

Final Research Papers Due in Class.