

Geography 454: Retail Landscapes (Winter, 2018)

Prerequisites

GEOG 202 or GEOG 203 or at least level 3A Planning students

Classes

Tuesdays and Thursdays, 2:30 – 3:50, EV1 350

Instructor

Clare Mitchell

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Office Hours: Thursdays, 1:00-2:00 pm

Course Description

This course explores the creation, maintenance, and evolution of retail landscapes. We begin by examining the forces of demand, supply and consumer behaviour that drive their creation. We then consider a variety of “how-to” techniques used by retailers to ensure their success. In the next section, we consider the evolution of urban retail landscapes and, during the final two weeks, students present the results of their case study research.

Learning Outcomes

1. To gain knowledge and critical understanding of the key concepts, current advances, and theoretical approaches in the field of retail geography.
2. To understand how various research methods may be used to analyze and sustain 21st century retail landscapes.
3. To improve your written and oral communication skills.
4. To gain experience working with others.

Readings

There is no course textbook. Readings are available on LEARN.

Course Management

The course is managed through LEARN. Slides will be posted at this site after each lecture. It is important that you attend class, since the slides do not contain enough material to give you a complete understanding of course material. Announcements related to the course, grades, and supplementary material, also will be posted at this site.

Evaluation (see LEARN for details)

Component	Date	Value	Notes
Test #1	Jan. 30	25	80 minutes; includes a take-home critical readings component (due before the test).
Test #2	March 8	25	80 minutes; covers lecture material since Test #1 and includes a take-home critical readings component (due before the test).
Project:			
Individual paper	March 12	30	Due in digital drop box by 11:59 pm.
Group slides	March 21	15	Due in digital drop box by 11:59 pm.
Group presentation	March 22 to April 3		Three class periods (March 13 th , 15 th and 20 th) will be allocated for presentation preparation
Peer evaluation	April 5 th	-	Upload by 11:59 pm.
Participation		5	Based on presentation participation (as assessed by team members and the instructor); and completion of peer evaluation.

Project:

The purpose of this project is to understand the internationalization process of global retailers. You, and five or six classmates, will choose an international firm to study on January 9th that is present in at least six countries. You will each prepare an *independent* paper that uncovers the process by which the company moved into a particular country of your choice (2500-word minimum). Upon completion of this paper, you will then compare your findings with group members who have studied other countries, and, during three class periods, your team will prepare a 35-minute oral presentation that reveals your firm's internationalization strategy, and identifies, and justifies, a new country for potential location. Following the presentation, you must submit a peer evaluation. In this, you will assess each of your teammates' contribution to the project, and their performance during the presentation (providing a mark out of five for each member, with justification). Failure to submit this evaluation will result in a loss of three participation marks.

Lecture Topics and Required Readings (subject to change)**Introduction**

1. January 4 An Introduction to Geography 454
2. January 9 An Introduction to Retail Landscapes and their Geographic Study

Project assignment

Economist Intelligence Unit (2012). Retail 2022 How the Economist Intelligence Unit sees the retail landscape changing over the next decade. The Economist.

Part 1: Forces Influencing Retail Landscapes

3. January 11 Demand

González-Benito O. and González-Benito, J. (2005). The role of geodemographic segmentation in retail location strategy. *International Journal of Market Research*, 47(3): 295 – 316.

Bucata, A. (2015). A review of the specific characteristics of the generation Y consumer. *International Conference "Marketing – from information to decision."* 8th edition.
4. January 16 Supply

Evans, J.R. (2011). Retailing in perspective: the past is a prologue to the future. *The International Review of Retail, Distribution and Consumer Research*, 21(1): 1-31.

Yeung, G. and Ang, K. L. (2016) Online fashion retailing and retail geography: the blogshop phenomenon in Singapore. *Tijdschrift voor Economische en Sociale Geografie*. 107, No 1, pp. 81–99.

5. January 18 Consumer Behaviour
- Wang, L. and Lo, L. (2007). Immigrant grocery-shopping behaviour: ethnic identity versus accessibility. *Environment and Planning A*, 39: 684-699.
- Abrudan, I-N, Plaias, I., and Dubija, D-C (2015). The relationship among image, satisfaction and loyalty – innovative factors of competitiveness for shopping centres. *Amfiteatru Economic*, 17(39), 536-552.

Part 2: The Creation and Maintenance of Retail Landscapes: Some “How-to” Techniques

6. January 23 How to Facilitate Asset Profitability: Retail Location Planning
- Hernandez, T. and Bennisson, D. (2000). The art and science of retail location decisions. *International Journal of Retail & Distribution Management*, 28(8): 357-367.
7. January 25 How to Internationalize Successfully
- Yoder, S., Visich, J.K. and Rustambekov, E. (2016). Lessons learned from international expansion failures and successes. *Business Horizons*, 59: 233-243.
- 8 January 30 **Test #1**
Upload five critical reading evaluations (based on lectures 3 to 7), before 2:30.
9. February 1 How to Choose a Retail Location
- Fowler, K. (2016). Exploring the use of managerial intuition in retail site selection. *The Service Industries Journal*. 36, 5-6; 183-199. DOI:10.1080/02642069.2016.1165672
10. February 6 How to Use GIS in Retail Location Analyses
Guest speaker: Dr. Derek Robinson
Reading: TBD
11. February 8 How to Deal with Retail Competition
- Li, Y. and Liu, L. (2012). Assessing the impact of retail location on store performance A comparison of Wal-Mart and Kmart stores in Cincinnati. *Applied Geography*, 32: 591-600.
12. February 13 How to become a “Power Retailer”

Reading: TBD
13. February 15 Walmart: *The Power Retailer*
- Paruchuri, S., Baum, J. and Potere, E. (2009). The Wal-Mart effect: wave of destruction or creative destruction? *Economic Geography*, 85(2): 209- 236.

Part 3: The Evolution of Retail Landscapes

14. February 27 Hierarchically Organized Retail Landscapes (pre-1990)
- Novak, M.J. and Gilliland, J.A. (2011). Trading places: a historical geography of retailing in London, Canada. *Social Science History* 35: 543-570.
15. March 1 Non-hierarchically Organized Retail Landscapes (post-1990)
- Singleton, A.D., Dolega, L., Riddlesden, D. and Longley, P.A. (2016). Measuring the spatial vulnerability of retail centres to online consumption through a framework of resilience. *Geoforum*, 69, 5-18.
- Parlette, V. and Cowen, D. (2011). Dead malls: suburban activism, local spaces, global logistics. *International Journal of Urban and Regional Research*, 35: 794–811.
16. March 6 Retail Landscapes of New Urbanism: A Return of the Hierarchy??
- Grant, J. and Perrott, K. (2011). Where is the café? The challenge of making retail uses viable in mixed-use suburban developments. *Urban Studies*, 48(1): 177-195
- Spierings B. (2006). The return of regulation in the shopping landscape? Reflecting on the persistent power of city centre preservation within shifting retail planning ideologies. *Tijdschrift voor Economische en Sociale Geografie*, 97: 602-609.
17. March 8 **Test #2**
Upload 5 critical reading evaluations (based on lectures 9 – 16), before 2:30.

Part 4: Case Studies

18. March 13 Mandatory in-class presentation planning session (-2 marks for non-participation)
19. March 15 Mandatory in-class presentation planning session (-2 marks for non-participation)
20. March 20 Mandatory presentation planning session (held in or outside the classroom; (-2 marks for non-participation)
- All groups must upload their slides by 11:59 pm on March 21**
21. March 22 Presentations 1 - 2
22. March 27 Presentations 3 - 4
23. March 29 Presentations 5 - 6
24. April 3 Presentation 7 and course wrap up

Notes:

◆ Intellectual Property:

This course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

◆ Academic Integrity:

To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity/>
ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>.

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

◆ **Note for students with disabilities:** AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

◆ **Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

◆ **Religious Observances:** Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

◆ **Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

◆ **Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

◆ **Unclaimed assignments:** Unclaimed assignments will be retained for one month after term grades become official in quest"]. After that time, they will be destroyed in compliance with UW's confidential shredding procedures

◆ **Communications with Instructor and Teaching Assistants:** All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account, they will be requested to resend the email using their personal University of Waterloo email account.

◆ **Recording lectures:** *Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: Facebook, twitter, etc., is strictly prohibited.

◆ **Turnitin:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, and are subject to the USA PATRIOT ACT, 2001; therefore, students must be given an alternative (e.g., scaffolded assignment or annotated bibliography) if they are concerned about their privacy and/or security. Students will be due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.