

## **Geography 454: Retail Landscapes (Winter, 2019)**

### **Prerequisites**

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

### **Classes**

Tuesdays and Thursdays, 2:30 – 3:50, EV1 132

### **Instructor**

Clare Mitchell

EV1-224, Email: [cjamitch@uwaterloo.ca](mailto:cjamitch@uwaterloo.ca)

Office Hours: Thursdays, 4:00-5:00 pm or by appointment

### **Course Description**

This course explores the creation, maintenance, and evolution of retail landscapes in the digital age. 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 their case study research of international retailers.

### **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 21<sup>st</sup> 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 immediately before each lecture. It is important that you attend class, since the slides do not contain enough information to give you a complete understanding of course material. Announcements related to the course, grades, and readings also will be posted at this site.

### Evaluation (see LEARN for details)

Component	Date	Value (%)	Notes
Test	February 7	20	80 minutes (in class); long answer format
Final exam	TBD	40	Covers parts 2-4; long answer format
Project:			
Individual paper	March 11	25	Due in digital drop box by 11:59 pm.
Group slides	March 25	15	Due in digital drop box by 11:59 pm.
Group Presentation	March 26, 28, April 2 or 4		Four class periods are allocated for presentation preparation

### Project:

The purpose of this project is to understand the internationalization process of global retailers. You, and four or five classmates, will choose an international firm to study on January 10<sup>th</sup> 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 (2500-3000 words). Upon completion of this paper, you will then compare your findings with group members who have studied other countries, and, during four 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.

### Lecture Topics and Required Readings (subject to change)

#### Introduction

1. January 8      An Introduction to Geography 454
2. January 10    An Introduction to Retail Landscapes and the Study of Retail Geography  
  
Helm, S. (2018). Navigating the 'retail apocalypse': A framework of consumer evaluations of the new retail landscape. *Journal of Retailing and Consumer Services*. <https://doi.org/10.1016/j.jretconser.2018.09.015>.

#### Part 1: Forces Influencing Retail Landscapes

3. January 15    Demand  
  
Bucata, A. (2015). A review of the specific characteristics of the generation Y consumer. *International Conference "Marketing – from information to decision."*
4. January 17    Supply  
  
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 (1): 81–99.

5. January 22 Consumer Behaviour: Where we Shop

Eroglu, S. and, G. Michel (2018). The dark side of place attachment: Why do customers avoid their treasured stores? *Journal of Business Research*. 85: 258–270.

6. January 24 Consumer Behaviour: How we Shop in the Digital Age

Fuentes, C. Bäckström, K., and Svingstedt, A. (2017). Smartphones and the reconfiguration of retailscapes: Stores, shopping, and digitalization. *Journal of Retailing and Consumer Services*. 39: 270–278.

**Part 2: “How to” Decisions influencing the Development of Successful Retail Landscapes**

7. January 29 How to Choose a Retail Location

Fowler, K. (2016). Exploring the use of managerial intuition in retail site selection. *The Service Industries Journal*. 36: 183-199.

8. January 31 How to Internationalize

Yoder, S., Visich, J.K. and Rustambekov, E. (2016). Lessons learned from international expansion failures and successes. *Business Horizons*, 59: 233-243.

9. February 5 How to Internationalize continued  
Video: the Japan Project

10. February 7 **Test**

11. February 12 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 14 How to become a “Power Retailer”

Murray, K. (2016). *The American retail value proposition: Crafting unique experiences at compelling prices*. University of Toronto Press. Chapter 1: Crafting Value

**Reading Week**

13. February 26: Walmart: An Iconic Power Retailer

Brooker, P. and Hayward, M. 2018. *Rational leadership: Developing Iconic Corporations*. Read Chapter 5, page 79-98.

**Part 3: The Evolution of Retail Landscapes**

14. February 28 Hierarchically Organized Retail Landscapes (pre-1990)

Warnaby, G. and Medway, D. (2018). Marketplace icons: shopping malls. *Consumption Markets & Culture*. 21 (3): 275-282.

15. March 5 Non-hierarchically Organized Retail Landscapes (post-1990)

Rao F. and Summers, R. (2016). Planning for retail resilience: Comparing Edmonton and Portland. *Cities* 58: 97–106.

16. March 7 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.

**Part 4: Case Studies**

**Submit paper on March 11<sup>th</sup> by 11:59 pm**

17. March 12 Mandatory in-class presentation planning session (-2 marks for non-participation)

18. March 14 Mandatory in-class presentation planning session (-2 marks for non-participation)

19. March 19 Mandatory in class presentation planning session (-2 marks for non-participation)

20. March 21 No class: rehearse presentation  
**All groups must upload their slides by 11:59 pm on March 25**

21. March 26 Presentations 1 - 2

22. March 28 Presentations 3 - 4

23. April 2 Presentations 5 - 6

24. April 4 Presentation 7 and course wrap-up

## Notes:

### ◆ Intellectual Property:

Students should be aware that 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); 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: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. 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/Schools 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:

Students need 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](http://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](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

◆ Unclaimed assignments:

Unclaimed assignments will be retained until 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.

◆ Turnitin:

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is to verify that all materials and sources in assignments are documented. Students' submissions are

stored on a U.S. server, 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 given 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. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

◆ 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.

◆ Co-op interviews and class attendance:

Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting. When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provides an interview conflict procedure to manage these situations. Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.