

**Geography 454: Retail Landscapes**  
**Winter, 2017**

**Prerequisites**

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

**Classes**

Monday and Wednesday, 10 – 11:20  
EV1, Room 132

**Instructor**

Clare Mitchell  
EV1-224, Email: [cjamitch@uwaterloo.ca](mailto:cjamitch@uwaterloo.ca)  
Office Hours: Wednesday: 1:30 – 2:30

**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 that retail firms may use to be successful in an increasingly competitive environment. In the next section, we consider how retail landscapes have changed over time, and, in 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 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 the course web site.

**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

	Date	Value	Notes
<b>INDIVIDUAL</b>		<b>60</b>	
Test #1	Jan. 30	20	80 minutes
Test #2	March 13	20	80 minutes Covers lecture material since midterm
Critical Readings Assignment	April 7	20	Upload to drop box by 11:59 pm
Optional presentation evaluation	April 5	5 bonus marks	Upload to drop box by 11:59 pm
<b>GROUP</b>		<b>40</b>	
Presentation & Slides	TBD March 21	10	25 minutes Upload to drop box by 11:59 pm
Report	April 3	30	Submit hardcopy in class

### Location Project (40%)

The purpose of this group assignment is to select a new location for a retail chain or franchise of your choice, somewhere within the Census metropolitan area of Kitchener - Cambridge – Waterloo. Completion of this assignment will require participation in five *mandatory* in-class group planning meetings. A penalty of two course marks per meeting will be deducted for non- participation (although exceptions will be made for valid and documented medical reasons).

Each group will submit a final report and present their findings to the class. Late submissions will be subject to a 2-mark penalty per day. You may also submit a peer evaluation on the last day of class if you feel any group member did not contribute equally to the project (provide clear evidence of non-participation in your statement). Individual grades may be altered at the instructor's discretion to reflect these comments. Please consult the course web site for a more detailed description of this project.

### Critical Readings Assignment (20%)

You will provide a critical evaluation of ten course readings. Details about this assignment are provided on the course website.

### Optional Presentation Evaluation (5 bonus marks)

Write a critical evaluation of up to 5 presentations, excluding your own (1 potential mark per evaluation). Length: at least 250 words per evaluation.

## 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

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 the Creation of 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.” 8<sup>th</sup> edition.

4. January 16 Guest speaker: Using SimpleMapCanada2 in your projects.

<http://www.lib.uwaterloo.ca/locations/umd/digital/documents/SimplyMapCanada2Tutorial.pdf>

Final day to select a firm to study  
First *mandatory* in- class group planning meeting (30 minutes)

5. January 18 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.

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.

6. January 23 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 Maintenance of Retail Landscapes: Some “How-to” Techniques**

7. January 25      How to Facilitate Asset Profitability: Retail Location Planning
- Hernandez, T. and Bennison, D. (2000). The art and science of retail location decisions. *International Journal of Retail & Distribution Management*, 28(8): 357-367.
8. January 30      **Test #1**
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 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.
11. February 8      How to Ensure Successful Retail Expansion
- Yoder, S., Visich, J.K. and Rustambekov, E. 2016. Lessons learned from international expansion failures and successes. *Business Horizons*, 59: 233-243.
12. February 13      Second *mandatory* in-class group planning meeting  
Come prepared to share your independent project research with your group  
(see project description for details)
13. February 15      How to become a “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.

### *Reading Week*

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

14. February 27      Early Urban Retail Landscapes
- 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      Contemporary Retail Landscapes 1
- Hernandez, T. and Simmons, J. 2006. Evolving retail landscapes: Power retail in Canada. *The Canadian Geographer*, 50(4): 465–486.
- 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 Third mandatory in-class group planning meeting

17. March 8 Contemporary Urban Retail Landscapes 11

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.

18. March 13 **Test #2**

19. March 15 Fourth mandatory group planning session

#### **Part 4: Case Studies**

20. March 20 Final mandatory group planning session (may be held outside classroom).

*Reminder:* Upload slides by 11:59 on March 21<sup>st</sup>

21. March 22 Presentations 1-2

22. March 27 Presentations 3-4

23. March 29 Presentations 5-6

24. April 3 Course wrap-up  
Submit final project (hard-copy) in class.

#### **Notes:**

##### **◆ 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](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 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:** Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option (submitting an annotated bibliography), if they do not want to have their assignment

screened by Turnitin. Details are provided on the course web site about arrangements and alternatives for the use of Turnitin in this course.