

GEOG 4220
Applied Retail Geography
Fall, 2018

Monday/Wednesday 11:00 - 12:20pm
ENV 360

Catalog Description: A survey of the geographic principles and techniques used in the analysis of retail markets and locations. Examines the key characteristics of modern urban markets and commercial economies, and how geography makes a contribution to effective planning for retail firms. 3 hours.

Course Overview: This course is an introduction to the concepts, models and methods used by geographers working in an applied retail location environment. This course focuses particularly on the intersection of urban and economic geography. The interplay of cities and their changing neighborhoods with the ongoing evolution of regional and national economies forms the central focus of this course. Retail businesses in particular need to understand how cities are evolving so they can make effective plans for future investment decisions. We will see how geographers are contributing to solving some of the most important issues facing businesses and cities today.

Prerequisite(s): Junior standing or permission of the department.

Instructor: Dr. Murray D. Rice
Office: ENV 310G
Telephone: (940) 565-3861
E-Mail: rice@unt.edu

Class: M/W 11:00am-12:20pm
Classroom: ENV 360 (applied assignment meetings in CSAM computer lab, located in ENV 336)

Office Hours: W, 9:00-10:45 am (or by appointment)



Class Web Site:
<http://www.murrayrice.com/geog-4220.html>

Class Directory (for applied assignment materials): R-Drive “Class” directory, “4220” subdirectory (accessible on computers in CSAM lab rooms)

Course Philosophy: I am here to organize the course and introduce you to the topics and readings we will examine. I don't have all the answers and I don't pretend to have all the answers, but I will share with you from what I know. I will do my best to make the course interesting, relevant, and challenging.

This being said, it's important that you understand that you have the most important role in making GEOG 4220 a success for you. You will determine how much you actually get out of this course. Doing the readings outlined, answering the discussion questions provided ahead of time, and coming to class ready to think and participate in group discussions puts you in the best position to benefit from what this course offers. I encourage you to make full use of the learning opportunities that this class presents.

Grading: It is not essential to pass any particular exam, lab, or project to pass the course, but relative success in each will affect your final grade.

Assignments:	Discussion Questions (weeks 8, 10)	10%
	Applied Retail GIS Labs (weeks 3, 4)	30%
Case Study Term Project:	Initial Environmental Scan Report (due week 7)	10%
	Final Presentation (weeks 13, 14)	15%
	Final Written Report (due week 14)	15%
Exam:	Final Exam (Details to be given in week 15)	20%

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Course Text: The only required (and freely-downloadable) textbook for this course is Rice and Hernandez (2017) *Location Intelligence Research and Applications* (AGC). Details on how to download this no-cost electronic book will be provided in class. Other readings are required, and details on access to those readings will also be provided in class. The course's "Further Reading" page gives you a good start on accessing a wide variety of other course-related resources (see <http://www.murrayrice.com/retail-further-reading.html>).

Late Policy: Anything handed in late will be subject to an immediate 10% penalty. Late work will not be accepted after graded work has been handed back to the class. Graded work is usually returned to the class one week after the due date. I will grant exceptions to the above if you provide documentation substantiating a valid personal emergency.

Please note: it is your responsibility to come to me with an explanation if a personal emergency prevents you from handing in something on time. I respect your privacy and will not approach you to ask about this.

Attendance: I encourage full attendance since the in-class experience is a crucial component of learning in this course. I will not take attendance in this course on a regular basis, but persistent non-attendance may result in your being withdrawn from the course with a grade of WF.

Class Event Dates: Exam and presentation dates are final and will not be changed regardless of student circumstances (except for emergencies as outlined above). It is your responsibility to plan outside activities so they will not conflict with class events.

Extra Credit: The Department of Geography does not allow extra credit assignments (work not specified on a course syllabus).

My Promise to You: I want to be clear about what I promise to do for you when you come to talk with me, and what I will not do.

(a) I will be glad to answer thoughtful, focused questions you have related to the course. A focused question might be something like “Can you please help me understand this comment you made on my discussion question answers?”, or “Can you please explain how concept X applies to situation Y?”

(b) I will not answer broad, open-ended questions, even if related directly to the course. A question in this category would include something like “Here is my draft project report. Can you please read it and give me some comments?” or “Here is a revised version of the discussion question set I handed in earlier in the course. Can you please tell me if this would get an A grade now?” or “Can you please explain yesterday’s lecture?”

(c) Related to (b) above, please do not hand in complete drafts of work or re-done work for me to read in its entirety. *To be clear:* I want you to talk with me about drafts and re-done work, but make sure you have thoughtful, focused questions to ask.

(d) I will not answer any form of the following question: “I missed class yesterday. Did you talk about anything important?” It goes without saying that you miss something important when you miss a class. If you miss a class, it is your responsibility to figure out what you missed and how you will make it up. Although I am happy to answer specific questions about any class (see part a above), please do not expect me to repeat substantial portions of lectures you have missed in a subsequent office visit.

Case Study Term Project: This course requires completion of two reports and a presentation on an applied, case study topic in retail geography. I expect that you will handle this project with maximum professionalism: to succeed, you will think of this as not just another “term project”, but as a set of professional results that you are producing for an actual business client. Everything you write in your reports and that you plan for presentation should indicate that you have put your best effort forward.

Your project will focus on a specific case study topic: a retail geography analysis and recommendation. Please consider the following points as you plan your project.

The term project for GEOG 4220 is a complete geographic analysis and assessment for a real-world business that will be introduced during the first week of classes this semester. For this project we will be working with government and business officials working in the retail field. Our industry contacts will meet with the class periodically during the semester to introduce the case study, define the project parameters, and provide some general insight into the project situation.

The focus of the case study will be a specific, actual business problem that is faced by a client in need of geographic analysis and advice to guide their future plans. You will be filling the role of a location analyst in completing your project work. This project will give you an excellent introduction to the connection between geography and real-world business problems through this project. Because you are working with an actual business problem, you will have an abundance of real-world information about the business and its markets that you will need to consider in combination with the concepts and methods we are learning in this class. Some of this information may be given to you directly in class, but some might be up to your on resourcefulness to locate and obtain.

To succeed in this project, you will need to think carefully about the role you are playing in this case study, the case study business problem itself, including locations and markets. A few questions to consider: What are the business and government professionals like your industry contacts trying to accomplish – and following from that, what are you really trying to accomplish in your analysis? Where is the case study business currently located? What geographic factors contribute to success for this business? Who are its customers? Where are they located? How and when do these customers actually travel to the business? Who are the business’ key competitors? Where are they located? How is this competitive situation changing over time?

Last thought: the focus of your report should be on geography and the considerations the case study business need to make related to locations and markets. You will find that the GIS software skills you gain early in the course through Caliper’s *Maptitude* and Esri’s *Business Analyst Web App* will also be very useful in completing your case study analysis.

It is important that you begin planning and working on your project immediately: you will find you need the entire semester to complete the project well.

Components of the Case Study Term Project: There are three components to this project.

1. Initial Environmental Scan (due on the Wednesday of week 7): a concise, focused outline of your approach and ideas for the project. Key elements here include:

- Definition of the project focus, including a concise statement of the specific problem(s) to be solved and who the problem is to be solved for (the client).
- Specification of the overall logic you will use in addressing the project problem.
- Listing of the data sources and other resources you have identified for use in completing the project analysis.

2. Final Project Presentation (to occur in weeks 13 and 14): an oral presentation to the class of your completed project findings and analysis. Key elements here include evaluation in two dimensions:

- **1. Specific Presentation Content:** research problem, significance of the problem, research findings, linkage of findings to client needs, clear connection to the retail geography focus of the course, and actionable conclusions.
- **2. Overall Presentation Quality:** organization, speaking style, Powerpoint/visuals usage, and ability to hold audience interest.

3. Final Project Report (due in week 14): a written report that provides detail on your completed project findings and analysis. Key elements here also include evaluation in two dimensions:

- **1. Specific Presentation Content:** introduction, research question statement, explanation of research findings, discussion of analytical choices made, linkage of findings to client needs, and conclusion that provides overall evaluation and summary of the research completed.
- **2. Overall Presentation Quality:** source citations, writing, graphics, and overall organization of the report.

Assignments: Outside of your major case study project, you will complete two other kinds of assignments in this course.

Applied Assignments: Throughout the course we will be covering material that is highly applied in nature. To give you some up-front practical experience in actually implementing some of the concepts and methods discussed in class, you will complete a two-part applied assignment (“AA”) series relating to the themes covered in the course. The AA portion of the course will give you practical fieldwork experience and GIS analytical experience with Caliper’s *Maptitude* and Esri’s *Business Analyst Web App*, two feature-rich mapping and analysis software packages with particular application in retail settings. *Note:* the AA exercises will provide you with capabilities you will also find useful in completing your case study term project.

AA work weeks: 3 and 4 (reports for each part due in weeks 4 and 5, respectively)

Discussion Questions: In weeks 2-12 of the course, I will provide a set of discussion questions (“DQs”) for you to consider and answer each week. In two of these modules (identified below as well as in the course schedule) you will submit your responses. In-class discussion will be based in part on discussion questions each week, so it is a good idea that you invest substantial time in advance of class in thinking about the discussion questions for that week.

Weeks with a DQ set due at the beginning of the week: 8 and 10

Courtesy: You can expect to be treated with respect as a student in this course. I promise to do my best to make sure this happens for everyone in the class. I expect the same in return from you, for both me and the other students around you. A few specific ways you can extend courtesy to everyone else in the class include the following.

- Please arrive before the class begins. If you are unavoidably detained and are late, please disturb the other students as little as possible when you take your seat.
- Please avoid talking or engaging in other behavior that disturbs people sitting around you.
- If you cannot stay awake, please stay home and sleep.
- Please do not come to class to work on your homework for another course.
- Please do not come to class to read books, magazines, or anything else I did not ask you to read in class.
- Please do not come to class to write e-mail or play games on your computer or other mobile device.
- I allow computer use during class time if you use your computer to take notes. Please do not use your computer for any of the activities prohibited above.
- Please leave during class only if it is really necessary (i.e. restroom breaks).
- Please turn off your cell phone before class begins.

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and will not be tolerated in any instructional forum at UNT.

Academic Dishonesty: Academic dishonesty in this course will be penalized according to University of North Texas rules and regulations, including a potential mark of 0 on a test or assignment, a grade of “F” in the class, or suspension or expulsion from the university, depending on the nature and circumstances of the dishonesty. Learning what is dishonest and how to stay away from such conduct is good preparation for a successful career.

To help you avoid academically dishonest behavior, the Center for Student Rights and Responsibilities at the University of North Texas has developed a definition of academic dishonesty and a set of strategies to protect yourself from being accused of academically dishonest behavior.

The following is a summary of definitions and strategies from CSRR:

Forms of Academic Dishonesty

- **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Plagiarism:** the deliberate adoption or reproduction of ideas, words or statements of another person as one’s own without acknowledgement.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Proactive strategies to protect yourself from charges of academic dishonesty:

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying your exam or assignments, e.g., shield your answer sheet during examinations, do not lend assignments to be turned in to other students.
3. Check your faculty member's course syllabus for a section dealing with academic dishonesty for that course. There may be special requirements. If you cannot find a written section in the syllabus, ask the faculty member what his/her expectations are.
4. Consult the Code of Student Conduct for a detailed definition of academic dishonesty.
5. Do not look in the direction of other students' papers during examinations.
6. Utilize a recognized handbook for instruction on citing source materials in papers.
7. Consult with individual faculty or academic departments when in doubt.
8. Utilize the services of the University Writing Center, located in room 105 of the Auditorium Building, for assistance in preparing papers.
9. Discourage dishonesty among other students.
10. Refuse to assist students who cheat.

Course Schedule

Please read the following schedule carefully. Note, the weeks marked **DQ** have a discussion question set due at the beginning of that week. Weeks marked **AA** are part of the applied assignment portion of the course. Weeks marked **PROJECT** have a project report or presentation due that week. Due dates are indicated by week in bold.

Readings: readings are provided below by week (details on access to the readings package will be given the first day of class).

- In particular, please review the Caliper *Maptitude* brochure and the Esri *Business Analyst Web App* documents that I make available to you in the first week of the course. These documents (linked on the course "Further Reading" page) are intended to give you some idea of the spectrum of applications that can be addressed using the *Caliper Maptitude* and *Esri BA Web App* GIS packages.

Guest Lectures: Input from business geography practitioners is an important part of this course. I will schedule several days when some of these geography professionals will come to speak in class. As I schedule these speakers I will update you in class.

WEEK

TOPIC

PART 1 – INTRODUCTION TO THE GEOGRAPHY OF RETAIL BUSINESS

1 (Aug 27, 29)

Retail Location: Motivation and Fundamentals

Rice and Hernandez (2017) Chapter 1 "Location Intelligence as an Evolving Field" (1-9); Jones and Simmons (1990) Chapter 1 "Why Study Retail Location?" (1-26); Caliper (2016) *Maptitude Brochure**; Esri *Business Analyst Web App* documents *; See also the GEOG 4220 course documents and any other resources listed in the "Syllabus and Handouts" page of the course website

- Introduction to retail and business geography
- Overview of the course and major semester activities
- Brief discussion of the *Caliper Maptitude* and *Esri Business Analyst Web App* software packages and their applications

* See the "Further Reading" page on the course website for links to these documents, as well as to other documents designated for weekly readings throughout the semester:

<http://www.murrayrice.com/retail-further-reading.html>

PART 2 – APPLICATION OF GIS TECHNOLOGY & ANALYSIS IN RETAIL GEOGRAPHY

2 (Sep 5)*

GIS and Applied Retail Geography

Rice and Hernandez (2017) Case Study 2.2.2 “Use of Geographic Information Systems by Retail Organizations in Canada” (41-54); Esri (2012) *Improving Retail Performance with Location Analytics**; See any week 2 resources on “Syllabus and Handouts” page

* Meeting on Wednesday only this week (Monday is Labor Day).

- Introduction to geographic information systems as applied to business geography in particular
- Brief survey of fundamental GIS concepts
- Discussion of various GIS packages, including the *Maptitude* and *BA Web* software used in our lab sessions

* Link available on the "Further Reading" page of the course website.

3 (Sept 10, 12)

Applied Retail GIS Lab Part 1

AA

No reading, but be ready for the first of our dedicated lab sessions featuring both fieldwork and GIS analysis tasks. We begin on Monday with the *field observation* component. Please meet at the beginning of class on Monday at the ENV Building ground level east doors (near the round pond). We'll walk from there. On Wednesday we're back to work in CSAM I – ENV 336.

- Hands-on lab using the *BA Web* cloud GIS package.
- See lab instructions posted on course website.

4 (Sept 17, 19)

Applied Retail GIS Lab Part 2

AA

Jones and Simmons (1990) Chapter 11 “Trade Area Analysis” (344-377)

Applied Retail GIS Lab Part 1 due on Wednesday this week

The GIS lab session this week continues with a focus on advanced GIS analysis of service business locations and markets in D-FW. We meet all week in CSAM I – ENV 336.

- Hands-on lab using the *Maptitude* desktop GIS package.
- See lab instructions posted on course website.

PART 3 – GEOGRAPHIC PERSPECTIVES ON RETAIL BUSINESS

5 (Sept 24, 26)

Geography, Distribution Systems, and the Location of Demand

This week we will meet back in our regular classroom (we will continue there for the remainder of the semester, although you are welcome to use the CSAM room resources outside of our class time to pursue your project analysis).

Jones and Simmons (1990) Chapter 2 “The Geography of Demand” (31-60); See any week 5 resources on “Syllabus and Handouts” page

Applied Retail GIS Lab Part 2 due on Wednesday this week

- Overall economic facts and trends
- The role of marketing and distribution in the economy
- Spatially defined markets
- Spatial demand curves
- Income, age, and household characteristics

6 (Oct 1, 3)

Site Selection and Trade Area Analysis

Jones and Simmons (1990) Chapter 11 “Trade Area Analysis” (344-377); Rice and Hernandez (2017) Case Study 2.2.1 “Applications of Gravity Modeling to Evaluate Dine-In Restaurant Location and Competitiveness” (25-40) and Case Study 2.2.4 “Analyzing Successful Locations of Competing Quick-Service Restaurants” (70-84); See any week 6 resources on “Syllabus and Handouts” page

- Site Selection Methodologies:
 - Rules of thumb
 - Ranking and ratio methods
 - Regression models
 - Location-allocation modeling
- Trade Area Analysis Approaches:
 - Spatial monopoly
 - Market penetration
 - Dispersed markets

7 (Oct 8, 10)

The Value of Location

PROJECT

Jones and Simmons (1993) Chapter 4 “The Value of Location” (81-106); Gladwell (2004) “The terrazo jungle”*; See any week 7 resources posted on “Syllabus and Handouts” page

Initial environmental scan report due on Wednesday this week

Semester project discussion session on Wednesday this week

- The bid rent curve
- The expansion of a retail chain
- The concept of risk

* Link available on the "Further Reading" page of the course website.

8 (Oct 15, 17)

Retail Growth Strategy Alternatives

DQ

Birkin, Clarke, and Clarke (2002) Chapter 4 “Spatial Retail Growth Strategies” (71-88); See any week 8 resources posted on “Syllabus and Handouts” page

Discussion Question set due Monday this week

- Organic growth
- Mergers and acquisitions
- Franchising
- Joint ventures and strategic alliances
- Warehousing and retail expansion

PART 4 – THE CONTRIBUTIONS OF URBAN/ECONOMIC GEOGRAPHY

9 (Oct 22, 24)

Commerce and the Settlement Pattern

Berry, Conkling, and Ray (1987) Chapter 15 “Local Trade and Urban Hierarchies” (379-397); See any week 9 resources posted on “Syllabus and Handouts” page

- Settlement pattern
- The logic of central place
- The distribution system
- Retail chains and settlement systems

10 (Oct 29, 31)

***Commercial Structure Within the Metropolis* DQ**

Wrigley and Lowe (2002) Chapter 7 “The inconsistent geography and spatial switching of retail capital: urban issues” (131-149); See any week 10 resources posted on “Syllabus and Handouts” page

Discussion Question set due Monday this week

- The intra-urban commercial hierarchy
- Downtown and the inner city
- The growth of planned centers and the changing commercial structure of the city

11 (Nov 5, 7)

The Corporate Context for Retail Development

Wrigley and Lowe (2002) Chapter 2 “Reconfiguration of corporate structures in retailing” (21-50); See any week 11 resources posted on “Syllabus and Handouts” page

- Corporate actors in the retail sector
- Stores, chains, franchisers, shopping centre developers
- Our discussion this week also include consideration of issues related to uncertainty and decision-making

PART 5 – CONCLUDING THEMES, PROJECT PRESENTATIONS, AND THOUGHTS FOR THE FUTURE

12 (Nov 12, 14)

Geography and Direct Marketing

Birkin, Clarke, and Clarke (2002) Chapter 10 “Direct Marketing and Distribution Channel Management” (205-243); Esri (2011) *Tapestry Segmentation Reference* (1-12)*; See any week 12 resources posted on “Syllabus and Handouts” page

- An overview of the direct marketing industry
- Applications for geodemographics
- Lifestyle databases
- Micro-modeling strategies

* Link available on the "Further Reading" page of the course website.

13 (Nov 19)

Project Presentations

PROJECT

No reading this week

- Project presentations begin this week
- **Presentation:** paper copy due when you present

Please provide a paper copy of your presentation slides/notes when you do your presentation

14 (Nov 26, 28)

Project Presentations

PROJECT

No reading this week

Project Reports and PowerPoint Presentation Files Due Monday This Week

- More project presentations this week
- **Report:** paper copy due in class, electronic copy due via email (rice@unt.edu)
- **Presentation:** paper copy due when you present

Please provide a paper copy of your presentation slides/notes when you do your presentation

15 (Dec 3, 5)

The Evolving Retail Environment

Rice and Hernandez (2017) Chapter 6 “Emerging Issues and the Future of Location Intelligence” (519-526); See any week 15 resources posted on “Syllabus and Handouts” page

- The future of business geography
- Course review

Also, we will spend time this week discussing the take-home final exam. It is extremely important that you attend class this week.

Take-home final exam arrangements will be announced in December

Discussion Questions

Please note: you are responsible for handing in the discussion questions for the two weeks marked “DQ” in the course schedule (weeks 8 and 10). For each of the other weeks with questions provided, please read and answer for yourself the DQs for that week before coming to class.

Week 2: GIS and Applied Retail Geography

1. What is your GIS background? What software packages (ArcGIS, QGIS, etc.) are you familiar with? What GIS capabilities strike you to be of most use to a retailer? If you haven't taken a GIS course, what do you know about GIS systems and their capabilities?
2. Referring to the Esri reading for this week in particular, what are the specific benefits of GIS for retail businesses?

Week 3: Applied Retail GIS Lab Part 1

1. Why is it important that business geographers do fieldwork in addition to GIS analysis? What do you see as the unique role played by fieldwork that cannot be filled by GIS analysis? From what you've seen so far in this course, what is the unique role played by GIS analysis that cannot be filled by fieldwork?

Week 4: Applied Retail GIS Lab Part 2

1. How might you select new business locations if you did not have access to GIS and data analysis technology such as the *Business Analyst Web App* and *Maptitude* software packages we're using in this course? How does GIS use help a location analyst? Once you've used *Maptitude* this week (and thinking about your experience with *Business Analyst Web App* last week), list some specific tools and capabilities that are directly helpful in the location analysis process.

Week 5: Geography, Distribution Systems, and the Location of Demand

1. What is “marketing”? Is marketing a synonym for “advertising”? How is marketing a distinct concept? Why might location considerations be an important factor in the execution of effective marketing strategies?
2. Your reading outlines five fundamental kinds of retail market area limits. Come to class with at least two good examples of each kind of limit.

Week 6: Site Selection and Trade Area Analysis

1. What does the term “trade area” mean to you? How might we define the extent of a business’ trade area?
2. Do all businesses have “similar” trade areas? Consider car dealers, grocery stores, fast food outlets, and clothing stores, for example. What would determine, or limit, the extent of the trade area for each business type?

Week 7: The Value of Location

1. Can you think of examples of a given location having a high value? What leads you to believe that the examples you have chosen are good ones?
2. Would all businesses value locations the same, or would some stores be willing to pay more for certain locations compared to other businesses? How? Why? What examples can you think of to back up your thoughts?
3. Why do mall developers need to pay attention to mall design? List specific insights you gain from the Gladwell reading.

Week 8: Retail Growth Strategy Alternatives

DQ

Your reading this week identifies four different retail growth strategies. The most common of these is “organic growth”.

1. What do you think a retailer should be concerned about if they decide to grow organically? What potential dangers can you identify? Discuss in detail, but don’t go on needlessly (i.e. don’t take a page to say what you could express fully in a sentence).
2. Use your textbook readings (any of the readings from throughout the semester), plus your own experience and initiative to do research, to come up with two good examples of organic growth. Summarize each in single, meaningful paragraph. If possible, select one example of successful organic growth (positive results for the business doing the expanding) and one example where the growth was not so successful for the firm (an expansion followed by store closings, or even the demise of the business).

Week 9: Commerce and the Settlement Pattern

1. In what ways do large cities like Dallas “serve” the surrounding area?
2. Search newspaper or other reputable web sites and come up with three examples of stories or situations involving a “trade area”, “service area”, “hinterland”, or other idea related to the area served by an urban place. Summarize each example in a separate paragraph, describing the importance of the “trade area” concept in each one.

Week 10: Commercial Structure Within the Metropolis

DQ

In an earlier DQ (module 3, question 1), we began to consider retail clusters and the various types of clusters that exist. In this module we continue that discussion in more detail. The questions below ask you to give some thought to possible examples for a couple of the general types of clusters we will discuss in class.

1. One retail cluster type we can identify is based on spatial form: some clusters are most like a point, while others look more like a line, and others would be best described as an area. Name and describe one example of each type of cluster from our local region.
2. Another way of classifying retail clusters is based on functional composition, or the kinds of businesses that might be found in the cluster. A good way of starting to think about this kind of cluster would be based on “specialization”: some clusters of retail businesses focus on a specific kind of good or service, while other clusters are very diverse and include many different kinds of businesses. Name and describe one example of each type of cluster from our local region.

Week 11: The Corporate Context for Retail Development

1. Beyond individual stores, it is the clusters of stores that are the most visible manifestation of the retail sector in society today. What retail clusters/complexes can you identify and name? Are they all the same? Can you identify any different types of clusters from your experience?
2. Dallas-Fort Worth has one of the greatest collections of retail firms in America, both in terms of sheer numbers (we have so many stores) and their variety (most major chains have a representation here). However, some of these businesses have an even greater connection to our local area than others, as a select group of firms are actually located here. Which retail firms would this “locally-headquartered” list include, and what do you know about each one? Are they all national chains? Which ones are more regional or local in extent? What retail subsectors (e.g. food, electronics, hardware, clothing, etc.) are represented in our locally-based business community?

Week 12: Geography and Direct Marketing

1. How would you define “junk mail”? Is all advertising sent through the mail “junk mail”?
2. What businesses have sent you some kind of advertising through the mail in the last week? What have they been selling?
3. What would make you want to respond to advertising sent to you through the mail? Have you ever responded to advertising you have received via the mail?

My goal in this course is for your time here to be of great value to you. This course provides concepts and skills you will find a helpful starting-point for a career in retail geography. However, even if you follow a career path outside of retail geography, my hope is that this course will provide you with insights into the North American society and economy that can help you in many other ways, regardless of where your life and career takes you in the future.

Please do not hesitate to let me know if there is anything else we can do, beyond what you see in this course package, that could be useful in preparing you for your future.

Sources Referenced in the Course Reading List

Each of the following books and other publications provide excellent background reading for this course. We will examine selected chapters from each book listed in this course, along with our required course text. Some marked readings are available through links on the course website. None of the complete books listed below are available in the UNT bookstore, but copies of most are available through online retailers such as Amazon.

Berry, Brian J.L., Edgar C. Conkling, and D. Michael Ray (1987) *Economic Geography*, Prentice-Hall: Englewood Cliffs, NJ. ISBN: 0-13-231440-1.

Caliper (2016) Maptitude Brochure. Caliper: Newton, MA.*

Esri (2011) *Tapestry Segmentation Reference*. Esri: Redlands, CA.*

Esri (2012) *Business Analyst Online Brochure*. Esri: Redlands, CA.*

Esri (2012) *Improving Retail Performance with Location Analytics*. Esri: Redlands, CA.*

Esri (2012) *Business Analyst Online Report Reference Guide*. Esri: Redlands, CA.*

Gladwell (2004) The terrazo jungle. *The New Yorker*, March 15, 120-127.*

Holloway, Charles A. (1979) *Decision Making Under Uncertainty: Models and Choices*, Prentice-Hall: Englewood Cliffs, NJ. ISBN: 0-13-197749-0.

Jones, Ken, and Jim Simmons (1990) *The Retail Environment*, Routledge: London. ISBN: 0-415-04985-7.

Jones, Ken, and Jim Simmons (1993) *Location, Location, Location: Analyzing the Retail Environment*, 2nd Edition, Nelson Canada: Scarborough. ISBN: 0-17-604140-0.

Rice, Murray D., and Tony Hernandez (2017) *Location Intelligence Research and Applications*, Applied Geography Conference: Kent, OH. ISBN: 978-0991197514.

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* Complete electronic version available for your download via links on the course website (see "Further Reading" page: <http://www.murrayrice.com/retail-further-reading.html>). Instructions for access to all other readings will be available in class.