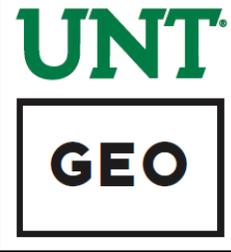


# **GEOG 4220** [undergrad] **Applied Retail Geography**



Fall, 2020 ▪ Monday/Wednesday 11:00 AM – 12:20 PM ▪ ENV 125

## **Why Should You Take this Course?**

This course is important because a knowledge of geography and its connection to retail business opens up a wide range of opportunities. Retailers like Wal-Mart and Amazon depend on experts who understand geography's link to business success.

This semester, we'll explore ideas that will give you a sound foundation for understanding the changing geography of store and non-store retail activity. The semester will also expose you to fieldwork and GIS technology that form a key part of the toolkit that geographers use everyday in their work for retailers and consulting firms that themselves work for retailers.

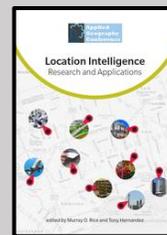
By the end of the course, you will have an understanding of the fundamentals that retailers need, giving you a foundation for a great career in retail geanalytics.

**Instructor:** Dr. Murray D. Rice  
**Office:** ENV 310G  
**E-Mail:** [rice@unt.edu](mailto:rice@unt.edu)  
**Telephone:** (940) 597-9307  
**Office Hours:** Thur, 2:00-4:00 PM (via Zoom)

Course Resources: Available on the GEOG 4220 Canvas Pages, and on the Class' Public Website at [www.murrayrice.com](http://www.murrayrice.com)

## **What you'll need for this course:**

- The course textbooks (we'll discuss how to get these in class)



- Weekly time to access the course website to review the resources posted there
- A willingness to work and learn
- Ability to access course resources via Canvas



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

Please see me if you have any issues with meeting in person due to the COVID-19 pandemic. I want to work with everyone in this class so we can all get through the semester safely.

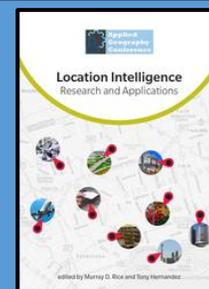
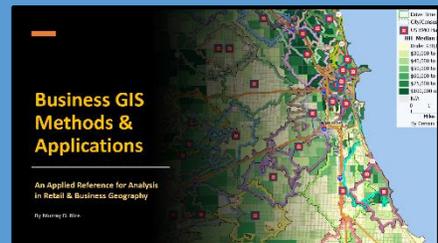
# What should you be able to do by the end of this course?

- Explain the **rationale for employing a geographic perspective** in the retail industry
- Understand the fundamental concept of “**business geography**” as a field that exists to support improved business decision making
- Be able to engage in intelligent discussion about the **fundamental properties and applications for GIS technology**
- Ability to operate the Esri **Business Analyst Web** cloud Geographic Information System (GIS) package
- Use **fieldwork and GIS skills** in an applied setting
- Assess the options available for **retail site selection and trade area analysis** applications in a variety of situations
- Explain the role of **marketing and distribution** in the economy
- Evaluate and interpret the various **growth strategy alternatives** available to retail businesses
- Account for **location as having value**
- Explain the forces that establish the **settlement pattern** of the United States, and how retail businesses interact with this national settlement system to create regional and national retail shopping and provision patterns
- Provide an account of retail patterns at the **metropolitan scale**
- Summarize the role of **corporate actors** in the retail sector
- Understand and use retail geography concepts to **coordinate a marketing campaign**

**Course Text:** The only required (and freely-downloadable) textbooks for this course are

- Rice (2021) *Business GIS Methods & Applications*.
- Rice and Hernandez (2017) *Location Intelligence Research and Applications* (published online by the Applied Geography Conferences, Inc.)

You can obtain these no-cost electronic books from the GEOG 4220 page on my website: <http://www.murrayrice.com/geog-4220.html>. Note, there are other required readings & videos, most of which can be obtained from our Canvas site.



# How can you succeed in this course?

In addition to the many grade-earning opportunities that await you this semester, your success in this class will be determined by **how well you manage your time** and **how engaged you are with the class activities**.

More specifically:



## Show up to class, and be on time

Getting to class on time means you will benefit from the great subject matter we're exploring in class that day. I always look forward to seeing you in class! However, if something like a family emergency prevent you from attending, please send me an email ahead of time (if possible) so I know not to expect you that day.



## Know the class schedule!

Half of the problems people have in classes like this one is not realizing what's coming up. Please track what's happening in each class and week of classes beforehand. Knowing what is due in class and what is expected that week will help you get the most out of your education investment. One more hint: looking ahead through the entire semester's schedule can help you identify coming weeks that are really heavy. This gives you a chance to get an early start on work for those tough weeks. Use the grade breakdown to the right to help you prioritize what is most important.



## Do the weekly reading

Each class will typically involve some sort of reading beforehand that will often relate to something we will do in class that day. I will assume every class that you have done your reading for that week and are ready to use that knowledge in our class discussions.



## Contact me when problems come up

I want to hear from you when you have questions or issues with class. I especially want to talk with you if you ever feel like you're getting behind and things are spiraling out of control. You can succeed in this class! I am here to help.

## Overall Grades Summary

<b>25%</b>	<b>Discussion Questions</b> (See details on next page)
<b>25%</b>	<b>Retail GIS Lab</b> (2 Parts)
<b>35%</b>	<b>Case Study Semester Project</b> (Total)
<b>15%</b>	<b>Quizzes</b> (3 in Total)
<b>100%</b>	<b>Course Total</b>

See the detailed course grade listing on the next page for more information.

# Course Details & Expectations

**Detailed Course Grade Listing:** 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.

<b>DISCUSSION TASKS</b>		
Discussion Questions:	Sets submitted Individually (weeks 2, 7)	10%
	Discussed in Canvas with Class (all other designated weeks)	15%
<b>MAJOR ASSIGNMENT TASKS</b>		
Retail GIS Lab:	Part 1 (week 3)	10%
	Part 2 (week 5)	15%
Case Study Term Project:	Initial Environmental Scan Proposal (week 8)	10%
	Final Written Report (week 13)	15%
	Final Presentation (weeks 13, 14)	10%
<b>TESTS</b>		
Quizzes:	Quizzes (Weeks 5, 8, 11)	15%
<b>COURSE TOTAL</b>		<b>100%</b>

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 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.

**Exercise, Project, and Quiz Due Dates:** Exercise, project, and quiz dates are set in advance so everyone can plan ahead, will not be changed except for emergencies. It is your responsibility to plan outside activities so they will not conflict with class dates. If you have a true emergency on an exam day, please contact me as soon as possible following the exam to explain the circumstances and make alternative exam arrangements.

**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.

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

**Duties of the Instructor:** In accordance with UNT Policy, state and federal law, your instructor is a mandated reporter and must therefore report to the Title IX or Deputy Title IX Coordinator instances of sexual misconduct (e.g., sexual assault, stalking, dating violence, domestic violence, and sexual harassment) by or against a student enrolled at the university, about which they become aware during this course through first-hand observation, writing, discussion, or personal disclosure. More information can be found at <https://deanofstudents.unt.edu/sexual-misconduct/reporting-sexual-misconduct> including confidential resources available on campus. The University of North Texas is committed to maintaining work and educational environments free from sexual misconduct and retaliation. The University will not tolerate conduct that is inconsistent with this commitment at any of its locations, programs or other activities. If students, faculty, or staff would like assistance or have questions, they can email [TitleIX@unt.edu](mailto:TitleIX@unt.edu) or visit the Dean of Students website at [deanofstudents.unt.edu](http://deanofstudents.unt.edu).

**Class Recordings:** Class sessions in this course will be recorded for students to refer to throughout the semester. Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the class, or outside the Canvas LMS, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**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 necessary (i.e. a restroom break).
- 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:** 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.

## Class Adjustments Related to COVID-19

**Attendance:** I will not take attendance for grades during the semester, but I will take attendance where needed to conform to UNT policy related to COVID-19. Despite the lack of attendance taking for grades, please note that it is to your advantage for you to participate in all classes, either live or via class streaming videos/recordings.

**COVID-19 Impact on Attendance:** While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing cough, shortness of breath or difficulty breathing, fever, or any of the other possible symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider. UNT also asks that you contact the UNT COVID Hotline at 844-366-5892 or [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, are more important.

**Face Covering Statement:** Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

**Important Note on Meeting Schedule** On a typical week our default mode of meeting will be:

- **Monday:** meet in person in ENV 125 (11:00 AM to 12:20 PM)
- **Wednesday:** meet remotely via Zoom (11:00 AM to 12:20 PM) – Zoom Meeting ID 996 0244 6138
- **Thursday:** office hours remotely via Zoom (2:00 to 4:00 PM) – Zoom Meeting ID 968 6307 3087

However, there are a few weeks where our meeting schedule will vary from this default. The syllabus supplement documents the schedule details for core class weeks 5, 8, 9, and 11 and semester project wrap-up weeks 13, 14, and 15 (see page 7 of this supplement).

**PLEASE REVIEW THE SYLLABUS SUPPLEMENT FOR ADDITIONAL IMPORTANT CLASS INFORMATION RELATED TO COVID-19 AND ALL COURSE ACTIVITIES**

**Please see me if you have any issues with any class requirement due to the COVID-19 pandemic.** I am prepared to show some flexibility to assist those with special needs in the class, but that may mean that I may also need you to show some flexibility as well. I know we can work together to complete the semester safely.



# What Will We be Doing in this Course?

Here is the schedule of topics and issues we will be discussing throughout the semester. Where something important is happening or due (such as a GIS Lab, a Discussion Question set, or a project report), that week is highlighted in a visible way (see symbol key below).

= Submit Individual DQ	= GIS Lab Work Session	= Project Element Due	= GIS Lab Due	= Quiz	= Zoom Session This Week

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

**Guest Lectures:** Input from business geography practitioners is usually an important part of this course. The pandemic situation is making this challenging, but I am working to schedule a number of days when some of these geography professionals can come to speak.

## PART 1 – INTRODUCTION TO THE GEOGRAPHY OF RETAIL BUSINESS

Week 1 (Aug 24, 26)



Regular session schedule for this week (see syllabus supplement, page 7)

### *Retail Location: Motivation and Fundamentals*

- Rice and Hernandez (2017) Chapter 1 “Location Intelligence as an Evolving Field” (pages 1-9).
  - See also the course documents and all other resources listed in Canvas, Module 1 (Week 1 Materials Link).
- 
- Introduction to retail and business geography
  - Overview of the course and major semester activities
  - Brief discussion of the **Esri Business Analyst Web** software package and its application

Welcome to the Class!

## PART 2 – RETAIL BUSINESS APPLICATIONS OF GEOSPATIAL TECHNOLOGY & PERSPECTIVES

### Individual DQ Submit

Week 2 (Aug 31, Sep 3)



Regular session schedule for this week  
(see syllabus supplement, page 7)

We're "flipping the class" this week: (1) watch the class videos on your own time before class, and (2) come to class prepared to discuss the videos, readings, GIS labs, and semester project

### GIS, Location Intelligence, and Applied Retail Geography

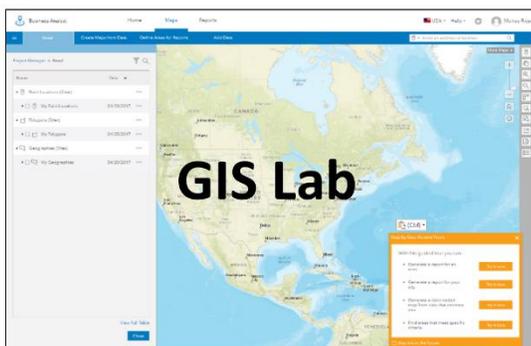
- Rice and Hernandez (2017) Case Study 2.2.2 "Use of Geographic Information Systems by Retail Organizations in Canada" (41-54)
- Rice (2021) Introduction (pages 5-8) and Part A: Foundational Methods (pages 11-12 and 23-55)
- Esri (2012) *Improving Retail Performance with Location Analytics\**
- See all week 2 resources in Canvas (Materials link).

### Individual Discussion Question set due Wednesday this week

- 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 **BA Web** software used in our lab sessions

## GIS LAB #1

Week 3 (Sept 9)\*



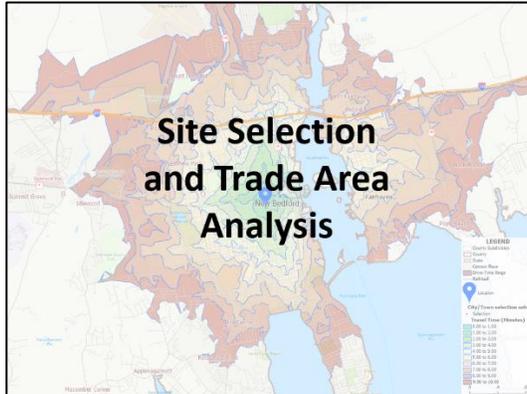
Only one class meeting this week  
because of the Labor Day holiday  
on Monday

### Applied Retail GIS Lab Part 1

- The only reading is our GIS Lab Part 1 documents. Be ready for the first of our dedicated lab sessions featuring both fieldwork and GIS analysis tasks.
- Hands-on lab including fieldwork and the **BA Web** cloud GIS package.
  - **Monday:** no class meeting (Labor Day)
  - **Wednesday:** the *field observation* component of the lab. Everyone, please meet at the beginning of class at the east doors to ENV (main level). We'll walk to our Fry Street field site from there.
- See lab instructions posted on course website.

## DQ Discuss in Canvas

Week 4 (Sept 14, 16)



**GIS LAB  
#1 DUE**

Regular session  
schedule for this  
week (see syllabus  
supplement, page 7)

### **Geography's Traditional Core Contribution: Site Selection and Trade Area Analysis**

- Rice (2021) Part A: Foundational Methods (pages 13-22 and 67-85)
- Rice and Hernandez (2017) Case Study 2.2.1 "Applications of Gravity Modeling to Evaluate Dine-In Restaurant Location and Competitiveness" (pages 25-40) and Case Study 2.2.4 "Analyzing Successful Locations of Competing Quick-Service Restaurants" (pages 70-84)
- Also, see other supplementary week 4 reading & video resources on Canvas (Materials link).

### **Classwide Online DQ due Monday; Applied Retail GIS Lab Part 1 due on Wednesday**

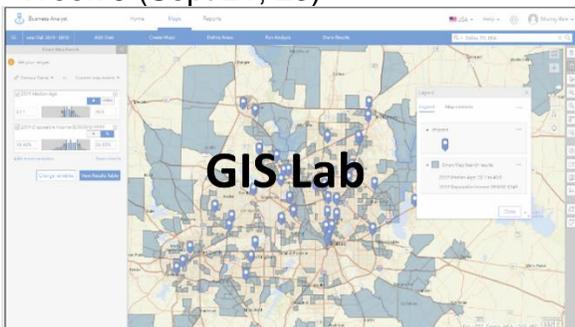
- Site Selection Methodologies:
  - Rules of thumb
  - Ranking and ratio methods
  - Regression models
  - Location-allocation modeling
- Trade Area Analysis Approaches:
  - Spatial monopoly
  - Market penetration
  - Dispersed markets

**Q #1**

**GIS LAB #2**

See syllabus supplement (page 7) for a special meeting plan for this week

Week 5 (Sept 21, 23)



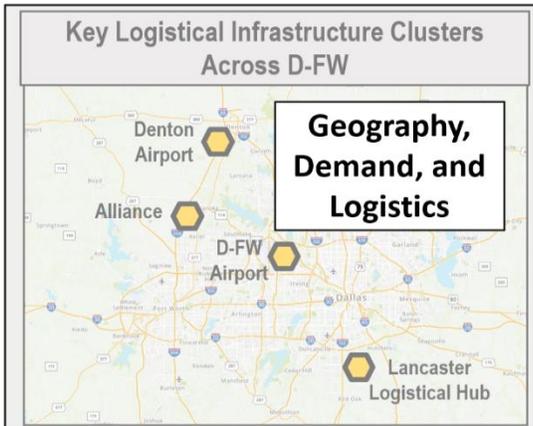
### **Applied Retail GIS Lab Part 2**

- GIS Lab Part 2 documents (available via Canvas, Module 5)
- Rice (2021), Site Selection (pages 115-143)

The GIS lab session this week focuses on GIS analysis of service business locations and markets across the D-FW metroplex region.

- **Monday:** Hands-on lab using **BA Web** cloud GIS.
  - See lab instructions posted on course website.
- **Wednesday:** More BA Web analysis time.

Week 6 (Sep 28, 30)



### ***Geography, Demand, and Logistical Considerations***

- Rice (2021) Network Analysis (87-95)
- Module 6 reading and video resources in Canvas (listed under Week 6 Materials link).

### **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

**GIS LAB  
#2 DUE**

Regular session schedule for this week (see syllabus)

### **Individual DQ**

7 (Oct 5, 7)



### ***Retail Growth Strategy Alternatives***

- "Location, Location, Location: The Strategy of Place" article posted on Canvas Module 7 reading
- Video resources in Canvas (listed under Week 7 Materials link).

### **Individual Discussion Question set due on Monday this week**

- Organic growth
- Mergers and acquisitions
- Franchising
- Joint ventures and strategic alliances

Regular session schedule for this week (see syllabus supplement, page 7)

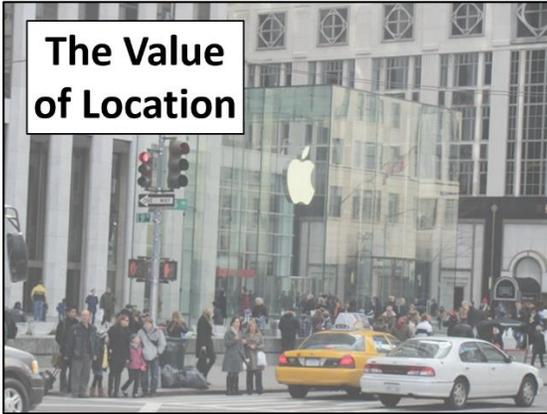
# Q #2

## PROJECT

See syllabus supplement (page 7) for a special meeting plan for this week

Week 8 (Oct 12, 14)

### The Value of Location



We're "flipping the class" this week: (1) watch the class videos on your own time before class, and (2) come to class prepared to discuss the videos, readings, GIS labs, and semester project

### The Value of Location

- See all module 8 reading and video resources posted on Canvas (Week 8 Materials link).

**Initial environmental scan proposal 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.

## PART 3 – THE CONTRIBUTIONS OF URBAN/ECONOMIC GEOGRAPHY

DQ Discuss in Canvas

See syllabus supplement (page 7) for a special meeting plan for this week

Week 9 (Oct 19, 21)\*



### Commerce and the Settlement Pattern

- See all module 9 reading and video resources posted on Canvas (Week 9 Materials link).

**Classwide Online DQ due Monday**

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

\* Oct 19 will be a project work and special learning opportunity day; more explanation in class

## DQ Discuss in Canvas

Week 10 (Oct 26, 28)



Regular session schedule for this week  
(see syllabus supplement, page 7)

### ***Commercial Structure Within the Metropolis***

- See all module 10 reading and video resources posted on Canvas (listed under Week 10 Materials link).

#### **Classwide Online DQ due Monday**

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

**Q #3**

DQ Discuss in Canvas

See syllabus supplement (page 7) for a special meeting plan for this week

Week 11 (Nov 2, 4)

**Corporate Context  
and Decision Making**



### ***The Corporate Context for Retail Development***

- See all module 11 reading and video resources posted on Canvas (listed under Week 11 Materials link).

#### **Classwide Online DQ due Monday**

- 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 the principles that apply to decision-making in the presence of uncertainty

## PART 4 – CONCLUDING THEMES, PROJECT PRESENTATIONS, AND THOUGHTS FOR THE FUTURE

### DQ Discuss in Canvas

Week 12 (Nov 9, 11)



Regular session schedule for this week  
(see syllabus supplement, page 7)

### *Geography, Direct Marketing, and Omni-Channel Reflections*

- Rice (2021) Geodemographic Segmentation (57-66), and Customer Analytics by Market Area (pages 111-114)
- All other Module 12 reading and video resources in Canvas (listed under Week 12 Materials link).

### **Classwide Online DQ due Monday**

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

## PROJECT

Zoom Sessions All Classes This Week (All Presentations via Zoom)

Week 13 (Nov 16, 18)



### *Project Presentations and Reports*

No reading this week

### **Project Reports and PowerPoint Presentation Files Due Wednesday This Week**

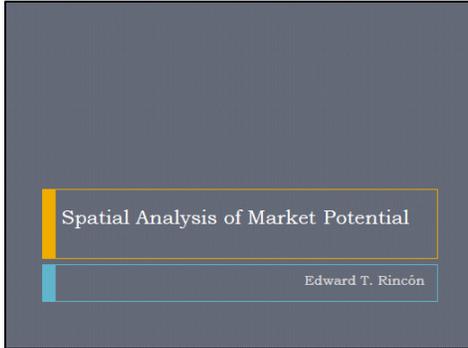
- Project presentations begin this week
- **Report:** electronic copy due via Canvas on Wednesday
- **Presentation:** electronic copy due when you present

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

# PROJECT

Zoom Presentations on our one meeting day this week  
(All Presentations Via Zoom)

Week 14 (Nov 23)



## ***Project Presentations***

No reading this week

- Remaining project presentations this week

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

Zoom Session for All Classes This Week

Week 15 (Nov 30, Dec 2)



## ***The Evolving Retail Environment***

- Rice and Hernandez (2017) Chapter 6 “Emerging Issues and the Future of Location Intelligence” (519-526)
- See all Module 15 resources posted on Canvas (Week 15 Materials link)



- The future of business geography
- Course review

Also, we will spend time this week reviewing and summarizing the key elements from our discussion this semester

**Thanks for taking this class!**

## 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.

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*, 2<sup>nd</sup> 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.

Rice, Murray D. (2021) *Business GIS Methods & Applications: An Applied Reference for Analysis in Retail & Business Geography*, UNT Geography: Denton, TX.

Wrigley, Neil, and Michelle Lowe (2002) *Reading Retail: A Geographical Perspective on Retailing and Consumption Spaces*, Arnold: London. ISBN: 0-340-70660-0.

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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.

**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.

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**Department of Geography  
and the Environment**