University of Minnesota, College of Design  
Department of Design, Housing and Apparel

SHOPPING MALLS       DHA 3170       Special Topics

**Schedule:**  Weekend seminar –fall semester- October 2, 3, and 4, 2009  
McNeal Hall, 1985 Buford Avenue, St. Paul  Classroom 10  
Friday afternoon - 4 p.m.-8 p.m. Introduction to concept, topic lectures, small group work.  
Saturday- 8 a.m. to 5 p.m. Lecture. Bus tour of key malls. Small group report.  
(MOA, Southdale & Galleria)  
Sunday morning - 9 a.m. - 12:30 Lecture. Assigned project reports. Research assignment.  
Analyses paper due on Wednesday, November 11, 2009, 1 p.m.

**1 Credit (15 hours)** (30 hours out of class for assigned reading and analyses paper)  
2004.  
Supplemental reading: Underhill, Paco. The Call of the Mall. New York: Simon and Schuster. 2004

**Instructor:** Dr. Beverly Olson  Phone (612) 624-9308  Office 250b McNeal Hall  
E-mail address: baolson@umn.edu  Office hours: Wed. Oct.28, Nov 4 -11 to 1 p.m.

**Objectives:**
After taking this course student will:
1. Understand the historic, cultural, socioeconomic and demographic influences on shopping malls of the twenty-first century
2. Appreciate size and characteristics of various malls
3. Analyze shopping mall site selection criteria from the viewpoint of the consumer
4. Evaluate consumer appreciation of retail mix theories of store placement
5. Propose a shopping mall concept based on marketing strategy, location, retail mix, and suburban community tie-in
6. Analyze consumer reaction to retail visual merchandising in shopping malls

**Content:**
This course looks at shopping anthropology from creating demand to shopping spaces (why, where and how we shop). We will analyze the evolution of shopping based on Victor Gruen, developer/designer of the Southdale Mall, Edina, Minnesota. We will discuss the inspirations and motivations of his remarkable shopping psychology. Following historical shopping time lines including medieval market places and Renaissance Italian arcades we will see how art and commerce combine on the international scene. Study kings, merchants and tailors creating demand. Compare types of shopping malls, retail display, retail mix and community activities. Understand the marketing emphasis on retail and recreation partnerships.
Course Assignments:
The student will be evaluated on
(1). **Small group project assignment reports.** Friday, Saturday and Sunday.
(2). A **Shopping Mall Analyses paper due Wednesday, November 11, 2009, 1 p.m.**
**Bring to instructor’s office 250b or to 240 McNeal Hall Receptionist- will place in mailbox**

This paper will include: (1) **your reaction** to the malls we study and those we visit, based on assigned readings covering marketing strategy, public relations, site selection, retail mix, and special events.

Use this background information to (2) **create a shopping mall concept.**

Include an outline of your plans for a shopping mall based on your research of marketing strategy, location, retail mix and suburban (or urban) community activity tie-in.

Recommend strategies **your mall** can use to increase consumer attraction.

Eight page minimum. Include a stamped, self-addressed envelope (9” x 12”) if you want this graded paper returned.

Grading:

- Friday – discussion on community activities: 10%
- Saturday – shopping mall analysis and shopping mall tour: 25%
- Sunday – small group presentation on malls visited Saturday: 25%

**Written analyses paper due Wednesday, November 11, 2009, 1 p.m.** 40%

100%

COURSE POLICIES AND PROCEDURES

Class attendance is expected. Although students are graded primarily on academic achievement and performance or on quizzes and examinations, there are several in class activities that are required and are counted in the calculation of a student’s final grade for the course. In-class assignments cannot be made up. They are completed and handed in during class time. In-class assignments provide you the opportunity to develop your thoughts about ethical issues facing workers in the shopping mall industry. The general format for in class activities is that you will be asked to watch a video, tour a mall or read a case that outlines a concern that is present in the industry. You will then be asked to write a response either individually or in a small group (2-3) and we will return to the class as a whole to discuss your responses. These are graded pass/fail.

Upon entering class please turn off your cell phones. Just as it is annoying when someone leaves their cell phone on when you are at the theatre or the movies, it is just as annoying during class. Tell your friends when you are in class so they do not call you at that time.

It is expected that students will complete readings from the textbook as assigned and participate in class discussions to the extent that it is possible. Participation is important in this course. When students share their thoughts and experiences, class concepts become concrete in their minds as well as in the minds of other students.
It is the sharing of our experiences that helps us to learn from each other as well as about each other. Members of this classroom will practice inclusivity. We will listen to one another’s view with respect regardless of race, gender, sexual orientation, or disability. To prepare for class it is recommended that students create lecture outlines, read the assigned textbook materials for class, and then add to their lecture outlines or hand outs key points they found in the textbook. Fill in the remaining material from class lecture and discussion. Write down examples from class as well as from your personal experience. To do well in class, it is strongly recommended that students talk about class materials with others outside of class. The more class material is rehearsed, the better it is learned!

The University of Minnesota has specific policies concerning student conduct and student needs. Listed following are those that have relevance for this course.

**Disruptive Classroom Conduct**

All activities in the University, including this course, are governed by the University of Minnesota Student Conduct Code. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. “Disruptive classroom conduct” is now an explicit violation of the Code. It is defined as follows: disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.” In addition, students responsible for such behavior may be asked to cancel their registration (or may have their registration canceled).

Guest speakers are scheduled during this class. Arriving late or leaving early for class is rude and particularly rude when we have a guest speaker. If you must be late on a day that a guest is speaking to the class be certain to enter from the back of the classroom and be as inconspicuous as possible.

**Scholastic Dishonesty.** Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement, altering, forging, or missing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis. “Discovery of academic misconduct is grounds for a “F” or “N” for the course.”