



RM 2234 Retailing in a Digital Age

SPRING 2017, 3 credits, 50% face-to-face (Wed 8:30am-9:45am)
144 McNeal Hall

COURSE DESCRIPTION

A liberal education emphasizes both broad knowledge of the world and knowledge of a specific field because the goal of a liberal education is to empower students and to prepare them to effectively cope with complexity, diversity, and change as responsible citizens. Thus, a liberal education nurtures students to develop strong intellectual and practical transferrable skills such as critical thinking, communication, and ability to apply knowledge and skills in real-world settings. This course is designed to embrace the liberal education approach while contemplating on the impact of technology on retailing and consumers. The course meets the requirements of the Technology and Society theme. Technology has a major impact on the society and retailing is rapidly changing with the introduction and advancement of technology. Technology reshapes retail practices and consumer behaviors and understanding of the related issues at both personal and societal levels is critical for any student. In this course, students will reflect on the impact of technology on individuals and the society within a context of digital retailing. Specifically, the course addresses the following questions: How did the retail-related technologies historically evolve and how did retailers and consumers respond to the technologies? What are the changes created by technology that challenge retailers? How do retailers use technology to enhance their business and better serve consumers? What are ethical concerns related to the use of information in the era of big data? How do we evaluate the changes and threats in the retail business environment and effectively respond to them?

Instructor	Hyunjoo Im, Ph.D.
Office	348 McNeal Hall
Contact	hjim@umn.edu ; 612-625-8234 (email is the best way to reach me)
Office hours	Wed 11:30am-1:00 pm, or by appointment
TA (email)	Hyojung Cho (choxx529@umn.edu)
Office/Office hours	346 McNeal Hall, Wed 10:00am-11:30am

OVERALL COURSE DESCRIPTION

COURSE OBJECTIVES	<ol style="list-style-type: none">1. To learn different perspectives to understand the impact of technology on retailers and consumers in a context of digital retailing2. To understand and evaluate consumers' technology adoption models and their implications for retailers3. To explore and comprehend problems and issues in digital retailing for the supply chain, stores, retail channels, and consumers4. To form a balanced view regarding use of retail technology by considering diverse perspectives and consequences5. To understand the evolution of digital technology in the retailing industry and critically think about the impact of technology on the industry and everyday life
STUDENT LEARNING OUTCOMES	<ol style="list-style-type: none">1. Can identify, define, and solve problems2. Can locate and critically evaluate information <p><i>Student learning outcomes are addressed through course assignments (e.g., case studies, discussion reports, research assignment). All of these are evaluated by the instructor and/or teaching assistant for the course.</i></p>
TEXT	<p>There is no required textbook for the course. However, readings will be assigned for each week and electronic files will be posted on Moodle. The readings are selected chapters from the following books.</p> <p>Recommended textbook</p> <ul style="list-style-type: none">• Strauss, J., & Frost, R. (2014). <i>E-Marketing</i>. (7th ed.). Pearson: Upper Saddle River, NJ. <p>Selected chapters from</p> <ul style="list-style-type: none">• Anderson, C. (2008). <i>The long tail: Why the future of business is selling less of more</i>. Hyperion: New York, NY.• Basse, S. (2008). <i>A gift of fire: Social, legal, and ethical issues for computing and the Internet</i> (3rd ed.). Pearson Prentice Hall: Upper Saddle River, NJ.• Gladwell, M. (2002). <i>The tipping point: How little things can make a big difference</i>. Little, Brown and Company: New York, NY.

- Mayer-Schönberger, V., & Cukier, K. (2013). *Big data: A revolution that will transform how we live, work and think*. Eamon Dolan/Mariner Books: London, United Kingdom.
- Pariser, E. (2011). *The filter bubble*. The Penguin Press: New York, NY.
- Ross, A. (2016). *The industries of the future*. Simon & Schuster: New York, NY.

COURSE WEBSITE

<https://umn.instructure.com/courses/1171>

This course participates in the University of Minnesota Canvas Pilot program. Please, spend some time to get used to this new learning management system.

- Some introductory information for Canvas is available at: <https://docs.google.com/document/d/1Ev4biQGpw4TqnNc8JhzLy1FohSGiGOEX4m8zaKeBm7A/edit>.
 - You can get some help or report issues through this website: <https://umn.instructure.com/courses/54>.
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INSTRUCTOR'S EXPECTATION

COURSE POLICIES STUDENT RESPONSIBILITIES

1. This is a hybrid class with 50% face-to-face sessions. There are weekly activities and tasks students must complete outside the classroom. Often the activities and tasks are designed to prepare the students for in-class discussions. These will be in a variety of forms such as reading assigned materials, conducting a small survey related to the core topic of the week, online quizzes, online discussions both synchronous and asynchronous, and so on. Please, make sure you check the course website and emails to be up-to-date with the weekly activities and requirements.
2. **During the class meetings, CLASS PARTICIPATION IS ESSENTIAL.** You are expected to come to the class in a timely manner, and to stay all class time. You should be prepared to discuss the subject matter and get involved in class activities. Disruptive behaviors (e.g., talking in the class, doing another class work, using electronic devices for any other purpose than class activities) will negatively influence your participation.
3. Absent or tardy students are responsible for any missed class work and information, including any changes to the syllabus or assignments announced in classes. The lecture/discussion will not be repeated for any individual who was absent from class. If you come late and miss in-class activities or quizzes, there will be no make up for those.
4. Show respect for other classmates and your instructor. **TURN YOUR ELECTRONIC DEVICES OFF** during the class time (no buzzing sound!). It is not acceptable to take or make private calls/text messages during class.
5. For group activities and assignments, students will be held responsible for managing the group work. Unless a team member is decided to leave the team, everyone gets a team grade without adjustment. Personally, everyone should be honorable and responsible to make contribution to the work.

GENERAL POLICIES

6. The official communication method in this class will be **emails**. It is your responsibility to make sure that you check and clean email account. Please **CHECK YOUR EMAIL DAILY AND DO NOT LET YOUR EMAIL GET OVERLOADED.**
7. **ACADEMIC DISHONESTY IS A SERIOUS OFFENCE AND WILL BE TAKEN ACCORDINGLY.** At no time is copying other people's words or ideas permissible. Plagiarism also includes using work completely in a previous class for credit in another class. Academic misconduct includes signing other students' name for attendance, cheating on the test, copying other people's work without proper citation, tracing other people's work, and so on. If academic dishonesty was found, the student(s) will be dismissed from the class and reported to the Office of Student Conduct and Academic Integrity (OSCAI).
8. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Students with disabilities are encouraged to contact the **Disability Services (612-624-1333, 180 McNamara)** to coordinate course accommodations.
9. Students may not share course materials including quizzes, exams, lectures, lecture notes, activities, with any other person outside the class without consent of the instructor.
10. **RELEASE OF STUDENT WORK:** Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

GRADING/EVALUATION POLICIES

11. Class participation/attendance: I will be taking attendance at randomly chosen times on randomly selected class days. This random attendance record will be assumed as your entire course attendance at the end of the semester. Online discussions will be checked in the same fashion. I will randomly select a few online discussions to check students' participation in the discussion and the quality of their posts. These randomly selected few discussions will determine students' grade for online discussion.
 12. Grading Appeals: You may appeal your grade on any assignment or exam within ONE WEEK of time you are given your grade or it was available to you. All appeals must be computer generated and include the reason for the appeal and any sources that support your appeal.
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13. All exams are closed materials, non-cumulative and covering material assigned in texts, outside readings, and in class activities. Exam questions are not to be released and students will be asked to return the exams as well as the answer sheets. Prior approval to miss an examination will be given in the event of extenuating circumstances and the student will be expected to present the proof of such extenuating circumstances. Proofs of such incidences should be original and official documents. Personal letter or copied documents are not acceptable. Doctors' visits due to minor illness cannot be a legitimate excuse. **REQUEST FOR MAKE UP DUE TO EMERGENCY SHOULD BE NOTIFIED BY MIDNIGHT OF THE SCHEDULED EXAM DATE.** The instructor holds the right to determine whether the student will be required to take a make-up examination or not. MAKE UP EXAMS ARE DIFFERENT FROM THE ORIGINAL IN TERMS OF FORMAT, LENGTH, AND DIFFICULTY.
14. Due dates: **NO LATE WORK WILL BE ACCEPTED.** In the event of emergency, notify the instructor BEFORE that day or within 24 hours of the assignment deadline.
15. Appropriate Student Use of Class Notes and Course Materials: Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. Disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines my interest in my intellectual work product while not substantially furthering yours or my interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>.

WORK LOAD EXPECTATIONS

1. Expect in-class activities and unannounced quizzes. These will access your preparation for classes.
2. According to the administrative policy of the University, student must expect to work 9 hours per week for a 3-credit course.
3. Online quizzes assume you completed your reading for the day before the quiz. Plan on your reading at least 12 hours ahead of time. Give yourself minimum of 3 hours to comprehend assigned readings per week. Making summary notes will be helpful.
4. Keep in mind how grades are defined. If you complete all the necessary requirements for an assignment, that means your work is satisfactory, which is defined as C. If you wish to get a better grade than a C, you will aim to produce an outstanding work.

HOW TO BECOME SUCCESSFUL IN THIS CLASS

1. Be prepared and actively participate in class discussions and activities.
2. Make sure you carefully read and understand the syllabus. You need to understand what the expectations are.
3. Be mindful of course due dates.
4. Be a professional and respectful teammate.

UNIVERSITY POLICIES

Personal Electronic Devices in Classroom

<http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html>

Use of Class Notes and Materials

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

Scholastic Dishonesty and Student Conduct Code

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Sexual Harassment

<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>

Statement on Climate of Inclusivity

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help.

(or refer to http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.pdf)

http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf

Academic Freedom and Responsibility

Availability of Disability and Mental Health Services

If you have any special classroom requirements, please contact one of the offices listed below. They will work with you and, if necessary, they will contact the instructor to work out the details for any necessary accommodations.

- Student Academic Success Services, 340 Appleby Hall, 612-624-3323
- Counseling/Consulting Services, 199 Coffey Hall, 612-624-3323
- Disability Services, 180 McNamara, 612-626-1333



- Center for Writing, 10 Nicholson Hall, 612-626-7579

Or refer to <http://ds.umn.edu/student-services.html> and <http://www.mentalhealth.umn.edu>

Course Requirements and Evaluation

REQUIREMENTS	Pts assigned	Weight	Note
2 Exams (midterm 100pts, final 80pts)	180	36%	You will receive the grade you earn in this class. Grades reflect effort and ability. Some students will achieve grades that do not reflect their true ability, because they have not put forth the effort required. No forced grade distribution or "curve" will be used.
Quizzes: 2 Online (10pts) + syllabus (20pts)	40	8%	
Class participation (in-class, online, project)	90	18%	
Group discussion reports	30	6%	
In-class activities (including guest lecture summaries)	60	12%	
HW: HW1 (50pts) + HW2 (50pts)	100	20%	
Total	500	100%	

GRADING SCALE		What the grade means		
A	94%	470 ~ and above	~	Signifies achievement that is outstanding relative to the level necessary to meet course requirements
A-	90%	450 ~ 469	~	
B+	87%	435 ~ 449	~	Signifies achievement that is significantly above the level necessary to meet the course requirements
B	84%	420 ~ 434	~	
B-	80%	400 ~ 419	~	
C+	77%	385 ~ 399	~	Signifies achievements that meets the course requirements; Satisfactory
C	74%	370 ~ 384	~	
C-	70%	350 ~ 369	~	
D+	67%	335 ~ 349	~	Signifies achievements that is worthy of credit even though it fails to meet course requirements
D	60%	300 ~ 334	~	
F		Below 300		Indicates coursework was completed but at an achievement level unworthy of credit.

* Students may not request supplementary assignments for "extra" credit, since offering opportunities to some students that are not available to all would be unfair. Exams may list problems for "extra credit" but these opportunities, if available, will be available to all students.

TENTATIVE COURSE SCHEDULE

PART	WEEK	DATE	CONTENT	ACTIVITY/ASSIGNMENT
Background	0	1/18 (W)	Welcome and overview Future of Retailing Preview	Syllabus, Canvas information
	1		The Internet	
		1/23 (M)	[Research day] Short survey of an adult born before 1970 on their first experience with the Internet Post your findings and discuss with your group online	<i>Posting due by 11:59pm, Sunday Discussion due by 8:30am, Wednesday</i>
		1/25 (W)	History of the Internet: Exponential growth	
	2		The Internet & Retailing	
		1/30 (M)	[Online synchronous discussion: 8:30am-9:45am] Google Hangout - Challenges for retailers <i>Read Chap 1 (Strauss & Frost, 2014) and participate in the real-time discussion (8:30am-9:45am, Google Hangout)</i>	<i>Discussion Report due by 8:30am, Wednesday (10pts)</i>
		2/1 (W)	The Internet and Retailing In-class Activity (HW1 group)	The Hype Cycle activity: Bring a laptop to the class (10pts)
	3		Technology Acceptance & Diffusion: Theories & Applications	
		2/6 (M)	[Research day] Diffusion of digital technology related to retailing: Read the diffusion of innovation model and interview 3 people regarding their digital shopping behaviors	Fill in the Google Doc with the information & Share your report online <i>by 8:30am, Wednesday (10pts)</i>
		2/8 (W)	Technology Acceptance and Diffusion: Theories and Applications In-class discussion of the interview findings.	<i>Syllabus Quiz due by 11:59pm (20pts)</i>



Retailers in the digital era	4	Retailer Marketing/Management Practices in a Digital Age I	
	2/13 (M)	[Research day] Search the news about how retailers innovate globally using digital technologies outside the US and share it online discussion board	<i>Posting due by 11:59pm, Sunday Response due by 8:30am, Wednesday</i>
	2/15 (W)	Global e-markets Share the global news posts	HW1 Consumer Survey announcement.
	5	Retailer Marketing/Management Practices in a Digital Age II	
	2/20 (M)	[Online Quiz] Price: The Online Value (Chap10) <i>Study Chap 10 (Strauss & Frost, 2014)</i>	<i>Quiz open between 8am-5pm on Monday (10pts)</i>
	2/22 (W)	How to price in the digital era	In-class (How to make a survey)
	6	Data-driven Retail	
	2/27 (M)	[Online synchronous discussion: 8:30am-9:45am] Google Hangout – implication of big data for retailers and consumers	<i>Discussion report by 8:30am, Wednesday (10pts) HW1 Survey draft due by Monday, 2/27 (15pts)</i>
	3/1 (W)	[Guest Lecture] Elissa Erickson, MOA	<i>Guest speaker lecture summary due by Sunday 11:59pm (10pts)</i>
	7	Midterm	
	3/6 (M)	[Study day] Review the materials for the exam WK 0 ~ WK 6, <i>all required materials.</i>	
	3/8 (W)	[Online] Midterm (Week 0 ~ Week 6) 25 questions, 30 minutes	Exam open between 8am-5pm.
Consumer experience of Digital Retailing	8	[Spring Break] No class meetings (3/13, 3/15)	
	9	Consumer Value in a Digital Age	
	3/20 (M)	[HW1 Workday] Gather survey data and analyze the data	
	3/22 (W)	Consumer value: choices, digital products, shared economy In-class discussion	<i>HW1 due by 8:30am (35pts)</i>
	10	Connected Consumers in a Digital Age	
	3/27 (M)	[Online Quiz] Chap 7, connected consumers online	<i>Quiz open between 8am-5pm on Monday (10pts)</i>
	3/29 (W)	New consumers	
	11	Consumer Experience I	
	4/3 (M)	[Online synchronous discussion: 8:30am-9:45am] Google Hangout- Find consumer reviews, share it, and discuss what was the key to satisfaction vs. dissatisfaction	<i>Post your reviews on the forum by Sunday 11:59pm & Participate in the Google Hangout discussion. Discussion report by 8:30am, Wednesday (10pts)</i>
	4/5 (W)	Consumer Experience Personalization and its influence on consumer experience. Omni-channel practices	In-class (How to make a journey map)
	12	Consumer Experience II	
	4/10 (M)	[Group work day] Work on the consumer experience design assignment	
	4/12 (W)	Finalize HW2 [No Class] Dr. Im at conference	<i>HW2 Consumer experience design report due by 10am (50pts)</i>
	The hidden side of the digital world	13	Social Justice and Technology
4/17 (M)		Access to technology, Internet, and equality Read the materials and post one reflection point on the forum.	Online discussion
4/19 (W)		[Guest Lecture] Dr. Jung, Assoc. Professor of Computer Science, University of San Francisco Digital divide	Guest lecture summary due by Sunday, 11:59pm (10pts)
14		The algorithm paradox	
4/24 (M)		The algorithm paradox and implications for digital retailers	Gather 3 friends' search screenshots and discuss on the forum
4/26 (W)	[Guest Lecture] Merchology	Guest lecture summary due by Sunday, 11:59pm (10pts)	



	15	Another Look at Technology		
		5/1 (M)	Are we losing something?	Consumer well-being and a digital Sabbath
		5/3 (W)	Meaning of personalization and the filter bubble. How do we form a balanced world view and make informed decisions?	
Final	16	5/10 (W)	[Online] Final exam (Week 9 ~ Week 15)	Exam open between 8am-5pm.

**Syllabus and activity schedule may be modified dependent upon class progress and instructor's decision to include activities relevant to course development. The instructor will notify students of changes via email or class announcement.*

