

UNIVERSITY OF MINNESOTA  
COLLEGE OF DESIGN  
DEPARTMENT OF DESIGN, HOUSING, & APPAREL

**RM 4117W/APST 5117 Retail Environments and Human Behavior** (3 credits)  
Online Class

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Office: 352 McNeal Hall  
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### **Syllabus**

**Prereq:** Retail merchandising major; Minor; Graduate student or consent of instructor.

#### **COURSE DESCRIPTION**

Theory and research related to the designed physical and social environments across retail channels.

#### **COURSE OBJECTIVES**

Upon completion of this course, you should be able to:

- Analyze the importance of retail environments as stimuli to consumer behavior.
- Identify, synthesize, and critique research and theories applicable to various retailing formats and environments.
- Design and develop original research focusing on retail environments.
- Develop and refine critical writing skills in communicating and disseminating scholarship.

#### **REQUIRED AND RECOMMENDED TEXTS**

**Underhill, P. (2008). *Why We Buy: The Science of Shopping* New York, NY: Simon & Schuster (required).**

*Publication Manual of the American Psychological Association* (6th ed). (2009). Washington, DC: American Psychological Association.

Electronic copies of research articles and videos are available on Moodle.

#### **STUDENT LEARNING OUTCOMES**

*Can identify, define, and solve problems:* Students will identify and define a research problem in a retail environment and design a research plan to understand the problem and provide insights for solving the problem.

*Can locate and critically evaluate information:* Students will conduct literature research to locate and critically evaluate literature related to their defined research topic.

#### **COURSE STRUCTURE**

This course will consist of readings, posts, individual and group activities, and quizzes. There are 15 weeks in this course. By Friday 11:55pm the week will be closed and you could start a new weekly schedule.

- Readings: Each week there will be assigned readings from the textbook and research articles.

- Quizzes: there are three quizzes that cover the textbook and videos. You need to follow directions in answering all the questions. Each quiz question assignment is worth 50 points. There will be a variety of question formats.
- There will be one quiz (30 pts) on the course protocol and syllabus (pages 1-5). You will have 30 minutes at a time you determine on Jan. 20 (Fri). You may begin your 30 minutes at any time and complete the quiz during that time period. The quiz will automatically close after 30 minutes from when you start taking your quiz. Your score will appear after you finish the quiz.
- Forum Posts for Discussion 1: Discussion forums will be organized every week based upon textbook readings. All of you need to participate in the discussions. We encourage creative participation (e.g., interpreting ideas from a different angle, post text along with photos, videos, or links to outside sources). You are required to have 1 original post (at least 300 words, due on Tue @11:55pm) and 1 response to another post for each forum posting assignment at a minimum (at least 100 words, due on Fri @11:55pm). You are encouraged to post more than the minimum requirement. *Responses should be informative, evaluative, and critical.* There will be 12 weeks of forum discussions for this assignment. **We will randomly grade 6 weeks of your work.**
- Forum Posts for Discussion 2: You will sign up for one scholarly article from the listed research papers in this syllabus and serve as a discussion leader for your selected article once in the whole semester. You will work in a team of two people. Your team needs to compile a large posting that summarizes the main points of the chosen article and raises questions for class discussion. Your team also needs to find a related article of the same topic and reflect upon and critique it. This original posting is due on Tue @11:55pm. The discussion leaders need to actively participate in all the discussions related to your selected article (i.e., brief comments to each response) and respond to at least one of your classmates WITHIN your discussion thread in a more informative, evaluative, and critical manner (at least 100 words). As discussion participants, all other students need to pick *only* one article every week and respond to at least one original posting of your chosen article by Fri @11:55pm. *Responses should be informative, evaluative, and critical.* **All original postings posted by discussion leaders will be graded every week. But we will randomly grade 6 weeks of your responses as discussion participants.**
- Research Project: There will be a semester-long research project, that will be broken into several assignments. You need to finish this assignment individually and then post to your assigned group for critiquing. You then revise and resubmit your final paper at the end of the semester.
- \* FAQ: If you have questions during the week about the assignment or procedure, please post under FAQ (Frequently Asked Questions) following the guideline of forum posting. Before you ask a question, please scan the FAQ to see if your question has already been answered. All courses related emails need to send to both Dr. Kim and TA Yoojung Lee.

## CLASS EXPECTATIONS/POLICIES

**Attendance:** Class assignments will be posted each week and student will participate as directed in reading and activities and assignments. You are recommended to access the course site at least two times each week.

**Workload:** For a 3 credit course, you are expected to work for a grade of C in the various assignments for 9 hours per week.

**Accepting and returning assignments:** Assignments may be turned in any time during the week before the due date. Timing of postings will need to be early in the week so that others' responses to your posting may be completed within the week. Within 10 days from the due date you will get your grade.

**Grading late work:** No late forum postings or replies will be accepted. Other work turned in late within one week past the due date will be graded one letter grade lower, past 1 week will be graded two letter grades lower. If work is more than 2 weeks late, it will be graded three grades lower. Work turned in more than 3 weeks late will not be graded but could still receive partial credit (F grade).

**Policy for missed quizzes:** It is expected that students will not miss examinations as there will be ample window for completing them. However, in the case of prolonged hospitalization or other excusable reasons according to the University of Minnesota policies, a student needs to notify the instructor via

email prior to the scheduled examination and arrange for a makeup examination. Failure to notify the instructor that you are unable to take the exam at the scheduled time will result in a 0 on the exam. The makeup examination can only be arranged with advanced notification and after the instructor receives written documentation of your absence.

**Make Up Work for Legitimate Absences:**

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

**Grading structure:** This would be the structure provided in the U of MN policies and procedures. Students will be graded with specified weight given to the following assignments:

**COURSE ASSIGNMENTS AND GRADING (600 total points)**

Forum Discussion 1(textbook)	6@10	<b>60 pts</b>
Forum Discussion 2 (research paper)	leader@1x40, replies@6x10	<b>100 pts</b>
Quizzes	1 <sup>st</sup> 30pts; 3@50 pts	<b>180 pts</b>
Research Project		<b>260 pts</b>
proposal@10, revised proposal@30, position paper@50, draft@50, forum critiquing@20, final paper@100		

**GRADING SCALE**

At the end of the semester, points for each assignment will be added together and a letter grade will be assigned based on the scale below.

**Percentage Total Points Grade UMN description of letter grade**

93-100	558 - 600	A	Represents achievement that is outstanding relative to the level necessary to meet course requirements
90-92	540 - 557	A-	
87-89	522 – 539	B+	Represents achievement that is significantly above the level necessary to meet course requirements
83-86	498 – 521	B	
80-82	480 – 497	B-	
77-79	462 – 479	C+	Represents achievement that meets course requirements in every respect
73-76	438 – 461	C	
70-72	420 – 437	C-	
67-69	402 – 419	D+	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
60-66	360 – 401	D	
0-59	0 - 359	F	Represents failure and signifies that the work was completed but at a level of achievement that is not worthy of credit

**UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

(See Netiquette for appropriate online behavior.)

**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](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/administrative/Equity_Diversity_EO_AA.pdf))

**Academic Freedom and Responsibility:**

[http://www1.umn.edu/regents/policies/academic/Academic\\_Freedom.pdf](http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf)

**Availability of Disability and Mental Health Services:**

*The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.*

- *Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612- 626-1333 (V/TTY) or [ds@umn.edu](mailto:ds@umn.edu).*
- *Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.*

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu) or contact Counseling/Consulting Services at 612-624-3323.

**Academic Services:**

If you would like additional help, please contact one of the offices listed below.

Center for Writing	10 Nicholson Hall, Mpls	612-626-7579
Student Academic Success Service	340 Appleby Hall, Mpls 199 Coffey Hall, St. Paul	612-624-3323

*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).*

**Please Note:** This course is WRITING INTENSIVE. Quality critical writing is an essential requirement of your coursework. It serves the goal of this course to critique and integrate scholarships and theories into your own research and thinking. You need to develop and refine your writing skills in the process of synthesizing, critiquing, conducting, and communicating research. To find additional help to improve your writing you can visit the **Student Writing Center** (<http://swc.umn.edu/tutor.htm>).

INSTITUTIONAL REVIEW BOARD: All research activities involving human subjects at the University of Minnesota must be reviewed and approved by an Institutional Review Board unless the IRB determines that the research falls into a category of exemption established by federal regulation. The revised application and informed consent template are available on the IRB Web site. (See instructor for further details).

**Tentative Class Schedule** (topics to be addressed, readings, and assignments)

**Week 1 (Jan. 17-20): Intro----- Quiz1 on the course protocol and syllabus (pages 1-4)**

**Week 2 (Jan. 20-27): The science of shopping**

*Why We Buy*, Ch. 1

Conceptualizing the Retail Environment

Bitner, M.J. (1992). Servicescape: The impact of physical surroundings on customers and employees. *Journal of Marketing*, 56, 57-71.

Kaltcheva, V. D., & Weitz, B. A. (2006). When Should a Retailer Create an Exciting Store Environment? *Journal of Marketing*, 70, 107-118

O'Neill, M., & Jasper, C. (1992). An evaluation of models of consumer spatial behavior using the environment-behavior paradigm. *Environment and Behavior*, 24, 411 - 440.

**Week 3 (Jan. 27-Feb. 3): What retailers don't know**

*Why We Buy*, Ch. 2

Conceptualizing the Retail Environment

Fiore, A. & Kim, J. (2007). An integrative framework capturing experiential and utilitarian shopping experience. *International Journal of Retail & Distribution Management*, 35(6), 421-442.

Newman, A. J., & Foxall, G. R. (2003). In-store customer behavior in the fashion sector: Some emerging methodological and theoretical directions. *International Journal of Retail & Distribution Management*, 31(11), 591-600.

Sherman, E., Mathur, A., & Smith, R. B., (1997). Store environment and consumer purchase behavior: mediating role of consumer emotions. *Psychology & Marketing*, 14(4), 361-378.

**Week 4 (Feb.3-10): The twilight zone.....Research Proposal Due (Feb. 10)**

*Why We Buy*, Ch. 3

Conceptualizing the Retail Environment

**Video: Merchandising: The Store as Persuasion**

Baker, J., Parasuraman, A., Grewal, D., & Voss, G. (2002). The influence of multiple store environment cues on perceived merchandise value and patronage intentions. *Journal of Marketing*, 66, 120-141.

Sirgy, M. J., Grewal, D., & Mangleburg, T. (2000). Retail environment, self-congruity, and retail patronage: An integrative model and a research agenda. *Journal of Business Research*, 49, 127-138.

Michon, R., Chebat, J., and Turley, L. W. (2005). Mall atmospherics: the interaction effects of the mall environment on shopping behavior.

*Journal of Business Research*, 58(5), 576-583.

**Week 5 (Feb. 10-17) Shopping dynamic**

*Why We Buy*, Ch. 6, 7

Models/Theories of Consumer Behavior in the Retail Environment

Ogle, J. P., Hyllegard, K. H., & Dunbar, B. H. (2004). Predicting patronage behaviors in a sustainable retail environment: Adding retail characteristics and consumer lifestyle orientation to the belief-attitude-behavior intention model. *Environment and Behavior*, 36(5), 717-741.

Puccinelli, N.M., Goodstein, R., Grewal, D., Price, R., Raghurir, P., & Stewart, D. (2009). Customer experience management in retailing: Understanding the buying process. *Journal of Retailing*, 85(1), 15-30.

Pan, Y., & Zinkhan, G. (2006). Determinants of retail patronage: A meta-analytical perspective. *Journal of Retailing*, 82(3), 229-243.

Yoo, C., Park, J., & MacInnis, D. J., (1998). Effects of Store Characteristics and In-Store Emotional Experiences on Store Attitude. *Journal of Business Research*, 42, 253-263.

**Week 6 (Feb. 17-24)** -----**Quiz2** (Ch. 1,2,3,6,7,8,9 and video on merchandising)  
**Shopping Behavior of Men and Women**  
*Why We Buy*, Ch. 8,9

Coley, A., & Burgess, B. (2003). Gender differences in cognitive and affective impulse buying. *Journal of Fashion Marketing and Management*, 7(3), 282-295.

Hansen, T., & Jensen, J. M. (2009). Shopping orientation and online clothing purchases: the role of gender and purchase situation. *European Journal of Marketing*, 43(9), 1154-1170.

Spangenberg, E. R., Sprott, D., Grohmann, B. and Tracy, D. L. (Nov. 2006). Gender-congruent ambient scent influences on approach and avoidance behaviors in a retail store. *Journal of Business Research*, 59(12), 1281-1287.

**Week 7 (Feb. 24-Mar. 3)** .....**Position Paper Due (Mar. 3)**  
**Shopping Behavior of Seniors and Kids**  
*Why We Buy*, Ch. 10,11  
Store Atmosphere

Donovan, R., Rossiter, J., Marcolyn, G., & Nesdale, A. (1994). Store atmosphere and purchasing behavior. *Journal of Retailing*, 70(3), 283-294.

Kotler, P. (1974). Atmospheric as a marketing tool. *Journal of Retailing*, 49, 48-64.

Turley, L.W., & Milliman, R. (2000). Atmospheric effects on shopping behavior: A review of the experimental evidence. *Journal of Business Research*, 49(2), 193-211.

**Week 8 (Mar. 3-10): Shopping Baskets & Signage**  
*Why We Buy*, Ch. 4, 5  
Visual Merchandising & Displays  
**Video: Visual Merchandising: The Art of Creating Unique Environments**

Kerfoot, S., Davies, B. & Ward, P. (2003). Visual merchandising and the creation of discernible retail brands. *International Journal of Retail & Distribution Management*, 31(3), 143-152.

Lee-Greenwood, G. (1998). Visual Merchandising: a neglected area in UK fashion retailing? *International Journal of Retailing and Distribution Management*, 18(4), 21-31.

Lam, S. & Mukherjee, A. (2005). The effects of merchandise coordination and juxtaposition on consumers' product evaluation and purchase intention in store-based retailing. *Journal of Retailing*, 81(3), 231-250.

**Week 9 (Mar. 10-16): Spring Break (No Class)**

**Week 10 (Mar. 17- 24): The big three and display windows**

*Why We Buy*, Ch. 13, 19-----**Quiz3** (Ch. 4,5,10,11,13,19 and video on visual merchandising)

Store Atmospherics: Color

Babin, B. J., Hardesty, D. M., & Suter, T. A. (2003). Color and shopping intentions: The intervening effect of price fairness and perceived affect. *Journal of Business Research*, 56, 541-551.

Bellizzi J.A. and Hite R.E., (1992). "Environmental Color, Consumer Feelings and Purchase Likelihood", *Psychology and Marketing*, 9, p347-363.

**Week 11 (Mar. 24-31): The sensual shopper.....Revised Research Proposal Due (Mar. 31)**

*Why We Buy*, Ch. 12

Store Atmospherics: Music

**Video: Supermarkets: Aisles of Persuasion**

Chebat, J., Chebat, C., & Vaillant, D. (2001). Environmental background music and instore selling. *Journal of Business Research*, 54, 115-123.

Workman, J. & Caldwell, L. (2007). Centrality of visual product aesthetics, tactile and uniqueness needs of fashion consumers. *International Journal of Consumer Studies*, 31(6), 589-596

Yalch, R., & Spangenberg, E. (2000). The effects of music in a retail setting on real and perceived shopping times. *Journal of Business Research*, 49, 139-147.

**Week 12 (Mar. 31-Apr. 7): Perception of shopping time, cash/wrap, magic acts**

*Why We Buy*, Ch. 14, 15, 16

Store Atmospherics: Scent/lighting

Morrison, M., Gan, S., Dubelaar, C., & Oppewal, H. (2011). In-store music and aroma influences on shopper behavior and satisfaction. *Journal of Business Research*, 64, 558-564.

Summers, T. A., & Hebert, P. R. (2001). Shedding some light on store atmospherics: Influence of illumination on consumer behavior. *Journal of Business Research*, 54(2), 145-150.

Teller, C., & Dennis, C. (2012). The effect of ambient scent on consumers' perception, emotions and behavior: A critical review. *Journal of Marketing Management*, 28(1-2), 14-36.

**Week 13 (Apr. 7-14): In Cyberspace-----Quiz4** (Ch. 12,14,15,16,17 and video on supermarkets)

*Why We Buy*, Ch. 17

Ganesh, J., Reynolds, K. E., Luckett, M., & Pomirleanu, N. (2010). Online Shopper Motivations, and e-Store Attributes: An Examination of Online Patronage Behavior and Shopper Typologies. *Journal of Retailing*, 86, 106-115.

Hassanein, K. and Head, M. (2007). Manipulating perceived social presence through the web interface and its impact on attitude towards online shopping. *International Journal of Human-Computer Studies*, 65(8), 689-708.

Poddar, A., Donthu, N. & Wei, Y. (2009). Web site customer orientations, web site quality, and purchase intentions: The role of web site personality. *Journal of Business Research*, 62, 441-450.

**Week 14 (Apr. 14-21): Revisit the Science of Shopping .....Research Draft Due (Apr. 21)**

*Why We Buy*, Ch. 18, 20

Social Factors: People in Retailing

Employee-Customer Interactions

Dolen, W., Lemmink, J., Ruyter, K., & Jong, A. (2002). Customer-sales employee encounters: a dyadic perspective. *Journal of Retailing*, 78, 265-279.

Hurley, R. F. (1998). Customer Service Behavior in Retail Settings: A Study of the Effect of Service Provider Personality. *Journal of the Academy of Marketing Science*, 26(2), 115-127.

Pugh, S. D., Dietz, J., Wiley, J. W., & Brooks, S. M. (2002). Driving service effectiveness through employee-customer linkages. *Academy of Management Executive*, 16(4), 73-84.

**Week 15 (Apr. 21-28)..... Critique of Research Paper**

**Social Factors: People in Retailing**

**Crowding**

Byun, S., & Mann, M. (2011). The Influence of Others: The Impact of Perceived Human Crowding on Perceived Competition, Emotions, and Hedonic Shopping Value. *Clothing & Textiles Research Journal*, 29(4), 284-297.

Hui, M. K. & Bateson, J. E. G. (1991). Perceived control and the effects of crowding and consumer choice on the service experience. *The Journal of Consumer Research*, 18(2), 174-184.

Machleit, K., Eroglu, S., & Mantel, S. (2000). Perceived retail crowding and shopping satisfaction: What modifies this relationship? *Journal of Consumer Psychology*, (9)1, 29-42.

**Refined Final Research Paper .....Due (May 5)**