

In search of a sustainability marketing curriculum: A critical exploration

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Declaration

I, Devika Pillay, declare that

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Dedication

I dedicate this thesis to my daughter ...Danika

You are my greatest love, my greatest inspiration and my greatest
achievement....

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Abstract

Sustainability has emerged as a broad-based global trend that impacts on the concept of ‘planet and people’. Consequently, the emergence of sustainability issues in the context of marketing theory, marketing curriculum and marketing practice is what is interrogated in this research study. Accordingly, this resulted in the formulation of questions around the conceptualisations of sustainability marketing and the relevance of sustainability marketing in the marketing curriculum. In order to facilitate the “*Search for a sustainability marketing curriculum*” the first research question was designed to identify the status and presence of sustainability marketing in the existing marketing curriculum. This initial phase of the research process involved a content analysis of higher education institutional handbooks and in some cases, marketing course outlines. The information from this phase of the research revealed the extent to which sustainability marketing was included or silenced within the marketing curriculum.

The second research question of this study focused on uncovering the perspectives of those that have influence in the design and construction of marketing curriculum. These perspectives were linked to the ideological context in which marketing theory was viewed and how this may contribute to marketing curriculum transformation. This served as the catalyst to the second phase of the research study where a qualitative researcher lens was used to explore issues around sustainability marketing and the sustainability marketing curriculum. Additionally, the critical marketing paradigmatic context justified the use of critical case studies in accessing and producing data. The method used in the acquisition of this information was through participant interviews.

The paradox between the Dominant Social Paradigm in existing marketing curricula and the ‘provocation’ for a socially responsive marketing curriculum such as a sustainability marketing curriculum was included as areas of enquiry in the participant interviews. Resultantly, the extension of this debate was facilitated through an understanding of the historical context of the development of marketing theory and the use of the theoretical and conceptual framework of the academic response to marketing by Arnold and Fisher (1996). Therefore, the participants’ accounts were displayed utilising a metaphorical lens in the form television screen imagery to represent historical eras in marketing theory development, television programme channels to represent participant’s paradigmatic orientation and television programme contents to represent the individual participant voices. Hence, the participants were portrayed as “*The History Channel: The Apologists*”, “*The Business Channel: The Social Marketers*” and “*The Discovery Channel: The Reconstructionists*”.

The third research question of the study related to the theorising component of the study through an examination of why the participants held specific viewpoints related to sustainability marketing and the sustainability marketing curriculum. The data findings from the participant portrayals were further abstracted and resulted in the creation of a new curriculum response to marketing sustainability through the proposition of three new sustainability marketing curriculum paradigms. The new sustainability marketing curriculum paradigm responses have been entitled “*Curriculum Stagnators*”, “*Curriculum non-Traditionalists*” and “*Curriculum Transformers*”. Additionally, this thesis proposed four different thematic categories in the understanding of the new curriculum paradigms namely: “*The Sustainability discourse trend/fad*”; “*The Skilling rhetoric*”; “*Restricted academic agency*” and “*Student participation in curriculum development*”.

This resulted in three Meta themes which were used in the conceptualisation of a “*Sustainability consciousness and curriculum redesign hierarchy*”. The hierarchy suggested that higher levels of sustainability marketing consciousness would encourage marketing curriculum transformation and redesign. In so doing these new theorisations (sustainability marketing curriculum paradigms and the sustainability marketing consciousness and sustainability marketing curriculum redesign hierarchy) have advanced knowledge in the field of marketing theory and could potentially be used in the formulation of new marketing knowledge and marketing curricula. Additionally, the advancement of knowledge in the field of marketing can be extended through the recommendation for future research in suggested areas such as student perspectives of sustainability marketing in the marketing curriculum, academic agency and competencies in sustainability marketing and pedagogical approaches to teaching sustainability marketing in the South African context.

Abbreviations

4PS OF MARKETING	Product, Price, Place Promotion
AMA	American Association of Marketing
CCT	Consumer Culture Theory
CHE	Council for Higher Education
CSR	Corporate Social Responsibility
DESD	Decade of Education for Sustainable Development
DSP	Dominant Social Paradigm
EfS	Educating for Sustainability
ESD	Education for Sustainable Development
HEIs	Higher Education Institutions
JAMS	The Journal of the Academy of Marketing Science.
MBA	Masters in Business Administration
NEEP	National Environmental Education Programme
OECD	Organisation for Economic Co-operation and Development
UN	United Nations
UNCED	United Nations Conference on the Environment and Development
UNEP	United Nation's Environment Program
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UOT	University of Technology
WCED	World Commission on Environment and Development

TABLE OF CONTENTS

Declaration.....	i
Dedication	ii
Acknowledgements	iii
Abstract.....	v
Abbreviations	viii
List of Tables	xiv
List of Figures.....	xv
CHAPTER ONE: INTRODUCTION AND ORIENTATION TO THE STUDY.....	1
1.1 Introduction.....	1
1.2 Background	1
1.3. Challenging marketing convention: sustainability and marketing sustainability	4
1.4. Why search for a sustainability marketing curriculum?	7
1.4.1 Problem statement	9
1.4.2 The research objectives.....	10
1.4.3 The research questions	10
1.5. Summary of chapter one	12
CHAPTER TWO: LITERATURE REVIEW.....	17
2.1 Introduction.....	17
2.2 The rationale for sustainability	18
2.3 The historical context of marketing theory: “4 eras of marketing thought”	20
2.3.1 The Pre-marketing Era (Prior to 1900)	21
2.3.2 Era I: Founding field of marketing (1900-1920).....	22
2.3.3 Era II: Formalising the Field (1920-1950)	22
2.3.4 Era III: A Paradigm Shift...Marketing, Management and the Sciences (1950-1980).....	23
2.3.5 Era IV: The Shift Intensifies: A Fragmentation of the Mainstream (1980 –present)	25
2.4 Societal concerns in the history of marketing thought: A reflection on the four eras	26
2.5 Marketing ideology and the dominant social paradigm (DSP).....	27
2.5.1 Technology and the Dominant Social Paradigm.....	28
2.5.2 Political Liberalism and the Dominant Social Paradigm	28
2.5.3 Economic Liberalism and self-interest in the Dominant Social Paradigm	29
2.5.4 Anthropocentrism and the Dominant Social Paradigm.....	30
2.5.5 Competition and the Dominant Social Paradigm.....	31

2.6	The rationale for critical marketing theory	32
2.7	Social context for the curriculum: engaging social responsiveness.....	36
2.8	The nature of knowledge in marketing	38
2.9	The conceptual representation of social value orientation of academic marketing	40
	2.9.1. <i>The Apologist: The Nature, Core Concept, Scope, and the Primary Responsibility of Marketing</i>	42
	2.9.2. <i>'The Social Marketers' : The Nature, Core Concept, Scope, and the Primary Responsibility of Marketing</i>	43
	2.9.3. <i>The Reconstructionists' : The Nature, Core Concept, Scope, and the Primary Responsibility of Marketing</i>	43
2.10	Summary of chapter two	44
	CHAPTER THREE: RESEARCH METHODOLOGY	45
3.1	Introduction.....	45
3.2	The paradigmatic context.....	46
3.3	The qualitative research lens.....	47
3.4	Logical empiricism in marketing theory and research.....	48
3.5	Critical research, ideology, research objectives and the critical research questions	50
3.6	The research objectives.....	51
3.7	The research questions.....	51
3.8	Phase 1 Data production: The marketing curriculum content analysis.....	54
3.9	Phase 1: Searching for sustainability in the marketing curriculum: document analysis.....	56
3.10	Phase 1: The search revealed: Evaluating the document evidence.....	57
3.11	Phase 2: Portrayal of perspectives: Making a case for the case study	60
	3.11.1 <i>The origin of the case</i>	60
	3.11.2 <i>The purpose of the case</i>	62
3.12	Phase 2: production of the portrayals: the justification for interviews	64
	3.12.1 <i>Conception and purpose of the interview</i>	64
	3.12.2 <i>Type of interviews and planning the interview-based research procedures</i>	65
3.13	Phase 2: The channel and programming: Selection of the participants	66
3.14	Phase 2: The programme revelation: Evaluating the transcribed evidence	69
3.15	Validity and reliability of the study	71
3.16	Limitations of the research study	74
3.17	Summary of chapter three	75

CHAPTER FOUR: STAKEHOLDER PERSPECTIVES	77
4.1 Introduction.....	77
4.2 PART 1: RANDY (THE HISTORY CHANNEL: THE APOLOGIST).....	79
4.2.1 Introduction	79
4.2.2 <i>Randy’s perspective on the nature of marketing</i>	79
4.2.3 <i>Randy’s perspective on the core concept of marketing</i>	81
4.2.4 <i>Randy’s perspective on the scope of marketing</i>	82
4.2.5 <i>Randy’s perspective on the primary responsibility of marketing</i>	83
4.2.6 Summary of Randy’s perspective.....	84
4.3 PART 2: DANIEL (THE HISTORY CHANNEL: THE APOLOGIST).....	86
4.3.1 Introduction	86
4.3.2 <i>Daniel’s perspective on the nature of marketing</i>	86
4.3.3 <i>Daniel’s perspective on the core concept of marketing</i>	88
4.3.4 <i>Daniel’s perspective on the scope of marketing</i>	89
4.3.5 <i>Daniel’s perspective on the primary responsibility of marketing</i>	90
4.3.6 Summary of Daniel’s perspectives	91
4.4 PART 3: TASH (THE BUSINESS CHANNEL: THE SOCIAL MARKETER) 92	
4.4.1 Introduction	92
4.4.2 <i>Tash’s perspective on the nature of marketing</i>	92
4.4.3 <i>Tash’s perspective on the core concept of marketing</i>	93
4.4.4 <i>Tash’s perspective on the scope of marketing</i>	94
4.4.5 <i>Tash’s perspective on the primary responsibility of marketing</i>	96
4.4.6 Summary of Tash’s Perspective	97
4.5 PART 4: SELINE (THE BUSINESS CHANNEL: THE SOCIAL MARKETER).....	98
4.5.1 Introduction	98
4.5.2 <i>Seline’s perspective on the nature of marketing</i>	98
4.5.3 <i>Seline’s perspective on the core concept of marketing</i>	99
4.5.4 <i>Seline’s perspective on the scope of marketing</i>	100
4.5.5 <i>Seline’s perspective on the primary responsibility of marketing</i>	102
4.5.6 Summary of Seline’s perspectives.....	103
4.6 PART 5: LATISHA (THE DISCOVERY CHANNEL: THE RECONSTRUCTIONIST).....	104
4.6.1 Introduction	104

4.6.2	<i>Latisha's perspective on the nature of marketing</i>	104
4.6.3	<i>Latisha's perspective on the core concept of marketing</i>	106
4.6.4	<i>Latisha's perspective on the scope of marketing</i>	108
4.6.5	<i>Latisha's perspective on the primary responsibility of marketing</i>	109
4.6.6	Summary of Latisha's perspectives	110
4.7	PART 6: MISHCA (THE DISCOVERY CHANNEL: THE RECONSTRUCTIONIST)	111
4.7.1	Introduction	111
4.7.2	<i>Mishca's perspective on the nature of marketing</i>	111
4.7.3	<i>Mishca's perspective core concept of marketing</i>	112
4.7.4	<i>Mishca's perspective on the scope of marketing</i>	115
4.7.5	<i>Mishca's perspective on the primary responsibility of marketing</i>	116
4.7.6	Summary of Mishca's perspectives	117
4.8	Summary of chapter four	118
	CHAPTER FIVE: CONTEXTUALISING THE SHIFT IN THE MARKETING PARADIGM	119
5.1	Introduction	119
5.2	Rationale for sustainability	119
5.3	The historical context for societal marketing	121
5.4	Marketing ideology and the dominant social paradigm (DSP)	123
5.5	Critical marketing and the engaging socially responsive curriculum	125
5.6	Summary of chapter five	127
	CHAPTER SIX: CURRICULUM PARADIGMS: THE CATALYST FOR SUSTAINABILITY MARKETING CONSCIOUSNESS AND CURRICULUM REDESIGN	128
6.1	Introduction	128
6.2	“Curriculum stagnators”: The shift from the ‘Apologists’ paradigm	130
6.2.1	<i>“Curriculum Stagnators” : The sustainability discourse trend/fad</i>	130
6.2.2	<i>“Curriculum Stagnators” : The skilling rhetoric</i>	131
6.2.3	<i>“Curriculum Stagnators” : Restricted academic agency</i>	131
6.2.4	<i>“Curriculum Stagnators”: Student participation in curriculum development</i> ..	131
6.3	“Curriculum non-traditionalists”: The shift from the ‘Social Marketers’ paradigm	132

6.3.1	<i>“Curriculum non-Traditionalists” : The sustainability discourse trend/fad ..</i>	132
6.3.2	<i>“Curriculum non-Traditionalists” : The skilling rhetoric</i>	132
6.3.3	<i>“Curriculum non-Traditionalists” : Restricted academic agency</i>	133
6.3.4	<i>“Curriculum non-Traditionalists” : Student participation in curriculum development.....</i>	133
6.4	“Curriculum transformers”: The shift from the ‘Reconstructionist’ paradigm	134
6.4.1	<i>“Curriculum Transformers” : The sustainability discourse trend/fad</i>	134
6.4.2	<i>“Curriculum Transformers” : The skilling rhetoric</i>	134
6.4.3	<i>“Curriculum Transformers” : Restricted academic agency</i>	135
6.4.4	<i>“Curriculum Transformers” : Student participation in curriculum development.....</i>	135
6.5	Ideological and conceptual mindshift: The implications for a sustainability marketing curriculum.....	137
6.6	“Moving from rhetoric to actualisation”	138
6.7	“Spaces for dialogue: Creating agents of ideological change and building competencies in sustainability marketing”	139
6.8	“Spaces for ideological disruption: The relationship between marketing sustainability consciousness and curriculum redesign”	140
6.9	Considerations for future research	142
6.10	Conclusion	143
	References.....	145
	Appendix 1: Turnitin Report.....	161
	Appendix 2: Editor’s letter	162
	Appendix 3: Gatekeeper letter for research phase one.	163
	Appendix 4: Gatekeeper letter for research phase two.....	164
	Appendix 5: Ethical Clearance	165
	Appendix 6: Request for participation in baseline survey in research phase one	166
	Appendix 7: Invite to interview in research phase two	167
	Appendix 8: Randy’s Interview.....	168
	Appendix 9: Daniels’s Interview.....	170
	Appendix 10: Tash’s Interview	172
	Appendix 11: Seline’s Interview	175
	Appendix 12: Latisha’s Interview	177
	Appendix 13: Mishca’s Interview	179
	Appendix 14: Informed consent for research phase 1.....	182
	Appendix 15: Informed consent for research phase 2.....	183

List of Tables

Table 2.1	The ' <i>4 Eras of Marketing thought</i> '
Table 2.2	Themes of a social responsive curriculum
Table 3.1	Description of the research participants
Table 6.1	Curriculum paradigms for sustainability marketing

List of Figures

Figure 2.1	The conceptual framework of academic marketing paradigms
Figure 4.1	Randy's statements- nature of marketing
Figure 4.2	Randy's statements- core concept of marketing
Figure 4.3	Randy's statements- scope of marketing
Figure 4.4	Daniel's statements- primary responsibility of marketing
Figure 4.5	Daniel's statements- nature of marketing
Figure 4.6	Daniel's statements- core concept of marketing
Figure 4.7	Daniel's statements- scope of marketing
Figure 4.8	Daniel's statements- primary responsibility of marketing
Figure 4.9	Tash's statements- nature of marketing
Figure 4.10	Tash's statements- core concept of marketing
Figure 4.11	Tash's statements- scope of marketing
Figure 4.12	Tash's statements- primary responsibility of marketing
Figure 4.13	Seline's statements- nature of marketing
Figure 4.14	Seline's statements- core concept of marketing
Figure 4.15	Seline's statements- scope of marketing
Figure 4.16	Seline's statements- primary responsibility of marketing
Figure 4.17	Latisha's statements- nature of marketing
Figure 4.18	Latisha's statements- core concept of marketing
Figure 4.19	Latisha's statements- scope of marketing
Figure 4.20	Latisha's statements- primary responsibility of marketing
Figure 4.21	Mischa's statements- nature of marketing
Figure 4.22	Mischa's statements- core concept of marketing
Figure 4.23	Mischa's statements- scope of marketing
Figure 4.24	Mischa's statements- primary responsibility of marketing
Figure 6.1	The relationship between sustainability marketing consciousness and curriculum redesign

CHAPTER ONE: INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction

This study involves a critical analysis of the perspectives of those who have authority over the design of the marketing curriculum and others who may influence marketing curriculum design. In particular, this study theorises the possibilities for curriculum change by invoking the concept of sustainability within the marketing discipline. This required an understanding of the conceptualisation of the terms ‘sustainability’ and ‘sustainability marketing’. This served as a basis to rationalise *the search for a sustainability marketing curriculum* and to justify its relevance to the marketing curriculum. This opening chapter provides the background, rationale and critical research questions that framed this study.

1.2 Background

As a consumer, a student and a lecturer in the marketing discipline, I understood marketing to be about advertising, selling, consuming, about identifying needs and wants and about satisfying these needs and wants. In fact, marketing emphasised the importance of the 4P’s (product, price, place and promotion) and the transactional relationship between buyer and seller. This formed the tenet of the marketing concept, a central philosophy focusing on the consumer with a profit-making motive¹.

This has been the foundation upon which the discipline has been based and consequently taught. In my experiences as an academic, I have felt that the discipline should be about something more than just promoting the 4P’s². It was at this juncture that sustainability literacy became an area of interest.

Sustainability literacy specifies the skills, attitudes, competencies, dispositions and values that are necessary for surviving and thriving in the declining conditions of the commercial world (Bergmann, 2012; Stibbe & Luna, 2009, Bevins & Wilkinson, 2009).

¹ Marketing is one of the glues holding various actors of the economy and civil society together so that ‘progress’ and ‘development’ can take place (Böhm, 2008).

² Perhaps, the promotion of the 4Ps could be explored in a different way. I have been alarmed by the kinds of marketers that are being produced. I have wondered whether there is something else that marketing can offer?

Sustainability literacy was expected to be the impetus that empowered individuals to think critically about society and about the existing patterns of consumption that created further ecological, economic and social decline³.

These concerns became more relevant as I delved into the ideology of consumption that academic and corporate marketing propagated⁴. These social, ecological and economic concerns were also subjected to debate by Marion (2006), who suggested that there is a legitimacy and hegemony in marketing ideology that provided reasons to all marketing actors for accepting the way in which the market economy is organised⁵. A powerful sentiment, which highlighted that marketing as an academic discipline and corporate practice, was not exempt from the responsibility for social, ecological and economic decline.

The growing consciousness of sustainability and the concept of 'planet and people' occurred in 1972 at the United Nations Conference on the Human Environment in Stockholm, Sweden (Chabowoski, 2010; Bridges & Wilhelm, 2008; Johnson, 2008; Capra, 1999). This fuelled the writing of the Brundtland report in 1987 which anticipated sustainability issues. The Brundtland Report *Our Common Future* (WCED, 1987) brought the concept of sustainable development into the mainstream of business and political thought. This led to other profiled events such as *The United Nations Conference on the Environment and Development* (UNCED) held in Rio de Janeiro in 1992.

This conference sought to reform the capitalist treadmill by balancing economic growth with environmental protection and social justice (Jucker, 2011; Huckle, 2010, Hart, 2005). Thereafter, the impact of sustainability filtered into the education landscape.

³ Sustainability has become a growing subject of importance and relevance to business education (Erskine & Johnson, 2012; Tupper & Cappello, 2012; Stubbs & Schapper, 2011; Sundström & Hagberg, 2010; Svensson & Wihlborg, 2010; Svanström *et al.*, 2008; Ottewill *et al.*, 2005; Rundle-Thiele *et al.*, 2005).

⁴ The transdisciplinary review of the consuming and marketing phenomena raised some pivotal questions that are not substantially addressed within the literature of the marketing discipline (Varey, 2010). This raised concern in relation to how marketing, as it now exists, is adapting to the changing needs and concerns for a more sustainable society.

⁵ The unthinking search for perpetual growth and more profit is as dangerous as it is unrealistic (Hastings *et al.*, 2011). A similar view is also held by Preston (2010) who suggested that there is a contradiction between sustainability and being in an affluent society.

The introduction of education in sustainability gained momentum with the Educating for sustainability (ESD) programme as part of the United Nation's Environment Program (sic) (UNEP) which called for a Decade of Education for Sustainable Development (DESD) 2005-2014 (de Andrade, 2011; Mulà & Tilbury, 2009; Paden, 2007; UNESCO, 2004;)⁶.

Further educational moves toward sustainability were evident when university deans from across the globe joined the United Nations Global Compact (involving over 375 business associations)⁷. Their purpose was to pursue sustainable practice in their organisations, through the development of the *Principles for Responsible Business and Principles for Responsible Management Education* (Tabucanon *et al.*, 2011; UN Global Compact 2008a, 2008b).

The value of these conferences and events is demonstrated by their ability to mainstream sustainability issues. However, the adoption of a sustainability discourse is not considered a prescriptive practice to which governments and other stakeholders such as business are compelled to act upon⁸. Nevertheless, the principle upon which the DESD is based makes it an appropriate medium through which educating for sustainability may be achieved. This sentiment is iterated in the following statement.

Underpinning this conception of ESD is the drive to embed the sustainability agenda into all spaces of learning-formal, non-formal and informal and from early childhood to adult life (Combes, 2005; UNESCO, 2004).

The discussion has thus far revealed the importance of education in promoting sustainability discourses. It is in this context that higher education and in particular, universities, could be expected to play a role in sustainability education⁹.

⁶ As part of the National Environmental Education Programme (NEEP) in 2000, support was given for ESD in South Africa, to provide a practical and useful set of resources and tools for teachers to integrate environment and sustainability concerns (biodiversity, resource management, health and nutrition etc.) into the curriculum and teaching practices (Lotz-Sisitka, 2012).

⁷ The Regional Centre of Expertise (RCE) Skane provides an example of how to develop new knowledge about education for sustainable development (ESD) at all levels. The emphasis being placed on working in collaboration with other universities and political organisations to consider issues such as cross-boundary action, knowledge-sharing and civic education. (Axelsson & Sonesson, 2008).

⁸ The existence of many of these declarations bring into question their effectiveness in bringing about change. The power of the declarations can be seen in their guiding power (Lots-Sisitka, 2009a).

⁹ "Universities have been recognised as key institutions that can contribute to a better understanding of environmental issues, as well as create sustainable solutions for the future... A new movement towards universities becoming models of environmental sustainability is emerging in the literature and practice of many fields within the sciences, social sciences and humanities" (Wright, 2007, p.101).

This can be justified by the context in which education occurs. An education context characterised by education policy focused on skills for commercial innovation, furthers the industrialisation of society, economic growth, international competitiveness and financial prosperity (Stibbe & Luna, 2009).

Shepard & Johnson (2009) have suggested that universities have the greatest amount of intellectual capital needed to provide sound sustainable practices and measurements. Sustainability education and by extension, sustainability marketing have a place in a higher education context, particularly through the curriculum. The idea of expanding the curriculum to include sustainability marketing is not new but it has remained at the level of rhetoric¹⁰.

This study articulated concerns about the vulnerability of the planet and how marketing contributes to environmental and social destruction through consumerism and production. This rationalised the need to consider how universities as institutions of learning would contribute to the development of the next generation of marketers. Perhaps, learning in an environmental, economic and socio-political context would produce a generation of socially responsive marketers before their entry into marketing practice. It would be appropriate to interrogate the sustainability concept further, to provide a convincing motivation for its relevance to higher education generally and to the curriculum in particular. This discussion is followed up in the next section of this chapter.

1.3. Challenging marketing convention: sustainability and marketing sustainability

Jones *et al.* (2008) suggested that sustainability dates as far back as the 13th century but remained difficult to conceptualise. The term sustainability would invoke different meanings dependent on the context in which it was being interpreted.

A person who consumed green products would view sustainability from an environmental perspective¹¹. An individual that purchased products based on a social cause it supported,

¹⁰ This may account for why a whole-university approach to sustainability should be considered. This was believed to be important in sustainability becoming a mainstream component of university education (Dickson *et al.*, 2013, Driscoll, 2013; Winter & Cotton, 2012).

¹¹ Sometimes issues of sustainability may be skewed in favour of ecological issues as opposed to socio-economic issues. Sustainability is not always about the environment and the battleground for environmental

would view sustainability from a social perspective. Therefore, conceptually, sustainability would remain an elusive term to define¹². Despite this conceptual difficulty, there have been inroads made into outlining what sustainability would normally encompass.

According to The Centre for Sustainable Enterprise (2010), sustainability is:

A way of doing business that creates profit while avoiding harm to people and the planet.

Whilst this definition of sustainability was stated succinctly, the next definition of sustainability incorporated an ecological, social and economic perspective. Additionally, this definition of sustainability incorporated a consumer marketing perspective. McCann-Erikson (2007) suggested that:

Sustainability is a collective term for everything to do with responsibility for the world we live in. It is an economic, social and environmental issue. It is about consuming differently and consuming efficiently. It also means sharing between the rich and the poor and protecting the global environment while not jeopardising the needs of future generations.

The previous definitions of sustainability afforded a general perspective of what sustainability would mean¹³. Subsequently, this has led to the development of the ‘*sustainability marketing*’ concept. Sustainability marketing is about creating, producing and delivering sustainable solutions with higher net sustainable value whilst continuously satisfying customers and other stakeholders (Charter *et al.*, 2006).

This conceptualisation of sustainability marketing linked the functional processes of marketing to consumer satisfaction. However, the terminologies used in the description of sustainability marketing, such as ‘*sustainable solutions*’ and ‘*sustainable values*’ appeared inexplicit and ambiguous.

sustainability must encompass an understanding of economic and social dimensions of decision-making within the individual, group and macro levels (Brennan & Binney, 2008). Sometimes people would refer to a green commodity discourse which is believed to have moved the sustainability discourse away from the dominant social paradigm (Prothero *et al.*, 2010).

¹² Varey (2010) proposed the term ‘*welfare marketing*’ as opposed to sustainable marketing as a direct challenge to the existing Dominant Social Paradigm (DSP). He emphasised a transindustrial social order with different values such as non-materialism and spiritualism that could emerge through transformative change of contemporary capitalism by citizen demand. [‘Spiritualism’ is a contested term in this context]

¹³ De Burgh-Woodman & King (2012) argue for sustainability being a fuzzy concept, and the fuzziness resides in the impetus for sustainability itself,

By way of counteracting such indistinct jargon, Posthumus, (2013); Nkamnebe, (2011) and Bridges & Wilhelm, (2008) suggested that underlying the marketing sustainability paradigm are concepts of ecological (environmental) sustainability, social (equity) sustainability and financial (economic) sustainability, collectively known as the ‘three Es’ or triple bottom line. The creation of the 3Es and the triple bottom line concept has been credited to John Elkington (2004) who referred to the Es as, environmental quality, economic vitality and equal opportunity.

The ‘sustainability world view’ is therefore based on the principles of all three Es and not simply on singular issues such as the environment¹⁴. Wilkie & Moore (2006) highlighted how the changing conception of marketing has circumscribed the issues that are of concern to scholars and practitioners. This would therefore relate to having a broader conceptualisation of marketing to include social issues. The preclusion of these social issues in the characterisation of marketing has been a source of critique¹⁵.

In an attempt to conceptualise marketing in its broader societal role¹⁶, a new conception has been offered for marketing.

Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large (Lib, 2007).

It appeared that this new definition has extended the role and purpose of marketing. However, this conceptualisation has also been subject to criticism¹⁷. Notwithstanding such critique, the

¹⁴ The triple bottom-line concept also ties in with the systemic thinking conceptual frameworks of Togo (2009), Sterling’s (2004 & 2013) and Banathy’s (1997) system-environment model and nested systems model.

¹⁵ In particular, these conceptions of marketing serve to marginalise questions relating to the interaction between marketing and society beyond the proximate concerns of the firm (Tadajewski & Brownlie, 2008). Additionally Gordan *et al.*, (2011) suggested that green marketing, societal marketing and critical marketing can be used to achieve sustainable marketing.

¹⁶ Sustainability is the ‘planning, coordination, implementation and controlling of all market transactions in such a way that a sustained satisfaction of the needs of current and potential customers toward the achievement of corporate objectives is granted, while at the same time contributing toward reducing ecological and social impacts and restoring social and ecological ills.’ (Kirchgeorg & Winn, 2006, p. 176).

¹⁷ Tadajewski & Brownlie (2008) have speculated on whether this definition is simply window-dressing or an ethical salve for our conscience while business continues as usual.

sustainability worldview is considered an important component of the social context for sustainability marketing in an academic area called critical marketing theory¹⁸.

Brownlie (2006) asserted that critical marketing¹⁹ is not just about bringing problems of the discipline to light but it is an attempt to resist or to disrupt the conventions that govern practices of interpretation and representation²⁰. It can be argued, that marketing curriculum represents what is conventionally acceptable in academia. This being the case, the conventions of marketing curriculum content could be challenged and disrupted to allow for new epistemological representation of marketing knowledge through the inclusion of socially responsive curricula with an embedded sustainability discourse. This could allow for utopian concepts such a democracy, sustainability and social justice being construed not simply as doxological knowledge but also includes a reflexive orientation to education engagement (Lotz-Sisitka, 2008). In the discussion that ensues, the implications of this in the context of marketing sustainability and marketing curriculum are further explored.

1.4. Why search for a sustainability marketing curriculum?

Universities form a microcosm of society and the adoption of sustainability practices can influence those around them in terms of current practices in curriculum development in higher education, as the focus is on universities themselves becoming change agents in the transition towards sustainability (Moganadas, 2013; Taylor, 2008; Stephens *et al.*, 2008).

¹⁸ One of the key aims of critical marketing is to encourage a more reflexive approach to the making of truth claims within the discipline and also to widen the repertoire of strategic rhetoric available to those seeking to interrogate such claims and to position their counter claims (Brownlie, 2006).

¹⁹ Also important in critical marketing studies is the notion of the 'consumer.' Firat and Dholakia (2006: p. 140) suggest that it is logical that the nature of the consumer is problematized as they are no longer simply a devourer of value, but especially as a member of the consumption community-a producer of meanings, life experiences, identities and value. Marketing theory needs to rethink the orientation and purpose of the consumer.

²⁰ Wroe Alderson (1957) championed the importance of theory building in marketing (Pelton, 2013) and uses critical social theory of Habermas to suggest that the emancipatory function of marketing channels of knowledge is to bridge the divide between marketing channels theory and market realities.

The curriculum would be the primary mechanism through which change can be effected. Sustainability discourses would promote a different type of marketing epistemology and hence require different skill sets²¹.

Helgesen *et al.*, (2009), suggested that the underlying philosophy of marketing education is based on two tenets, that can be characterised as being intrinsic or instrumental. The intrinsic philosophy emphasised a value-laden aspect of marketing that afforded people the ability to make their own choices. The instrumental philosophy implied the need for marketing education to provide skills that can be put into practice. However, the promotion of a skilling rhetoric represented by the instrumental tenet dominates existing marketing curricula.

The instrumental tenet can be seen in practitioner-focused higher education institutions such as business schools that are considered to be socialising agencies for the intelligentsia of advanced capitalist societies and students of sustainability need to be helped to critique the dominant capitalist paradigm and consider alternatives (von der Heide & Lamberton, 2011). The dominance of the capitalist paradigm may account for the lack of representation of sustainability issues in marketing. The challenge of embedding sustainability in the formal curriculum has been the greatest for the business studies curriculum (von der Heide & Lamberton, 2011).

The lack of sustainability issues is unsurprising, given the ontological perspective of what constitutes business knowledge and by extension, marketing knowledge. This can be illustrated through Harrigan and Hulbert (2011, p.253) “a new marketing DNA”, that focused on the centrality of technology as a skill and enabling force in marketing, where the customer must remain the focal point (Hafferty & Hafler, 2011). Although this example alluded to making shifts in marketing theory it perpetuated the dominant focus of marketing as customer-centric.

²¹ It is through the curriculum that a new and emerging set of skills that requires synthesis, integration and appreciation of complex systems is required to add to the traditional knowledge base (Stephens *et al.*, 2008). The need for new forms of education in a post-apartheid South African context is also emphasised in terms of education for democracy and citizenship (Stears, 2009). The development of integrated education for sustainability is also supported for schooling contexts by Lotz-Sisitka, (2010) and Edwards & Chi-Kin Lee, (2009).

However, there are examples of exceptions to this such as the Rhodes University Environmental Education Sustainability Unit (RUEESU) which utilised a practice-based methodology in providing environmental and sustainability education to professionals (Lotz-Sisitka & Schudel, 2007).

Wilhelm (2008) suggested that students are at a disadvantage because they do not have the knowledge or the skills to be sustainability advocates in their place of employment. Similarly, marketing graduates who enter the marketplace at lower corporate ranks are disempowered to effect any meaningful change are also disadvantaged. Such disadvantage could signal the need to consider curriculum changes in a higher education context that reflect sustainability discourses as tenets of the marketing discipline²². Consequently, marketing sustainability should not be viewed as rhetoric but as a component of marketing theory. Therefore, the main problem statement and sub-problems relevant to this study is revealed in the next section.

1.4.1 Problem statement

Curriculum occurs within a contested space because specific elements are chosen as part of the curriculum based on some ideology²³ and this may account for why some forms of knowledge are considered more ‘powerful’ than others. Such power is evident in the existing marketing curriculum that reflects the hegemony of a dominant social paradigm value system that promotes economic gain. The issue of value and power becomes critical in relation to the curriculum and highlights the importance of what knowledge is important, what and whose interests are served by this knowledge and how the curriculum and pedagogy serve differing interests (Cohen *et al.*, 2011).

As part of the sub-problems of this study, it would be important to consider an analysis of discourses in existing marketing curricula to understand how the marketing curriculum was constructed.

²² “Whether we view sustainable development as our greatest challenge or as a subversive litany, every phase of education is now being urged to declare its support for education for sustainable development (ESD)” (Varey & Scott, 2007, p. 191).

²³ The justification for the selection of certain content reveals the ideologies and power in decision-making in society and in the curriculum (Cohen *et al.*, 2011).

Describing the process of curriculum construction can make apparent the conflicting interests, needs and desires which drive it (Laher, 2009)²⁴. Additionally, another sub-problem would involve understanding what motivated individuals in their construction and interpretation of marketing knowledge that would provide insight into how sustainability discourses are seen as relevant to the marketing curriculum. The indication of the problem areas being interrogated in this study are henceforth presented in the form of research objectives and the critical research questions.

1.4.2 The research objectives

- To determine the status of sustainability marketing in the marketing curriculum to uncover the absences, strengths or silences in the marketing curriculum utilising content analysis.
- To examine stakeholder perspectives on curriculum transformation with a view to developing sustainability marketing curriculum paradigms.
- To theorise the stakeholder perspectives on sustainability marketing and sustainability marketing curriculum with a view to develop frameworks for curriculum transformation and curriculum redesign.

1.4.3 The research questions

Based on the research objectives, the critical research questions addressed in this study are:

- 1 What is the status of sustainability marketing in the curriculum? *This question highlights whether or not sustainability marketing is found in existing marketing curricula. This is interrogated in chapter three of the thesis relating to the marketing curriculum status survey.*
- 2 What are stakeholder perspectives on curriculum transformation as it relates to sustainability marketing?
This question interrogates the various people involved in the design, teaching and assessment of marketing curriculum such as academics and heads of schools in universities, as well as marketing practitioners, former student practitioners and higher education specialists. These perspectives are evidenced in chapter four.

²⁴ Brookfield (1988) suggested four discourses that apply to educational programmes, namely, technological, humanist, liberal and radical. The most applicable one in this study would be the radical discourse because this would allude to education being seen as part of social transformation and the practitioner as a liberator or conscientiser (Laher, 2009).

- 3 Why do stakeholders have such perspectives? *This question aims to uncover how incompatible stances about sustainability in marketing can be debated, contested or harmonised. These debates and contestations appear in chapter five and chapter six of the thesis.*

The critical research questions were addressed by the use of a qualitative research methodology. A qualitative lens allowed for specific methodological choices to be made. Specifically, the research study was initiated in two phases. Phase one of the study entailed a status survey and a document analysis to address the first critical question about the existence of sustainability marketing in the marketing curriculum.

Phase two of the research study involved critical case studies to highlight the academic and theoretical responses of marketing academics and practitioners to the sustainability marketing curriculum. Phase two of the study was directed at addressing the second and third critical research questions.

Whilst there have been inroads made into incorporating sustainability into the marketing curriculum²⁵, these have been made at the level of simply altering the existing marketing curriculum²⁶ or reconstructing a new marketing curriculum. It is at the level of reconstructing marketing curriculum where most transformation is required.

However, to understand how to transform the curriculum, this would require an understanding of how sustainability curriculum paradigms would impact on the development of a marketing curriculum. This thesis offered a curriculum paradigm that could be used to understand the academic response to sustainability marketing.

The study seeks to make a contribution by invoking new ways of producing marketing knowledge. In particular, this empirical study offered insight into the sustainability marketing curriculum through the innovative use of participant portrayals.

²⁵ Borin and Metcalfe (2010) emphasised social intrapreneurship that focused on sustaining social needs. They have also built on the work of (Bridges & Wilhelm, 2008) by providing specific materials that can be incorporated into a marketing sustainability curriculum. These authors have considered the six learning types of Fink's (2006) taxonomy and have attached twenty one marketing applications to these learning types all within the context of the 4Ps in marketing.

²⁶ Sustainability in higher education institutions tends to be promoted through green initiatives or through promoting sustainability education. Greening can be considered to be a more action-oriented approach and does not meet fully with the holistic requirements of sustainability education to include a wider community of stakeholders. This has meant that EfS has been marginalised and remains discipline oriented and situated in the fields of environmental education and natural sciences (Savelyeva & McKenna, 2010).

This allowed for new theorisations to be made about the sustainability marketing curriculum and this may result in the creation of unique concepts and terminologies such as ‘the sustainability marketing curriculum paradigms’ and ‘the sustainability marketing and curriculum redesign hierarchy’.

The sustainability marketing curriculum paradigms offered three new conceptions, namely: ‘Curriculum Stagnators’, ‘Curriculum non-Traditionalists’ and ‘Curriculum Transformers’. These paradigms of sustainability marketing curricula were examined using thematic categories extrapolated from data analysis.

The thematic categories encompassed:

- *The sustainability discourse trend/fad;*
- *The skilling rhetoric;*
- *Restricted academic agency; and*
- *Student participation in curriculum development.*

The thematic categories and the new sustainability marketing curriculum paradigms were further abstracted to create a sustainability marketing consciousness hierarchy. This was done to expand knowledge in relation to sustainability marketing and the sustainability marketing curriculum. The sustainability consciousness element of the hierarchy offered that greater levels of sustainability consciousness would allow for greater efforts towards marketing curriculum redesign. The paradigm development and hierarchy construction was a contribution made to understand the context in which sustainability marketing could be constructed and overall marketing curriculum redesigned. These would be relevant to both the academic and corporate context in which marketing takes place.

1.5. Summary

Sustainability could ultimately be achieved with a holistic approach that involved a paradigm shift in the way the majority of people operate (Vidivich *et al.*, 2011; Fadeeva & Mochizuki, 2010; McMillin & Dyball, 2009; Schudel *et al.*, 2008; Altmann, 2007). This is acknowledged by Miller *et al.*, 2011 who confirmed that building sustainability knowledge required a new approach to the ways in which academic institutions organised research and education and in relation to society. It would take time for a sustainable society to emerge.

The promotion of sustainability efforts with the intention to lead to the demise of the long-existing capitalist ideology, is counterproductive²⁷. Instead, the engagement of these ideas of transformation should occur within the corporate and academic contexts of marketing in a socially critical manner.

The corporate context remains an integral part of marketing and sustainability efforts that can be directed at this level. Practitioner involvement can provide links with testing practice against theory, offer relevant examples of practice and provide guidance in curriculum development (Linrud & Wilson, 2004).

Further to this, sustainability discourses should not be limited to students within a university marketing programme. A case in point is presented by Rusinko and Sama, 2009, who have expanded the scope of sustainability to include professional and executive education and highlighted that there exists a demand for the acquisition of tools for crafting effective sustainability strategy²⁸. Within the corporate context, there have been those that have considered the impact of a consumption ideology, Moraes *et al.* (2012) for example, focused on sustainability in a marketing context geared toward impacting consumption. Moraes *et al.* (2012), emphasised the need to understand why there are attitude-behaviour gaps with consumers in relation to environmentally friendly products²⁹.

From the academic perspective, in education, it would be unfortunate and fruitless for a teacher to decide to engage in a practice independent of the interests and concerns of society (Kimoga, 2010).

²⁷ While green capitalist texts provide vulgar legitimisations of business as usual, such reformist proposals are a naïve call for the capitalist state and economy to be something it cannot. (Goldstein, 2013).

²⁸ The other ways in which the corporate context can be affected by sustainability is through the stakeholder approach to improving corporate performance through engaging corporate social initiatives by engaging with various stakeholders or 'actors' (Brower & Mahajan, 2012). Another example suggested by Arevalo (2010) highlighted a critically reflective organisation thought, knowledge and acquisition of critical skills, citizenship capabilities and ecological wisdom.

²⁹ Transformative green marketing is different from marketing perspectives as it focused on not producing societal harm whereas marketers focus on meeting human needs rather than enhancing peoples' quality of life and improving the natural environment (Polonsky, 2011). The green commodity discourse has moved the sustainability discourse away from the bonds of the DSP. (Prothero *et al.*, 2010). However, the greatest concern about green marketing is that it is *all talk and no trousers* (Kadirov & Varey, 2013).

The focus on multiple ways of knowing marketing³⁰ is essential in an ontological conception of marketing knowledge based on the ‘Dominant Social Paradigm’ (DSP)³¹. The university may need to consider epistemological pluralism in generating knowledge in multiple ways (Miller *et al.*, 2011) to inform a shift toward a sustainability discourse.

Any attempt to initiate change in a marketing curriculum that has remained relatively stagnant carries with it various complexities. In particular, Milliken (2007) stressed the importance of both the teaching and learning components of marketing modules and coined the phrase ‘*scaffolding*’ to refer to teachers who provide the scaffold to building students who use the scaffold to construct their own building through a cognitive learning process.

A summary of the remaining chapters, follows.

Having presented the general introduction to the study, the literature review follows in chapter two of this thesis, in which, the historical periods relevant to the development of marketing theory will be discussed. These historical periods provide a context for understanding the theoretical and ideological foundations of marketing. The ideological foundation of marketing with specific reference to the Dominant Social Paradigm (DSP) will be discussed.

In addition, a rationale is provided for invoking a critical marketing theoretical lens to develop an argument for socially responsive marketing curricula and epistemological pluralism. The final aspect of the literature review will present the theoretical and conceptual framework of Arnold and Fisher (1996). This conceptual and theoretical framework is used to inform the epistemological, methodological and ontological orientation of this study. More specifically, it will allow for the development of a sustainability marketing curriculum paradigm typology (Chapter 6) and the sustainability marketing consciousness and curriculum redesign hierarchy (Chapter 6).

The research methodology is presented in chapter three. In the research methodology chapter, the critical paradigm orientation of the study is presented. This is in contravention to the traditional logical empiricism approach often used in marketing research studies.

³⁰ This would be relevant to marketing and a case in point would be environmental research. The valuing of pluralism, methodological experimentation and ‘reaching out’ to embrace the cosmopolitan implications of a wider ontological referents of environmental research (Lotz-Sisitka, 2009b).

³¹ This doctrine of the marketing discourse related to The Dominant Social Paradigm (DSP) and provided a social lens through which groups and individuals interpreted their world and legitimised institutions supported these dominant groups in society (Mittelstaedt *et al.*, 2014).

Therefore, logical empiricism will be interrogated further in this chapter and serve to rationalise the choice that will be made for the adoption of a qualitative research lens. This will result in further arguments being presented regarding critical marketing theory and its relevance to this research study.

The critical research questions is also presented in the methodology chapter and will be linked to the data production process. The data production process will occur in two phases with the first phase involving a status survey regarding the marketing curriculum to identify the existence of sustainability marketing curriculum content. Phase two of the study will involve examining the critical case studies of six participants which will be presented as portrayals. The choices that will be made regarding the selection of the participants and the implications of these selections are also included in this chapter. Finally the chapter on research methodology also considers the issues of reliability and validity.

Chapter four of thesis presents the six participant portrayals. The portrayals will be organised utilising television screens as a metaphorical device to capture their ideas and opinions. The shape of the television screens is linked to the third and fourth eras of the historical periods of marketing that will be discussed in the literature review. Additionally, the television screens will be given channel names that include “the “History Channel”, “the Business Channel” and the “Discovery Channel”.

These channel names will be linked to the academic paradigms offered by Arnold and Fisher (1996). Hence, the ‘History Channel’ is linked to ‘the Apologists’, ‘the Business Channel’ to “the Social Marketers” and the ‘Discovery Channel’ to ‘the Reconstructionists’. Each ‘channel’ will be discussed according to the thematic categories offered in the conceptual framework of Arnold and Fisher (1996). The thematic categories of ‘the nature of marketing’, ‘the core concept of marketing’, ‘the scope of marketing’ and ‘the primary responsibility of marketing’ will be referred to as ‘programme content’ for each of the six participants. This will constitute the data that was obtained from the participants.

The data from the portrayals in chapter four will be used to develop the first tier of analysis, presented in chapter five. This chapter seeks to link the data extracted from the participants to the literature review in chapter 2. In so doing, the similarities, differences and new insights will emerge to allow for further abstraction in the final chapter six.

Chapter six will include a discussion on the development of a sustainability marketing curriculum paradigm. These paradigms will offer an extension to the paradigms and thematic categories of Arnold and Fisher (1996). This chapter therefore presents the curriculum paradigms as **‘Curriculum Stagnators’**, **‘Curriculum non-Traditionalists’** and **‘Curriculum Transformers’**. These paradigms will be linked to four new thematic categories. These new thematic categories will include: *‘The sustainability discourse trend/fad’*, *‘the skilling rhetoric’*, *‘restricted academic agency’* and *‘student participation in curriculum development’*. This will then be used to construct the main theoretical arguments in chapter six, the final chapter of the thesis. The main arguments will be centred on three meta themes that are further extended to develop the sustainability consciousness and curriculum redesign hierarchy.

The main findings of the thesis will be presented in relation to the literature review (chapter two), data production process (chapter four), the data abstraction process in relation to the literature (chapter five) and the data abstraction process resulting in the theorising around issues of sustainability marketing and sustainability marketing curriculum, signalling the end of the thesis in chapter six.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Chapter one provided a contextual backdrop regarding the influence of sustainability as a global phenomenon and a *'provocation'*³² for sustainability education and consequently sustainability education in marketing. In this chapter, a chronological review of the specific periods in the history of marketing theory was used to outline the academic development of marketing. Through an examination of these periods or *'eras'*, the ideological context of marketing scholarship emerged, which shaped and altered the marketing discourse. This chapter presents a viewpoint on marketing theory and its influence on the marketing curriculum, through the use of a critical marketing lens which allowed for dialectical views regarding the discipline of marketing and its consequent influence on the marketing and the sustainability marketing curricula.

The rationale for the inclusion of sustainability in marketing theory is reviewed. The historical eras relevant to marketing were discussed in relation to academic scholarship. The characteristic of marketing theory through each of these eras was considered with specific attention afforded to the third and fourth eras that reflected the most significant developments in the field of marketing scholarship. These eras redefined the marketing field and allowed for alternate thinking about what marketing, as an academic discipline should entail. Critical marketing theory, represented as an alternate form of marketing thought, necessitated further discussion to provide an argument for the implications of marketing knowledge. This argument was extended further to include the social context for the marketing curriculum, framed within the social responsiveness curriculum approach. In so doing, a nexus was made between the conceptual model of the academic response and marketing and this constituted the theoretical framework to proffer an argument for a socially responsive sustainability marketing curriculum within the context of academia and marketing practice.

³² Kurucz *et al.*, (2014) considered the importance to stand in critique of mainstream educative practices, whilst engaging in new ideas of new possibility and proposals for alternative action- one such contradiction is the 'sustainability paradox'.

2.2 The rationale for sustainability

Sustainability can be viewed as a global phenomenon and its relevance to marketing academia and marketing in practice can be addressed in different ways. In this study, this is attempted through understanding the relevance of sustainability in the context of an academic marketing curriculum. In so doing, the conception of sustainability can be extended to the business or to the practical marketing context. This sustainability worldview or ethos, encapsulated by the ‘Triple E’s’³³ concept, has highlighted a greater role for marketing beyond its existing scope. This view has been shared by Lorek and Spangenberg (2014, p.33) who claimed that an economy is sustainable if it simultaneously caters for human needs (not the wants!); in particular, the essential needs of the world’s poor and accepts the limitations imposed by the need to sustain the environment’s ability to meet present and future needs. Such a sustainability worldview would suggest that the role of marketing can be envisaged to include economic, social and ecological dimensions that need to be represented within the academic marketing discipline.

Sustainability is not a new concept and related concepts such as the ‘greening economy’ and ‘green growth’ is an old demand, where the need for green production and consumption are no longer denied (Lorek & Spangenberg, 2014, p.34). Essentially, at the crux of the sustainability issue is the argument that consumption practices must be reviewed to effect a social and ecological change. Marketing as a discipline is at the core of this issue and consumption forms the fundamental purpose of marketing practice.

Further to this, the economic impact of consumption has created differences in what people consume and how much is consumed. Current neoliberal policies result in income disparities with increases in the numbers of the rich and poor, which is to the disadvantage of the middle class (OECD, 2008; Manteaw, 2008). Therefore, neoliberal policies promote consumption and economic growth for those that are in the upper echelon of the income scale whereas those in poverty and middle income levels remain stagnant. It has been argued that the right to growth should be granted to groups of people in poverty where in some sub-Saharan African countries as a whole, are still in demand for increasing consumption and growth, despite the recent growth period based on resource exploitation (Lorek & Spangenberg, 2014, p.34).

³³ Referred to as the ‘three E’s’ or the ‘triple bottom line’ relates to the environmental quality, economic vitality and equal opportunity which collectively refers to the sustainability world view (Elkington, 2004).

This has presented a paradox, as sub-Saharan African countries that are economically challenged have the right to growth and consumption. However, the consequence of a neoliberal economy has resulted in an exploitation of resources that have placed emerging economies at a disadvantage. Consequently, continued growth and resource exploitation is unsustainable, making the sustainability worldview relevant even to those economies that should have higher growth and consumption.

The economic and consumption aspects of sustainability are part of the understanding that surrounds a sustainability worldview. From a Macro-marketing³⁴ perspective, sustainability is viewed as a megatrend³⁵ that is vast in scope and simultaneously economical, political, cultural, philosophic and technological in nature (Mittelstaedt *et al.*, 2014, p. 254; McDonag & Prothero, 2014; Achrol & Kotler, 2012; Priddle, 1994). This provides a rationalisation for the argument that sustainability encompasses more than an economic perspective of the world. Marketing, the tool of capitalist corporatism and market fundamentalism, is in distress (Varey, 2010). Sustainability is a reality and the marketing discipline should reflect a greater emphasis on these issues, particularly in the context of the marketing curriculum.

Megatrends are seismic in both time and space and differ in their magnitude as they emerge in the context of their times and as a product of the residue of previous megatrends (Mittelstaedt *et al.*, 2014, p. 254). The neoliberal system has remained a megatrend for many years and the consequent result of this system have created economic disparities and contributed to the exploitation of resources and the ideology of consumption.

This would validate sustainability as a megatrend. Whilst efforts such as ‘social innovation’ to improve sustainable lifestyles (Mont *et al.*, 2014) are important in promoting a sustainability ethos, marketing as an academic discourse needs to be examined more closely to reveal the specific contexts to which sustainability may be applied.

³⁴ A branch of marketing focused on marketing and its impact on the environment. There are two schools that of Macromarketing (Developmental and Critical School). The *Developmental School* focuses on marketing and markets as tools for social development and welfare. The *Critical School* is suspect of the consequences of markets and marketing (Mittelstaedt *et al.*, 2014).

³⁵Naisbitt (1982) can be credited with the creation of the term “megatrend”. A megatrend is a combination of economic, political, cultural, philosophic and technological factors that shape our lives (Mittelstaedt *et al.*, 2014).

2.3 The historical context of marketing theory: “4 eras of marketing thought”

An historical orientation to understand the influence of marketing theory on existing marketing thought (such as consumer culture theory, critical marketing, ethical marketing), is supported by marketing scholars such as Tadajewski & Jones 2014; Ferrell *et al.*, 2013; Petkus, 2010; Bussiere, 2005. Historically, marketing as a discipline has moved through various phases that have impacted its academic discourse. Consequently, these phases have provided insight about the development of the firm-centred hegemonic slant of the academic marketing discourse. The following discussion revealed through a chronological movement across four eras, how marketing theory evolved to influence mainstream marketing thought.

Wilkie and Moore (2012; 2006) referred to the ‘*4 Eras of Marketing Thought*’ as the historical context for societal marketing. These ‘*Eras*’ are represented in Table 1 and include a period prior to the first era where marketing was not an established discipline. Thereafter, the four eras included the ‘*Founding field of Marketing*’, the ‘*Formalising the Field*’, ‘*A Paradigm Shift...Marketing, Management and the Sciences*’ and ‘*The Shift Intensifies: A Fragmentation of the Mainstream*’. Whilst a brief description of the eras are provided in Table 1, a further discussion follows, regarding the characteristics of these various periods through which the marketing academic discourse has progressed and how societal influences in marketing have been addressed.

Era	Distinctive characteristics
(Before 1900) 'Pre-Marketing'	<ul style="list-style-type: none"> No distinguishing field of study: issues embedded within the field of economics.
I. Founding field of marketing (1900-1920)	<ul style="list-style-type: none"> Focus on marketing as distribution Emphasis on defining the purview of marketing's activities as an economic institution (derived from the field of economics). Development of first courses with 'marketing' in title.
II. 'Formalising the field' (1920 - 1950)	<ul style="list-style-type: none"> Development of generally accepted foundations or "principles of marketing". Establishment of knowledge development infrastructure for the field: professional association (AMA)³⁶, conferences, journals (Journal of Retailing and Journal of Marketing).
III. 'A paradigm Shift...Marketing, Management and the Sciences' (1950-1980)	<ul style="list-style-type: none"> Growth boom in the U.S. mass market and marketing body of thought. Two perspectives emerge to dominate the marketing mainstream: <ol style="list-style-type: none"> The managerial viewpoint The behavioural and quantitative sciences as keys to future knowledge development. Knowledge infrastructure undergoes major expansion and evolution in keeping with these changes (JAMS begins 1973).
IV. 'The Shift Intensifies: A Fragmentation of the Mainstream' (1980 – present)	<ul style="list-style-type: none"> New challenges arise in the business world: short-term financial focus, downsizing, globalisation, re-engineering. Dominant perspectives are questioned in philosophy of science debates. 'Publish or perish' pressure intensifies on academics. Knowledge infrastructure expands and diversifies into specialised interest areas.

Table 2.1: The 4 Eras of marketing thought (Wilkie & Moore, 2012, p.55)

2.3.1 The Pre-marketing Era (Prior to 1900)

Although not denoted as an 'era' *per se*, The 'Pre-Marketing' era signified the absence of marketing as a disciplinary field of study³⁷. Marketing-related phenomenon such as concepts of markets, marginal analysis, value, production, humans as social and economic entities, competition and the role of government, were undertaken within the field of economics (Wilkie & Moore, 2012). The movement of marketing from an unknown discipline in the 'pre-marketing' era to a discipline albeit, moulded according to economic principles, was significant. This characterised the theoretical foundations of the marketing discipline as an economic discourse and marketing activities as economic functions which spurred a movement into the development of marketing as a legitimate academic field in its own right in Era 1. This is discussed in the next section.

³⁶ The (AMA) is reference to the American Association of Marketing and (JAMS) The Journal of the Academy of Marketing Science. These are represented as their acronyms in Table 2.1.

³⁷. It was considered important to highlight the absence of marketing as an academic discipline and its foundation in economic theory. Therefore, this was discussed prior to each of the four eras described in Table 2.1.

2.3.2 Era I: Founding field of marketing (1900-1920)

The first era could be described as the development of a distinct marketing discourse, separate from an economic discourse but still embedded in an economic theoretical foundation. Wilkie and Moore (2012), support this assertion that marketing claimed a separate identity by focusing on market distribution services as opposed to a production focus found in economics theory. The focus on a clearly defined marketing identity helped generate an academic influx of concepts and ideas that legitimated marketing as an academic discourse. Ironically, the creation of this academic identity was done through economic journals and books, between 1910 and 1920 (Wilkie & Moore, 2012).

These authors further suggested that within these economic journals the marketing as a discipline was defined according to the *commodity approach* (all marketing actions involved in a particular category), the *institutional approach* (operations of specialised marketing agencies such as wholesalers or brokers) and the *functional approach* (focused on the purpose served by various marketing activities). Therefore, the development of a marketing identity emphasised the firm, the marketing process and marketing functions. This was a prominent feature of the academic marketing discourse and influenced the characteristic of the next era, which is discussed next.

2.3.3 Era II: Formalising the Field (1920-1950)

During this period, marketing was considered an academic field. This period was heralded by the development of marketing knowledge and marketing research in a time when significant changes had occurred³⁸. This justified the impetus for academic infrastructure characterised by professional representation of marketing through institutions and journals, chronicles of knowledge developments and conferences (Wilkie & Moore, 2012). The scholastic epistemologies of this era were represented primarily through textbooks. This was not unusual, considering that the existence of academic infrastructure was limited.

³⁸ Specifically, the boom and prosperity, the Great Depression, world wars, mass production capabilities, varied distribution systems, increased consumer demand, technological developments, the expansion of packaged goods and advancements in advertising, all impacted on the development of marketing theory (Wilkie & Moore, 2012).

The primary focus of these texts was on the functional processes of marketing, which emphasised the distributive functions of marketing through the supply of goods and efficient implementation of marketing processes. This paved the way for the third era that follows in the next discussion.

2.3.4 Era III: A Paradigm Shift...Marketing, Management and the Sciences (1950-1980)

The various societal influences of the second era further influenced the development of the academic discourse of marketing. Therefore, the third era, was considered the most significant in defining the nature of marketing academia and scholarship (Wilke & Moore, 2012). The landscape of marketing was focused on marketing as a scientific discipline that emphasised a managerial perspective. Such an emphasis served as an impetus in marketing academia for the adoption of marketing courses centred on marketing as a profession to be used in a work context.

However, a dialectic move was also evident in this period where some marketing scholars questioned the focus of marketing on processes and activities and proposed that a greater level of theorising for marketing as an academic discipline was needed (Wilkie & Moore, 2012; Catterall, 2005; Burton, 2001). This signalled a shift in marketing thought, which impacted on the latter part of the third era, which is discussed later in this section.

Moving back to the managerial perspective of marketing in the third era, another significant development was in the language and terminologies of the discipline that are still used. It is startling to realise that almost half a century later these terms :‘*the marketing concept*’, ‘*market segmentation*’ ‘*the marketing mix*’, ‘*the 4Ps*’, ‘*brand image*’, ‘*marketing management as analysis, planning and control*’ and ‘*marketing myopia*’) remain basic to the field today (Wilkie & Moore, 2012)³⁹.

³⁹ The terms refer to the following: The *marketing concept* is derived from neoclassical economics where market demand guides all marketing decisions and provides economic and social legitimacy for the firm’s existence (Varey, 2010). *Market segmentation* is a marketing function in which criteria such as age and demographics are used to target specific market segments. *The marketing mix* (4Ps, product price, place, promotion) is not a scientific theory but a conceptual framework used by marketing managers to make decisions about fulfilling consumer needs (Goi, 2009) and criticised by scholars as nothing more than a simple classification of marketing functions (Osborne & Ballantyne, 2012). *Brand image* related to the identity conveyed by products or by a firm. *Marketing management* is viewed as analysis, planning and control: the

This is evident in scholastic epistemologies such as textbooks that are predominantly used as devices of marketing knowledge in the marketing discipline. Burton (2001) argued that disciplinary boundaries are socially constructed and maintained and introduced power and politics into the process by which marketing as a discipline is constructed, maintained and undergoes restructuring. She further asserted that textbooks are influential teaching resources and remain prescriptive reflecting a professional activity versus academic discipline dilemma. Consequently, this managerial view of marketing, that emphasised marketing a business function, remains a predominant feature of textbooks and therefore of the marketing curriculum.

The attempts directed at making marketing a science were driven by movements in the 1950's toward science and technology development. In particular, the United States influenced by two external factors; (1) a national imperative to promote maths and statistics education in business schools and (2) advances in computer technology as research tools, developed by the Harvard/MIT Institute, which became the centrepiece for the promotion of science and technology (Wilkie & Moore, 2012).⁴⁰ Accordingly, this resulted in a group of marketing scholars that have profoundly shaped and influenced marketing theory in relation to what constituted marketing knowledge and how marketing research was disseminated. The maths and technology emphasis by these scholars also resulted in the further growth of academic infrastructure (journals, conferences, workshops, postgraduate students) which paved the way for the growth of behavioural and quantitative sciences (Wilkie & Moore, 2012).

These were primarily American scholars who promoted a scientific and technology driven discourse for marketing. Such a discourse reflected a power and hegemony toward marketing knowledge based on a managerial perspective. This was supported by Fougère, & Skålén, (2012) who believed that the managerial ideology was core to the academic marketing discourse of serving the customer and the market.

managerial functions associated with marketing. *Marketing myopia* is considered the narrow view of what marketing theory represented.

⁴⁰ This was an era that sparked the development of prominent marketing scholars such as Frank Bass, Robert Buzzell, Philip Kotler, William Lazer, E. Jerome McCarthy, Edgar Pessemier, Donald Shawver, Abraham Schuman.

The third era was a time of change in creating a new breed of scholars who refocused their attention on specific aspects of marketing. In so doing, the third era became a fragmented era with newly established scholars developing fields of marketing thought. A sentiment echoed by Wilkie & Moore (2012, p.58) who highlighted that not all concepts, theories and methods were original with marketing thinkers' unabashed borrowings and trial and error experimentation with these borrowed ideas becoming characteristic, at times followed by further applications and refinements. This spearheaded the movement into the fourth era of marketing, which signalled a change in the evolution of marketing theory.

2.3.5 Era IV: The Shift Intensifies: A Fragmentation of the Mainstream (1980 – present)

The fourth era highlighted the shifts in marketing thought that questioned the dominant perspectives of the third era. The managerial perspective of the third era was challenged by further developments outside of a firm-centred view of marketing.

The fragmented nature of the marketing discourse created through the previous era, required “specialised outlets to reflect the technical languages, methods and shared paradigms at work at the frontiers of research” (Wilkie & Moore, 2012, p.58). A significant feature of this time was the surge of new journal articles that appeared that contributed to the development of the academic infrastructure with narrow specialisations in the marketing disciplines (Wilkie & Moore, 2012).

A further development was the increased consumer demand for business education, which resulted in the rapid growth of MBA students and international scholar that allowed for greater collaborative engagement with more articles in marketing being co-authored efforts (Wilkie & Moore, 2012). The advent of the Internet has strongly impacted on marketing academia by providing increased communication and access to social media (Wilkie & Moore, 2012). The market-consumer relationship is now no longer happening in ‘marketplaces’ but in ‘marketspaces’ with many new topic areas being investigated. Technology had created a level of access to information not experienced in the previous eras. The ‘publish or perish’ ethos is a significant feature of the fourth era (Wilkie & Moore, 2012; Catterall, 2002; Burton, 2001). The expansion of the discipline into specialised areas would place pressure on academics to publish marketing knowledge.

Therefore, journals reflected a power dynamic that influenced marketing scholars to produce knowledge within the confines of the journal⁴¹. This resulted in marketing scholars restricting their research focus to publish in highly regarded journals.

2.4 Societal concerns in the history of marketing thought: A reflection on the four eras

The first era focused primarily on the distribution function of marketing being proffered to society through an economic justification. Specifically, the economic justification was built on satisfying staple needs, offering efficient methods of production and showing concern for pricing and competitive behaviour (Wilkie & Moore, 2012). Although this economic justification appeared paradoxical, the concern for society was present. This then filtered into the second era as the field of marketing became more established.

In earlier discussion relating to the second era, reference was made to a number of events such as increasing population growth, the economic crisis of the Great Depression, world wars, and the increasing academic infrastructure of the marketing discipline. These influences took account of the role of marketing to society *albeit* in promoting economic efficiency. It was during this time that marketing scholars such as Alderson (1957), Breyer (1934) fore-fronted the centrality of marketing as a social system.

In the third era of marketing thought, the managerial perspective dominated as the influx of academic infrastructure grew. It was in the latter part of the third era, that new thinking about society and its role in marketing started to emerge.

This was the result of the overshadowing focus on marketing as a profession and as a work-related activity. It was in this period that businesses' role in society was questioned, where consumers were recognised as significant components of the marketing function and '*social marketing*'⁴² was developed as a new theory of marketing in academia and the period where published academic infrastructure was minimally focused on areas of societal marketing such as public policy (Kumar *et al.*, 2013; Wilkie & Moore, 2012).

⁴¹ Although the research interest exists in marketing education, research productivity is related to institutional missions such as publishing (Abernerthy & Padgett, 2011).

⁴² A branch of marketing focused on the use of marketing tools and techniques to impact behaviour change amongst consumers with regard to social issues (Peattie & Peattie, 2009). Social marketing is also considered in the context of critical theory and is believed to provide realistic critiques of marketing and to identify intelligent solutions (Hastings & Saren, 2003).

The fourth era was considered a period where academic thought was highly fragmented. The new marketing scholars focused on areas outside of the previous era's dominant focus. This was a period where the influence of marketing's role in society was most represented through academic infrastructure such as scholarly textbooks.

The role of societal concerns in marketing scholarship proffered by Wilkie and Moore (2012), offered an extension of the existing academic marketing discourse⁴³. Specifically, the movement through the various phases highlighted how power and academic agency evolved through an historical context. This would have implications for marketing knowledge and consequently marketing curriculum. Therefore, in the next section, the implications of the development of marketing theory will be examined in the context of marketing ideology and the Dominant Social Paradigm (DSP).

2.5 Marketing ideology and the dominant social paradigm (DSP)

According to Marion (2006), marketing is a practice, a branch of knowledge and an ideology. In the case of practice, this related to the specific tools used by marketers such as market segmentation and advertising. The pursuance of satisfying consumer needs, wants and values is referred to as '*market orientation*', and is a corporate management strategy, focused on microeconomic functional management to seek market information and to identify opportunities (Mitchell *et al.*, 2010a; Mitchell *et al.*, 2010b). As an ideology, this practice of marketing is understood and expected to happen in this particular way. This is so because the marketing doctrine strives to have its frame of reference shared by a lot of people, specifically consumers (Marion, 2004).

This doctrine of the marketing discourse related to The Dominant Social Paradigm (DSP) and provided a social lens through which groups and individuals interpreted their world and legitimised institutions that supported these dominant groups in society (Mittelstaedt *et al.*, 2014). This suggested that the manner in which people consumed was legitimised on the basis of what firms had to offer.⁴⁴

⁴³ Although Ferrell *et al.*, (2013) believed that the era focused only on social issues and consumer protection issues and not on ethical decision-making. The researcher position here is to maintain that the social and consumer issues covered in the eras do carry it with them the need to consider ethical decision-making.

⁴⁴ This would be expected to be higher in westernised culture where there was a greater level of consumption and affluence.

The DSP was predicated on five key elements related to technology, political liberalism, economic self-interest, anthropocentrism and competition (Mittelstaedt *et al.*, 2014; Kilbourne & Carlson, 2008; Kilbourne *et al.*, 1997). The perspectives of the DSP expressed by these authors highlight a macro-perspective of marketing, which is based on two schools of thought, namely the *Developmental School* and the *Critical School*. The DSP is an accepted theoretical premise within both schools, however, the developmental school placed precedence on the role of markets and marketing systems to effect societal change. Consequently, the critical school does not accept the DSP as the basis for the provision of solutions to societal issues.

Each of the elements of the DSP will be discussed further in relation to how they dominated the ideology of marketing, influencing the developmental and critical perspectives of macro-marketing and sustainability marketing.

2.5.1 *Technology and the Dominant Social Paradigm*

Technology is viewed as the solution to all problems material and social and created a technical somnambulism where the effects of technological change are unnoticed and the world as an organic whole is reflected rather as a mechanical metaphor of use, repair, and discard (Mittelstaedt *et al.*, 2014). The impact of consumption and production was marginalised in favour of a firm-centred view without consideration for the impact of technology development. Within the context of sustainability, technology would be fore-fronted as a solution to sustainability problems within the context of the developmental school.

The developmental school would look to using markets and market technologies to offer for example, reduced carbon emissions (Mittelstaedt *et al.*, 2014). In contrast to this, the critical school would view technology as an inappropriate solution to solve sustainability issues, by questioning the ability of technology to be applied to social issues.

2.5.2 *Political Liberalism and the Dominant Social Paradigm*

The DSP also emphasised, possessive individualism, private property and limited democratic government (Kilbourne & Carlson, 2008; Kilbourne *et al.*, 1997). Possessive individualism predicated a free will to enter into social relations and the ability to make choices, based on the ability to sell labour to another in market exchanges (Mittelstaedt *et al.*, 2014).

The individual would therefore be the initiator of what they choose to own in the form of '*private property*'. The application of labour skills within the context of sustainability would mean that an individual would utilise their labour skill through the use of natural resources to acquire private property and claim their ownership.

However, the developmental school would argue that people should have the right to property ownership but be made accountable for what they use. In the context of sustainability, whatever a consumer has acquired should be captured as a cost against their level of consumption. Such a conception is arguably flawed, as it may not produce the necessary impact on sustainability behaviour. However, this argument supported by the critical school emphasised that linking consumption with accountability is easier said than done (Mittelstaedt *et al.*, 2014).

2.5.3 *Economic Liberalism⁴⁵ and self-interest in the Dominant Social Paradigm*

The economic dimension of the DSP presupposed the workings of a free market system of resource allocation, and behaviour motivated by individual self-interest and the supposition of economic growth leading to the betterment of society (Kilbourne & Carlson, 2008; Kilbourne *et al.*, 1997). The DSP served to legitimise a performance-based ideology of marketing to encourage economic growth for firm success through consumer consumption entrenching its place within a neoclassical dominant worldview (Stubbs & Cocklin, 2008). Consequently, this framing of the DSP directly influenced the theoretical underpinning of the marketing academic discourse relevant to the third era of marketing theory.

In particular, the focus placed on ownership of property through the use of resources implied that people measured their success through such means.

This perpetuated people's desire to be involved within the marketing system of exchange, transacting with firms that allowed them access to such property. However, the allocation of resources was not equitably done and as a result, some gained more property ownership than others.

⁴⁵ Economic liberalism: built from the political liberalism of Locke, Adam Smith justified the need for allocating market resources efficiently.

This promoted an inward self-focus where individuals were justified in seeking transactional exchanges in the market in the absence of justice or fairness as criteria for the distribution of wealth generated through these market exchanges and the recognition of nature as a tertiary party to the exchange relations (Mittelstaedt *et al.*, 2014). Hence, the importance of the economic market system in promoting economic liberalism and self-interest was considered most important, in spite of the pillaging of natural resources.⁴⁶

Within the context of sustainability, the developmental school would favour the use of the existing system of exchange to promote sustainability in the context of existing self-interest. However, from the critical perspective, this would appear contradictory, as the very nature of exchange has led to unsustainable behaviour.⁴⁷

2.5.4 Anthropocentrism and the Dominant Social Paradigm

Anthropocentrism placed human importance above nature (Borland & Lindgreen, 2012) and devalues nature's worth by reducing it simply to the provision of resources. The relationship between humans and nature has developed into one of exploitation and domination and the consequence of this has been the reduction of nature to instrumental value in the service of the human condition (Mittelstaedt *et al.*, 2014, Varey, 2010).

Therefore, in the pursuance of economic gain and economic self-interest, the DSP has played a fundamental role in relegating the role of nature to the provision of resources for humankind. In so doing, the ignorance of displacing nature's importance has led to the current situation where sustainability is now an issue to be fore-fronted.

Within the context of the developmental school, the existing marketing system would be considered important to achieve sustainable goals. In the critical school, the relationship between humans and nature is questioned. In particular, the two schools would question whether perspectives should be changed or can they be harnessed for sustainable objectives (Mittelstaedt *et al.*, 2014). As long as people consider their own superiority over nature, the move toward a sustainability ethos remains contested.

⁴⁶ It was John Stuart Mill (1859) who argued that the continuous economic growth will serve society for the foreseeable future after which growth needs to be sought in other areas. He suggested that increased development was not predicated on continued growth in material production and consumption.

⁴⁷ Wal-Mart's decision to stock organic produce gave the category the economy of scale to enter mainstream markets, however, this decision from a critical perspective institutionalized organic food and with it many of the same environmental problems as non-organic food (Pollan, 2006 in Mittelstaedt *et al.*, 2014)

2.5.5 *Competition and the Dominant Social Paradigm*

Thus far, the DSP in the context of technology, political liberalism, economic liberalism and anthropocentrism represent antecedent conditions for the development of the materialistic lifestyle antithetical to sustainability particularly in western societies (Mittelstaedt *et al.*, 2014).

Competition within a free market system has advocated the importance of firms in stabilisation of equilibrium with specific reference to supply and demand. However, continued industrialisation has resulted in the development of firms competing with each other and using more resources in the process. Consequently, this has resulted in opposing views of competition from the developmental school and the critical school of macro-marketing.

The developmental school would focus on the market and market system as a solution to sustainability problems. They would argue for example that competition could be pursued with sustainability as an objective such as producing fuel efficient cars. However, the critical school would argue that this would still lead to exploitable practices that go against a sustainability ethos⁴⁸.

Thus far, the discussion has highlighted the rationale for sustainability in marketing in relation to the history of marketing theory. In so doing, marketing ideology (the Dominant Social Paradigm) emerged as a central tenet of marketing theory from this historical context. As a result, the elements of the DSP (technology, political liberalism, economic liberalism, anthropocentrism and competition) were contextualised in a macromarketing perspective. This perspective highlighted two schools of thought (developmental and critical) in the relation to marketing ideology and sustainability. Although the macromarketing perspective included a critical dimension, it is the author's contention that critical marketing theory should be examined in greater detail to provide an argument for sustainability marketing in marketing curriculum. This argument is the next component of the literature review.

⁴⁸ A carbon reduction innovation to reduce emissions can be sold off to others with less efficient technology. However, the critical school would argue that less efficient producers would buy their way out of responsibility and further competition consumes resources (Mittelstaedt *et al.*, 2006).

2.6 The rationale for critical marketing theory

Critical theory in marketing began in the 1970s, and in the 1980s and 1990s critical theory developed further as a response to social scientists outside the discipline being interested in consumption, markets and consumer issues (Tadajewski, 2010a; Tadajewski, 2010b; Shankar, 2009; Burton, 2001). Critical marketing theory emerged during the third era of the history of marketing theory discussed earlier, and gained greater prominence in the fourth era. Critical marketing literature is axiologically predicated on the issue of power relations that deviate from the idea of consumer sovereignty upon which the marketing concept is based (Tadajewski & Brownlie, 2008; Brownlie, 2006).

Consequently, critical marketing theory deviated from the 'normative' view of marketing theory and proffered a deeper questioning of the philosophical foundations of the marketing discipline⁴⁹. This deviation from the norm has not been embraced by the marketing discipline. The evidence of this can be seen in the US domination of existing theoretical marketing discourse not conducive to critical perspectives, but there are some scholars successfully putting the discourse on the agenda (Shankar *et al.*, 2006; Burton, 2001). This is supported by Fournier and Grey (2000) and Grey (1996) who have suggested that critical studies are growing in the area of 'Critical Management Studies'.

These efforts can be seen in *consumer culture theory (CCT)* introduced by Arnould & Thompson (2005) as a form of consumer research that highlighted the cultural elements of consumption⁵⁰. *Macro-marketing perspectives* criticised the DSP as seen in previous discussion addressing broader societal marketing issues (Kilbourne, *et al.*, 1997).

⁴⁹ Whilst this study is not considered a purely sociological one, the work of Jürgen Habermas has made significant contributions toward critical theory and the scholarship of teaching. Habermas's calls for particular "reconstructive sciences," whose aim it is to render theoretically explicit the intuitive, pre-theoretical know-how underlying such basic human competences as speaking and understanding, judging, and acting (Bohman, 2005). This would be relevant in the context of critical marketing theory where the questioning of marketing theory is subject to reconstruction and questioning in the context of what constitutes powerful marketing knowledge. Habermas also proffered that knowledge is rooted in historical and social structures and that there are three basic human interests we hold, our interest in controlling nature (technical interest), social harmony (practical interest) and individual growth (emancipatory interest) related to human survival (Kreber & Cranton, 2000, p.482). It can be suggested that the nature of the existing marketing curriculum highlights a strong focus on technical interest with advocating for 'instrumental rationality'. The focus of marketing knowledge in curriculum is distorted toward the economic contexts of the DSP. The emancipatory interests offered by Habermas's scholarly work would advocate a questioning of the ideological contexts of marketing to consider critique to be free from coercion, self-imposed constraints as well as reified social forces and institutions.

⁵⁰ Consumer culture theory emphasised the importance of locating phenomena in their wider social, political and historical contexts to expose the embedded power relationships and ideologies (Cova *et al.*, 2013; Belk, 1995). Additionally some propose other ways of looking at consumers, such as, non-consumption (Cherrier *et al.*, 2011).

Stakeholder theory placed value on relationships that a firm has with its external stakeholders in pursuing Corporate Social Responsibility goals (Brower & Mahajan, 2012).

The *Anti-globalisation movement* was drawn from Marxist ideas, and it critiqued marketing as not serving the needs of poor people, poor countries and indigenous cultures (Witowski, 2005). *Consumer behaviour perspectives* by Firat and Dholakia (2006, p. 140); Dholakia and Dholakia (1985) suggested that it is logical that the nature of the consumer is problematized as they are no longer simply devourers of value, but members of the consumption community - a producer of meanings, life experiences, identities and value, therefore, marketing theory needs to rethink the orientation and purpose of the consumer.

Further research was seen in transformative green marketing (Polonsky, 2011) which referred to the integration of transformative change that creates value for individuals and society and serves the natural environments (i.e. environmental restoration and improvement). Business also saw the link between business education and business practice through corporate environmentalism and corporate sustainability in order to build critically reflective organisations (Mac Vaughn & Norton, 2012; Arevalo, 2010, Lowrie & Hemsley-Brown, 2010).

Welfare marketing as opposed to sustainability marketing was a direct challenge to the existing DSP. Other research inroads were in psychological research and its influence on behaviour change through the promotion of attitude changes that are valued (Arbuthnott, 2009). There were other perspectives from *macro-marketing*, to consider how managers should use ethics in their decision-making (Laczniak & Murphy, 2006). Benton (1985), stressed the importance of including critical marketing studies scholarship in a '*balanced*' marketing curriculum and *critical marketing*, to encourage a more reflexive approach to the making of truth claims within the discipline (Brownlie, 2006). However, despite references to these various aspects of critical studies in marketing, it remains highly unrepresented, hence this study seeks to make a contribution to critical marketing scholarship.

Critical theory attempts to demystify the ideological basis of social relations; a questioning of positivist methodology in relation to the nature of reality, knowledge and explanation and the importance of self-reflexivity of the investigator and the linguistic basis of representation (Burton, 2001, p.726).

Critical marketing theory would therefore question the social relations in which marketing occurred particularly in the context of markets, the marketing system and the interplay between business and the consumer. In particular, critical marketing theory provided a theoretical questioning of the ontological and epistemological basis of marketing knowledge⁵¹. Hence, the academic development of the discipline would be influenced by its social context, the manner in which marketing knowledge is constructed as well as the methodological approaches used in the development of marketing theory. Burton (2001) verified this and suggested that disciplinary boundaries are socially constructed and maintained and introduced the issue of power and politics into the process by which marketing as a discipline is constructed, maintained and undergoes rounds of restructuring.

This is pertinent in the context of the marketing curriculum where the higher education institution or academic, has power over the epistemological and ontological basis of marketing knowledge. The marketing curriculum is constructed for students hence, it adopts a particular theoretical stance that is usually in line with the DSP. Whilst critical theorists critique dominant ideologies, their intention is to transform them through the attempt to create a more equitable society, giving voice to those who are marginalised by mainstream discourse (Catterall *et al.*, 2002).

The dominant discourse of the marketing curriculum is therefore subject to transformation by allowing the discipline to consider issues (such as sustainability) outside of its existing domain. In so doing, the academic and the student are given the opportunity to consider their alternative roles in the development of marketing theory beyond an economic discourse but in the context of a sustainability worldview⁵².

To prepare our students to cope with change and uncertainty, we need to encourage them to develop the conceptual abilities to identify and question current marketing assumptions, practices and discourses and to accept paradox and ambiguity (Catterall *et al.*, 2002, p.186).⁵³

⁵¹ There is a need for new critical pedagogy to meet the challenges of globalisation and multiculturalism and radical democratisation to counter the trend toward the imposition of the neo-liberal business model on education (Kellner, 2003).

⁵² Mabry (2011) utilised assignments as a mechanism through which the sustainability paradigm could be taught to students.

⁵³ Pedagogically, learning processes with conventional didactic processes such as content-based learning are inherently flawed. Didactic teaching may be appropriate for the teaching of facts but inappropriate when you are trying to make facts problematic (Catterall *et al.*, 2005).

The sustainability discourse provides a paradox and ambiguity to the marketing discipline because it is rooted in a socio-political and moral context. These contexts provide an alternate paradigm in which marketing theory can be developed and constructed in a critical space. Such alternate ways of flexible forms of thinking have been referred to as “metacritique” (Moore, 2011, p.261). However, the sustainability discourse appears absent from or has little representation of “metacritique” within the marketing curriculum.

As suggested by Catterall *et al.* (2005), a curriculum that is grounded in its historical, social and political contexts remains invisible, marginalised or added on to the existing curriculum and these are not produced in ways that appeal to potential marketing audiences and are conducted by academics outside the discipline. This is supported in earlier discussion, where the stronghold of the DSP has filtered into academic marketing research and limited the focus of marketing research. Currently critical perspectives in marketing, with their ability to shock, provoke and articulate the unthinkable, provide a counterpoint to mainstream marketing work, which may also help halt any drift by the discipline into self-complacency (Catterall *et al.*, 2002, p.187).

In concluding this section related to critical marketing theory, the importance of the historical, social, political and moral context for marketing curriculum cannot be dismissed. Critical marketing theory presupposes that academics require agency to develop the marketing curriculum and discipline beyond its existing theoretical domain.

Whilst the pedagogical aspects of critical marketing are not the focus of this research, due consideration must be given by academics to the choices they make over teaching methods and even textbooks.⁵⁴ Finally, the professional and business context of marketing as a discipline would require some degree of alignment between the academic context and the practical context of the marketing curriculum⁵⁵. Perhaps the alignment can occur through applying a social context for the marketing curriculum.

⁵⁴ A scathing criticism offered by Brown (1995, p.683), suggested that marketing texts are ‘clones of Kotler’ infested with ‘bullet points’, learning objectives, pseudo-case studies and normally written in words of one syllable or less.

⁵⁵ The barriers to the inclusion of sustainability in curriculum must be considered (Wilson & von der Heidt, 2013).

2.7 Social context for the curriculum: engaging social responsiveness

The South African Higher Education White Paper of 1997 and the *National Plan for Higher Education (2001)* highlighted the role of education in the development of citizenship and highly skilled professionals and knowledge workers that would contribute toward the country's social transformation agenda through social responsibility. This was attributed to the deeply divided, largely impoverished society bequeathed to South Africa by apartheid (Naidoo, 2012; Cross *et al.*, 2011; Badat, 2008; Ensor, 2004), which placed responsibility on universities to consider what knowledge and graduates they produced.

A social transformation agenda presupposed a democratic view of education and has placed pressure on universities to engender both skills and social responsiveness. Gibbons (2006) referred to 'agora' or 'transactional spaces' that redefine the social contract between universities and society to produce knowledge in multiple ways. It is within these spaces that Universities and academics can all collaborate in the valuable exchange of learning in an environment of problem-generation and problem-solving (Finch *et al.*, 2012; Sibbel, 2009; Gibbons, 2006). For knowledge to be produced in multiple ways would challenge the epistemic foundation of how knowledge is gained in a discipline. In this context, the epistemological challenge is levelled at the discipline of marketing and specifically, the nature of marketing theory.

Marketing theory is ontologically based on a specific ideology rooted in the Dominant Social Paradigm (DSP) and therefore, issues of sustainability that promote social and ecological transformation would appear contradictory. Therefore, sustainability should be problematized within the broader context of higher education but more specifically amongst the academic (marketing) scholars that are responsible for the marketing curriculum.

Popkewitz (2009) introduced the idea of curriculum as a 'system of reason' where consideration must be given to the rules and standards (that are historically produced) that order the practices of curriculum and teaching. He further asserted that it is these very rules and standards, termed 'cultural theses' that embody what is seen, thought about or acted upon in schools. The marketing curriculum has its own 'system of reason' that is embedded in how marketing theory evolved.

Accordingly, it is argued that the ‘*cultural theses*’ embedded in marketing theory is dialectically opposed to a social transformation and social responsiveness ethos that is presupposed by a sustainability marketing curriculum.

A sustainability-marketing curriculum would pioneer moves towards reshaping the marketing discipline and would redefine marketing theory. However, the academic (and business) response to a socially responsive (sustainability) marketing curriculum remains central to how the marketing discipline is transformed. An examination of a socially responsive curriculum has revealed a nexus with the conception of a sustainability-marketing curriculum. Favish and McMillan (2009) have advocated for a social responsiveness curriculum⁵⁶, founded on four key themes that are summarised in Table 2.2.

Themes of a Social Responsive Curriculum	
1.	Contextualising the curriculum in line with a commitment to producing graduates with the knowledge and competencies ⁵⁷ to engage challenges facing South African society.
2.	Challenging dominant epistemologies and practising models of knowledge generation that build on local knowledge, and university-local community collaboration.
3.	Mediating the interface between theory and practice ⁵⁸ .
4.	Transforming the curriculum to reflect new notions of professional practice ⁵⁹ .

Table 2.2: Themes of a social responsive curriculum (Favish & McMillan, 2009, p. 173).

⁵⁶ There are various examples of social responsiveness curricula. Within the southern African context, the Namibian Colleges of Education have included such a curriculum (Kanyumba & Coetzer, 2011). Some institutions offer stand-alone courses of educating for sustainability (Hegarty *et al.*, 2011). Other institutions attempt to address the need to teach sustainability in a practical way by using mechanisms such as the Burns model of sustainability (Burns, 2013).

⁵⁷ Competencies in sustainability research and problem-solving means having the knowledge, skills and attitudes necessary for successful task performance and problem-solving with respect to real world sustainability challenges and opportunities (Wiek *et al.*, 2011, Gadotti, 2010).

⁵⁸ Corporate Social Responsibility (CSR) education within Management studies should allow business students to evaluate critically, analyse and question the basic premises underlying business practices (Garcia-Rosell, 2012). Braun (2004) also advocates for a business curriculum that allows for critical thinking.

⁵⁹ The push for practical sustainability in the corporate context is evident. This has been suggested by Kumar *et al.*, (2012) and Laine (2011) who believe that sustainability is evolving into marketing practice. Other references to the practical context are seen in Lotz-Sisitka & Raven’s (2009) ‘*Applied competence*’ where practical, foundational and reflective competence are integrated.

A social responsiveness curriculum can be considered as a suitable approach for marketing curriculum reform. The components of the social responsiveness approach are embodied in a participatory methodology to develop theoretical knowledge that defines academic scholarship beyond unilateral dimensions of existing knowledge (Brundiers & Wiek, 2010; Peach, 2010). This approach includes, actionable elements of practice that are linked to academic theory and professional practice. An example of this would be service learning where students are offered theoretical knowledge together with the practice of good citizenship (Dorasamy & Pillay, 2010; Carver, 1997). The first theme is a description of the broader societal imperative to produce graduates that are able to attend to pressing problems (such as sustainability).

The second theme carries a critical component to it, where the authors' suggest a challenge to existing epistemologies and models of practice. The need for a critical pedagogy provides a means by which the oppressed (or subaltern) may begin to reflect deeply upon their socio-economic circumstances and take action to improve the status quo (Johnson & Morris, 2010). The third and fourth themes offer a new perspective on a social responsive curriculum that considers rapprochement between theory and practice.⁶⁰

Thus far, the literature review has highlighted the relevance of sustainability as a global phenomenon in the context of marketing as a discipline. The historical context of marketing theory was discussed and the relevance of critical marketing theory to the marketing curriculum was also included. The social context and the socially responsive curriculum approach were reviewed and lead to the ensuing discussion on the nature of marketing knowledge and the conceptual model of academic marketing response to societal issues.

2.8 The nature of knowledge in marketing

In this section the nature of marketing knowledge is summarised in relation to previous discussion in the literature review. The purpose of this section is to highlight how marketing knowledge was assumed to be a specific object, separate from its social context.

⁶⁰ The merging of theory and practice is not the focus of this study. However, it is important to mention that practice-centered epistemologies have been considered as alternate and flexible ways to construct knowledge. Practice-centred epistemology is based on everyday knowledge gathered from a particular work or life context, however, scholastic knowledge still tends to be privileged in most tertiary-level institutions (Ellery & Lotz-Sisitka, 2011).

Hence, the conceptual representation of the social value orientation of academic marketing forms the theoretical framework of this study, which concludes the literature review.

Young (2013) and Muller (2009) highlighted epistemological issues related to questions of truth and reliability of different forms of knowledge and how these issues have philosophical and sociological dimensions. This too has been emphasised by Barnett (2009); Barnett and Coate (2005) where they consider that for students, epistemology is the process of knowing and ontology is what knowing is. In the case of marketing theory, it is suggested that an epistemological stagnancy exists in the academic scholarship of the discipline. This is reflected in a marketing discourse defined primarily by the DSP.

Further reflection on the nature of marketing scholarship revealed a Westernised version of marketing scholarship dominated by key thinkers (US scholars) in the discipline. This extended the argument to consider the contextual reality of marketing discourse within a South African perspective. An argument that can be linked to Lockett's (2010) assertion about the importance of knowledge in curriculum from a social realist tradition must take account of Africanisation and contextualisation of the curriculum in higher education. She also considered the idea of redefining knowledge in a powerful, decontextualized and abstract way. This would be akin to promoting a critical marketing theory perspective for an academic marketing discourse.

Young (2013), makes a case for '*powerful knowledge*' in disciplines that fall outside the natural sciences where rules about the concepts of the discipline are debated but have a degree of agreement on the range of meanings that can be recognised and made fallible. A case in point would be an academic marketing discourse that is recognised by a focus on marketing terminologies such as the '*marketing concept*', '*market orientation*' etc.

Following from this, it can be suggested that the specialisations that occur in the university curriculum, such as those that may be found in the marketing curriculum, are based on powerful knowledge that is defined by rules about its content and transmission. These rules have emerged through the history of the development of marketing theory. However, what knowledge is important for marketing could be disputed on the basis of a critical marketing theory perspective that emphasised megatrends such as sustainability. The existence of powerful knowledge is challenged on the basis of its relevance to existing social and ecological conditions, which acknowledge the sustainability crisis.

Theoretical advances are significant and theoretical resources need to be connected not only to a more powerful understanding of the realities we face, but also to these actors- teachers, students, community members, activists, social movements that are called upon to engage the daily struggle to build and defend an education worthy of its name (Apple, 2010). Henceforth, the nature of this marketing knowledge is imposed onto the theoretical frame, represented by the conceptual representation of social value orientation of academic marketing.

2.9 The conceptual representation of social value orientation of academic marketing

Former discussion about the history of marketing thought revealed the third era as a period where marketing scholarship gained academic footing through a surge of academic infrastructure with a scientific, quantitative-led focus (the managerial perspective). Toward the latter part of the third era, marketing was subject to criticism from an economic perspective and a social perspective (Arnold & Fisher, 1996).

It was the social undercurrents that signalled a seismic shift in social attitudes and an occasion for social change (Arnold & Fisher, 1996). The response to these social issues emerged from a consumer perspective where the '*counter-culture lifestyle*'⁶¹ was promoted. Consumers, for promoting economic prosperity, reproved businesses and marketing academia were not excluded from that criticism. In fact, the critique was extended to the 'relevance' of education in responding to political and social turmoil (Arnold & Fisher, 1996).

Institutions of higher learning were viewed as contributors to social decline as they promoted careers in business and the desire for economic prosperity. Based on the historical developments of the third era in marketing, Arnold and Fisher (1996) put forth a conceptual representation of the social value orientation of academic marketing that delineated the operational and philosophical differences among marketing scholars. These authors used four criteria to assess whether the primary responsibility of marketing was economic or social. Figure 2.1 is a representation of this model.

⁶¹ It was non-conformist in its intention and opposed society's enthrallment with material prosperity. The values of a consumer society were considered spiritually bankrupt and as driving voracious and insatiable desire for money, status and other trappings of success.

Value Orientation	Marketing Is Socially Valuable	Marketing Must Recover Its Social Value	
Paradigm	The Apologists	The Social Marketers	The Reconstructionists
Nature	Management Technology Defined by Its Structure Marketing Concept Is Sound	Generic Technology Defined by Its Structure Reinterpret Marketing Concept	Social Process Defined by Its Function Marketing Concept Is Inadequate
Core Concept	Market Transaction	General Idea of Exchange (for example, organization– client exchange)	Broad Exchange of Value (for example, exchange of value between social units)
Scope	Confined to Marketplace	Operationally Extended to Society (for example, marketing technology can have broad social application)	Philosophically Extended to Society (for example, marketing is a social process)
Primary Responsibility	Economic	Economic and Social (for example, efficiency, consumer safety, social justice, environment)	Social (for example, quality of life, humanism)

Figure 2.1. The conceptual framework for academic marketing paradigms (Arnold & Fisher, 1996, p.124)

The four assessment criteria located on the left side of Figure 1, include the ‘*nature of marketing*’, ‘*the core concept of marketing*’, ‘*the scope of marketing*’ and the “*primary responsibility of marketing*”. Arnold and Fisher’s (1996) assessment criteria used in their conceptual academic marketing framework can be summarised in the following way:

- *The nature of marketing*: related to the conceptual domain of marketing being interpreted as a management technology or a social process. Additionally, this criterion described how the formal definition of marketing was perceived. Consequently, the meaning could be taken literally, reinterpreted to find new social meaning or may be reconstructed.
- *The core concept of marketing*: this related to the subject matter of the discipline. The interpretation could be based on marketing as a purely transactional perspective or marketing considered as a broader exchange of values between two parties.
- *The scope of marketing*: this defined the conceptual boundaries of marketing. This meant that phenomena and issues related to marketing were considered as part of the business context only, or operationally extended to society or philosophically extended to society.

- *The primary responsibility of marketing*: this related to the perceived notion of the value of marketing as an economic or marketing as a social process.

Further examination of Figure 2.1, revealed three academic approaches to marketing's value, namely: *'The Apologists'*, *'The Social Marketers'* and *'The Reconstructionists'*. Each of these paradigms was a representation of marketing academia's response to the changing dynamic of marketing scholarship in the third and subsequently, fourth eras. The three conceptual approaches to social value orientation of academic marketing are discussed in the next section, utilising the four assessment criteria relating to the *nature of marketing*, *core concept of marketing*, *scope of marketing*, and *primary responsibility of marketing*.

2.9.1 The Apologists: The Nature, Core Concept, Scope, and the Primary Responsibility of Marketing

'The Apologists' in Figure 2.1 represent marketing academicians that define marketing as valuable within the existing theoretical underpinnings of the Dominant Social Paradigm (DSP). Marketing should be neither operationally reinterpreted or used outside of its existing domain, the marketplace, nor philosophically reconstructed to reflect social responsibilities (Arnold & Fisher, 1996). The emphasis is placed on a firm-centric approach to promote economic profit through transactional processes to pursue the marketing concept.

'The Apologists' view marketing within the context of it being a tool or technology that defines how marketing should happen. Hence, the value in pursuing social objectives was muted in favour of economic objectives through encouraging consumption. The *'Apologists'* favoured an inward focus on the firm and within the context of marketing as a management tool, performance as a measure of success was driven by and defined by organisational goals. Consequently, social responsibility remained peripheral to the organisation's mainstream marketing activities.

Although the transitional nature of the third era was evident, the *'Apologists'* defended their existing economic value. The criticism of marketing's economic and social roles were typically countered by reminding critics of the inherent economic value of marketing and the benefits accrued to society through marketing activities (Arnold & Fisher, 1996). Although social issues existed, the drive to pursue marketing objectives remained steadfast.

2.9.2 ‘The Social Marketers’ : The Nature, Core Concept, Scope, and the Primary Responsibility of Marketing

‘The Social Marketers’ considered social value orientation to be an integral part of marketing. They maintained a transactional focus by viewing marketing in the context of being a management tool (technology). However, their differentiation was in the possibilities of the existing tools of marketing being applied to social and environmental contexts, outside of simply advocating for selling. They proposed a form of marketing engendered in social justice and ecological issues to challenge the preoccupation of promoting a consumption culture in favour of ‘social satisfaction’.

Although it did not necessarily question the core foundations of marketing, this paradigm emphasised how tools and techniques that were engineered to produce profits and produce materialistic aspirations, could also be used to better manage demand, effect social change and ameliorate societal ills (Arnold & Fisher, 1996). Essentially, the tools of marketing were extended to a social context as a means of producing positive social outcomes.

2.9.3 ‘The Reconstructionists’: The Nature, Core Concept, Scope, and the Primary Responsibility of Marketing

‘The Reconstructionists’, were characterised by the complete acceptance of marketing being a social process. Their perspectives were not to privilege the technology or tools of marketing but to critique the philosophical nucleus of the processes and outcomes of marketing activity. Hence, the simple application of the tools of marketing to societal problems was inadequate and required reconstruction of the marketing concept and the role of marketing outside of pure economic gain.

The social undercurrents that challenged materialism and raised new concerns for social justice were factors in the development of this paradigm (Arnold & Fisher, 1996). Therefore, academics that embodied this paradigm disrupted the traditional tenets of the discipline through the questioning of traditional marketing concepts. This questioning made social justice a focal point in humanistic revisions to the marketing concept (Arnold & Fisher, 1996).

Additionally, the ‘Reconstructionists’ criticised the processes of marketing and highlighted that the application of tools and techniques to social problems was irrelevant if the technology itself was inherently flawed (Arnold & Fisher, 1996). Ironically, the same technology still maintains prominence in the marketing discipline and consequently, in the marketing curriculum.

This conceptual model of the social value orientation of marketing academic response carries with it an underlying reference to what would be considered important for marketing theory and the marketing curriculum. This is suggested based on the three characterisations of ‘*the Apologists*’, ‘*Social Marketers*’ and ‘*the Reconstructionists*’. This theoretical framework offers a mechanism through which the data for this research will be organised. Additionally, the dimensions of a social value orientation (*nature of marketing, core concept of marketing, scope of marketing and primary responsibility of marketing*) provide a link to literature discussed previously in this chapter. This framework motions a move toward understanding how this framework can be evolved to include sustainability marketing as part of a sustainability marketing curriculum framework.

2.10 Summary of chapter two

This literature review focused on the rationale for sustainability within the discipline of marketing and consequently, within the marketing curriculum. A chronological and historical account of the evolution of marketing theory was used to highlight the role of societal influence in marketing theory. This resulted in the third era and fourth era of marketing being significant indicators of the theoretical foundations of the marketing discipline.

In this respect, the Dominant Social Paradigm within the field of macro-marketing was discussed and further linked to critical marketing theory. This elevated the importance of the social context for marketing and the consideration for a socially responsive marketing curriculum. The final aspects of the literature review considered the nature of marketing knowledge and its nexus with the conceptual representation of the social value orientation of academic marketing. This conceptual representation formed the theoretical framework for the study that would be used as the organising device for the representation of data collected in Chapter 4, sustainability marketing curriculum paradigms in Chapter 5 and the sustainability marketing consciousness and curriculum redesign hierarchy in Chapter 6.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter was to outline the research design and methodological choices made for the study. This was done by providing the paradigmatic context in which the study occurred. A rationale was provided for the use of a qualitative lens in the research study as opposed to the traditional logical empiricism approached utilised in marketing research. This prompted the need to consider how critical marketing theory would influence the research process and provide the context in which the critical research questions were presented and explained. The final components of the research methodology chapter outlined the two phases of the data production process and the methodological choices made in the research process. The discussion proceeds with a focus on the qualitative research design.

Qualitative research takes on an insider perspective with regard to social action where researchers attempt to study human action from the perspective of the social actors (the emic perspective)⁶² using a broad qualitative methodology (Babbie *et al.*, 2012, p. 270). Consequently, this research study sought to uncover the ‘insider’ perspectives and the ‘thick descriptions’ from a selected group of participants. These participants provided an opportunity for a deeper probing into the phenomena of sustainability marketing and into the sustainability marketing curriculum. This justification for utilising qualitative research is echoed by Cousin (2009, p. 31) who suggested that qualitative data analysis explores themes, patterns, stories, narrative structure and language within research texts (interview transcripts, field notes, documents, visual data) in order to interpret meanings and to generate rich descriptions of research settings.

The choice of a predominantly qualitative research design did not negate the use of multiple methodological approaches and helped uncover information in relation to the research phenomenon. However, this approach required a clear rationale and justification for why the specific research design was chosen and how the research design was executed.

⁶² The qualitative researcher has a preference for understanding events, actions and processes in their context which some refer to as the contextualist or holistic research strategy and is contrasted with the analytical (even atomistic) approach of quantitative variable analysis (Babbie *et al.*, 2012).

In this regard, this chapter uncovers the paradigmatic orientation for the study and its influence on the researcher lens adopted in the study. Additionally, the historical context of marketing research was discussed against the backdrop of a critical research paradigm. The procedural aspects of the research were also interrogated through the reflection on the data production process in phase one and phase two of the study. The final component of this chapter considers the implications for reliability and validity in the research study.

3.2 The paradigmatic context

The net that contains the researcher's epistemological, ontological and methodological premises may be termed a paradigm (Denzin & Lincoln, 2008, p. 31). The paradigmatic context of this study influenced the nature of the research design used and the research methodologies adopted. Therefore, for the research study, it necessitated an understanding of the paradigmatic stances that are typically associated with research. In particular, focus was placed on the understanding of the positivist, interpretivist, critical and post-structuralist paradigms.

Positivist research emphasised relationships between variables or causal relationships inferred through researching cause and effects between independent and dependent variables. In a positivist approach, the attractiveness lies in its ability to measure, through quantitative means, and to produce an outcome in situations of unconstrained ambiguity, contradiction, critique and resistance assumptions (McKenna, 2003). Positivist approaches to marketing research abound and will be discussed later in the historical context of marketing research from a logical empiricist perspective.

The interpretive or anti-positivist stance focused on a more subjective participatory role, often rejecting the standard methods of natural science (Maree, 2007) and the paradigm reality is seen as a construction, which is relative to its context (McKenna, 2003).

The purpose of such research was to allow knowledge to emerge without imposition of a situational context where participants can independently offer their interpretations or views. This spelled a movement away from a pure statistical approach to research.

The critical paradigmatic approach to research focused on the contests, conflicts and contradictions in contemporary society and sought to be emancipatory, that is, it should help eliminate the causes of alienation and domination (Maree, 2007, p.62).

The critical paradigm also raised issues regarding how power plays out in the marketing curriculum. The power dimension would consider how a socially constructed marketing curriculum might result in emancipatory outcomes for students and lecturers. These sentiments are also echoed by Cohen *et al.* (2011), who suggest that the justification for a selection of knowledge reveals the ideologies and power in decision-making in society and in the curriculum and shows how the powerful retain their power through the curriculum. A further discussion on the critical paradigmatic stance adopted in this research is provided later in this chapter.

The last consideration for paradigm representations in research are the post-structuralists that argue for individual agency and aim to deconstruct and to expose different meanings, layers of meanings and privileging of meanings inherent in a phenomenon or piece of research (Cohen *et al.*, 2011, p. 28). The focus would be on allowing the individual to be reflexive in their thinking and even for marketing lecturers to consider the many different ways in which they may construct a marketing curriculum.

The epistemological, ontological and methodological orientation of this study was therefore placed in the critical paradigm and attempted to disrupt the conventions of marketing research through the adoption of a qualitative researcher lens. This was considered appropriate to interrogate the relative ‘newness’ of the sustainability marketing curriculum phenomenon and this is discussed in the next section.

3.3 The qualitative research lens

The qualitative lens offered an opportunity to contextualise the academic response to a sustainability marketing curriculum in a theoretically different way. In essence, a qualitative lens provided a corollary to the dominance of logical empiricist research undertaken within the academic discipline of marketing. A sentiment reiterated by Babbie *et al.* (2012), who have suggested that the emphasis of research should be on developing and building inductively-based new interpretations and theories of first-order descriptions of events, rather than approaching the social actors with deductively derived research hypotheses (Babbie *et al.*, 2012; Cresswell & Miller, 2000). Consequently, the critical case study approach provided the platform upon which the research participants could provide their viewpoints about sustainability marketing and a sustainability marketing curriculum.

It was in this context that the multiplicity of the research participants' viewpoints was explored as they offered different paradigmatic interpretations of how they viewed the world and the phenomenon of a sustainability marketing curriculum. Hence the qualitative lens allowed for multiple paradigms and different ways of viewing reality and truth thus creating tensions and contradictions (Denzin & Lincoln, 2005).⁶³

The understanding of the use of a qualitative lens served as a precursor for the methodology choices made in this research study. In particular, the ascendance of marketing ideology and the dominant social paradigm was brought to light through the use of various methods of data enquiry such as a status survey, document analysis and a critical case analysis. This revealed that the academic and theoretical response of marketing academics and marketing practitioners to marketing sustainability was an undulating terrain that was now subjected to dispute and challenge.

This can aptly be summated by Silverman (2013, p.352) who identified that the (contested) theoretical underpinnings of methodologies and the (often) contingent nature of the data chosen, the (likely) non-random character of the cases studied and the reasons why the research took the path it did (both analytic and chance factors) is what constituted this chapter on research methodology. Therefore, the next section of this chapter proceeds with a discussion of the theoretical underpinnings of methodologies and the nature of the data chosen through an interrogation of logical empiricism in marketing research and the critical paradigm of marketing research.

3.4 Logical empiricism in marketing theory and research

Marketing theory subscribed to the notion of logical empiricism, where the world was viewed as consisting of objects and causal relations to develop comprehensive and falsifiable theory. (Tadajewski, 2008). Tadajewski (2010a); Tadajewski (2010b) further asserted that logical empiricism was a privileged methodological approach for what is considered to be '*normal science*'⁶⁴.

⁶³ The qualitative lens also paved the way for post-positivism, post-structuralism and postmodernism as alternative ways of understanding research and have become important influences for the field of qualitative research (Correa, 2013).

⁶⁴ This falls in line with Tadajewski's (2008) assertion that through shifts in the epistemological construction of knowledge in marketing, particularly through studies in critical management studies and critical marketing studies, the privileged position of logical empiricism comes under scrutiny and is subject to contestation in favour of more methodological

The positivist tradition of research was an accepted and practiced approach to marketing research, in other words the epistemological foundation of the construction of marketing knowledge. The practice of academic socialisation promoted the development of expertise and a shared understanding among scholars in a discipline by determining which methods are taught and accepted as trustworthy (Davis *et al.*, 2013)⁶⁵.

In the 1950s and 1960s, marketing could be considered a science because it was characterised as a discipline⁶⁶ (Davis *et al.*, 2013).

This implied that as a science, the marketing discipline would demonstrate a specific epistemology that would influence the research approaches taken in the discipline⁶⁷.

The approaches adopted in marketing research were narrowly focused and dominated by a relatively small set of quantitative methods, which affected every aspect of the discipline from research to publishing to educating for future scholars and managers (Davis *et al.*, 2013).

This was seen in the discussion of the literature in Chapter 2, which highlighted the transition of marketing as an academic discipline through historical eras. This transition has therefore resulted in this research study adopting a pluralistic stance to marketing research and hence, rationalised the choice of the research paradigm and research methodology used⁶⁸.

Additionally, sustainability is a salient phenomenon in current marketing research and a fertile area that could benefit from a multiple-methods approach as much of this research is still trying to understand the phenomenon of sustainability and qualitative methods are particularly effective for understanding the nature of experiences and researching areas where little previous knowledge exists ((Davis *et al.*, 2013; Mello & Flint, 2009).

pluralism. Hence, developing marketing theory utilising a multi-paradigmatic analysis across research paradigms provides a more comprehensive view of the foci phenomena than would ordinarily be available (Tadajewski, 2008).

⁶⁵ Therefore the prevalence of experimental design in consumer behaviour studies and survey research in marketing strategy investigations is not surprising (Davis *et al.*, 2013, p. 1245).

⁶⁶ The need to have a scope and domain of marketing was based on 3 factors: it had a body of literature that included description and classification; discoveries of regularities in phenomena; and researchers committed to the scientific methods (Hunt, 2002).

⁶⁷ The 1950s were dominated by positivist approaches to marketing research and then transformed into logical empiricism (in response to idealism) and then realism (in response to relativism) (Davis *et al.*, 2013).

⁶⁸ A reliance on experiments and modelling techniques of the earlier marketing eras ensured greater levels of expertise in those methods, and the low levels of methods diversity allowed weaknesses to proliferate. Any effort to address this threat by increasing methods diversity in the marketing discipline required individual researchers to consider enlarging their methodological toolkits (Davis *et al.*, 2013).

The implication here is that a different philosophical view as espoused in this research study, within the framing of the critical paradigm, marked a shift in the ontological, epistemological and methodological conventions within marketing research. Whilst the positivist approach and quantitative methods undoubtedly helped test the truthfulness of observations and assumptions that emerged in marketing, the interpretivist (and critical) outlook also contributed to gaining a better understanding of the phenomena in building new theories and knowledge (Kapoulas & Mitic, 2012)⁶⁹.

Hereafter, the historical emphasis on logical empiricism is less dominant and the importance of critical approaches to research in marketing is stressed. This argument is further developed in the section of this chapter that pertains to critical marketing research.

3.5 Critical research, ideology, research objectives and the critical research questions

Dholakia (2012), suggested that to engage in macro-level and critical scholarship in marketing would require an understanding of three primary '*researchscapes*' that are found in marketing and consumer research. He alluded to positivist research as being one of them that had no specific critical stance. He also suggested that there are some interpretivist approaches that are mostly non-critical and that the smallest area of the '*researchscapes*' is defined by critical studies.

A critical social theory is concerned with issues of power and justice and the ways that the economy, (matters of race, class and gender), ideologies (discourses, education, religion and other social institutions) and cultural dynamics interact to construct a social system. (Beckergnsheim *et al.*, 2003). Consequently, the importance of sustainability marketing was explored in the context of these various factors. In particular, the relevance of the dominant social paradigm and the privileging of the capitalist system of profiteering were explored in the data production process.

⁶⁹ The oversimplification of differences between paradigms does not account for the complex dissimilarities in the ontological, epistemological and methodological assumptions of each paradigm, embedded in their differential philosophical views on the world and the reality, relationships between the researcher and the subject, language used by the researcher, type of knowledge pursued and technicalities of methodologies adopted (Lincoln & Guba, 1985; Barker *et al.*, 2001; Black, 2006).

Furthermore, the specific influence of these factors was also interrogated in relation to the marketing curriculum and the hegemony of economic-based theories within the marketing discipline. As a counter point, a sustainability-marketing curriculum was fore-fronted and the academic response to it, placed under scrutiny. Therefore, research in the critical tradition takes the form of self-consciousness criticism where the researcher tries to become aware of the ideological imperatives and epistemological presuppositions that inform their research as well as their own subjective, intersubjective and normative reference claims (Kincheloe & McLaren, 2008, p. 406)⁷⁰. Hence, the research objectives and critical research questions for this study are presented again below.

3.6 The research objectives

- To determine the status of sustainability marketing in the marketing curriculum to uncover the absences, strengths or silences in the marketing curriculum utilising content analysis.
- To examine stakeholder perspectives on curriculum transformation with a view to developing sustainability marketing curriculum paradigms.
- To theorise the stakeholder perspectives on sustainability marketing and sustainability marketing curriculum with a view to develop frameworks for curriculum transformation and curriculum redesign.

3.7 The research questions

- 1) What is the status of sustainability marketing in the curriculum? *This question highlights whether or not sustainability marketing is found in existing marketing curricula. This is interrogated in chapter three of the thesis relating to the marketing curriculum status survey.*
- 2) What are stakeholder perspectives on curriculum transformation as it relates to sustainability marketing?
This question interrogates the various people involved in the design, teaching and assessment of marketing curriculum such as academics and heads of schools in universities, as well as marketing practitioners, former student practitioners and higher education specialists. These perspectives are evidenced in chapter four.

⁷⁰ Therefore critical investigators enter into an investigation with their assumptions on the table, so no one is confused about the epistemological and political baggage they bring with them.

Critical theorists become detectives of new theoretical insights, searching for new and interconnected ways of understanding power and oppression and the ways they shape everyday life and human experience (Kincheloe & McLaren, 2008).

- 3) Why do stakeholders have such perspectives? *This question aims to uncover how incompatible stances about sustainability in marketing can be debated, contested or harmonised. These debates and contestations appear in chapter five and chapter six of the thesis.*

This research study has therefore used Kincheloe and McLaren's (2008) 'ways to irritate' dominant forms of power, to provide evocative and compelling insights. These ways included critical enlightenment; critical emancipation; the rejection of economic determinism; the critique of instrumental or technical rationality; the concept of immanence; a reconceptualised critical theory of power: hegemony; a reconceptualised critical theory of power: ideology and a reconceptualised critical theory of power: linguistic/discursive power. Each of these was considered in the context of the ontological, epistemological and methodological relevance to this study.

Critical enlightenment in the context of critical theory analyses competing power interests between groups and individuals in a society (Kincheloe & McLaren, 2008). Within this context the academic discourse of marketing would favour the maintenance of existing marketing theory. This would be evidenced in the review of the existing marketing curriculum, which was encountered in the document analysis. Consequently, **critical emancipation** attempts to expose the forces that prevent individuals and groups from shaping decisions that crucially affect their lives and it afford them a greater degrees of autonomy and human agency (Kincheloe & McLaren, 2008). The introduction of the sustainability-marketing concept within the case study analysis allowed for an alternate perspective to be presented.

This would bare testimony as to why the participants would feature as '*Apologists*', '*Social Marketers*' or '*Reconstructionists*'.

The rejection of economic determinism where economic factors are not accepted as the dictate of all human existence (Kincheloe & McLaren, 2008) was also interrogated in the case study analysis. In particular, the social value of marketing was considered within the framing of the '*triple E*' concept of *economy, ecology and (social) equity*'.

The critique of instrumental or technical rationality is considered one of the most oppressive features of contemporary society where rationalist scholars are interested in method and efficiency and as researchers' focused more on method and technique, countering logical empiricism (Kincheloe & McLaren, 2008).

The technical rationality of participants was interrogated and featured strongly in the case analysis as participants were asked to question their assumptions about the academic paradigms of marketing with specific reference to the nature, core concept, scope and primary responsibility of marketing.

The concept of immanence helps us get beyond egocentricism and ethnocentricism and work to build new forms of relationship with diverse peoples and to use of human wisdom to effect a better society (Kincheloe & McLaren, 2008). Here, the case studies served to identify how the broad-based concept of sustainability could be filtered into a marketing curriculum to potentially effect such change.

A reconceptualised critical theory of power: Hegemony suggested that power is ambiguous and the constituent of human existence that works to shape the oppressive and productive nature of the human tradition (Kincheloe & McLaren, 2008)⁷¹. These authors further asserted that all of us are hegemonised as our field of knowledge and understanding is structured by a limited exposure to competing definitions of the socio-political world. It is in this very context that the participants were asked to consider how or what part sustainability played in the context of marketing and the dominant social paradigm.

According to Kincheloe & McLaren (2008), a *reconceptualised critical theory of power: ideology* suggested that the formation of hegemony cannot be separated from the production of ideology, where ideological hegemony involves the cultural forms, the meanings, the rituals and the representations that produce consent to the status quo and an individual's particular place within it⁷². This was particularly evident in the document analysis where the course outlines and institutional handbooks were consulted. A specific slant toward economic concepts of marketing theory was evidenced in the marketing curriculum, which lent support to the power of the dominant social paradigm in marketing theory.

⁷¹ There are the productive aspects of power such as the ability to empower. Gramsci's notion of power occurs through social psychological attempts to win people's consent to domination through cultural institutions such as the media, the schools, the family and the church.

⁷² Moves beyond to uncover coercive manipulative behaviour, identify that hegemonic ideology is a critical form of epistemological constructivism and is how people come to view their worlds (Kincheloe & McLaren, 2008).

The other consideration in relation to critical theory in marketing related to *a reconceptualised critical theory of power: linguistic/discursive power*⁷³. In an educational context, for example, legitimated discourses of power insidiously tell educators what books may be read by students, what instructional methods may be utilised and what belief systems and views of success may be taught (Kincheloe & McLaren, 2008). The document analysis and the participant responses in the case studies alluded to the power of marketing discourses that supported the pursuance of the marketing concept. In fact, the case studies uncovered how participants viewed the marketing curriculum and what they thought was important to the marketing curriculum.

The discussion in this chapter thus far, has focused on outlining the epistemological orientation of this study and how the qualitative lens used negated the need to focus purely on a logical empiricist perspective to marketing research. This was done to justify the need to consider pluralistic approaches to research that resulted in the study being framed within a critical marketing research paradigm. In so doing, the critical research paradigm was further probed through the use of Kinchloe and McLaren's (2008) viewpoint of power in the critical research paradigm. This chapter will now focus on the specificities of the research design and methodology used in the data production process which occurred in two phases, each of which employed different research methodologies in obtaining data. Consequently, phase one of the research study will be discussed followed by phase two.

3.8 Phase 1 data production: the marketing curriculum content analysis

In operationalizing the research design, it was considered important to review the content of marketing curricula across the 23 Higher Education Institutions (HEIs). The purpose of this was two-fold: (1) to identify what constituted the official marketing curriculum and (2) to identify, the extent to which sustainability marketing or sustainability related issues were included, silenced or absent from the official marketing curricula.

⁷³ Language is an unstable social practice whose meaning shifts depending on the context. Language is not neutral and language in the form of discourses serves as a form of regulation and domination. Discursive practices are a set of tacit rules that regulate what can and cannot be said, who can speak with authority and who must listen, whose social constructions are valid and whose are erroneous and unimportant (Kincheloe & McLaren, 2008).

Marketing academics were identified through desktop research including but not limited to internet searches. Academics were contacted via telephone calls and email requests to elicit their participation. The first step of the data collection utilised a short questionnaire with two questions:

1. *Is there anything in the marketing curriculum that you think should be omitted?*
2. *Is there anything in the marketing curriculum that should be changed?*

A request was also made on the questionnaire for course outlines with the assurance that the lecturer identity, course name and institution would not be revealed⁷⁴. The short questionnaire was sent via email. In many cases, there were no responses to either the questions or the request for course outlines. This was understandably so, and was anticipated as a potential problem. Self-administered questionnaires addressed impersonally to a participant receive notoriously low responses (Babbie *et al.*, 2012). This presented a problem in accessing marketing curriculum information. Course outlines are usually very detailed documents about a marketing course structure, the pedagogical approaches to teaching, the course content and the assessments for the course. The reluctance on the part of the participants to provide this information stemmed from an unwillingness to share such detailed information and consequently have their efforts replicated.

Also, this pointed to reviewing how much of research effort was expected from the participant and whether they could in fact provide the information. Therefore, a number of academics chose not to provide the course outlines. There were four exceptions, and these included the Durban University of Technology, University of the Free State, University of Witwatersrand and the University of Fort Hare.

Consequently, the poor response rate required a rethink of the data collection strategy to obtain information about marketing curricula. This being the case, the initial idea of a status survey was abandoned due to a poor response rate, not before attempting further telephone calls to make another request for course outlines and to ask if participants would respond to the short questionnaire. The reevaluation of the research strategy to gain access to the marketing curriculum information was a necessity.

⁷⁴ The questionnaire was pilot tested amongst 6 academics at my institution. There were 4 academics that responded to the questionnaire and the request for course outlines. The questionnaire required minimal alteration and was then sent out to various marketing academics (including academic heads) across the 23 HEIs in South Africa.

The initial survey idea presented an obstacle in accessing both academics and their course outlines. The choice to undertake research in this manner should be approached cautiously as the participants' distrust of the researcher and the researcher's intention prevented access. In some cases, there were email responses that referred me to their institution handbooks or to the textbooks that were used. However, as a matter of strategically managing the research process, the short questionnaire was withdrawn and a decision was made to work with the documents already received and the HEIs current handbooks.

This resulted in the use of document analysis, in the form of course outlines and /or university handbooks for the period when the data was being collected. The change in the research strategy would have impacted on the type of data collected. The course outlines would have been a better information source as they would have been a detailed depiction of a marketing curriculum, however, the choice of the University handbook was considered adequate in providing the necessary information. Additionally, the first phase of this research was not intended to interrogate the content of the marketing curriculum. Instead, the purpose was to highlight what the marketing curriculum contained. Hence as the researcher, it highlighted that gaining access to information is not without risk. In this case, the risk was not obtaining any curriculum information, however, this was compensated for by the usage of alternate means to access information.

3.9 Phase 1: searching for sustainability in the marketing curriculum- document analysis

Document analysis is a systematic procedure for reviewing or evaluating documents –both printed and electronic (computer-based and Internet-transmitted) material (Bowen, 2009, p. 27)⁷⁵. For this phase of the research study, both printed and electronic documents were used in the form of course outlines and handbooks. The use of these documents was primarily for the purpose of reviewing current marketing curriculum content but as a researcher in the critical paradigm the nature of what the documents contained provided signals as to what was privileged or silenced in the marketing curriculum.

⁷⁵ Document analysis serves to provide data on the context within which participants operate. It can allow for questions to be raised about pertinent issues; provides supplementary research data; provides a means of tracking change and development; and can be used to verify findings or corroborate evidence (Bowen, 2009).

Whilst there are many advantages to document analysis⁷⁶, the limitations relate to insufficient detail, low retrievability and biased selectivity (Bowen, 2009) need to be confronted. Consequently, the information obtained from the documents was not used to make generalisations; rather the information was used on a descriptive level. The purpose of the documents analysis was to address the requirements of the first research question. Where a document provided insufficient detail or was difficult to access, specific decision criteria were set in place. For example, in the case where one institution only provided the name of the textbook used for the marketing course, the text was reviewed in terms of the topics covered.

In other cases where course information obtained from HEIs lacked adequate description of the course content, and offered only a name listing of the course, these were excluded from the study.

Whereas biased selectivity constituted an issue that could influence document analysis negatively, it contributed in this case to an understanding of how the HEI curricula was structured. Bias selectivity would relate to documents being aligned with corporate policies and procedures and with the agenda of the organisation's principals (Bowen, 2009).

Hence, this allowed for insight into the elements of marketing theory that dominated in the curriculum content. This is evidenced in the next section of this chapter, which focused on the evaluation of the document evidence.

3.10 Phase 1: the search revealed: evaluating the document evidence

The South African higher education landscape consists of 23 HEIs comprising 11 universities, 6 comprehensive universities and 6 universities of technology (CHE, 2009)⁷⁷. The document analysis involved a content analysis of course outlines, and/or institution handbooks at both undergraduate and post-graduate levels. All twenty-three (23) HEIs were considered for inclusion in the sample. However, this was subject to certain conditions being met.

⁷⁶ Several advantages to document research include efficient method; availability of documents; cost-effectiveness; lack of obtrusiveness and reactivity as they are unaffected by the research process; stability as the researchers presence does not alter the research process; exactness and coverage of a wide source of events over various settings (Bowen, 2009, p. 31).

⁷⁷ "Universities offer a mix of programmes, including career-oriented degree and professional programmes, general formative programmes and research master's and doctoral programmes" (Ministry of Education, 2001, p. 36). Comprehensive universities offer programmes across the spectrum, from research degrees to career-oriented diplomas (Reddy, 2006, p.36).

Firstly, the scope of this study focused on marketing curricula in mainstream programmes within universities. Courses were selected on the basis of them being part of the mainstream marketing programme and excluded retailing, tourism and sales degrees/diplomas⁷⁸.

Secondly, leading on from the first condition, only schools or departments that offered these mainstream marketing programmes were considered. This would mean that business schools, other external departments and private HEIs were excluded from the study.

Thirdly, the availability of descriptions of courses within marketing curricula was deemed necessary to ascertain the existence of sustainability-related content. Documents should be assessed on the basis of their completeness and comprehensiveness or selectiveness in covering information as the level of detail or lack therefore should be taken into account (Bowen, 2009)⁷⁹. Hence, where course information obtained from HEIs lacked adequate description, by presenting with only a name listing of the course, these were excluded from the study.

The sampling population included all 23 institutions. A total of 6 HEIs was excluded from the study due to inadequate description of course listings. As a result, the total sample for this part of the study included 16 HEIs. These 16 HEIs included, 10 universities, 3 comprehensive universities and 3 universities of technology. Additionally, mainstream-marketing courses at both undergraduate and postgraduate level were considered.

The findings were that the courses offered at undergraduate level have a predominantly marketing management perspective. There was a strong emphasis on the foundational aspects of marketing, in particular the 4ps, which constituted product, price, place and promotion. The importance of branding and global marketing was also evident. There were only two institutions that featured modules with an ethical or societal context. These modules were specifically related to social marketing, ethics, governance, consumerism and ethical behaviour.

⁷⁸ This decision was based on the assumption that these courses usually had small numbers and was not often part of mainstream university marketing curriculum.

⁷⁹ Content of the document should fit the conceptual framework of the study and it is necessary to determine the authenticity, credibility, accuracy and representativeness of the selected documents (Bowen, 2009).

At the postgraduate level, the marketing management perspective featured predominantly as well. Again, similarities were seen with the undergraduate modules where subjects such as Strategic Marketing, Consumer Behaviour, Advertising, Branding and Global Marketing are offered. In the case of postgraduate modules, there were only three institutions that included societal marketing, ethics in business as well as social and cultural issues. Consumer behaviour featured strongly in both undergraduate and postgraduate levels. As a subject area it does take into account some issues related to ethical and societal contexts, however the focus on those areas was minimal. The marketing curriculum as it appeared in phase 1, did not feature sustainability marketing as a subject area.

The data analysis for the first phase of the study involved a thematic categorisation of the various marketing courses offered at undergraduate and postgraduate levels. All the module descriptions for the marketing courses were compared across the institutions in the sample to identify the most common course offerings at both undergraduate and postgraduate levels. A total of 113 postgraduate modules and 106 undergraduate modules were reviewed across 16 HEIs. This constituted a 52% representation for the former and a 48% representation for the latter.

The summary of the data in this phase of the study simply established that sustainability marketing was absent from or silenced in the marketing curricula at undergraduate and postgraduate levels. The absence, sparseness or incompleteness of documents should suggest something about the object of the investigation or the people involved and might suggest that certain matters are given little attention or that certain voices have not been heard (Bowen, 2009).

As a result, a deeper level of probing was deemed necessary to uncover how and why the academic response to sustainability marketing presented in a particular way. The probing of the academic response to sustainability marketing was related directly to the second and third research questions and justified the use of case study portrayals to offer a critical perspective of the academic response to marketing. This is presented in the ensuing discussion.

3.11 Phase 2: portrayal of perspectives: making a case for the case study

The research design for this study (as alluded to earlier) included a qualitative research approach. Qualitative research is a type of educational research in which the researcher relies on the views of participants, asks broad and general questions, collects data consisting largely of words (text) from participants, describes and analyses these words for themes and addresses the inquiry in a subjective, biased manner (Cresswell, 2002). Quantitative approaches serve the positive-science ideal by providing rigorous, reliable and verifiable, large aggregates of data and the statistical testing of empirical hypotheses (Berg, 2004). This being the case, and due to some of the limitations of the information from the document analysis, it justified the use of case studies.

Case studies are not methods in themselves, instead they allow for a focus on a specific aspect, which can be looked at in depth and from many angles (Thomas, 2011). Therefore, the case study allowed for choices to be made regarding the specific methods that would be employed in the data collection process. A more suitable description of a case study would be that it is an in depth exploration from multiple perspectives regarding the uniqueness and complexity of a project, policy, institution or system in a real life context which is research-based, inclusive of different methods and is evidence-led (Simons, 2009). Hence, this study used critical case studies to uncover the social context of how and why marketing curriculum presents in a specific way.

The framework offered by Thomas (2011) was used in the development of the case approach in this study. He suggested that the *origin of the case, the purpose of the case, the approach to the case* and the *process (structure)* are the crucial elements in the design of a case study.

3.11.1 *The origin of the case*

According to Thomas (2011), the origin of the case related to where the idea for the research emerged and highlighted that cases emerge from a '*local knowledge case*', an '*outlier case*' or a '*key case*'.

The '*local knowledge case*', related to issues of interest from your own perspective that has motivated you as a researcher to learn more about the enquiry (Thomas, 2011)⁸⁰. In my case, a personal interest in the area of sustainability marketing has motivated my interests to know more about sustainability marketing curricula and the academic response to marketing. In so doing, my position as an academic within my institution, allowed me access to others who may have specific and rich knowledge regarding the research area.

The origin of a case study can be linked to what is called a '*key case*'. The assumption here was that the choice of a case is linked to something that has significant interest. Thomas (2011) suggests that hurricane Katrina may be considered a '*key case*' by virtue of the size and extraordinary circumstances surrounding the event. Hence, if my research were to be considered a '*key case*', it would have to include an exemplary situation or area of interest.

In some respects, sustainability marketing advocates an agenda that focused on the broader aspects of sustaining the planet, people and economic systems in a socially critical context. Hence, this study was deemed to originate from what can be considered a '*key case*'

If the research originated from an '*outlier case*' this would relate to something that is interesting because it is different from the norm (Thomas, 2011). Therefore, the possibility exists that this case study can find its original context in an '*outlier case*' because the research phenomenon, namely, sustainability-marketing curriculum challenged and disrupted the norm of an accepted marketing curriculum. The questioning of why the outlier is of significance can offer a possible analytical frame (Thomas, 2011). Hence, the Arnold and Fisher (1996) conceptual framework of the academic response to marketing and the historical development of marketing theory was utilised to develop the analytical frame presented in Chapter 4⁸¹. Additionally, this analytical frame was applied metaphorically to television screens to depict changes in the theory of marketing in different eras. This would suggest that the research also originated from the context of an '*outlier case*'. Consequently, '*the purpose of the case*' was another essential factor that rationalised the research choices made for this study.

⁸⁰ The presence in your own localised context may allow you to gain access to deeper thoughts and knowledge about a phenomenon or that you may be restricted to being in your own context because you are required to pursue a research study, (Thomas, 2011).

⁸¹ The discussion of this analytical framework is presented in greater detail in chapter 4. The contexts and explanations of the organising device is presented in this chapter.

3.11.2 The purpose of the case

Thomas (2011) suggested that cases could be chosen for the purposes they are intended to meet. Hence, he outlined that cases can be intrinsic, instrumental, evaluative, explanatory and exploratory. Intrinsic cases are usually undertaken because they illustrated a particular trait, characteristic or problem (Berg, 2004). The motivation for an intrinsic study would be based purely on a research issue being interesting. Instrumental case studies concentrated on a case being used as a research tool to understand a phenomenon better. Evaluative case studies are focused on the performative aspects of how something has worked. For example, it could involve an evaluation of student consumption behaviour after being exposed to critical marketing theory in their honours programme. Explanatory case studies are most often used by researchers as the multifaceted nature of the case allows for explanations to be offered within a specific context (Thomas, 2011). The idea is to look into a case in-depth to see what may be considered different or ‘paradoxical.’ Exploratory case studies often emerge from situations that are unique and require further probing in order to gain deeper understanding.

Given the multiple perspectives that are relevant to this research study, the purpose of this case can be considered to be a combination of instrumental (understanding how sustainability marketing discourses are relevant to the marketing curriculum), explanatory (what are the factors that influence the adoption of sustainability discourses?) and exploratory (how sustainability discourse are antithetical to the consumption ideology in marketing?). Therefore, the case study approach selected was based on choosing from various criteria. These criteria related to whether or not a theory was being tested or built, whether or not a phenomenon needed to be illustrated, whether or not an interpretative ethnographic immersion into data was needed or whether or not an idea needed to be tested in a controlled experimental setting (Thomas, 2011). The case approach taken here was to consider the case study in relation to theory building and to some extent theory testing. Testing theory is the assumption that there is already some sort of explanatory framework available for the phenomenon or situation (theory).

The final consideration of how the case was going to be conducted hinged on whether a single or multiple cases would be considered. According to Thomas (2011), there are three approaches to single cases, which include, retrospective cases (collecting data from the past such as documents and photographs); snap shot cases (a case is looked at within a single and specified period of time due to some boundary such as limited access to a participant) and diachronic cases (studies that show changes over time). He also asserted that there are multiple or collective or comparative (cross-case analysis) approaches to case studies which include nested case studies; parallel and sequential studies. The decision was made to conduct multiple case studies as it would allow for divergent opinions to emerge.

Multiple case approaches that have instrumental purposes, place the research focus on the phenomenon (Berg, 2004). Although nested cases include the use of multiple cases, they are different to multiple cases because the focus of multiple cases is comparative in order to feature a theoretical idea (Thomas, 2011). However, the same author suggested that nested cases are multiple cases but the focus here is within the actual cases and how it contrasts in relation to the wider case and not to just the individual case. Parallel cases occur within the same time and sequential cases occur directly after each other with each case before it influencing the next (Thomas, 2011)⁸².

For this research, the nested approach was taken as it involved a multiple case study approach, where each perspective of the participant was not only subjected to comparative enquiry, but also 'nested' within the wider implications of what these cases meant. This would be seen in the application of the television imagery to the conceptual and theoretical framework by Arnold and Fisher (1996) in the data analysis.

⁸² Collective case study where a number of cases are studied in order to investigate some general phenomenon (Silverman, 2013). Your goal is to expand and generalise theories (analytic generalisation).

3.12 Phase 2: production of the portrayals: the justification for interviews

Interviews were chosen as the instrument of data collection as it was considered an appropriate method to encourage participation and dialogue to generate new knowledge about the phenomenon, i.e. the sustainability marketing curriculum. Hence, it required an obligation to ensure that the interviews were set up in a manner that allowed for the dialogue and perspectives of the participants to emerge. The interview was considered useful not only to extract information from the participants but to allow for a personal interaction with the participants. Such interaction would make the interview process particular to the individual and would allow for their 'real' viewpoints to emerge.

To ensure that the interviews were procedurally consistent, the processes used in Cohen *et al.*, (2011), namely, *conception of the interview, purpose of the interview, types of interviews and planning the interview based research procedures*; have been applied in this study. These have been included in the discussion that follows.

3.12.1 Conception and purpose of the interview

Interviews generally serve the purpose of obtaining information. However, interviews have a contractual characteristic because it implies an exchange of information between the interviewer and the interviewee. However, in this study, the approach taken was for the interview to be reflexive and reflect the performative aspect of life and the social sciences (Berg, 2004). Hence, the social context of the interview was important in addition to obtaining information from the participants. Consequently, specific attention was given to interactions with the participants as this would impact on the participants' interpretations and meaning of questions asked.

As suggested by Alvesson (2011, p.106), reflexivity is about conscious and consistent efforts to view the subject matter from different angles avoiding the a priori privileging of a favoured one. This meant that the interview had to be conducted in a manner that allowed for different viewpoints to emerge and to allow for debates around these viewpoints. Therefore, the advocacy of the sustainability marketing curriculum slant was a factor that had to be controlled in the interview process to avoid interviewer bias and leading the participant.

3.12.2 Type of interviews and planning the interview-based research procedures

There are four types of interviews that can be considered for research and these include the structured interview, the unstructured interview, the non-directive interview and the focused interview (Cohen *et al.*, 2011). The structured interview on the one hand, required predetermined questions that would be asked. The interview process is followed strictly to ensure that the interviewer remained consistent in obtaining the predetermined information. Unstructured interviews on the other hand, allow the researcher a greater degree of manoeuvrability in the interview process. As opposed to predetermined questions, the interviewer has control over what needed to be asked and engaged the interview process more freely. The non-directive interview, allows the participant the freedom to express their views spontaneously as they choose or are able to, with minimal direction from the interviewer (Cohen *et al.*, 2011).

The main purpose of the interviewer in this study was to allow the participant to guide the flow of the interview and to seek clarification from the participants as to their questions or ideas that emerged. This would have been in stark contrast to a focused interview that favoured and privileged interviewer control. The structured approach to interviews was too rigid and formalised and whilst the unstructured interview did allow for more latitude in the interview process, these were not considered the favoured approaches. Also, the non-directive interview privileged the participant over the interviewer, which was not deemed useful for the study. Additionally, the focused interview presented a degree of difficulty in execution, as it required that a participant's view about an issue be assessed prior to the interview.

Therefore, in this study, the approach taken was to use a semi-structured interview (Maree, 2007) or a semi-standardised interview (Berg, 2004). This resulted in semi-structured interviews being conducted where a set of questions were determined prior to the interview to direct the participants toward the research phenomenon and critical research questions of the study. Within this approach, there was the freedom for the participant to offer their views and allow for a situation of mutual engagement, enquiry and clarification.

In the development of the interview schedule, a pilot interview was undertaken with a senior academic in marketing. This was done to ensure that the interview questions were appropriate to study and allowed for sufficient probing and participant engagement. Based on the recommendations of the academic in the pilot interview, minor revisions were made to the interview schedules.

In addition, the doctoral programme research cohort to which I belonged, allowed for mock interviews to occur prior to engagement in the field. These mock interviews were done with senior academics that were also supervisors of the cohort. The mock interviews involved role-play, where the supervisor assumed the role of the participant. This exercise was very useful in ensuring that questions were asked in an appropriate way to elicit as much information as possible and to critique interview techniques to ensure preparation for entry into the field.

The interviews that were conducted required a non-judgemental stance. As a researcher, it was necessary to have this stance because participants do not always share your opinion. Consequently, the ability not to judge the participant and allow the information to emerge was a priority in the interview process. The participant's ability to respond and offer viewpoints was privileged in the interview process.

3.13 Phase 2: the channel and programming: selection of the participants

As suggested earlier, the research study emerged from personal interest within the field of sustainability marketing, the larger global context of sustainability and educating for sustainability development as well as the paradox between a sustainability marketing curriculum, marketing curriculum and marketing practice. A requirement for this phase of the research study was to obtain 'rich' and 'thick' descriptions from the participants regarding these issues. This necessitated a careful selection of the research participants.

Earlier assessment of the status survey revealed only two other institutions (outside of the researchers) that included social issues such as ethics in their marketing curriculum. Hence, the choice was made to select 'experts' in marketing and/or sustainability in South Africa, marketing practitioners involved in sustainability as well as senior academics in the discipline of marketing.

The broad landscape of the HEIs also rationalised the choice of an ‘expert’ from a University of Technology to consider if their specific context of higher education influenced perspectives of sustainability marketing and sustainability marketing curriculum in a particular way.

A purposive non-probability sampling technique was used to identify six participants to interview. This was considered theoretically ideal because it allowed for variation, was not too large and allowed for individual voices to emerge⁸³.

The literature chapter also revealed sustainability marketing as an issue that involved a diversity of individuals and stakeholders that constituted marketing academics, marketing practitioners as well as those that were directly involved in sustainability issues. Additionally, this diversity of individuals and stakeholders offered the opportunity for different paradigm perspectives to be interrogated.

Subsequently, this allowed for the participants to be linked directly to the conceptual framework of academic marketing paradigms. Based on the characteristics of the channel program⁸⁴, the participant portrayals were assigned to: ‘The History Channel: The Apologists’; ‘The Business Channel: The Social Marketer’ and ‘The Discovery Channel: The Reconstructionists’. A detailed account of the participants’ viewpoints within the channels and programmes are presented in Chapter 4. This is further illustrated in Table 3.1. which offered a brief description of each of the participants, their paradigm perspective and their ‘programme’.

⁸³ The literature review, the status survey in phase 1 and my own relationships with academics and other stakeholders in the field informed the choice of the participants. I would therefore declare my own bias that may have influenced the interviews in cases where the participants were known to me. This was true in the case of Daniel, Tash and Mishca. However, since sustainability marketing and the sustainability marketing curriculum were found to be relatively new areas of research in the South African higher education context, this was considered a necessary approach to the sample selection as the participants were considered as part of an ‘expert-opinion survey’.

⁸⁴ The program content speaks to the issues of the nature of market, the core concept of marketing, the scope of marketing and the primary responsibility of marketing.

Name of participant	Position and experience	Paradigm	Program
Randy	(University) Head of Department: Marketing and former marketing practitioner	<i>'The Apologist'</i>	<i>The History Channel</i>
Daniel	(University of Technology) Head of Department: Marketing	<i>'The Apologist'</i>	<i>The History Channel</i>
Tash	Marketing practitioner in a sustainability industry. Currently an MBA student of marketing.	<i>'The Social Marketer'</i> ;	<i>The Business Channel</i>
Seline	Marketing practitioner and sustainability manager	<i>'The Social Marketer'</i>	<i>The Business Channel</i>
Latisha	Sustainability expert and academic	<i>The 'Reconstructionist'</i>	<i>The Discovery Channel</i>
Mishca	Senior marketing academic and marketing expert	<i>The 'Reconstructionist'</i>	<i>The Discovery Channel</i>

Table 3.1. Description of the research participants

Finally, from a research procedural perspective in relation to the selection of the participants, all of the interview participants were contacted via email and/or telephone to set up an appropriate interview time. The interviews were conducted subject to the participants' availability and the duration of the interviews were between forty-five minutes to an hour in length. All participants were asked to sign a consent form and were assured of their anonymity. The participants that were selected for the study included a varied group of individuals, negating the use of a standardised interview schedule. The interviews schedules were adapted to include questions relevant to the context of the participants.

As the interview process began, the input from each completed interview was also used in adapting the interview schedules for interviews scheduled at a later date. There were some standardised questions included in the interview schedules, which related to the participants background experiences and conceptions of sustainability. These interview schedules are included in the list of appendices. In the next section of this chapter, the manner in which the data gleaned from the portrayals will be discussed before the final deliberation regarding validity issues in this study.

As per the requirements of the University research office, all research studies are subject to the criteria for ethical clearance to conduct research. The ethical clearance application for this study was submitted and successfully granted. This is included in the list of appendices.

The ethical procedure ensured that there was no harm brought to the participants by participating in the research study. The study required that gatekeeper letters be sent out to participants to request their permission to be involved in the study. Participants were requested to sign consent forms to confirm their participation in the study. The participant's names were changed and their anonymity and confidentiality of their institution and/or place of work was maintained. The participants were also made aware that they could withdraw from participating in the study at any time.

As the researcher it was also important to honour the promises made to the participants. The ethicality of the study was maintained procedurally. Additionally, the participants were respected in terms of the opinions they gave as these opinions were not altered. The voices of the participants emerged throughout their portrayals to maintain the integrity of the study. The participants were always privy to information about the research study and therefore not manipulated or deceived in the interview process.

3.14 Phase 2: the programme revelation: evaluating the transcribed evidence

Based on the previous discussion relating to the data production process, interview transcription was deemed appropriate. All interviews were recorded and transcribed. However, it is noted that there are some limitations in the use of an audio recording. Although a video recording may have proved more beneficial this was not feasible as participants were interviewed at various locations. As Cohen *et al.*, (2011) suggested, transcriptions inevitably lose data from the original encounter and this is further compounded because a transcription represents translation from one set or rule systems (oral and interpersonal), to another very remote rule system (written language). This can further be complicated as we represent our detailed transcriptions as a stable, accurate record without regard to the possibility that what people say on a hot Monday afternoon might be different to what they say on a Friday morning (Cousin, 2009).

These were issues that were clearly apparent in the data organisation process. In particular, the diversity of the participants revealed differences in how language was used and concepts were understood and interpreted⁸⁵. The manner of the spoken word and the written transcription revealed differences between the participants' viewpoints and the researchers own viewpoints. The written transcription also exposed an interesting power dynamic in how the interviews proceeded. In some instances, the interview transcripts were lengthy documents of the participant's dominating viewpoints about the research phenomenon as in the case of an '*Apologist*'. In other cases, the interview transcripts revealed a more collegial researcher participant dynamic as in the case of a '*Reconstructionist*'.

The interviews were transcribed by the researcher (myself). In the management of the data production process in this phase of the research study, the audio recordings were transcribed within 5 days of the actual interviews. This allowed for minimal gaps between the information obtained from the interpersonal contact sessions and the transcription process. In addition, the data from the audio was substantiated by a reflective journal kept during the data collection phase, as well as field notes taken during the interview process to further evaluate what the participants had discussed.

These additional measures echoed Cousin's (2009) sentiment that a conventional analysis of interview transcripts interprets what respondents say however, a contemporary twist to this convention, was evident through awareness of your own contribution to the developmental and negotiated character of the discussion or observation (Cousin, 2009). As the researcher in the study I transcribed the interview in its entirety and without any deliberate exclusion of audio content. Where there were laughs, accents, inflections, noises or emphases placed on words, these were also included in the transcript.

As a final note on the transcription process, the interviews represented individual case studies, and it was not deemed necessary to provide detailed coding for the transcripts. Instead, where references were made to quotes and statements from the participants, the page number of the transcript is indicated after the quotes or statements. The actual quotes from the participants were used to allow the voices of the participants to emerge and were written from their (participants') perspectives.

⁸⁵ Some of the participants were not English first language speakers. In other instances, participants were not South African.

Whilst there were variations in the use of both long and short quotations, these variations were not considered disruptive to the emergent views of the participants. Thus far, this chapter has focused on the choice of research design and the choices made in relation to the two phases of the research study. In the final part of this chapter, the issues of validity and reliability are discussed ending with the limitations of the study.

3.15 Validity and reliability of the study

The historical tradition of logical empiricism in marketing research has created debate regarding the authenticity and credibility of research conducted outside this paradigm. This sentiment was echoed by Correa (2013) who suggested that the dogmatic and domineering positions regarding the concept of 'rigour' and regarding the quality of research in general which are held within the concept of a certain type of scientific method have generated disputes and led to a breakdown in communication between researchers and academic communities (Correa, 2013, pp.209-210)⁸⁶. Henceforth, the purpose of this section in the chapter was to validate the quality of the research study within the framing of the critical research paradigm.

The critical perspective holds that researchers should uncover the hidden assumptions about how narrative accounts are constructed, read and interpreted (Cresswell & Miller, 2000; Winter, 2000). This was interrogated earlier in the chapter where specific reference was made to the elements of critical enlightenment; critical emancipation; the rejection of economic determinism; the critique of instrumental or technical rationality; the concept of immanence; a reconceptualised critical theory of power: hegemony; a reconceptualised critical theory of power: ideology and a reconceptualised critical theory of power: linguistic/discursive power⁸⁷. Therefore, validity, remained an important concept in assessing the claims that are put forth in any research study, be it quantitative or qualitative studies. However, the conditions by which a quantitative study is deemed valid does not necessarily apply to qualitative studies.

⁸⁶ Manifestations of injustices that affect academic communities and researchers who defend certain theoretical, epistemological and political perspectives (Correa, 2013).

⁸⁷ The implication for validity is that validity is called into question, its assumptions interrogated and challenged and the researchers need to be reflective and disclose what they bring to the narrative. (Cresswell & Miller, 2000)

Internal validity and external validity are concepts that are applicable to both quantitative and qualitative studies. Internal validity seeks to demonstrate that the explanation of an issue or set of data provided in the research can actually be sustained by the data (Cohen *et al.*, 2011). The same authors suggest that external validity would relate to the extent to which research findings can be generalised amongst the wider population.

However this condition for external validity is not applicable to the context of this study that is framed within a qualitative research design. Also, the issue of reliability is viewed differently in relation to quantitative and qualitative research. The issue of reliability is discussed later in this section.

The criteria for validity evoked by Lincoln and Guba (1985) was used. Lincoln and Guba's criteria for validity included:

- a) Credibility (replacing the quantitative concept of internal validity)
- b) Transferability (replacing the quantitative concept of external validity)
- c) Dependability (replacing the quantitative concept of reliability)
- d) Confirmability (replacing the quantitative concept of objectivity)

The choice of validity procedures is governed by the lens researchers choose to validate their studies and researchers' paradigm assumptions (Cresswell & Miller, 2000). The critical paradigm presupposed that the researcher has chosen, in this study, to allow the participants viewpoints to emerge through their portrayals. In so doing, the participants were encouraged to offer their opinions within the context of their own constructed view of their social context. This was evident in the use of semi-structured and non-directive interviews⁸⁸.

In relation to the criteria of credibility, and the extent to which the data is considered 'accurate', this was established in this study through triangulation. Triangulation refers to a combination of sources and methods used in order to gather data. Cohen *et al.*, (2011) suggested that triangulation attempts to explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint.

⁸⁸ Validity is how accurately the account represents participant's realities of the social phenomena and is credible to them (Swandt, 1997) in (Cresswell & Miller, 2000).

This study utilised a combination of data sources and methods through the literature review, document analysis, the multiple case study approach and the use of interviews as well as reflexive journals to obtain data. Hence, referential adequacy was also established through the review of literature. This validity procedure uses the lens of the researcher but is clearly positioned within the critical paradigm where individuals reflect on the social, cultural and historical forces that shape their interpretation (Cresswell & Miller, 2000).

The issue of transferability was maintained through the provision of detailed and ‘thick’ descriptions of the perspectival accounts of the six participants. Each participant was represented as an individual case, which allowed for in-depth description. Additionally, participants were assessed using common thematic categories established through the conceptual and theoretical framework. This allowed for a greater degree of consistency and cross-comparative analysis across the participants.

The issues of dependability and confirmability related to the quantitative notion of reliability. Reliability relates to dependability, consistency and replicability over time, over instruments and over groups of respondents (Cohen *et al.*, 2011). Hence, inherent in issues of reliability is how accurately a study can be replicated to produce similar results or findings. However, in the context of this qualitative study framed within a critical paradigm, the possibilities of replicating exactly social contexts and data are extremely difficult. However, reliability through dependability and confirmability were possible through the rigour in the documents analysis, recording and transcriptions of the data. The authenticity of the data is also traceable through the documents used, as well as consent obtained from the participants regarding the interview participation.

Most analysts of qualitative data handle issues of trustworthiness by taking a reflexive stance where the subjectivity of the researcher will always be present and it is best openly to engage with it rather than to assume the unreachable posture of objectivity (Cousin, 2009). In this regard, it was necessary to declare any biases on the part of the researcher. As this study is steeped in a critical paradigm, the researcher cannot be precluded from advocacy toward sustainability marketing.

Specifically, in this study, the researcher holds a personal interest in the development of socially responsive marketing curricula, geared towards marketing sustainability, an advocacy that may or may not have influenced the opinions of the participants. This was explored in the final section of this chapter that addressed the limitations of this research study.

3.16 Limitations of the research study

This study was conducted using a qualitative researcher lens. This being the case, there is a degree of subjectivity that would emerge in uncovering the inside forces that may shape curriculum. In this context this would have influenced the researcher perspective in relation to the data and how the data may have been interpreted. Therefore, as a researcher, this meant that there was a dependency on the theoretical lens to interrogate the phenomenon and highlight aspects of the data. As a marketing academic, there was my own personal struggle to move from a traditional dominant social paradigm context of marketing to a paradoxical version of marketing that promoted sustainability. Hence, my own advocacy and interest in the subject are may have influenced the interpretations of the data.

The initial decision to collect course outlines resulted in a low response rate which may have influenced the content analysis of phase one of the research. This would suggest that the handbooks' used may not have provided adequate detail regarding marketing curriculum course content as could have been the case if the data was derived from detailed course outlines. This study excluded business schools and private higher education institutions as the focus was only on the twenty three HEIs categorised in the South African higher education context.

In relation to phase two of the research study, the limitation of interviewing the participants only once, needs to be declared. However, the inaccessibility of the participants to be interrogated more than once was an issue together with the fact that the participants were spread across various parts of the country was a further hindrance. There is the possibility that the participant portrayals may not be considered cases as they were interviewed once, however, in the context of this study it was the research phenomenon of sustainability marketing that constituted the 'big' case which was created through the six participant portrayals.

The decision to use the conceptual framework of Arnold and Fisher (1996) may have introduced a degree of research bias to categorise or label participants as being “Apologists”, ‘Social Marketers’ or ‘Reconstructionists’.

Accordingly, the same argument could apply to the choice of metaphors, television screen imagery and programme content channels used in the interpretation of the data. However, this study has declared these biases and how they could have influenced the data interpretation.

The final limitation to consider is in relation to the selection of the participants. This research study was conducted in sustainability marketing, not a populous area of academic research in the South African context. Hence, deliberate choices were made in the selection and targeting of participants. Therefore, as the researcher, it would be necessary to declare my involvement in the discipline of marketing and being part of the academic community. This being the case, the researcher did know some of the participants in the capacity of a fellow academic or student. The consideration of researching up or down could have influenced the participant responses and the interpretation of the data collected.

Despite the limitations offered in this section of the chapter, it should be emphasised that the critical research paradigmatic context of this study made it obligatory on my part as the researcher to allow the participant voices to emerge. This was constituted through the portrayals offered in chapter four and through the interrogation of the data using rigour to uncover the consequent findings of this study expressed in chapters five and six. A summation of what this chapter entailed appears in the next section.

3.17 Summary of chapter three

This chapter focused on the research design and the methodological choices appropriated. This was done within the context of understanding the critical paradigm frame that shaped the data production process. In so doing, this chapter outlined how the researcher lens influenced the research process. This culminated in a discussion regarding critical research as a counterpoint to logical empiricism traditionally found in marketing research.

The data production process involved two phases with each of the procedural elements of the phases discussed in detail. Phase one of the research emphasised the focus on the first critical research question to uncover the level of representation of sustainability issues in the marketing curriculum. This phase of the research and the resultant evidence from the document analysis rationalised the use of critical case studies involving participant portrayals in phase two.

The chapter provided a comprehensive account of the case study methodology and its application to this research study. Further explanation was also offered for how the case study methodology was applied to the participants and accounted for how the participants were chosen. This related specifically to the introduction of the metaphorical lens that is to be used in chapter four. The final component of this chapter related to validity issues and the assurance of research 'rigour'. In the next chapter the application of the research methodology is presented. This chapter provides a look at the participants' perspectives regarding the sustainability marketing curriculum.

CHAPTER FOUR: STAKEHOLDER PERSPECTIVES

4.1 Introduction

The purpose of this chapter was to present exemplars of participant perspectives in relation to marketing as a discipline, the marketing curriculum and sustainability marketing. This chapter portrayed these accounts utilising the imagery of television screens as an organising device. The changes in the shape of the television screen are a reflection of changes that correspond with the changes in the marketing eras. As the most significant eras of marketing history were considered to be eras three and four, two types of television screens have been displayed to correspond to these periods.

The conceptual framework of academic marketing paradigms was used to describe each of the participants' perspectives according to consistent categories or themes. The application of the conceptual framework resulted in two participants being assigned to each marketing paradigm, i.e., two participants were categorised as *'Apologists'*, two participants were categorised as *'Social Marketers'* and two participants were categorised as *'Reconstructionists'*.

Based on the eras of marketing theory, descriptive names were assigned to each television screen to represent a *'programme'*. Additionally, the *'programme content'* of the box is interconnected with the conceptual representation framework of the academic marketing response, which was introduced in the literature review. Therefore, the 6 participants that make up the study have been placed within each of these *'programmes'* entitled, *'The History Channel: Apologists'*, *'The Business Channel: Social Marketers'* and *'The Discovery Channel: Reconstructionists'*.⁸⁹

Within each of these *'programme'* channels, the participants viewpoints or *'programme content'* are aired utilising the four criteria of the conceptual framework, namely, nature, core concept, scope and primary responsibility. *'The History Channel: Apologists'*, was placed at the beginning of the third era, characterised by a classical or traditional viewpoint of marketing. This channel would represent the viewpoints of marketing locked in the past.

⁸⁹ These were channel names adapted from or used directly from a South African pay per view satellite television company called DSTV. These were simply used to offer a metaphoric lens for the organization of the data collected.

'The Business Channel: Social Marketers' were placed in the middle to latter part of era 3 and *'The Discovery Channel: Reconstructionists'* was placed in the fourth era.⁹⁰ The same television screens are used to represent the *'Apologists'* and the *'Social Marketers'* as they are representative of era three and a different or evolved television screen was used to represent the *'Reconstructionists'* in era four. *'The Business Channel'* was selected to refer to the corporate context for sustainability marketing. *'The Discovery Channel'* was a reference to the transformative thinking of the *'Reconstructionists'*

Since all the perspectives are presented in this chapter, it is important to provide the reader with direction to allow for ease of understanding. Each participant was given a fictitious name for the preservation of anonymity. Each participant appeared as one of 6 parts in this chapter. Each participant was represented by their names on the TV screen with their accompanying statements were placed in exhibit boxes, situated within the criteria of the conceptual framework of academic marketing paradigms (nature of marketing, core concept of marketing, scope of marketing and the primary responsibility).

Randy represented the first part of the perspectival accounts of the six participants. Each portrayal starts with a brief biography of the participant as a background to their experiences. The portrayal of perspectives was then categorised according to the four dimensions of nature, core concept, scope and primary responsibility. Within each of these dimensions, the statements considered relevant to each dimension, made by the participant was provided prior to discussion of the dimensions. Some dimensions may contain more statements than others, which are a reflection of the participant's emphases in specific areas.

⁹⁰ The linking of the channel names to the paradigms of *'Apologists'*, *'Social Marketers'* and *'Reconstructionists'* is not intended to exhaustively box participants within these categories. Instead, it is my contention that these descriptive channels best captured the participants' viewpoints.

4.2 PART 1: RANDY (THE HISTORY CHANNEL: THE APOLOGIST)

4.2.1 Introduction

Randy's perspectival account started with an account of his of university study. He completed his honours and master's degree around 2002-2003 and then began his corporate career in financial consulting. He worked for two companies during his career where in addition to his financial skills; he gained marketing experience as a marketing director. Unfortunately, the performance of the overall financial industry suffered as a result of a recession. This unfortunate turn of events proved somewhat serendipitous for Randy as he was invited to present a talk at a university of technology in South Africa.

Drawing on his other corporate experiences in innovation, he delivered a lecture in online marketing. So, it was from here that Randy personally developed himself in marketing and started his academic career with online marketing as his speciality and progressed to include other areas such as production and marketing strategy, branding, marketing communications and market research. At the time of the interview, he held a senior position as head of department of marketing at a prominent South African university. In the next sections, the four dimensions of the conceptual framework will be discussed in relation to Randy's viewpoints.

4.2.2 *Randy's perspective on the nature of marketing*

In the case of the 'Apologists', the nature of the social value orientation of marketing referred to the conceptual domain of marketing in the context of a managerial process or a social process. In particular, the definition of marketing can be interpreted literally, reinterpreted or even reconstructed. The tenet of the marketing concept remained a firmly grounded ideological concept of marketing.⁹¹

⁹¹ The explanation proffered about the nature of the social value orientation of marketing is taken from Arnold & Fisher's (1996) *Conceptual framework of academic marketing*.

1. *"...nothing to do with the curriculum. South Africa has a serious problem with lecturers (erm) because of the equity act, they settle for equality... it looks good on their figures while meantime you drop the quality..." 3*
2. *"... learn the market, the industry, understand how it works and then be able to give the knowledge to the students and the students will have to... apply it to the companies they work for..." 3*
3. *"that knowledge is valuable... if they see the value in a book, then there is value in the book...lecturers must have a wide range of knowledge around what textbooks are in the market." 8*
4. *"Now you want them to come and have ideology... I don't think it gonna work. They don't have, they can't influence the market...so that's the game we play, you have to attract them, you give them knowledge, they have to take the knowledge and apply it to something that will benefit them, otherwise why did they want to study?" 11*
5. *"That's why I think it must come from a theory point of view...then I can actually take it back to the market and do something with it." 14*

Figure 4.1: Randy's statements- nature of marketing

The various statements made by Randy are presented in Figure 4.1 and will be discussed in relation to the dimension of the nature of social orientation conceptualised in the theoretical framework. The numbers indicated next to the quotations refer to the page of the transcript that the information was taken from. This has been applied to all of the participants' statements.

The first statement that was placed within this dimension implied Randy's acceptance of the marketing curriculum in its existing form. The problems related to lecturer capacity were separate from the marketing curriculum.

The value of marketing lies in its existing theoretical form represented in the marketing curriculum that did not require reinterpretation or restructuring.

There is a value placed in the current version of marketing knowledge, and statement 3 alluded to the importance of scholastic epistemologies like textbooks. These scholastic epistemologies are regarded highly, as these forms of knowledge can be learned and applied in the workplace. It can be detected here that Randy made an inherent reference to the acquisition of marketing knowledge for business practice. This is evidenced in the second statement. Therefore, any references made to marketing knowledge that is ideologically different from the existing paradigm does not meet with Randy's interpretation of what constitutes marketing knowledge.

Randy expressed the inability or powerlessness of students to effect any ideological change in how marketing is practiced. This was expressed in the fourth statement, which highlighted the importance of a skilling rhetoric as valuable for marketing knowledge and marketing practice.

Randy's sentiments expressed in statement 5, also bare testament to this skilling rhetoric. His theoretical understanding of marketing knowledge will remain relevant in the context of business practice. Within the dimension of the nature of a social value orientation of marketing, Randy's portrayal highlighted that it is a managerial process, and the use of managerial technology is fundamental to marketing in practice. The marketing concept for Randy, in its existing form, is conceptually sound and theoretically acceptable.

4.2.3 Randy's perspective on the core concept of marketing

The core concept dimension of the conceptual model of the social value orientation of marketing was related to the transactional process of marketing. The exchange relationship was brought under scrutiny, to identify whether or not marketing should move beyond the transaction process with the consumer to encompass a broader and wider social value of exchange. Randy's statements that related to this dimension are presented in Figure 4.2.

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| <ol style="list-style-type: none"> 1. <i>"... what I'm trying to do is change that method of teaching and give them value...prepare them to the market...dropping theory a little bit, give them more application."</i> 2 2. <i>"...it's the matrixes (participant's pronunciation) you have to look at when you measure performances, ...they (firms) would look at like improving brand equity...but they wanna see like lots of sales... the main challenge in marketing is to take the knowledge and make it more specific"</i> 3 3. <i>"yeah, I've heard, can't see anything clever about it."</i> 9 4. <i>"Take sustainability out ok, and put pink in. Pink is in, won't you have your brand pink?... its existing in previous literature...you renamed the animal, you want to have like a new textbook and a new discipline, its no different you can tell me sustainability has more likelihood than pink, people relate more, they want to change the world, that's fine. But there are thousands of examples of companies doing different things in different times... I don't think is worth teaching."</i> 12 5. <i>"you can change your policies, but you would still want to have that goal, you would want to communicate it to get more sales or get more publicity... be more successful...be more environmentally friendly...enhance brand equity and brand image, more awareness... the goals haven't changed...its just a tool..."</i> 16 |
|--|

Figure 4.2: Randy's statements- core concept of marketing

With reference to the first statement in Figure 4.2, Randy reiterated his acceptance of marketing knowledge for the purpose of business practice. His focus on the application of marketing knowledge carried a higher value than academic theory. Randy viewed application as a powerful tool to engage with marketing in the corporate world. The corporate world's focus on a performance-based discourse is evident in his second statement.

Marketing is viewed as a performance-based tool focused on the outcome of the engagement between the firm and the customer. For Randy, this firm-centric view centralised the importance of the economic relationship, and hence the transactional process of exchange between the firm and the consumer.

Again, the value of marketing knowledge is powerful, if it is focused on the economic exchange of value. When approached with dialectic suggestions (such as a sustainability discourse) about a broader conceptualisation of marketing theory, Randy was steadfast in his existing conceptions of marketing. Randy's third, fourth and fifth statements bore testimony to this. The sustainability discourse is not viewed as knowledge that can fundamentally alter the practice and theory of the discipline. Sustainability was viewed by Randy as a managerial tool, used to reinforce the performance-based discourse of how marketing is currently practiced and taught.

He further implied that the economic system upon which the discipline is based is not challenged by a sustainability discourse. Instead, he felt that the sustainability discourse simply reinforced the transactional focus of marketing, albeit in a different way. Fundamentally, for Randy, sustainability did not espouse a theoretical value beyond its application as an activity, function or tool of marketing. Companies that engaged in sustainability activities are motivated by their desire to fulfil marketing outcomes such as improving brand equity and sales. The exchange of social value is not the primary goal of marketing. He would challenge its (sustainability) value beyond this. This was seen in his interpretation of the scope of marketing, which is discussed in the next section.

4.2.4 Randy's perspective on the scope of marketing

The dimension related to the scope of marketing's societal value focused on the conceptual boundaries of marketing. Specifically, this related to whether or not marketing is part of a business context only or whether it extends to society operationally or philosophically? The core concept dimension discussed in the previous section and the scope dimension are inextricably linked. The statements in Figure 4.3 are the views expressed by Randy.

1. *“...there is no like great news in marketing anymore now, unless its like online...have like green marketing...I’m not convinced that this whole green issue is something which is like a marketing topic...” “I think like sometimes, maybe I’m wrong, sometimes the concepts are like simple ok, develop green products, so obviously you wanna sell them.” 9*
2. *“...what are you teaching me, you need years, two years or three years to give me tools. Its not a tool...so you didn’t give me a tool, you gave me a trend.” 13*

Figure 4.3: Randy’s statements- scope of marketing

Randy considered marketing activities like greening or green products, a ploy that can be used to draw business from those that may uphold a sustainability worldview. He didn’t seem convinced by the idea that declining resources challenged the world. Instead, he highlighted that how he has experienced marketing is far more powerful and valuable than the sustainability rhetoric that abounds.

Whilst sustainability can be considered a megatrend, Randy considered it a trend to which he is opposed and he questioned its relevance and longevity to the marketing discipline. In Randy’s interpretation, marketing should be confined to its role in the marketplace, and whilst purchasing green products may appear to promote sustainability, his conception is that marketing’s extension to society remained at a business and operational level, where product sales remain the primary purpose for firms. On a philosophical level, the conceptual boundaries of marketing are not challenged by the emergence of a sustainability (mega) trend. The final dimension of Randy’s perspectives are discussed in the next section related to the primary responsibility of marketing.

4.2.5 Randy’s perspective on the primary responsibility of marketing

With reference to the primary responsibility of marketing, the issue of marketing being an economic process or social process is brought to the fore. In its existing conceptualisation, Randy believes in the economic processes of marketing. His views in relation to this dimension are found in Figure 4.4.

1. *“...you have nearly a thousand students studying first year, five hundred in second year, three hundred in third year, so like two thirds of your class is disappearing. If it was your company, how would you explain two thirds of your customers disappearing over three years?”* 3
2. *“...you see it with the amount of publications that they have, with the feedback that they get from the students, what the students do after that with the degree, that’s the main success factor.”* 4
3. *“...there is recession, companies want to make money...If they have their money, they can communicate responsibility with you...but its not marketing, its policy.” “I don’t think it’s a discipline.” ...maybe more companies are doing it now because it looks good on the books probably for tax purposes. But I don’t see it as a marketing issue.”* 10

Figure 4.4: Randy’s statements- primary responsibility of marketing

In the context of his first statement, he viewed university students as consumers who were linked to an economic measure. For Randy, marketing as an academic discipline, the numbers of students are considered important in terms of a sales value. He attached to this sales value for students, another measure, based on the employability of students after they obtain their qualification.

Randy further iterated that the student did not remain the only attachment to the economic process, the academic lecturers themselves are attached to a performance-based process through their ability to teach, publish and obtain positive feedback, as reflected in his second statement. His acceptance for marketing as an economic process was further echoed in his third statement. Marketing for Randy, is founded on a capitalist ideal and any other conceptualisation, such as sustainability remains as rhetoric.

4.2.6 Summary of Randy’s perspective

In Randy’s portrayal of the marketing discipline, its curriculum and sustainability marketing curriculum is a representation of his experiences and how he reconciled this within the academic landscape of marketing. He expressed this in his valuing of practical experience in marketing curriculum and not just marketing theory. He is conversant in his views about what plagued the higher education landscape. He considered these problems independent of curriculum itself but dependent on who delivered the curriculum.

In light of this, he was acutely aware of student expectations for and from the discipline. He offered a critical counterargument that alluded to sustainability marketing being a marketing trend or fad that may not have a justifiable and theoretical longevity in the marketing curriculum. Ultimately, Randy acknowledged the presence of the sustainability discourse, but maintained an acceptance of the Dominant Social Paradigm. In the context of the *'Apologist'* framing, Randy considered marketing as a tool or technology that is used to promote economic exchange. Marketing theory is sound and should not be subject to reinterpretation or alteration.

4.3 PART 2: DANIEL (THE HISTORY CHANNEL: THE APOLOGIST)

4.3.1 Introduction

Daniel's educational career first began in teaching and he later joined a technikon in the capacity of a lecturer in management and accounting. He lectured accounting on a part-time basis and when a senior post became available in marketing, it signalled his departure away from accounting into marketing. He is currently the academic head of the marketing department at a University of Technology (UOT) in South Africa.

Daniel's managerial role was explicit as opposed to his academic role.

He is therefore more engaged in administration of the marketing discipline as opposed to curriculum development. He operated within a bureaucratic context that influenced his views about the marketing curriculum. His perspectives are represented in accordance with the dimensions of the nature of marketing, the core concept of marketing, the scope of marketing and the primary responsibility of marketing. Daniel's perspectives have been included as part of the '*Apologists*' paradigm as his viewpoints reflected a strong association with the characteristics of the '*Apologists*' standpoint

4.3.2 Daniel's perspective on the nature of marketing

The nature of marketing dimension related to the conceptual domain of marketing. In the case of the '*Apologists*' conceptually, marketing was viewed as management technology. Daniels's statements relating to the nature of marketing have been included in Figure 4.5.

1. *"I manage three programmes, so I m not the expert in all areas. I am more the administrator...the curriculum development guys who are specialists."* 1
2. *"... the curriculum was determined by an organisation...that's how the curriculum developed...each technikon had to implement the curriculum... had flexibility in thirty per cent of where they can change it"* 2
3. *"... a paradigm shift, because you can start at university... it needs to come from a different level all together...a higher level, it's a top-down approach, and it must permeate to the industries."* 12
4. *"Obviously, we haven't thought about it. This, should be started at undergraduate...not everybody goes to postgraduate levels... management at tertiary institutions are going to drive this. Its not going to come from individual departments... they (management) tell[us] what we have to do."* 13...

Figure 4.5: Daniel's statements- nature of marketing

The marketing curriculum for Daniel's institution was derived from an institutional body (advisory board) that worked in conjunction with industry and obligated the University of Technology to offer it to their students. The marketing curriculum development process remained a management function of the advisory boards.

The limited flexibility in curriculum change, evidenced in the second statement of Figure 4.5, pointed to a restricted individual agency to allow for curriculum change. The focus on the hierarchical management structure remained central to how the marketing curriculum was derived, constructed or changed. Daniel maintained that any consideration for a marketing curriculum change would need to be relevant to industry. The curriculum for Daniel was therefore constructed around the practice of marketing, which does not alter the existing theoretical foundations or conceptual domain of the discipline.

Daniel believed that introducing changes to the curriculum in the context of sustainability would signal a paradigm shift in the marketing discipline. In particular, he felt that the management structure would have be the primary driver of sustainability as individual departments would be powerless to effect such change. The relevance of the marketing curriculum to industry remained an important issue for Daniel.

Daniel felt that the inclusion of sustainability marketing must be considered in the context of marketing practice. However, it is evidently not a component of the existing marketing curriculum at his institution. Daniel acknowledged that sustainability marketing was absent from the marketing curriculum and highlighted that it could be a consideration for undergraduate programmes.

However, Daniel's focus on the importance of the management structure to effect curriculum change, highlighted the inability of individual academics to become agents of curriculum change themselves. The next section of Daniel's perspectives are discussed in relation to the dimension of the core concept of marketing.

4.3.3 Daniel's perspective on the core concept of marketing

The core concept of marketing within the paradigm of the 'Apologists' considered the subject matter of the marketing discipline as a transactional process. This prevented the marketing function being extended to a broader exchange of value. Daniel's statements reflected in Exhibit 6 are discussed further in relation to the core concept of marketing.

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| <ol style="list-style-type: none">1. <i>"...the advisory board advised us or informed us that this is what they want... whatever their input, it was taken seriously... if we don't...they won't employ our students." 5</i>2. <i>"...from this level...there is nothing that we can do...we are teaching what is there, but I hear that it is a responsibility of us...but it has to make rands and cents... I'm not sure whether this particular sustainability is an issue that has been addressed anywhere in the world...to what depth and to what level?" 12</i>3. <i>"I think, the students can't tell what to include in the syllabus...yet we as caretakers of the programmes decide what should be included there..." 14</i> |
|--|

Figure 4.6: Daniel's statements- core concept of marketing

The dominant presence of the advisory board in deciding on the marketing curriculum was evident. Whilst Daniel expressed the importance of bringing sustainability issues into the marketing curriculum, the power of the advisory board to prescribe the curriculum limited the ability of academics to effect change. He emphasised that the advisory boards are the authoritarians of the marketing curriculum and Daniel highlighted the punitive consequence of not following the status quo. In Daniel's interpretation, a skilling rhetoric was considered important to maintain the employability of students which fore-fronted marketing practice.

Daniel was sceptical of the value of sustainability as part of the marketing curriculum and questioned its credibility as an issue for the marketing discipline. Daniel also attached a transactional value to the conception of sustainability marketing in the marketing curriculum. The business value of sustainability was highlighted in the context of being able to benefit the firm in financial terms. Daniel valued the existing marketing curriculum and as a 'caretaker', he maintained the importance of focusing on what the marketing curriculum offered.

Daniel viewed students as receivers of the marketing curriculum and what they received as part of their marketing knowledge maintained the core concept of marketing based on its transactional function. Daniels' viewpoints are explored further in the next section related to the scope of marketing.

4.3.4 Daniel's perspective on the scope of marketing

The dimension of scope related to the 'Apologists' conception of marketing being part of a business context. The extension of marketing into society was primarily based at an operational level. The statements in Figure 4.7 are a reflection of Daniel's viewpoints.

1. *"our relationship with industry indicates or informs us in terms of what we need to include into our curriculum... "Oh, yes, otherwise you not relevant at all...industries like to employ our students..." 3*
2. *"...the way technology has taken over... if the institution doesn't include these parts into their curriculum...we are not relevant to the industry... we have an advisory board....so we are in touch in terms of what industry requires." 3*
3. *"it would be very irresponsible if you don't take that into consideration... marketing they say, its wasteful ...we need to save the environment...social responsibility is a critical part too..." 11*
4. *"I never thought about sustainability in our curriculum... there has been one or two papers on sustainability I had read though... I didn't take an interest...maybe you have this passion for this area." 15*

Figure 4.7: Daniel's statements- scope of marketing

Daniel perceived the business context as an essential component of the marketing curriculum. He placed value in marketing knowledge that is based on marketing practice for the business context. He also considered technology as a significant factor in influencing the marketing curriculum, however, the link to industry still remained the key aspect to marketing.

The extension of marketing's conceptual boundaries toward sustainability still remained peripheral to the marketing curriculum. Although he expressed a concern for marketing to take account of the environment and social responsibility, it remained at the level of rhetoric.

The scope of the marketing curriculum for Daniel did not extend beyond its existing framing and the role of the advisory board in maintaining the curriculum for industry relevance had outweighed consideration of issues such as sustainability that challenged the philosophical boundaries of the discipline. This perception of Daniel's is also reiterated in the next dimension related to the primary responsibility of marketing.

4.3.5 Daniel's perspective on the primary responsibility of marketing

The fundamental premise within this dimension for this 'Apologists' was that marketing is an economic process more so than a social process. As seen in the dimensions of the nature of marketing, the core concept and the scope of marketing, the economic and transactional value of marketing takes precedence for Daniel. Daniel's statements related to the dimension of the primary responsibility of marketing is included in Figure 4.8.

1. *"I would think more personal sales you know...we are fortunate we have the DSA...every student that enrolls for marketing must be involved in selling two products for the year..." 6*
2. *"...its about bums in seats...sustainability of programmes...the throughput rates and graduation rates are low...that's what I think sustainability is in university terms..." 10*
3. *"...the challenges would fester in terms of getting resource material...whether we are going to have capacity to teach the subject...having specialist people... resource and financial issues." 15*

Figure 4.8: Daniel's statements- primary responsibility of marketing

Daniel still maintained that the core aspect of marketing was to increase sales and their (University of Technology) relationship to the Direct Selling Association emphasised this. The economic value of promoting sales was constituted as part of the marketing curriculum where students were required to develop their selling skills. Additionally, Daniel extended the transactional process to how the marketing programme was implemented in his institution. This was evident in his view that sustainability was more about maintaining the marketing programme and having a particular number of students to graduate.

Daniel suggested that sustainability in the context of the marketing curriculum was a challenge to implement. He highlighted teaching capacity constraints, resource constraints and financial constraints that may hinder the inclusion of sustainability marketing as part of the marketing curriculum.

This may account for why sustainability marketing has remained for Daniel, on the borders of the marketing discipline despite the global push toward a sustainability-related curriculum.

4.3.6 Summary of Daniel's perspectives

Daniel's perspectives are a culmination of his engagement as an academic within a UOT structure. This resulted in curriculum design driven by the advisory board and industry input. At present, the UOTs are currently going through structural reform as an institution, which has meant that the institution's identity is changing. This has also resulted in curriculum changes being enforced as well. This might provide his rationale for not including sustainability at present. He alluded to the fact that industry signals are not strong enough to suggest that sustainability marketing is necessary for the marketing curriculum. Hence, there is not enough currency to mandate sustainability shifts.

Daniel highlighted the limited capacity as an academic to be able to effect change towards sustainability marketing in marketing curriculum. He responded to the idea of a management driven top-down approach to include sustainability marketing curriculum. However, he highlighted the resource implications in terms of lecturer capacity, resource material and finance in the development of a sustainability marketing curriculum.

In some ways, it may be a fad or a trend to him, as his interpretation of sustainability is not very different from Randy's. Whilst Randy did consider attachment of sustainability to the marketing curriculum, for Daniel, sustainability marketing circulated outside of the mainstream marketing curriculum.

4.4 PART 3: TASH (THE BUSINESS CHANNEL: THE SOCIAL MARKETER)

4.4.1 Introduction

Tash's foray into the corporate world of marketing was influenced by her family's business background. She credited her passion for marketing being developed after exposure to the workings of the family sales and merchandising business.

She now works as a key accounts manager for a well-known firm in South Africa. She is positioned in an industry that has a firmly entrenched sustainability ethos, as their core business is dependent on the use of a natural resource. She is also, at present, pursuing an MBA in marketing. Tash's viewpoints are presented according to the four dimensions of the conceptual framework of academic marketing paradigms. She has been characterised as a *'Social Marketer'*.

4.4.2 Tash's perspective on the nature of marketing

Tash's conception of the nature of marketing is related to the *'Social Marketer'*. Based on the conceptual framework of academic marketing paradigms, the *'Social Marketer'* places emphasis on the management process and the social process of marketing. Tash's sentiments are expressed in Figure 4.9 and reflected her understanding of the nature of marketing.

1. "it sort of gets ingrained in your system, we learn about the 4ps... so whether it shaped me in using those principles or not, its sort of like a gut feeling, you either know it or you don't." 1
2. "...need the practical experience as well. You need insights from various different people to try and teach the course...Some people go straight from undergrad into honours, they don't have work experience..." 2
3. "Sustainability to me is important purely because I work for a company that utilises a natural resource...its selfish for me to enjoy something and then my grandkids in twenty-thirty years won't..." 5
4. "Its only become a mainstream topic in the last ten years or so... in academia... they don't want to change ...even though there's new research and new methods ...I don't think its fair for students to be robbed of that...it should be added." 7

Figure 4.9: Tash's statements- nature of marketing

Tash, as a '*Social Marketer*', conceptually defined marketing as both a management technology and as a social process. Whilst the literal definition of marketing was accepted, this definition of marketing has been reinterpreted by her to include the sustainability dimension of marketing.

Tash made reference to the four Ps of marketing, which she considered an '*ingrained*' part of what is learned in marketing, however she did not readily conceive of its relevance to the practice of marketing in a business context. Tash's viewpoint favoured a practice-based ideology of marketing with a limited focus on the theoretical underpinnings like the four Ps.

In particular, Tash's reference to academia's unwillingness to change added to the notion of the epistemological stagnancy of marketing knowledge where topics such as sustainability (amongst others) remained obscured or absent from the curriculum. Although Tash's interest in sustainability stemmed directly from her involvement with working in a sustainability-led business, it has altered her conceptual domain of the nature of marketing to be both a management technology and a social process.

However, the practice-based approach to marketing dominated her perspective of the nature of marketing. This was seen in her approach to sustainability marketing, which was viewed as an actionable component of her marketing practice. Despite her acceptance of a practice-based approach to marketing, sustainability marketing in academia, was considered important for the marketing curriculum. In the next section, Tash's views in relation to the core concept of marketing is discussed.

4.4.3 Tash's perspective on the core concept of marketing

In the framing of a '*Social Marketer*', Tash would view the core concept of marketing in relation to the concept of exchange or the transactional process of exchange. Tash's reconceptualization of the nature of marketing moved beyond the conceptualisation of the '*Apologists*'. In particular, the acceptance of marketing as a social process by the '*Social Marketers*' served as the point of departure between the two paradigms. This point of departure is further extended into the core concept of marketing.

Social Marketers like Tash, have not ignored the transactional value of exchange. Instead, the transactional process moved beyond exchange to offer a broader exchange of social value. Based on the statements offered by Tash in Figure 4.10, the core concept or subject matter of marketing for her should move beyond its existing framing to a practical based approach.

1. “...the style of teaching marketing has changed...lecturers have gone from a more academic to a practical approach... marketing fundamentals don't change, they just keep on getting improved...” 1
2. “...not a change agent, not at all...you need experience and real life situations... to have that instinct to monitor situations and gauge it for yourself and then to try it.” 4
3. “...new ways to market and new methodologies... new ways to view people and new ways to even conduct focus groups, new ways to gather information. It's changing.” 4

Figure 4.10: Tash's statements- core concept of marketing

The fundamental theme that emerged from these statements of Tash related to the idea of change, and that change was needed in the marketing curriculum. The issue of academia's limited response to change was reiterated and for Tash, signalled that marketing knowledge needed to become industry-relevant and industry-practicable.

The emphasis placed on marketing fundamentals in the curriculum, was for her a barrier that limited the possibilities for new knowledge in marketing. Additionally, Tash did not consider students as change agents. This was a similar view held by Randy and Daniel, where students were considered powerless to effect a social change. Tash was a strong advocate for marketing knowledge evolving through practice from a management technology perspective and a social perspective. Further evidence of these viewpoints are reiterated in the next section which related to the scope of marketing.

4.4.4 Tash's perspective on the scope of marketing

The scope of marketing dimension related to the conceptual boundaries of marketing being part of a business context only or being extended to society operationally or philosophically. In the case of 'Social Marketers' (similar to Tash), the scope of marketing is extended to society through the use of management technology with a broad social application. The statements in Figure 4.11, illustrated Tash's thoughts on the subject.

1. *"I think the new focuses that we have such as sustainability, sustainability marketing, moving towards green marketing, better ways to even market, easier ways to market, viral marketing, viral communication ... hasn't been present five-ten years ago, social marketing hasn't been present. So yes, it has changed."* 2
2. *"Undergraduate was an introduction...was scratching the surface...I think the honours degree... the fundamentals in first semester and then something more contemporary...they could have broadened the aspects of marketing."* 2
3. *"...some corporations take a genuine interest, like my company in making sure that our resources are being taken care of, so businesses have been a lot more capable towards it...we're not breaking the rules, but we also donate money to the Red Cross and that's CSR and that's another avenue, so we do both."* 5
4. *"I think there should be like a university forum where a group of lecturers or whatever sit together and decide and see what people in industry are focusing on and look at it from a global scale as well."* 7

Figure 4.11: Tash's statements- scope of marketing

Tash's experience within a sustainability focused business have altered her scope of marketing to be inclusive of the social domain. The references that she made to the new ways of marketing, in particular, sustainability marketing, further highlighted the extension of her scope of marketing beyond its economic and transactional focus.

Tash's overall perspective related to elements in both academia and practice. This may be the result of her being both a marketing practitioner and a marketing student. As a result, Tash critiqued the undergraduate marketing curriculum as the promotion of pure marketing theory and whilst the postgraduate degree needed some theory, she felt that the marketing curriculum could have been broadened.

Tash expressed the view that the business response to sustainability issues and even Corporate Social Responsibility was dominant. Business, she felt, offered more response by being actively involved in practicing sustainability and Corporate Social Responsibility. Tash suggested that the practice-based epistemology which is industry led would allow for academia to offer a relevant and useful marketing curriculum. The practice-based epistemology would extend the scope of marketing from its existing marketing theory to include social issues that can be applied to the business context of marketing. In the next section, the final dimension, namely, the primary responsibility of marketing will be discussed.

4.4.5 Tash's perspective on the primary responsibility of marketing

The primary responsibility of marketing for the 'Social Marketer' is both economic and social. Consequently, the promotion of economic efficiency is pursued together with social objectives such as environmental concerns and sustainability concerns. Figure 4.12 provided a summary of Tash's statements that linked to the dimension of the primary responsibility of marketing.

1. *"So, sustainability marketing in my industry is marketing our products and making the consumer and the customer aware that we do conduct our business in a sustainable manner. We do make sure that resources are taken care of for the future and market our sustainable activities."* 5
2. *"...businesses are a lot more eager to participate in sustainability marketing and focus on things sustainability from a corporate social responsibility benefit."* 5
3. *"So we can promote sales, it doesn't matter what we sell, we're still making sure that stuff is still replenished...So it's not something that you struggle with, that should we worry about consumption versus sustainability."* 6

Figure 4.12: Tash's statements- primary responsibility of marketing

The economic aspect of marketing relevant to sales was evident in Tash's statements. Sustainability goals for Tash, did not preclude business from following economic objectives. Tash believed that resources were renewable and would not alter the economic focus of their business.

As Tash indicated before, businesses are more involved in sustainability initiatives and Corporate Social Responsibility causes. Tash highlighted that there was a benefit accrued to being 'sustainable' from a business perspective. Hence, the economic and the social dimension of business are intertwined within Tash's perspective. Economic responsibility was prevalent for Tash, with a focus on sales and the ideology of consumption. For Tash, there was no ideological conflict between more consumption and sustainability.

The primary responsibility of marketing for Tash would be a combination of economic and social objectives. To an extent, the idea behind sustainability appeared to be driven from a business policy perspective.

4.4.6 Summary of Tash's Perspective

Tash's portrayal highlighted her student experiences of curriculum and her practitioner experiences of curriculum. She perceived her academic marketing curriculum to be disengaged from the practical experience she received in the corporate marketing context. She therefore experienced sustainability in a specific way, by working within the corporate context.

She appeared conflicted in her portrayal of sustainability being legitimised as part of the marketing curriculum. Her advocacy for a practice-based approach to marketing is a dominant theme in her portrayal. Tash's perspectives would place a sustainability marketing curriculum peripheral to a mainstream marketing curriculum. Although she advocated for curriculum change, it may be more conjecture than genuine.

4.5 PART 4: SELINE (THE BUSINESS CHANNEL: THE SOCIAL MARKETER)

4.5.1 Introduction

Seline was represented as part of the business channel because she worked within the corporate context. Seline started out in marketing and moved into Corporate Social Responsibility and at the time of the interview, occupied a sustainability manager portfolio within a major fast-moving consumer goods company in South Africa.

Seline was considered to be a 'Social Marketer' and her viewpoints were captured according to the dimensions of the nature of marketing, core concept of marketing, scope of marketing and the primary responsibility of marketing. Seline's portrayal included references to the business case for sustainability as well as the market level context to instil behaviour change through sustainability

4.5.2 Seline's perspective on the nature of marketing

Seline is characterised as a 'Social Marketer' because of her position as a sustainability manager. Seline's conceptual domain for marketing can be defined as both a marketing technology as well as a social process. Hence, the marketing function was combined with meeting business objectives of the firm and the extension of marketing to social issues. Seline's statements related to this are included in Figure 4.13.

1. *"It started out as social responsibility, corporate responsibility...they couldn't find a home for BEE...we'll just run environmental as well."* 2
2. *"In the sustainability space you work with other organisations as partners, you partner with the university to achieve a common objective...an NGO...we're not just paying you to deliver a report for us." 9-10 "...we meet in the middle and will deliver both...our brand guys can't figure that out..." 10*
3. *"I haven't had the sense internally that its been a hard thing to learn...but to some extent, they (marketers at her firm) felt) a bit like this is hard and I don't really know how to approach this...it's a level of excitement because it makes their jobs more meaningful...it encourages a level of thinking outside the box...we are not just prepared to make money..." 12*
4. *"... useful at undergraduate level...where thoughts are shaped...put more emphasis on a deeper level of focus at post- graduate level...it is going to become mainstream...you wouldn't have a marketing course now that does not talk about social media." 15*

Figure 4.13: Seline's statements- nature of marketing

Within the corporate context, sustainability did not feature as a singular issue, but was grouped under various social and economic imperatives. This can be evidenced in Seline's comment relating to the inclusion of social responsibility, corporate responsibility, black economic empowerment and environmental issues being part of her mandate. The '*sustainability space*' included a wide array of corporate linkages made with various organisations to fulfil mutual goals.

Seline's viewpoints in this regard, portrayed a wider definition to the nature of marketing which in a corporate context, was not readily accepted. The reference made to the '*brand guys can't figure that out*' contextualised for Seline, the difficulty within the practice of marketing to reconcile sustainability goals with business goals. Conceptually, Seline felt that sustainability was not a difficult notion to grasp, but for the marketers who were required to include this as part of their existing job profile, the redefinition of marketing beyond the scope of its economic function remained a challenge. The sustainability ethos for Seline, required a level of thinking beyond the existing norm and this created a difficulty for their internal marketers in reconciling existing marketing practice with a more critical social outlook.

The corporate context for sustainability in her view required a reconceptualization of the marketing definition to some degree. She further added that sustainability would be absorbed within an academic context at both undergraduate and postgraduate levels. Seline therefore represented the nature of marketing for sustainability in a corporate context as an extension into the social sphere of marketing practice. In the next section, the core concept of marketing is explored in the context of Seline's perspective.

4.5.3 Seline's perspective on the core concept of marketing

The core concept of marketing for the '*Social Marketer*' related to the transactional nature of marketing and whether or not the exchange of value in marketing extended beyond this economic focus. Seline did not deny the importance of sustainability or social issues as part of marketing, but clearly delineated the core concept of marketing being transactional more so than a social exchange. Seline's statements related to this are included in Figure 4.14.

1. *"It is a business plan, so it's not an environmental plan, its not a social plan." 3*
2. *"we spent a lot of money installing solar water heaters and then the question was, so what is the business plan?...they have got more disposable income...see that as a market development opportunity..." 5*
3. *"...we're not going to dabble in a space other than that and I think that's where other organisations are struggling to find the middle ground, sweet spot." 13*
4. *"I did think it was (response to a question asked about sustainability being trendy) it is the subject of the moment...I hope it will move to something more mainstream and embedded...a part of what people do rather than a thing of the moment... don't' think its reached the peak of its trendability..." 13*

Figure 4.14: Seline's statements- core concept of marketing

This is evidenced in her strong focus on the business plan as opposed to a social or environmental plan. The extension of the marketing function is used to offer social benefit such as solar heating to save electricity costs, but the fundamental core concept was intact and the business objective to obtain economic gain was fore fronted. The core function of their business for Seline, was to engage in the transactional space, and sustainability was considered a managerial tool or mechanism that allowed this to happen.

Sustainability in Seline's viewpoint was not a trend, and its relevance as a global issue was for her something that should be mainstreamed in marketing. Sustainability in marketing for Seline, has longevity and can be entrenched as part of how people live and how business is conducted.

4.5.4 Seline's perspective on the scope of marketing

As a *'Social Marketer'*, Seline's scope of marketing did extend the conceptual boundaries of marketing beyond the business context. The extension was for Seline, at the level of offering the marketing function to society at an operational level. Seline's statement with regard to the scope of marketing are included in Figure 4.15.

1. *“So, there’s a realization for our brand that there’s a business case and an opportunity with our consumers has meant that ...sustainability is now driven at a marketing level.” 5*
2. *“I think particularly in Africa and in India that the requirements for social impact is greater than the environmental impact.” 5*
3. *“Our chairman is very clear, unless there is a business case, there’s no point, there’s absolutely no point in doing it.” 6*
4. *“...designing for sustainability, right materials, right structure, right package design, space...transport...shelf space...cost efficiency, but also the carbon footprint...our product formulation...” 11*
5. *“I really struggle with the word...making sure the future is preserved...its linked to growth but its also linked to a sense of not curbing growth, but changing the way you achieve growth.” 14*

Figure 4.15: Seline’s statements- scope of marketing

Seline identified strongly with the attachment of their brands to a social cause, where sustainability was used as an opportunistic strategy to target consumers. At the heart of Seline’s approach to sustainability, remained the justification for the business case of marketing. Seline was aware of what social impacts would be required in different country contexts and this allowed for the use of sustainability driven goals that were targeted at either a social or ecological level.

A developing world context such as Africa would be targeted using social causes as a means for pursuing transactional exchange. The business case focus in her organisation was driven from the highest level of management, which reinforced the economic scope of their social interventions.

Seline highlighted that the scope for sustainability in marketing would require a reorientation of the marketing function to include activities related to designing products in a sustainable manner, sourcing sustainable raw materials and consideration for transport of goods, cost efficiency as well as the carbon footprint. Although the term sustainability appeared difficult to define for Seline, the interpretation she afforded to the term extended the possibility for marketing to move into new realms of achieving economic growth.

4.5.5 Seline's perspective on the primary responsibility of marketing

Seline was characterised as a 'Social Marketer', therefore, the primary responsibility of marketing would be valued as both an economic and a social process. However, in the case of Seline, her primary focus of marketing was slanted toward the economic function of marketing more so than towards the social function. Seline's statements with regard to the primary responsibility of marketing are included in Figure 4.16.

1. *"...are we getting more bang for our buck? From an investment point of view, applying a more strategic approach...what is the business wanting to achieve from this?" 1*
2. *"...trying to get the business to come with me on this environmental journey... met with quite a lot of resistance...they were driving a short-term strategy..." 2*
3. *"...the only traction we were going to get is if we found a business link. That if unless the linkages drove it at a corporate level, it would never become embedded in the business." 2*
4. *"...the point really of the sustainability goal is what is the business...how do we do it in a way that achieves scale and impact." 9*

Figure 4.16: Seline's statements- primary responsibility of marketing

The investment in sustainability for Seline was driven by the profit motive. The short-term strategy focus in business was considered contrary to the long-term strategy-driven focus of sustainability marketing, which challenged corporate acceptance for such a business direction. Therefore, Seline highlighted that the corporate imperative was to push the business link above the social and ecological benefit otherwise business would not accept it.

Ultimately for Seline, the economic goals of scale and impact would receive greater prominence over the social outcomes that may occur through social responsibility programmes. The primary responsibility of marketing, for Seline remained primarily at the level of the business case with the use of sustainability goals as a mechanism to drive forward economic gain.

4.5.6 Summary of Seline's perspectives

Seline offered a corporate context for sustainability that was firmly built on market development opportunities, i.e. the business case. She also expressed that the practice of marketing within a sustainability domain also influenced behaviour change for consumers, sometimes indirectly, through reward for enacting such behaviours.

She did not seem convinced that marketing sustainability is essential for inclusion into marketing curriculum. Ultimately, she asserted that sustainability redefined the corporate space for marketing practice but did not necessarily influence what happened within the marketing curriculum. Seline's perspectives did not include a strong focus on the academic component of marketing, instead it is levelled at the practice of marketing utilising sustainability as a management tool.

4.6 PART 5: LATISHA (THE DISCOVERY CHANNEL: THE RECONSTRUCTIONIST)

4.6.1 Introduction

Latisha was considered an academic and ‘expert’ in the field of sustainability and currently works in a sustainability unit at a South African university. Latisha has contributed to issues of sustainability in a local as well as an international capacity. Her perspectival account reflected her experiences of sustainability issues within its broader global and policy contexts as well as in curriculum for transformation and change. Her portrayal also highlighted the use of a sustainability assessment tool and how the generative elements of this tool may have influenced critical reflexivity in the curriculum.

Latisha’s perspectives (and Mishca’s) have been portrayed as the *‘Reconstructionists’* and consequently, the television screen has evolved to indicate a different view of marketing outside of the *‘Apologists’* and *‘Social Marketers’* viewpoints and into the fourth era. In the maintenance of consistency, the four dimensions of the nature of marketing, core concept of marketing, scope of marketing and primary responsibility of marketing are applied in part 5 and Part 6 of the discussion.

4.6.2 Latisha’s perspective on the nature of marketing

The *‘Reconstructionists’* are characterised by a total acceptance of marketing as a social process. They do not privilege the tools and technology of marketing but instead lend critique to the outcomes and processes of marketing activities. For the *‘Reconstructionist’*, the use of marketing as a technology or tool is inadequate to address the social problem being faced by society today. In the case of Latisha, she has been categorised as a *‘Reconstructionist’* and her conceptualisation of the definition of marketing would extend solely to marketing viewed as a social process. In her case, this would outline a new version of what marketing would be, and would be subject to reinterpretation and reconstruction.

The marketing concept is no longer acceptable in its existing form. The statements in Figure 4.17 are a reflection of Latisha’s viewpoints.

1. *“You need to understand what’s happening currently with marketing and sustainability. Secondly, they need to know what is the future changes. How will the marketing kind of scene need to be different and if we are looking at fundamental transformation, what kind of marketing are we talking about then? In each of those you are talking about different kinds of concepts of marketing.”* 3
2. *“...staff that were really interested in sustainability and wanted to do it...no professional development opportunities for them...nobody giving attention to their skills.”* 7
3. *“One of the findings out of using the tool a little bit more widely with other faculties and so on is that it is not an adequate tool for strong curriculum transformation...”* 7
4. *“how do you go from deconstruction to a reconstruction...how do you allow the reconstruction to emerge in a socially engaged way that is reflexive? So we kind of moving to the reflexive domain of critical theory.”*
5. *“Its traditional individualisation. Actually that the minds are satisfied with their own whatever, so life is fine. So then you don’t have to worry about what is filling other peoples’ minds, or whether your mind is of any consequence.”* 10

Figure 4.17: Latisha’s statements- nature of marketing

Latisha outlined the need to understand the context of marketing, as it currently exists. In the case of the *‘Apologists’* and the *‘Social Marketers’*, the value of marketing’s social orientation is overtaken by the economic value orientation. The impact of the changes that are to occur, signalled for Latisha a reassessment of what marketing’s role would be. She spoke of a *‘fundamental transformation’* that would alter how marketing would be perceived in the future and how marketing would be practiced.

In particular, Latisha pointed to the possibility of *“different kinds of concepts”* that would become applicable to marketing. Latisha’s conceptualisation of what marketing may become additionally created a link to redefining what type of skills may be applicable to a marketing professional. In Latisha’s perspective, the skilling of professionals in a sustainability worldview of marketing remained highly underrepresented.

As part of her engagement in her institution, Latisha has been involved in the use of a sustainability assessment tool as a way to introduce the ideology of sustainability within the curriculum. This was a potential way for Latisha, to introduce a different aspects of thinking into the curriculum.

However, she questioned the adequacy of the tool to promote curriculum transformation particularly across a range of different faculties. For Latisha, the tools are considered a prelude to a broader range of university engagement around issues of sustainability.

Latisha proffered the concept *'the reflexive domain of critical theory'*, and in so doing expressed her consideration of the need to think about how to be engaged with the process of transformation and reconstruction. Whilst the importance of reinterpretation of the marketing concept was acknowledged, Latisha highlighted the need to find an approach to facilitate such a shift. Latisha pointed to the individualistic manner in which people in institutions operate, a *'traditional individualisation'* that limits the vistas of how academics approach their curriculum design and content.

In the case of Latisha, the nature of the marketing concept is subject to contestation in the reality of the social and ecological problems that the world faces. The outcomes of her views about the nature of marketing are further exemplified in the next section related to the core concept of marketing.

4.6.3 Latisha's perspective on the core concept of marketing

The *'Reconstructionists'* would consider the core concept of marketing to extend to a broader exchange of values between the social units of an economy. This would extend the value of marketing to its social value as opposed to its transactional value. The statements in Figure 4.18 are the viewpoints offered by Latisha.

1. *"...the business sector is actually on the same path...the business school sits in the commerce faculty and there is a disconnect in what they (commerce faculty) do and the business school." 1*
2. *"...the sustainability concept is quite abstract... so these tools are quite useful in a social cognitive context and if you do a little assessment with people... it is what you need to do for it to work..." 2*
3. *"...the marketing disciplines have difficulties with these concepts, you find the business schools are actually doing this stuff and they are doing totally different stuff." 4*
4. *"It allows people to sit and think about it... It creates this like starting point for deliberation...to take things forward and its got something to do with universities seeing figures on the table." 5*
5. *"Economics faculties I think, are the slowest, on the uptake... because of the paradigm appropriated. Each time you get a new concept like sustainability, economics has a very efficient mechanism. So the idea that have the broader intent, it disrupts these pockets of radical economics." 10*
6. *"Public conscious and social imaginary has not considered that in a wider, longer term socio-historical context of planet and people... meaning science and social justice." 10*
7. *"...once you consider socio-ecological justice, because, when it doesn't work, then once the concept goes, historical constitution of resource flow happens, which is what the whole ecological problem is about..." 10*

Figure 4.18: Latisha's statements- core concept of marketing

Latisha outlined that business schools are more industry-relevant whereas the marketing academic disciplines are not aligned with the business school offerings. She outlined that issues such as sustainability, may feature in the business school but not in the university academic department. However, Latisha did acknowledge that sustainability was a difficult term to conceptualise and therefore believed that sustainability assessment tools were a useful way to initiate a transformation process. The use of the tool was to ignite the transformation process by offering people *'figures on the table'*

Latisha adjudged the marketing disciplines and the economic disciplines as *'slowest on the uptake''* In particular, she critiqued the manner in which sustainability presented a paradoxical view to traditional economics and challenged the *'efficient mechanism'* by which it operated. Latisha added that sustainability disrupted what would be considered radical economics. In this instance as well, Latisha acknowledged the business schools inclusion of issues related to sustainability.

Latisha also provided a provocation for taking marketing to a newer level of thinking. Her sentiments were related to the need to consider a broader implication of how people and the planet are affected by the current level of resource and environmental degradation. She outlined that the pursuance of socio-ecological justice is challenged especially where it is believed that fulfilment of such concepts is not possible.

As a consequence, for Latisha, the *'historical constitution of resource flow'* abounds, because it was a conceptualisation with which people are familiar. The result of this for her, was the continued problem of ecological decline. Latisha's perspective related to the core concept of marketing would therefore be summarised as a need for a broader level of social engagement beyond the transactional value of exchange. In the next section, Latisha's view in relation to the scope of marketing was discussed.

4.6.4 Latisha's perspective on the scope of marketing

In the context of the scope of marketing, 'Reconstructionists' like Latisha would expect that marketing be viewed as a social process that is extended philosophically to society. Latisha's statements relevant to this dimension are included in Figure 4.19.

1. *"environmental science raised funding to strengthen the environmental component in the business school so they had a collaborative project with us ...they then took a sustainability focus...became their big calling card, now it's their main branding, leadership for sustainability.*
2. *"...the disjuncture between the business school and the mainstream programmes... there doesn't seem to be a kick back from business schools into the mainstream programme..." 5*
3. *there is a strong connectivity between this topic and the outside world...it actually forces a new relationship between the University..." 7 INCOMPLETE SENTENCE.*
4. *"Universities are very interesting institutions...they are very traditional, very structured and yet they are the placed where you can be highly innovative." 9*
5. *"transformation does not only happen from critique...you need the critique but you need the emergence process that allows for transformation to occur...in a lot of critical theory particularly, it falls short." 8*

Figure 4.19: Latisha's statements- scope of marketing

Latisha, again, highlighted the case for business schools having a deeper involvement with sustainability issues. As a case in point she referred to the collaborative initiatives between the environmental sciences and the business school in developing sustainability-related curricula. The business school extended their curriculum outside its traditional boundaries to include sustainability as a new theoretical framing for the business school's curricula. Hence, the scope of the discipline extended to a broader range.

Latisha added that the 'disjuncture' between the business school and the mainstream programmes are pronounced. This she contended was of particular importance given the global issue of sustainability being a phenomenon or megatrend. In so doing, Latisha highlighted that such trends spelled new roles for universities. In particular, she pointed out the opportunities for universities to be innovation centres that can allow for interactions in what can be called 'agora's' or 'transactional spaces' referred to in the literature review. Latisha emphasised that simply critiquing a discipline would not lead to transformation. Instead, she accentuated the need to move from critique to reconstruction to allow for reflexive thinking to emerge.

The sentiments expressed by Latisha with regard to the scope for marketing show a perspective that embraced a broader philosophy of marketing extended to society. In the next section, the dimension of the primary responsibility of marketing is reviewed from Latisha's perspective.

4.6.5 Latisha's perspective on the primary responsibility of marketing

The 'Reconstructionists' viewed the primary responsibility of marketing to be a social one. Latisha's statements relevant to this dimension are included in Figure 4.20.

1. *"...there are three guidelines to conceptualise this thing about innovation. There's one trajectory, is that we need to know about what is going on. I have reviewed the conditions and status. And what is going on in the country, and then there is the second one and that is the trajectory predictions, in terms of planetary conditions. Third, what needs to be done differently, you know. And look at the science, you know, because that's the kind of science you need to look at."* 2-3
2. *"... It's the convening power and the power to get people working together...to make a case and then being able to drive the innovation that they want and then get it to the level of senate..."* 6
3. *"sustainability centres bring academics from different disciplines together, and it is usually big research money that drives it... there are efforts that are happening..., the movement didn't specifically plan this route, it emerged."* 11

Figure 4.20: Latisha's statements- primary responsibility of marketing

Latisha conveyed that the focus of marketing would have to be reinterpreted in the context of three compelling issues. Firstly, the current status of how the discipline exists needed to be reviewed. Secondly, she added that the focus of the discipline needed to be future oriented to understand how ecological conditions are affecting the planet. The third aspect for Latisha was to reiterate the understanding of how science and the planet work to consider what needs to be done differently in the future. At present, the economic responsibility of marketing would not be able to meet the three 'trajectories' as proffered by Latisha.

The primary responsibility of marketing would also require, in Latisha's view, the need to create cross-disciplinary alliances across various disciplines to drive people to work collaboratively as opposed to being in individual silos. The use of sustainability assessment tools and a reconceptualization on the basis of what needs to be done differently for the future would allow for the innovations to emerge in the curriculum.

4.6.6 Summary of Latisha's perspectives

Latisha's perspectives highlighted the use of a generative, sustainability assessment tool in curriculum transformation. Her perspectives reflected on curriculum change involving sustainability issues within a paradigmatic stance of critical reflexivity. She also highlighted the distinction between the mainstream university approaches to sustainability as compared to business schools.

The bureaucratic structure of universities was considered a weakness but at the same time, universities were pegged as being centres of innovation. The silo conditions that were considered typical of how university sustainability efforts were happening, signalled the importance of a cross-disciplinary approach to instilling a sustainability curriculum change.

She also expressed the view, that '*traditional individualisation*' can no longer stand dominant in relation to public conscious, social justice and the context of planet and people. Whilst she acknowledged the multiple conceptions of sustainability as a term, she highlights it as a global issue that needs to be considered for curriculum transformation and change.

4.7 PART 6: MISHCA (THE DISCOVERY CHANNEL: THE RECONSTRUCTIONIST)

4.7.1 Introduction

Mishca was a senior academic at a South African University. She had lectured in the discipline of marketing and is now involved in a different management discipline. She also lent her expertise to the international involvement in the marketing of food to children and its link to obesity. Mishca's portrayal of marketing was expressed in her (re)construction of what marketing could be, based on her value system.

Mishca is considered a 'Reconstructionist' and appeared on the *Discovery Channel* because her viewpoints presented a questioning of the marketing discipline in relation to marketing ideology and the individual value system. Additionally, Mishca highlighted the nature of affluence and the consumption ideology and how the 'conscientisation' process challenged marketing theory through critical engagement for both academics and students. Her perspectives are discussed in relation to the dimensions of the nature of marketing, the core concept of marketing, the scope of marketing and the primary responsibility of marketing.

4.7.2 Mishca's perspective on the nature of marketing

The nature of marketing for the 'Reconstructionists' was built on the conception that marketing was a social process, and its definition required a reinterpretation and a reconstruction. Mishca's viewpoints about this dimension are included in Figure 4.21.

1. "there's been a norm and a standard as to what should be included in a marketing curriculum...the values that the lecturer espouses obviously is communicated through that curriculum...should this sustainability...be embedded into all curriculum or should it be like an add on. " 4
2. "...somebody who is a very ordinary teacher of consumer behaviour may follow a book... depending on what their position is, how much interest they have, what their value system is, what's their philosophy of life?"⁸
3. "...this kind of consumption orientation, materialism is being promoted by marketers, maybe consciously, maybe indirectly, so in a way we've been, we have been partially responsible for that..."¹⁰
4. "...without critically reflecting on what you know, what is required for us...they are afraid that the whole marketing is going to be tarnished...it seems to be a discipline..."⁹

Figure 4.21: Mishca's statements- nature of marketing

Mishca pointed to what is considered an accepted and expected curriculum for marketing. She referred to this '*norm and standard*' that was explicitly linked to the value system espoused by the lecturer. The lecturer, for Mishca was the instrument of curriculum delivery that imposed a particular type of knowledge, which was communicated through their curriculum. In such a situation, the idea of sustainability in marketing curriculum would become a decision that rested on the designers and providers (academics) of the marketing curriculum.

Mishca pointed to academics that are also bound by scholastic epistemologies such as textbooks and in so doing, propagated a fixed ideology of marketing. This fixed conceptualisation of marketing as espoused by academics, is for Mishca, also partly responsible for the promotion of a consumption and materialistic ideology. Mishca proffered that when academics are steadfast in what the discipline should represent, any challenge to its theoretical foundation is met with trepidation that the discipline would no longer exist.

Mishca's viewpoints in this regard pointed to how lecturers or academics need to critically reflect on what they offer through their marketing curricula and consider the possibilities of issues such as sustainability in the curriculum. Mishca, as a '*Reconstructionist*', would maintain that the nature of the marketing domain should be subject to re-conceptualisation in the context of being a social process. In the next section, Mishca's viewpoints are presented in relation to the dimension of the core concept of marketing.

4.7.3 Mishca's perspective core concept of marketing

A broader exchange of value was propagated under the '*Reconstructionists*' ambit of the core concept of marketing. In the case of Mishca, the importance of the social units in the marketing process included references to marketers, academics, consumers and students. Mishca's viewpoints within this dimension are included in Figure 4.22.

1. *“What we are producing at undergraduate level? Are we producing reflective, reflexive thinkers, critical thinkers or are we just producing candidates who are equipped with the tools of the trade... maybe even in first year a questioning of your values.” 5*
2. *“I think that most textbooks were defining it as an add on in almost as a stop-gap measure, at the university level and particularly at post graduate level we have the freedom look at in depth some of the philosophies.” 4*
3. *“...so within our environment there’s been no pressure so we have not been responding to even what corporates require in training our candidates...” 7*
4. *“...we should defend ourselves... marketing certainly doesn’t hook money out of peoples’ pockets...it persuades people...you still have the freedom of choice.” 9*
5. *“I still hold that consumers should have the freedom of choice, the trouble is when you are in an underdeveloped context that the trust and faith placed in marketers is so high, that consumers don’t exercise their choice.” 9*
6. *“we have control over a curriculum...we can serve to ‘conscientise’ our candidates... if we introduce those kinds of competencies, almost a competency to be critical and to reflect on some of the decisions you make as marketers we could be doing one part of it but by the same token I think there needs to be a massive consumer education program...” 10*
7. *“...it’s a push and pull effect and a pull effect would be if consumers are so ‘conscientised’ that they say to marketers. You are spending too much money, I don’t like what you’re doing... I won’t buy ...so it’s a pull rather than push and I think both are needed.”10*
8. *“...the difficulty with embedding it is then you have to sell it...to persuade people to adopt a set of values that will inform their curricula...how do you police it and how do you monitor it?” 13*

Figure 4.22: Mishca’s statements- core concept of marketing

The core concept of marketing related to the transactional or broader exchange of value of marketing. In the case of the *‘Reconstructionists’*, the broad exchange of value amongst social units was considered a necessary part of the marketing process. For Mishca, students at both the undergraduate and postgraduate levels are social constituents that are influenced by the curriculum to which they are exposed.

In particular, Mishca questioned the level of critical thinking and reflexivity amongst marketing students at undergraduate level. Her critique was levelled at the marketing curriculum being the promoter of a management technology process, where the tools of the marketing process were emphasised. The focus on the management technology process of marketing would therefore accept the conceptual definition of marketing as sound without being subject to reinterpretation or reconstruction. For Mishca, this would not allow student to question how their value system would influence their thinking.

Mishca also underscored the relevance of investigating new philosophies at a postgraduate level where such ideas can be probed and reflected upon. However, she again pointed to how the limited scope of textbooks failed adequately to address issues outside the norm of the marketing curriculum. She alluded to the simple add-on of issues such as sustainability into textbooks and the inability of universities to respond to changes in the environment around them. Mishca's referred to the apathetic responsiveness of universities because of the lack of pressure within these institutional structures to effect change. Consequently, for Mishca, the continuous focus of the existing marketing curriculum remained acceptable.

In the context of the '*Apologists*' and the *Social Marketers*', the core concept of marketing focused on the transactional exchange value of marketing. Whilst the '*Reconstructionists*' argued for a broader level of exchange, Mishca's views in this regard appeared to share some similarity with the '*Apologists*' and the '*Social Marketers*'. Mishca did believe in the transactional process of marketing, but felt it could occur in a manner that did not disadvantage consumers. She did not believe that marketers could be held wholly responsible for taking money from people as consumers could exercise their freedom of choice. However, for Mishca, the social context of a developing country placed consumers in a vulnerable position where they did not exercise their choice.

Mishca's emphasised a '*conscientisation*' process for students, consumers and marketers. Mishca believed that a reflection on one's value system would allow students, consumers and even marketers to think critically about the decisions they make. Mishca supposed that such a process would allow these social constituents to review what the core concept of marketing could be.

However, for Mishca, the '*conscientisation*' process would challenge people to question their own core values and reconcile it with a new set of proposed values. Mishca's statements related to this dimension have revealed a strong orientation for her towards the core concept of marketing being extended to a broader exchange of value.

4.7.4 Mishca's perspective on the scope of marketing

The scope of marketing related to the conceptual boundaries of marketing being restricted to the business context only or being extended to society operationally or philosophically. In the case of the 'Reconstructionists', the scope of marketing carried an obligation to philosophically extend marketing to society as a social process. Mishca's statements regarding this dimension are included in Figure 4.23.

1. *"...for marketers themselves to be responsible marketers... the way in which they communicate with their target markets... instruments they use, the specific messages they communicate..."* 1
2. *"there should be a philosophy embedded into that (refers to the dominant frameworks or tools of marketing such as the 4Ps) which would enable these new, young people to have a more critical view and take this sustainability perspective."* 3
3. *"I hope I'm not contradicting myself...consumers should have freedom of choice...give them the product but allow them to choose...what you give to them has to be what is good for them ... so it's a very fine balance..."* 3
4. *"the head of the university, our chancellor should make commitments about sustainability and almost persuade, if not, encourage discipline champions to ensure that there is some component of this incorporated into the curriculum, even into their thinking..."* 6
5. *"Is this kind of unbounded greed for materialistic things going to drive you? And the students will say, of course...persuading them into looking for opportunities which contributes to both social good and environmental good as well as your bottom line..."* 8
6. *"... a stand- alone course... almost relieves everybody of the pressure to say, I'll just concentrate on my part, they'll deal with the sustainability issues in the other course."* 13

Figure 4.23: Mishca's statements- scope of marketing

Mishca commenced her thoughts in this regard by placing a responsibility on marketers themselves to consider how they extended their marketing function to society. Mishca suggested that the use of marketing tools should be extended to society operationally, by offering them products and choices. However, she did advocate for 'responsible marketers' who would extend such functions in a manner that would regard marketing as a philosophical social process.

Mishca's specific reference here, was to critique the existing philosophy of marketing to enable the emergence of issues such as sustainability. Although Mishca propagated the importance of offering products to consumers, she made the point that the exercise of social responsibility mainly involved offering consumers what was thought to be 'good for them' which still maintained precedence for the marketer.

Additionally, Mishca highlighted the role of institutional bureaucracy in preventing the scope of the curriculum to expand. Mishca underlined the role of universities and university leadership in implementing sustainability-related curricula. However, the emphasis placed on promoting a materialistic lifestyle within the curriculum, was for Mishca, what students aspired to. Mishca suggested that ideologies of doing social and environmental good whilst at the same time making a profit are what should be sought, but this remained incommensurate with the students desire for material property. Consequently, for Mishca, if sustainability were to be included as a stand-alone course in marketing curriculum, this would do little to alter the existing ideological thinking about the subject and simply reinforce the business context for marketing. In the next section of Mishca’s perspectives, the dimension of the primary responsibility of marketing will be discussed.

4.7.5 Mishca’s perspective on the primary responsibility of marketing

The primary responsibility of marketing for the ‘*Reconstructionists*’ would be to value marketing as social process where quality of life and humanism are fore-fronted. Mishca’s viewpoints pertaining to this dimension are included in Figure 4.24.

1. *“the one area I noted was in the marketing of foods which I felt was a dangerous area to go into particularly if you take into account the context of competition and differentiating products on the basis of marketing on the one hand and on the other the rising levels of obesity throughout the world... nobody was paying attention to that in the developing world” 1*
2. *“so taking this triple bottom line approach has always been my position...it would not be uncommon to find people who hold a different perspective because that reflects their own value system.”8*
3. *“ we box our curriculum into tiny little bits and we focus so much on equipping them with the right set of things, competencies, that we forget the values and attitudes...so this has resulted in students just eyeing for moving into the big corporate world...This is their path that they have chosen for themselves, so don’t bring all this wishy washy philosophy to me you know.” 11*
4. *“...if people are conscientised into the importance of the environment around them and into how the world is changing...and what the major global issues are...I think it should be normal and natural for them (marketing academics) to be thinking about so how does that affect my curriculum...So in a way it should almost come naturally but for some reason its not.” 12*
5. *“the size of your garbage bag is almost a sign of your social and economic status...have this kind of real, unbounded materialism...resulted in kind of having bigger homes, better homes, bigger cars, more garbage 8*
6. *“in the developed world, your garbage pick- up fees is based on the size of your garbage bag, so people were prompted to have smaller garbage bags ...”8*

Figure 4.24: Mishca’s statements- primary responsibility of marketing

The primary responsibility for Mishca combined the elements of the economy, social equity and ecology to advocate for a triple bottom line approach to marketing. The triple bottom line, associated with the concept of sustainability was for Mishca the primary responsibility of marketing. In her own experience, Mishca felt that the utilisation of tools such as branding and differentiation in marketing created a trade-off between what was good for consumers and the promotion of economic gain. In particular, Mishca referenced how the marketing of food products contributed to a social problem of rising obesity.

Her support for the triple bottom line approach would extend the primary responsibility of marketing beyond the scope of pure economic gain. Mishca also alluded to the notion of how the marketing function permeated into the marketing curriculum. Her reference to “*we box our curriculum*” illustrated a narrow-based view of what the marketing curriculum contained. The result of this was in her view, a focus on the functional process of marketing at the expense of personal values and attitudes.

Mishca believed that it is this type of ideological limitation that has maintained students’ focus on the corporate context of marketing. Therefore, the move to reinvent the primary focus of marketing would in her view, be an effort toward ‘*conscientisation*’ that would make academics reinterpret the role of social equity and the environment within their marketing curriculum. Mishca used affluence as an indicator of the pervasiveness of the need to seek material wealth above other goals. The notion of large garbage bags was used to indicate the importance of status and ‘*unbounded materialism*’ in people. The discussion above provided a reflection of how Mishca viewed the dimension of the primary responsibility of marketing. For her, the triple bottom line approach was considered a reinterpretation of the value of marketing beyond its economic scope.

4.7.6 Summary of Mishca’s perspectives

Mishca had expressed views about marketing that questioned the underpinnings of marketing theory. Her personal value system acknowledged the importance of issues of sustainability within the marketing curriculum which appeared to be in conflict with the existing marketing ideology. Her views about the importance of sustainability issues in a sustainability-oriented marketed curriculum challenged the existing focus of the official marketing curriculum that was espoused.

Whilst Mishca did represent a strong advocacy for a sustainability-related marketing curriculum, she highlighted the importance of challenges that are present within university structures that may not support such an approach. Mishca maintained that university leadership is instrumental in driving people to champion such causes. For her, sustainability may not be immediately accepted or included within marketing curriculum, but is dependent on a '*concientisation*' process to reform the level of critical thinking and reflexivity amongst university leadership, lecturers and the students themselves.

4.8 SUMMARY OF CHAPTER FOUR

This chapter offered six participant perspectives represented through a metaphorical lens. The metaphorical lens represented by television screen images was adapted to the historical eras of marketing theory and the conceptual framework of Arnold and Fisher (1996). This resulted in the analysis of participant responses through four common thematic categories, namely, the '*nature of marketing*', the '*core concept of marketing*', the '*scope of marketing*' and the '*primary responsibility of marketing*'. Additionally, the participants were placed within the paradigms offered by Arnold and Fisher (1996). This resulted in the grouping of participants according to the categories of 'Apologists', 'Social Marketers' and 'Reconstructionists'. The 'Apologists' and the 'Social Marketers' were placed in the screens that were representative of the third era of marketing. The 'Reconstructionists' were placed in the curved and new version of the television screen image as they represented the newer response to marketing in the fourth era.

The use of the television screen imagery offered an appropriate organising device to interrogate the data in an innovative and creative way. Resultantly, the television screen imagery was further extended to include 'programme content' in a 'programme channel'. This resulted in the 'Apologists' being part of the 'History Channel', the 'Social Marketers' as part of the 'Business Channel' and the 'Reconstructionists' as part of the 'Discovery Channel'. This was applied to all the participants and allowed for the portrayals to emerge in their own voices. A further interrogation of these portrayals is offered in the next chapter as the first level of data analysis.

CHAPTER FIVE: CONTEXTUALISING THE SHIFT IN THE MARKETING PARADIGM

5.1 Introduction

The portrayals of perspectives were presented in chapter four as television metaphors. The metaphors depicted television screens, television channels and television programmes. The metaphor related to the television screen, served to organise the responses of the participants according to the historical eras of societal marketing and the paradigms of the academic response of marketing ('The Apologists', 'The Social Marketers' and 'The Reconstructionists'). However, the metaphor related to the television channels and programme content was used in this chapter as a theorising framework for the data findings in this study.

I will now examine the data findings in relation to *The History Channel: The Apologists*, *The Business Channel: The Social Marketers* and *The Discovery Channel: The Reconstructionists*, as the first level of data analysis in relation to the literature presented in chapter two of this study. The literature review in chapter two presented discussion around various themes. These themes included:

- The rationale for sustainability;
- The historical context for societal marketing;
- Marketing ideology and the Dominant Social Paradigm (DSP); and
- Critical marketing and engaging the socially responsive curriculum.

Each of these themes is considered in relation to the three television channels.

5.2 Rationale for sustainability

The perspectives offered by '*The history channel*', '*The business channel*' and '*The discovery channel*' are discussed in this section. The viewpoints expressed in these television programme channels have been analysed in relation to the literature presented in the second chapter. Hence, the programme analyses have been conducted through the examination of four main themes which include the *rationale for sustainability*, *the historical context for societal marketing*, *marketing ideology and the Dominant Social Paradigm (DSP)* as well as *critical marketing and engaging the socially responsive curriculum*.

The sustainability worldview, which is embodied in, the triple bottom line concept of the economy, ecology and social equity (Elkington, 2004; Lorek & Spangenberg, 2014) was not a worldview that the ‘Apologists’ in ‘*The history channel*’ subscribed to. Although the reluctance to subscribe to this worldview stemmed from the notion that the conceptualisation of marketing theory required no alteration. *The history channel*” participant opinions revealed an awareness of the sustainability worldview and the sustainability-marketing concept.

The awareness of the sustainability worldview did not translate into the acceptance of the sustainability worldview as a megatrend for the ‘Apologists’. Hence, the idea of the sustainability worldview megatrend being vast in scope and concurrently economic, political, cultural, philosophic and technological in nature (Mittelstaedt *et al.*, 2014; Varey 2010) is a contradiction. This inferred that ‘*The history channel*’ participants did not recognise sustainability marketing as a constituent of existing marketing theory and marketing curriculum.

‘*The business channel*’, however, recognised the sustainability worldview as a megatrend that had a place in corporate marketing practice but not in the context of the marketing curriculum. The value of the business case is presented as the primary driver in their social marketing initiatives. ‘*The business channel*’ recognises that concepts such as the ‘*green economy*’ and ‘*green growth*’ is now an old demand and that the need for green production is not denied (Lorek & Spangenberg, 2014).

However, the economic function of marketing remains at the core of marketing practice but such transactional practice is not a discourse to which ‘*The discovery channel*’ subscribed. ‘*The discovery channel*’ rationalises the need for sustainability based on the negative impact of a consumption ideology. The OECD (2008) highlighted that neoliberal policy created income disparities between the rich and poor allowing the higher income grouping the opportunity to consume more. However, ‘*The discovery channel*’ participants highlighted a contradiction that would emerge from this, particularly in the sub-Saharan African context. Neoliberal policies would promote the importance of economic growth and consequently consumption for people in a sub-Saharan African context. The paradox would lie in continued economic growth and resource usage becoming unsustainable and which would make their (‘*The discovery channel*’s’) sustainability worldview an acceptable ideology. For this channel, sustainability would be considered a megatrend.

The lack of support by *'The history channel'* for a sustainability discourse, deviated from *'The business channel'* and *'The discovery channel's'* perspective. However, the compliance of *'The business channel'* to incorporate sustainability as part of marketing practice differs from the social and ideological context for sustainability espoused by *'The discovery channel'*. Consequently, the historical context of societal marketing discussed in the next section, would provide an extension of what motivates the thinking of *'The history channel: Apologists'*, *'The business channel: Social marketers'* and *'The discovery channel: Reconstructionists'*.

5.3 The historical context for societal marketing

The four eras of marketing thought proposed by Wilkie and Moore (2012) offered an historical conception of the development of marketing theory. The founding field of marketing in the first era and the formalisation of the field in the second era, Wilkie and Moore, (2012), conceptualised marketing as a commodity- based academic discourse focused on product exchange, the operation of institutional agencies such as wholesalers and brokers and the functional processes of marketing activities.

The morphing of the marketing identity into these descriptors is still considered an acceptable conceptualisation of marketing for *'The history channel'* programme participants. Therefore, the development of academic discourses in the second era that focused on these identifiers of marketing theory in academic textbooks is still considered acceptable for marketing curriculum by the *'Apologists'*. The managerial perspective of marketing will consequently be dominant in the theoretical construction of academic theory for *'The history channel'*.

Although the third era of the societal context for marketing theory spelled dialectic moves toward greater levels of theorising for marketing (Catterall *et al.*, 2002; Burton, 2001), this would not be considered an aspect of marketing thought which *'The history channel'* supported. This would be seen in the acceptance of *'The history channel'* participants' of the nature and scope of the marketing concept. Consequently, the dialectic shifts toward alternate forms of marketing thought such as social marketing would not hold precedence in the *'Apologists'* conception of the marketing curriculum.

'The business channel' 'social marketers', however, would emphasise the continuance of the commodity, institutional and functional purposes of marketing. The 'social marketers' would see no conflict with their business purpose aligned to sustainability initiatives. However, such broader social extension of marketing's purpose would not impact on the academic marketing curriculum for *'The business channel'* participants.

The fourth era of societal marketing represents the current state of marketing thought. This is an era characterised by the influx of new forms of marketing knowledge that challenged the managerial perspectives of the previous eras. This would include discourses such as *social marketing*, *green marketing* and *sustainability marketing*. However, *'The history channel'* remained firmly centred on the managerial aspects of marketing. Hence, the depiction of *'The history channel'* participants' viewpoint is entrenched in past ideology and remains epistemologically stagnant. *'The history channel's'* ideological stance is similar to that of *'The business channel'* with the extension that *'The business channel'* would recognise the sustainability discourse as an actionable tool of corporate marketing.

The 'Reconstructionists' in *'The discovery channel'* would acknowledge the epistemological changes in marketing theory during the fourth era. The movement from 'marketplaces' to '*marketspaces*' offered new perspectives to marketing thought. These '*marketspaces*' would signify a period for the development and production of new knowledge and would redefine the relationships between the market and the consumer. Thus, the historical context for *'The discovery channel'* would support initiatives aimed at the development of a socially responsive curriculum in areas such as sustainability marketing. Since this was reflected as a contradictory discourse in relation to the perspectival accounts, the relevance of marketing ideology and the dominant social paradigm is paramount to discussion around the development of sustainability marketing theory and a sustainability marketing curriculum. The implications of these marketing ideology perspectives are discussed next.

5.4 Marketing ideology and the dominant social paradigm (DSP)

The Dominant Social Paradigm is represented by five key elements related to technology, political liberalism, economic self-interest, anthropocentrism and competition (Mittelstaedt *et al.*, 2014; Kilbourne & Carlson, 2008; Kilbourne *et al.*, 1997). The DSP was also discussed from a macro-marketing perspective based on two schools of thought, namely the developmental school and the critical school. The developmental school placed precedence on the role of marketing and marketing systems to effect societal change and the critical school does not accept the DSP as a basis from which to solve societal problems (Mittelstaedt *et al.*, 2014). This would suggest that the manner in which marketing functioned, in a developmental school context of macro-marketing, remained the same.

The use of sustainability marketing in a developmental school context would be as a mechanism to still maintain and achieve economic goals. This would align to '*The business channel*' perspectives of marketing. However, '*The history channel*' would reflect only a slight acceptance of this viewpoint, as they do not readily accept the sustainability discourse.

This would contrast with '*The discovery channel*' that would likely embrace the critical school. The critical school would be unlikely to accept the DSP as the mechanism through which societal change can be effected.

One of the tenets of the DSP relates to technology. Technology is considered as a solution to all problems material and social (Mittelstaedt *et al.*, 2014). Technology would therefore be considered an acceptable means by which social, ecological and economic problems of the world could be solved. '*The history channel*' would support this viewpoint in so far as the ability of technology to improve marketing functions such as generating more production output. However, from '*The "business channel*' perspective, the application of technology would serve the instrumental function of marketing albeit with a social cause in mind. '*The discovery channel*' would consider technology an insufficient mechanism to effect social change because the 'Reconstructionists' consider marketing activities and processes a flawed mechanism.

Political liberalism is promoted by the DSP through the selling of labour and ownership of private property (Kilbourne & Carlson, 2008). This would imply that individuals would have the choice to offer their labour skills in return for the right to own or possess property.

'*The history channel*' participants offered that students should develop their skills to enter into marketing practice and consequently become benefactors of property through consumption. This context of the DSP was not clearly seen in '*The business channel*' perspectives of marketing. '*The discovery channel*' perspectives highlighted that the marketing curriculum did promote the consumption ideology through an emphasis on affluence.

The DSP legitimised a performance-based ideology of marketing to encourage economic growth for firm success through consumer consumption entrenching its place with a neoclassical dominant worldview (Stubbs & Cocklin, 2008). Such a firm-centric view motivated people to enter into economic exchange relationships to own property. In so doing, they would use resources to achieve affluence and promote their own self-interests. Since the performance-based ideology is an acceptable part of '*The history channel*' perspective, the promotion of economic self-interest should be reflected in the marketing curriculum.

'*The business channel*' also supported the performance-based ideology and would be similar to '*The history channel*' in promoting affluence and consumption. '*The discovery channel*' however, would contradict this, as they believe that the academic response to promote self-interest continues to destroy resources. Instead the promotion of a sustainability-marketing ethos is an accepted ideology to change consumption behaviours.

Anthropocentrism privileges human importance over nature (Borland & Lindgreen, 2012). The sustainability discourse is largely unsupported by '*The history channel*', hence marketing is a reflection of human advantage over nature's degradation. Whilst '*The business channel*' would acknowledge the need to maintain 'greener' forms of production, the anthropocentric view still prevails even if marketing is practiced with social concerns in mind. '*The discovery channel*' participants would view such anthropocentric ideologies as impediments to the development of a sustainability marketing ethos and sustainability marketing theory.

Competition is also a component of the DSP that engages further resource exploitation (Mittelstaedt *et al.*, 2014). Competition within the DSP assumes that markets adjust in a state of economic equilibrium through supply and demand. The promotion of competition is an idea supported by both '*The history channel*' and '*The business channel*'. However, '*The discovery channel*' would contradict this component of the DSP as a means to further social, ecological and economic decline.

Thus far the discussion has centred on the rationale for sustainability, the historical era of societal marketing and the DSP. A developmental school and critical school of the DSP was introduced. A further variation to the developmental school ideology, propagated by '*The history channel*', related to the importance of economic self-interest. '*The history channel*' would support the curriculum expression of marketing through a skilling rhetoric.

The curriculum would therefore reflect the importance of the practice-based function of marketing, which would ultimately influence student conceptions of a consumption ideology. Hence, the developmental school perspective would link to '*The history channel*' and '*The business channel*' participant perspective and the critical school, which admonished the DSP, would relate to '*The discovery channel*' participant perspectives. The final theme of the first level data analysis is discussed in the next section.

5.5 Critical marketing and the engaging socially responsive curriculum

The literature review in chapter two introduced critical marketing theory as a deviation from the 'normative' view of marketing theory and proffered a questioning of the philosophical foundation of the marketing discipline. The critical marketing paradigm allowed for enquiry around the construction of knowledge in marketing and promoted a deeper level of self-reflexivity on the part of the researcher (Burton, 2001).

Inherent in the critical marketing discourse was the need to transform the ontological and epistemological basis of marketing knowledge production. This transformation would occur through the expression of creating an equitable society, giving voice to those who are marginalised by mainstream discourse (Catterall *et al.*, 2002; Burton, 2001). Hence, critical marketing was considered paradoxical to the DSP ideology of marketing theory and was used as a platform to consider the relevance of the socially responsive marketing curriculum.

Socially responsive marketing curriculum would involve a re-contextualisation of the curriculum to produce graduates that would deal with the challenges facing South African societies, challenge existing dominant and practicing epistemologies, mediate the interface between theory and practice and transform the curriculum to reflect new notions of professional practice (Favish & McMillan, 2009).

In the context of the perspectives of the three programme channels, '*The history channel*' advocated for the marketing curriculum representative of the existing DSP.

This reasoning falls in line with their unwillingness to accept sustainability marketing as an alternate marketing discourse. Additionally, the marketing curriculum forms the basis of Popkewitz's (2009) notion of '*system of reason*' and '*cultural theses*' which would consider curriculum being historically produced in a particular way that embodied what is seen, thought about or acted upon.

'*The business channel*' did not consider the socially responsive marketing curriculum such as the sustainability marketing curriculum relevant to the academic marketing theory or to marketing practice. This also fell in line with their focus on the performance-based ideology of marketing. Sustainability marketing for '*The business channel*' remained an actionable or implementable part of marketing practice.

However, '*The discovery channel*' would advocate strongly for a socially responsive curriculum. They proposed that critically reflexive thinking around marketing theory was needed to redefine the conceptualisation of marketing. The state of people, planet and the economy needed to be addressed to define how marketing would function in the face of such sustainability-related issues. The social transformation for the 'Reconstructionists' could occur through Universities engaging on a broader societal level with other stakeholders. Gibbons (2006) referred to these as '*agora*' or '*transactional spaces*' which 'Reconstructionists' would affirm as a potentially ideal setting in which the marketing curriculum collaboration and transformation could occur.

5.6 Summary of chapter five

This chapter has provided a first level analysis of the portrayals of the six participant perspectives from chapter four. This chapter examined the participant perspectives through themes derived from the literature review. These themes included:

- The rationale for sustainability;
- The historical context for societal marketing;
- Marketing ideology and the Dominant Social Paradigm (DSP); and
- Critical marketing and engaging socially responsive curricula.

The discussion proceeded to examine the data findings utilising a metaphorical lens in relation to '*The History Channel: The Apologists*', '*The Business Channel: The Social Marketers*' and '*The Discovery Channel: The Reconstructionists*'. The findings of the data analysis in this chapter have been further abstracted in the final chapter of this thesis. This culminated in the development of curriculum paradigms for sustainability marketing and the development of the sustainability consciousness and curriculum redesign hierarchy.

CHAPTER SIX: CURRICULUM PARADIGMS: THE CATALYST FOR SUSTAINABILITY MARKETING CONSCIOUSNESS AND CURRICULUM REDESIGN

6.1 Introduction

The first chapter of this study provided the rationale, background, and critical research questions and it foregrounded the broad-based ‘sustainability’ concept and consequently, the ‘sustainability marketing’ concept. The introduction of the sustainability marketing megatrend was the backdrop against which the thesis has been constructed. This provided the impetus to debate issues around the construction of existing marketing theory and to theorise the possibilities for sustainability marketing discourses to be included in the marketing curriculum.

Chapter two of this thesis outlined the historical eras of the development of academic marketing thought. Era four represented the current state of marketing disciplinary thought as **‘the shift intensifies’**, a view that emphasised ‘marketspaces’ as opposed to ‘marketplaces’ (Wilkie & Moore, 2012). This era was characterised by a strong move towards the power of academic agency, which was not a dominant feature of existing marketing curricula. Furthermore, the literature review revealed the importance of creating transactional spaces that allowed for the development of social contracts that emphasised the social, economic and ecological contexts for academic marketing.

However, the development of such a social value orientation in academic marketing was thwarted by the ontological disposition of the marketing curriculum toward the economic model of the dominant social paradigm. This being the case, the opportunity for multiple forms of creating knowledge in academic marketing was less privileged. However, the literature review revealed the potential for pluralistic forms of knowledge to be created in marketing through socially responsive curricula that emphasised the importance of the social aspects, the ecology and the economy (the triple-bottom line concept). Whilst marketing sustainability may be considered a megatrend that espoused the triple bottom line concept, this was not a shared view, particularly in its relevance to the marketing curriculum.

The third chapter of the thesis focused on the research methodology. A justification was offered for the use of a qualitative researcher lens in a critical marketing paradigm. This informed the choice of utilising a critical case study approach to uncover the underlying nuances of the research phenomenon of sustainability marketing and the sustainability-marketing curriculum.

The fourth chapter of the thesis provided a metaphorical representation of participant portrayals through the use of television imagery. Television screens were used to represent the historical eras of marketing history together with television programmes. Additionally, the conceptual framework of the paradigm response to academic marketing by Arnold and Fisher (1996) was imposed onto the metaphorical representation of participant portrayals.

This model's worth was seen in its effectiveness in highlighting the paradigms of the academic responses in marketing from a general academic perspective. However, this chapter noted that the academic response to marketing had shifted from the conceptual framework offered by Arnold and Fisher (1996).

Consequently this chapter presented a curriculum response to marketing sustainability through the proposition of three new paradigms that have been extended from the categories of *'The Apologists'*, *'Social Marketers'* and *'Reconstructionists'*. The new marketing academic curriculum paradigm responses have been entitled "***Curriculum Stagnators***" (characterised as a movement away from the *'Apologists'*); "***Curriculum non-traditionalists***" (characterised as a movement away from the *'Social Marketers'*) and "***Curriculum Transformers***" (characterised as a movement away from the *'Reconstructionists'*).

Additionally, this chapter proposed four different thematic categories in the understanding of the new curriculum paradigms namely: *The sustainability discourse trend/fad*; *The skilling rhetoric*; *Restricted academic agency* and *Student participation in curriculum development*. A further elaboration of these paradigms and themes are presented later in the chapter. However, the next section that followed in the chapter contextualises the shifts in the academic curriculum response to sustainability marketing.

Each of these new paradigms will be discussed in relation to the following thematic categories that were derived from the portrayal perspectives of the participants.

- *The sustainability discourse trend/fad ;*
- *The skilling rhetoric;*
- *Restricted academic agency; and*
- *Student participation in curriculum development.*

A summary of the curriculum paradigms and thematic categories is also illustrated in Table 6.1. later in the chapter.

6.2 “Curriculum stagnators”: the shift from the ‘apologists’ paradigm

The participant portrayals in relation to the ‘*Apologists*’ conceptual framing revealed that they shared similarities, which pertained to the focus of marketing as a business process that reinforced the performance-based discourse of marketing. However, further interrogation of the new thematic categories offered a different insight into how this paradigm was characterised. The discussion is now extended to “Curriculum Stagnators” within the four thematic categories of: *the sustainability discourse trend/fad; the skilling rhetoric; restricted academic agency* and *student participation in curriculum development*.

6.2.1 “Curriculum Stagnators”: *The sustainability discourse trend/fad*

‘Curriculum Stagnators’ are aware of the sustainability discourse, but do not accept it as academically credible. The acknowledgement of sustainability as an academic paradigm shift is noted within this constituency.

However, they expressed the view that it would not fundamentally alter their conception of marketing practice or marketing theory. This resulted in a distrust of the motives that surround the sustainability-marketing concept as one of the participants opined that it was purely a marketing ploy. This would serve the “Curriculum Stagnators” as the developer of a marketing curriculum that is steeped in traditional marketing theory and business practice. The trendy nature of the concept is viewed as a marketing tool as opposed to a theoretical construct of marketing theory.

6.2.2 “Curriculum Stagnators”: *The skilling rhetoric*

“Curriculum Stagnators” support scholastic epistemologies primarily represented by textbooks. These texts placed emphasis on the managerial context of marketing as an economic process that promoted a capitalist ideal and neoliberal thinking. The skilling rhetoric is further emphasised as the point of entry into marketing practice, highlighting the importance of marketing as a business function. The theoretical aspects of marketing remained at the level of promoting a sales and consumption ideology. An industry based-curriculum is privileged and at a higher education institutional level this provided support for a consumption-based curriculum. The level of throughput of students and the ability of students to find jobs, remain at the forefront of marketing skills development.

6.2.3 “Curriculum Stagnators”: *Restricted academic agency*

“Curriculum Stagnators” do not believe in the re-conceptualisation of the marketing concept. The belief in the existing theoretical underpinnings of marketing are considered more important than the capacity of academic lecturers to effect change. A portrayal revealed that academic incapacity to perform a task is a separate issue from the marketing curriculum. This illuminated a different conceptual thinking regarding the marketing curriculum in a South African context. The dynamic of the South African academic landscape is affected by social and political issues that impact on academics’ capacity to become agents of change.

The drive for a sustainability agenda would require lecturer capacity to execute, but for the “Curriculum Stagnators” this highlighted a skilling issue that impacted on the absence of the inclusion of sustainability in the marketing curriculum. As ‘caretakers’ of the curriculum, the skilling rhetoric abounds.

6.2.4 “Curriculum Stagnators”: *Student participation in curriculum development*

Students are viewed as non-constructors of the curriculum. “Curriculum Stagnators” view students as consumers of the curriculum that do not have the ability to contribute to curriculum formation. This lack of collaboration would ensure that curriculum development remained in the power of the academics providing little impetus for students to become agents of change themselves.

Hence, marketing curriculum would remain in its existing performance-based discourse. The next part of this chapter provides an argument for the “Curriculum non-Traditionalists”.

6.3 “Curriculum non-traditionalists”: the shift from the ‘social marketers’ paradigm

Curriculum non-Traditionalists have been so termed due to the business orientation of marketing practice ideology as opposed to a theoretical one. The focus within this paradigm does not highlight curriculum as the key proponent of academic marketing. The thematic categories related to this notion are: *the sustainability discourse trend/fad; the skilling rhetoric; restricted academic agency* and *student participation in curriculum development is discussed further.*

6.3.1 “Curriculum non-Traditionalists”: *The sustainability discourse trend/fad*

The business perspectives of marketing sustainability revealed the potential longevity of the concept in marketing practice. Sustainability is viewed as an ‘actionable’ component in business practice that acknowledged the ‘sustainability space’. Therefore, the inclusion of social responsibility, corporate responsibility, Black Economic Empowerment (BEE) and environmental issues were considered as part of business practice.

Further to this, these “Curriculum non-traditionalists” considered marketing to have a theoretical basis beyond the traditional four P’s of marketing. Whilst the trendy nature of marketing sustainably is not questioned, the academic basis for the inclusion of sustainability discourses in marketing curriculum is considered irrelevant.

6.3.2 “Curriculum non-Traditionalists”: *The skilling rhetoric*

The “Curriculum non-Traditionalists” highlighted a preference for a practice-based ideology with limited focus on the theoretical aspects of marketing. However, this would suggest that at a curriculum level, the progression of curriculum would remain limited. The business perspective considered the corporate environment as the learning space for sustainability and was not convinced about the theoretical merits of marketing sustainability as an academic discipline.

They would acknowledge that it could be included as part of the marketing curriculum but not as a necessity. The major reorientation for the marketing function would relate to issues of product design, sourcing, transport, cost efficiency and reduction of the carbon footprint. The “Curriculum non-Traditionalists” also pointed to a degree of epistemological stagnancy evidenced in the unwillingness of academia to respond to changes in corporate practice.

6.3.3 “Curriculum non-Traditionalists”: *Restricted academic agency*

Students are not viewed as agents of change within the corporate context. Their inability to do so is governed by how they enter into the workforce. Students are not placed into high ranking positions that would allow for such agency. Hence, a limited academic agency would exist to make a significant impact in marketing practice. Also, sustainability marketing is not considered an easily reconciled concept with marketers as it contradicts the short-term goals of marketing practice. Hence, a curriculum that is geared toward a sustainability discourse would offer little to maintain the transactional process function in marketing practice.

6.3.4 “Curriculum non-Traditionalists”: *Student participation in curriculum development*

Whilst the scope of business is extended to the social domain, the justification for involvement in sustainability related practice is primarily linked to the business case. Therefore, students would be unable to be a part of this within an institutional context.

The “Curriculum non-Traditionalists” viewed curriculum as peripheral to marketing practice, hence it would follow that student involvement in curriculum development is not a consideration. Also, within a corporate context, the practice of sustainability ensured that they (corporates) are able to provide a realistic version of what should be taught. The final curriculum paradigm is presented in the section that follows.

6.4 “Curriculum transformers”: the shift from the ‘reconstructionist’ paradigm

“Curriculum Transformers” are represented as a shift from the ‘Reconstructionist’ paradigm in relation to their perspectives of a sustainability-marketing curriculum. Whilst they share commonalities with regard to the acceptance of marketing as a social process extended beyond business, it is in the context of how marketing curriculum is privileged, where differences can be noted. Consequently, the “Curriculum Transformers” will be reviewed under the thematic categories of *the sustainability discourse trend/fad*; *the skilling rhetoric*; *restricted academic agency* and *student participation in curriculum development*.

6.4.1 “Curriculum Transformers”: The sustainability discourse trend/fad

The broad acceptance of the sustainability discourse in marketing curriculum is evidenced within this paradigm. The sustainability discourse is viewed in the context of fundamental transformation that would offer not only new conceptual definitions of marketing but new versions of what marketing could be. “Curriculum Transformers” do not view sustainability as a trend as they play on the fear of loss of the existing marketing curriculum identity.

6.4.2 “Curriculum Transformers”: The skilling rhetoric

The Curriculum Transformers advocated for curriculum transformation through the reflexive domain of critical theory. This implied that new skills and tools of engagement are required in an academic context. In particular, the sustainability discourse ‘challenges the efficient mechanism’ of the economic system and the ‘historical constitution of resource flow’ through a ‘socio-ecological justice’ perspective. The curriculum implication here, would impact on the business-based skilling rhetoric. In the context of the broad exchange and extension of marketing, marketers, academics and students are social constituents that are influenced by the curriculum to which they are espoused. The skilling rhetoric from the traditional scholastic epistemologies of textbook should also be challenged. The epistemologies are a ‘norm’ and a ‘standard’ that propagate a fixed ideological academic response in favour of consumption. Therefore, the marketing curriculum should espouse a future social orientation that would consider how science and the planet function.

6.4.3 “Curriculum Transformers”: Restricted academic agency

Within this curriculum paradigm context, lecturers are viewed as instruments of curriculum delivery that have imposed a particular type of knowledge through their theoretical standpoints. The apathetic view of how marketing curriculum should be delivered results in the reinforcement of the dominant conceptualisations of marketing.

Economics departments and Marketing departments were cited as examples of slow acceptance for sustainability discourses in the curriculum, which reflected an inability to collaborate and accept responsibility for such transformational curriculum moves. Differences are noted in the acceptance of sustainability discourses within business schools as opposed to mainstream university departments. Furthermore, institutional bureaucracy limits curriculum scope in favour of the promotion of student aspirations for materialism. The “Curriculum Transformers” would allow for cross-disciplinary collaborations to challenge the ‘silo’ mentality in which academics operate.

6.4.4 “Curriculum Transformers”: Student participation in curriculum development

The “Curriculum Transformers” offered an emancipatory context in which curriculum is viewed by the student. The collaborative nature of this paradigm promoted a critical level of reflexivity that can only happen with the involvement of the students in the sustainability process. The triple bottom line concept offered students the opportunity to reflect on and develop choices about social issues versus product push.

As the promotion of affluence remains dominant within the existing curriculum context, the “Curriculum Transformers” would allow for greater student engagement through critique and reflexive thinking. Table 6.1, reflected the curriculum paradigms and thematic categories.

Themes	Curriculum Paradigm		
	“Curriculum Stagnators”	“Curriculum non-Traditionalists”	“Curriculum Transformers”
<i>The sustainability discourse trend/fad</i>	Acknowledgement of the sustainability discourse in marketing curriculum but this is considered a trend.	Accepted as a trend	Complete acceptance for sustainability discourses in marketing curriculum
<i>The skilling rhetoric</i>	Practice-based with no theoretical acceptance of the sustainability discourse in marketing curriculum.	Purely practice-based with little acknowledgement for the relevance of sustainability marketing curriculum	Advocates new skill requirement and critically reflexive thinking from deconstruction to reconstruction
<i>Restricted academic agency</i>	Inability of academic agents to effect change	Academia is not viewed as a site of change.	Collaboration advocated for curriculum development to eliminate ‘silo’ curriculum development
<i>Student participation in curriculum development</i>	Student has no participation in curriculum development.	Little relevance seen for the marketing curriculum, hence student participation viewed as insignificant.	Emancipatory outlook to empower students to have choices regarding theoretical claims in the marketing curriculum

Table 6.1: Curriculum Paradigms for Marketing Sustainability

This chapter has thus far offered new insight into the academic response to marketing. The move from convention is reflected in the creation of curriculum paradigms that would influence a sustainability marketing discourse. The curriculum paradigms do offer separate explanations of the response to the marketing curriculum, however, the possibilities do exist that responses can vary across paradigms and across themes.

The purpose of the paradigm was to offer an argument for how paradigm perspectives may influence the content of the curriculum. The “Curriculum Stagnators” offer a position commensurate with a narrowly focused perspective of the marketing curriculum, whilst the “Curriculum non-Traditionalists” highlight a gap that often exists between academic theory and practice. The actionable component of the “Curriculum non-Traditionalists” highlighted the preference for corporate approaches to acting out sustainability as opposed to theorising it.

“The Curriculum Transformers” offered a critical reflexive stance in the creation and development of the marketing curriculum. The emphases placed on social, ecological and economic issues questioned the relevance of the existing tenets of marketing in the hope of developing socially responsive marketing curricula.

The concluding part of this chapter identified three Meta themes of the sustainability marketing discourse. The Meta theories of **“Moving from rhetoric to actualisation”**; **“Spaces for dialogue: Creating agents of ideological change and building competencies in sustainability marketing** and **“Spaces for ideological disruption: The relationship between marketing sustainability consciousness and curriculum redesign”** were introduced to highlight how the conventions of marketing theory could be disrupted, debated and contested.

In so doing, this created the *‘researchscape’* to develop the sustainability marketing consciousness and curriculum redesign continuum as the basis to argue for a socially responsive sustainability-marketing curriculum. The discussion that follows is initiated with the introduction of three Meta-themes and proceeds to link them to the sustainability curriculum paradigms of “Curriculum Stagnators”, “Curriculum-non Traditionalists” and the “Curriculum Transformers”.

6.5 Ideological and conceptual mindshift: the implications for a sustainability marketing curriculum

This concluding chapter identified three Meta themes of the sustainability marketing discourse derived from the analysis of the data that highlights the ways in which the conventions of marketing theory that can be disrupted, debated and contested. The meta themes are: **“Moving from rhetoric to actualisation”**; **“Spaces for dialogue: Creating agents of ideological change and building competencies in sustainability marketing”** and **“Spaces for ideological disruption: The relationship between marketing sustainability consciousness and curriculum redesign”**. In so doing, these the meta themes create a *‘researchscape’* to develop a consciousness and curriculum redesign continuum as the basis to argue for a socially responsive sustainability-marketing curriculum. The discussion that follows proceeds to link them with the three sustainability curriculum paradigms viz. “Curriculum Stagnators”, “Curriculum-non Traditionalists” and the “Curriculum Transformers”.

6.6 “Moving from rhetoric to actualisation”

The analysis of the data showed that the participants acknowledged the need for a sustainability marketing discourse as evident in chapters 4 and 5. However the inertia of knowing about sustainability marketing and the inability to act upon on it, needs to be discussed further.

The introduction of the curriculum paradigms and the themes relevant to these paradigms was examined in chapter 5. The focus on the corporate context of marketing was evident within the framing of the “Curriculum Stagnators” and the “Curriculum-non Traditionalists”. These two curriculum frameworks placed emphasis on the maintenance of the dominant social paradigm of marketing. The dominant social paradigm formed the foundation of knowledge production in marketing often seen in the use of scholastic epistemologies such as textbooks considered appropriate to the marketing curriculum.

In order to move from rhetoric to actualisation, the ‘stagnators’ and the ‘non-traditionalists’ would have to view the sustainability discourse of marketing as being theoretically relevant for the business context. Essentially, the business context for sustainability cannot be contained as just an actionable component through initiatives such as green marketing. This would make sustainability marketing a superficial discourse with a restricted theoretical foundation.

Therefore, the move to actualisation would require the engagement between business and academia to develop the discipline beyond a practice-based ideology and skilling rhetoric. This could be achieved through curriculum redesign, which would engage the discipline and its constituents (students) through the introduction of critical thinking and offering students the option to discuss, debate and contest what is presented to them in the formal curriculum.

Academics remain powerful in determining the choices made for curriculum content and the continuous representation of marketing in its existing format would offer students limited opportunity to engage with socially responsive content. Hence, the question of who would benefit from this type of curriculum would be highlighted. The “Curriculum Transformers” would perhaps, be the individuals to effect curriculum change and curriculum redesign. This is interrogated further in the next section on agents of ideological change.

6.7 “Spaces for dialogue: Creating agents of ideological change and building competencies in sustainability marketing”

The ‘silo’ mentality in which academics in this study are engaged does not make visible what others may be doing in the field of sustainability in general and sustainability marketing in particular. The fact that sustainability marketing is a global megatrend that is minimally represented in the curriculum bears testimony to the outdated nature of the marketing curriculum that urgently requires a redesign. However, this can only be achieved through the broader engagement of how sustainability is relevant to the marketing curriculum.

Traditionally, a sustainability discourse would be located in the ‘hard’ sciences disciplines such as the environmental sciences. However, the inclusion of a sustainability discourse in the marketing curriculum would displace an older and historical tradition of marketing theory and make visible the nuances of socially responsive curricula. Therefore, the sustainability megatrend needs integration within the mainstream academic disciplines of the business and marketing domain.

This form of integration would imply that universities (management and academics) would have to take on the call for sustainability discourses to be mainstreamed across disciplines. Subsequently, such sustainability initiatives could be filtered into individual departments and academic disciplines.

Such a predisposition toward social agency could be considered as moves toward greater levels of sustainability marketing awareness. This would form the basis of sustainability actualisation and serve as a catalyst to speed up the marketing curriculum redesign process. Consequently, those who would know about sustainability marketing, could offer their input in developing the sustainability marketing curriculum and those that do not would be engaged in discussions to consider these issues. Ultimately, such impetus for discussion around belief systems would offer the opportunity for academics and stakeholders alike to consider what the future of marketing might be represented as. The future of marketing is discussed further in the next section.

6.8 “Spaces for ideological disruption: The relationship between marketing sustainability consciousness and curriculum redesign”

The South African higher education context (discussed in Chapter 2) made a case for developing a socially responsive curriculum, however, it remained at the level of rhetoric for the business and marketing disciplines. It is suggested that higher levels of marketing sustainability consciousness would lead to the disruption of the traditional marketing theory ideology and this could facilitate curriculum redesign.

Sustainability consciousness is considered a multiple theoretical construct that would include the three curriculum paradigms (“Curriculum Stagnators”; “Curriculum non-Traditionalists”; “Curriculum Transformers” and four thematic categorisations (The sustainability discourse trend/fad; The skilling rhetoric; Restricted academic agency; and Student participation in curriculum development) proffered in earlier discussion.

Additionally, marketing sustainability consciousness would be linked to the historical development of marketing theory discussed in the literature review. Moreover, this would imply that a critical marketing theory would constitute a component of sustainability consciousness. The representation of the relationship between marketing sustainability and curriculum redesign is illustrated in Figure 6.1.

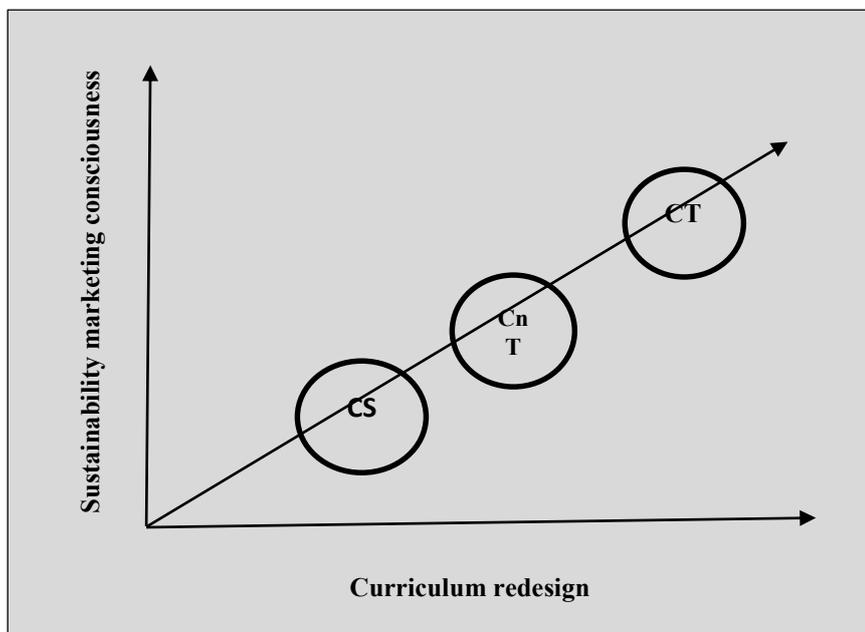


Figure 6.1: The relationship between marketing sustainability consciousness and curriculum redesign

Figure 6.1 suggests that as the level of sustainability consciousness increases, the level of curriculum redesign would also increase. The relationship between sustainability consciousness (represented on the vertical axis) and curriculum redesign (represented on the horizontal axis) is connected to the curriculum paradigms suggested in chapter 5. The first circle (CS) related to “Curriculum Stagnators”, the second circle (CnT) related to “Curriculum non-Traditionalists” and the final circle (CT) referenced the “Curriculum Transformers”. These circles have been placed on a hierarchy, symbolised by the spatial representation. The representation of the hierarchy was considered necessary as it signals increased levels of awareness of sustainability.

Whilst the “Curriculum Stagnators” would acknowledge the existence of the sustainability marketing discourse, they are limited by their choice to effect marketing curriculum redesign. The limitations of their choices are based on their acceptance of the existing marketing curriculum and their recognition of sustainability marketing as a tool that that can be used to facilitate the transactional process of marketing. However, the ability to effect change in the curriculum for this grouping would be at developing sustainability marketing theory as well as lecturer competency and capacity.

The “Curriculum non-Traditionalists” appeared to be placed higher on the level of sustainability consciousness and curriculum redesign. This might appear contradictory to the idea that the “Curriculum non-Traditionalists” are not advocates for a sustainability-marketing curriculum. However, this constituency represented the corporate context of marketing that engaged in sustainability marketing efforts on a greater scale as compared to the “Curriculum Stagnators”. Therefore, the representation of “Curriculum non-Traditionalists” as part of curriculum redesign aimed at sustainability marketing would prove valuable. This would be relevant in the context of students who could affect greater levels of change by reconciling the theory of marketing with socially responsive concepts such as sustainability marketing in practice.

The “Curriculum Transformers” are placed on the highest level of sustainability awareness and curriculum redesign. The justification for such an alignment was related to their acceptance of a reconceptualised version of marketing. The alignment of marketing curriculum to the higher goals of people and the planet is negotiated through scholarly engagement with critical theories of marketing. Additionally, the focus on cross-disciplinary university orientations toward sustainability marketing would increase the possibilities for further curriculum redesign.

The curriculum paradigms suggested by the author, are not a panacea for the introduction of sustainability marketing discourses into the mainstream marketing curriculum. Instead, the curriculum paradigms assist in identifying the levels of awareness of sustainability marketing. The curriculum paradigms offer a chance to identify how academics view the marketing curriculum. The simplistic response of the introduction of a module in sustainability marketing would not alter the existing dominant social paradigm of marketing theory.

In reality, it would be likely to be constituted as an add-on to existing marketing theory and not new marketing theory *per se*. Therefore, the intention of this thesis is to present possibilities for how the sustainability marketing curriculum paradigms may be understood, developed and reconstructed for marketing curriculum to reflect a social responsiveness to people, the planet and to the economy. The contribution of this study lay in its epistemological, methodological and ontological questioning of marketing theory and offered an extension to the conceptual and theoretical framework of Arnold and Fisher (1996). Henceforth, consideration for future research is discussed prior to the conclusion of the thesis.

6.9 Considerations for future research

This research study primary opens up the conversation on sustainability marketing in the marketing curriculum which would justify the need for future research. In particular, more research is needed to understand and interrogate student perspectives about marketing sustainability and its relevance to the marketing curriculum. Further investigation into the role of the corporate players in the development and construction of marketing knowledge in marketing curriculum generally and sustainability marketing in particular would be useful.

This study has revealed that marketing sustainability comprised a more actionable component of marketing strategy in practice as opposed to being a component of academic marketing theory. Also, the skilling rhetoric in marketing practice and academic marketing theory should be investigated further to consider how students could become acquirers of new forms of marketing knowledge.

This study has also revealed the importance of developing skills and competence in the area of sustainability marketing. To this end, more research would be required in understanding academic competence in the field of marketing sustainability and how these competencies can be developed. Following from this, the need to consider pedagogical tools in the delivery of sustainability marketing curriculum content would need further examination.

The processes and structures involved in curriculum design would also need further probing and examination. A primary concern would be in how the curriculum design or even redesign would unfold. Research that would focus on who is responsible for the design and construction of marketing curriculum could provide clues into how new forms of marketing knowledge could emerge. Hence, further research that includes business schools, public and private higher education institutions could prove useful in this process.

The marketing sustainability paradigms revealed in this study can be further explored and applied to other academic and cross-disciplinary contexts to reveal how sustainability may be relevant to a ‘whole-university’ approach to implement sustainability initiatives. Additionally, the idea of ‘marketing sustainability consciousness’ can be further unpacked and explored in terms of its meaning and relevance to redesigning marketing curricula. So, this thesis suggests that sustainability marketing would be a relevant discourse that requires further interrogation to uncover how it may be constituted as a part of marketing theory and ultimately, represented in the marketing curriculum. The conclusion of this thesis is presented in the next section.

6.10 Conclusion

This thesis has foregrounded the relevance of the sustainability marketing discourse to mainstream marketing theory. The rationale for sustainability marketing was argued on the basis of its relevance as a global phenomenon. Additionally, sustainability marketing was placed in the context of the critical paradigm and attached to academic the conceptual and theoretical frameworks of critical marketing theory, socially responsive curriculum and the paradigms of academic response to marketing proposed by Arnold and Fisher (1996). The critical paradigm allowed for dialectical views to emerge around the relevance of the DSP in the marketing curriculum. This was evident through the literature review and the portrayals of participant perspectives.

The conceptual and theoretical frameworks informed the research methodology of the study. The use of critical case studies offered the opportunity to understand the deeper nuances and meanings of participants’ viewpoints. The use of the qualitative lens allowed the researcher to ‘let the data speak’ and made the data analysis process a highly iterative one. Consequently, the methodological approach informed the data production and data analysis procedures used in the study.

The chapter four portrayals are an indication of the critical approach taken to research. The perspectives are presented as the participants own views. They were metaphorically linked to television screens to represent marketing eras and television channels to represent their viewpoints. Also, the conceptual framework of the academic paradigms was linked to these metaphorical lenses.

As a prelude to the final chapter of the thesis, chapter five offered a first level data abstraction. The data abstraction was linked to the literature review to highlight the similarities within existing literature. This process of data abstraction resulted in the identification of gaps and variations that would inform the higher level data abstraction in chapter six.

The final chapter of this thesis offered an extension for the data analysis in chapter five. This involved the development of the sustainability marketing curriculum paradigm framework. Thereafter, this framework was applied to the sustainability marketing consciousness and to the curriculum redesign hierarchy. The result of this was the creation of meta themes. The first Meta-theory considered the movement of the sustainability marketing curriculum from rhetoric to actualisation. This allowed for the integration of how curriculum design would be affected by moves toward sustainability marketing discourse.

This discussion was extended further to the second meta-theme that focused on the creation of spaces for dialogue and competencies in sustainability marketing. At this juncture, the implication for the development of social agency was considered in the context of belief systems and its subsequent influence on the development of the sustainability marketing curriculum.

Moreover, this meta-theme allowed for the theoretical questioning of marketing and the provocation of arguments about the possibilities for alternate theoretical constructs for the discipline. This progressed to the introduction of sustainability consciousness and the link to curriculum design.

This was evidenced in the third-meta theme related to spaces for ideology disruption and the relationship between sustainability marketing consciousness and marketing curriculum redesign. These ideas were represented in Figure 6.1. to illustrate the link between increased levels of sustainability marketing consciousness and the marketing curriculum redesign. Consequently, the findings of this research would have implications in terms of future research which is discussed in the next section.

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Appendix 1: Turnitin Report

Turnitin Originality Report

In search of a sustainability marketing curriculum: a critical exploration
Pillay

by Devika



From PHD (PHD Submission)

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Appendix 2: Editor's letter

ASOKA ENGLISH LANGUAGE EDITING CC
2011/065055/23

CELL NO.: 0836507817

2 ALLISLEA, 73 JOSIAH GUMEDE STR, PINETOWN, 3610, SOUTH AFRICA



DECLARATION

This is to certify that I have English Language edited the Dissertation:

In search of a sustainability marketing curriculum: A critical exploration

Candidate: Pillay D

SATI member number: 1001872

DISCLAIMER

Whilst the English language editor has used electronic track changes to facilitate corrections and has inserted comments and queries in a right-hand column, the responsibility for effecting changes in the final, submitted document, remains the responsibility of the candidate in consultation with the supervisor/promoter.

Director: Prof. Dennis Schaffer, M.A. Leeds, PhD, KwaZulu Natal, TEFL, TTIC Business English, Emeritus Professor UKZN, Cambridge University Accreditation for IGCSE (Drama).

Appendix 3: Gatekeeper letter for research phase one.



Dear Participant

PERMISSION TO CONDUCT A RESEARCH A BASELINE SURVEY AS PART OF A
PhD RESEARCH PROJECT

Name: DEVIKA PILLAY

STAFF No: 381774

Research focus: Marketing curriculum

As part of my PhD research project, I would like to invite you as part of your specific higher education institution to participate in a baseline survey regarding the above-mentioned research project. The survey should take between 15 and 20 minutes to complete,

Your assistance in permitting access to yourself and your organization/institution for purposes of this research would be most appreciated. Please be assured that all information gained from the research will be treated with the utmost circumspection. Confidentiality and anonymity will be strictly adhered to. If permission is granted then I would require this to be in writing on a letterhead and signed by the relevant authority.

Many thanks for your anticipated assistance in this regard.

Yours sincerely



Devika Pillay

Lecturer: School of Management

031-26026020835943931

Pillayd6@ukzn.ac.za



Appendix 4: Gatekeeper letter for research phase two.

Dear Participant

PERMISSION TO CONDUCT A RESEARCH INTERVIEW AS PART OF A PhD RESEARCH PROJECT

Name: DEVIKA PILLAY

Staff No: 381774

Research Topic: In search of a sustainability marketing curriculum: A critical exploration

As part of my PhD research project, I would like to invite you to participate in an interview regarding the above-mentioned research topic. The interview is expected to be between 45 minutes to an hour in length.

Your assistance in permitting access to yourself and your organization/institution for purposes of this research would be most appreciated. Please be assured that all information gained from the research will be treated with the utmost circumspection. Confidentiality and anonymity will be strictly adhered to. If permission is granted then I would require this to be in writing on a letterhead and signed by the relevant authority.

Many thanks for your anticipated assistance in this regard.

Yours sincerely

A handwritten signature in black ink, appearing to be "Devika Pillay".

Devika Pillay

Lecturer: School of Management

031-2602602

0835943931

Pillayd6@ukzn.ac.za

Appendix 5: Ethical Clearance



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

Research Office (Govan Mbeki Centre)
Private Bag x54001
DURBAN, 4000
Tel No: +27 31 260 3587
Fax No: +27 31 260 4609
Ximbap@ukzn.ac.za

10 February 2012

Ms Devika Pillay (931318053)
School of Education

Dear Ms Pillay

PROTOCOL REFERENCE NUMBER: HSS/0039/012D
PROJECT TITLE: In search of a sustainability marketing curriculum: A critical exploration.

EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process:

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. **PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.**

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

A handwritten signature in black ink, appearing to be 'S. Collings', written over a dotted line.

Professor Steven Collings (Chair)
Humanities & Social Sciences Research Ethics Committee

cc Supervisor Dr N Amin
cc Dr S Maistry
cc Mrs S Naicker / Mr N Memela

Appendix 6: Request for participation in baseline survey in research phase one



**UNIVERSITY OF KWAZULU-NATAL
SCHOOL OF EDUCATION**

Dear Participant,

Proposed Qualification PhD-Education

Researcher: Devika Pillay (031-2602602/0835943931)

Supervisors: Dr. N. Amin (031 2607255) and Dr. S. Maistry (031-2603547)

I, Devika Pillay, am an academic staff member, at the School of Management, of the University of Kwazulu Natal. You are invited to participate in a research project relating to curriculum in the marketing discipline. The aim of this study is to:

- Provide baseline information about the marketing curriculum offered in Higher Educations Institutions (HEIs). The information required is about the module contents, teaching approaches and rationale for inclusion.

Through your participation I hope to understand **your opinions about the questions posed regarding the marketing curriculum**. The results of the baseline survey are intended to contribute to **academic research**.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the university.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me at the numbers listed above.

The survey should take you about **15-20** minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Devika Pillay

Investigator's signature

A handwritten signature in black ink, appearing to be "Devika Pillay", written over a horizontal line.

Date

Appendix 7: Invite to interview in research phase two



UNIVERSITY OF KWAZULU-NATAL SCHOOL OF EDUCATION

Dear Participant,

Proposed Qualification PhD-Education

Researcher: Devika Pillay (031-2602602/0835943931)

Supervisors: Dr. N. Amin (031 2607255) and Dr. S. Maistry (031-2603547)

I, Devika Pillay, am an academic staff member, at the School of Management, of the University of Kwazulu Natal. You are invited to participate in an interview as part of research project relating to curriculum in the marketing discipline. The aim of this study is to:

- Elicit information about the relevance and/or importance of sustainability issues in the marketing curriculum.

Through your participation I hope to understand **your opinions about the questions posed regarding the marketing curriculum and sustainability**. The content of the interview session is intended to be used for academic research purposes only.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the university.

If you have any questions or concerns about the interview, the process or about participating in this study, you may contact myself or my supervisors on the numbers listed above.

The interview should take about **45-60** minutes to complete. I hope you will take the time to participate.

Sincerely

Devika Pillay

Investigator's signature

A handwritten signature in black ink, appearing to be "Devika Pillay", written over a horizontal line.

Date

Appendix 8: Randy's Interview

Interview schedule Randy: 28 August 2012

Johannesburg

Hello, my name is Dawn Pillay and I am very pleased to meet with you and thank you so much for agreeing to this interview. Firstly, if I may ask you to please sign this consent form and also advise you of the confidentiality of this interview process. You can choose to withdraw at any time during the process.

1. Firstly, can we ask about your background and how you've come to pursue a career in marketing?
2. What is your role as the HOD in the marketing discipline?
3. How do you think the marketing discipline has evolved over the years?
 - *Probe: What have been the most significant changes or trends, contributions?*
4. How would you describe the marketing curriculum at your university?
 - *Probe: What do you think is important about the marketing curriculum as it stands?*
 - *Probe: Do you think it is current and relevant?*
 - *Probe: What is the focus of the content?*
 - *Probe: Is the perspective still management focused? Is it based on neo-liberal concepts?*
5. Who is responsible for the marketing curriculum?
 - *Probe: Is it mandated in any way by the school or department or some other influence?*
 - *Probe: Who is responsible for ensuring that the discipline is covering relevant and pertinent issues?*
6. What do you think influences the development of marketing curriculum content?
 - *Probe: Individual lecturers themselves (people)*
 - *Probe: Industry*
 - *Probe: How do changes in the curriculum happen? Does this involve very specific processes?*
7. What do you think is not covered in the curriculum that should be there?

8. What are students being prepared for when they engage in programs from the marketing discipline?

- *Probe: Practitioners*
- *Probe: Change agents*

9. Have you heard sustainability marketing? What meaning does the term invoke for you?

10. What is your viewpoint on curriculum transformation as it relates to sustainability?

- *Probe: do you think such a view would be relevant to a discipline like marketing and how so?*
- *Should this be considered as a mainstream aspect of marketing curriculum?*

11. How do you think incompatible stances about sustainability as a concept and ideology should be debated or contested?

- *Probe: What do you think these incompatible stances are or could be?*
- *Probe: Where do you think there would be common ground regarding these incompatible stances?*
- *Probe: Should this even be something that the marketing discipline should even consider.*

12. How do you think universities have responded to the global call for sustainability and educating for sustainability?

- *Probe: From your institution's point of view*

13. What would be the key issues to consider in developing a sustainability curriculum?

- *Probe: undergraduate or post graduate?*
- *Probe: core or add on?*
- *Probe: administrative issues/school issue/university mandate*
- *Probe: structural issues*
- *Probe: political climate*
- *Probe: relevance or buy-in*

Appendix 9: Daniels's Interview

Interview schedule: Daniel: 18 July 2012

University of Technology: Kwazulu-Natal

Hello Daniel, I am very pleased to meet with you and thank you so much for agreeing to this interview. I would also like to assure you of the confidentiality of this interview process as well as of your institution. I would like to ask for you to sign the consent form before we proceed with the interview and to inform you that it will be recorded.

1. Firstly I would like to ask about your background and your experiences, and how you came to pursue a career in marketing?

Probe: could you also tell me a bit about your institution?

2. How do you think your experiences have shaped your views about the discipline in general?

Probe: More specifically, about education

Probe: About students

Probe: About curriculum

3. How do you think marketing as a discipline has evolved over the years?

Probe: What has been most influential in the discipline and about the discipline?

Probe: How has the discipline progressed?

4. How would you describe the content of what is being taught in the curricula of the marketing discipline at your institution?

Probe: What are the main topic areas that are focused on at undergraduate and postgraduate level?

Probe: Why do you think that it is important to teach such content?

5. What do you think has influenced the development of marketing curricula at your institution?

6. Do you think that the marketing curricula as it stands have shown progression and transformation over the years?

Probe: Why do you think that? What is intended for students when they are exposed to the marketing curriculum?

Probe: At undergraduate level? At post graduate level?

7. What do you think the content of your marketing curricula prepares students for?

Probe: to be practitioners?

Probe: to be change agents?

8. What do you think should be added or removed from marketing curricula?

Probe: Can you comment on this from an undergraduate perspective?

Probe: Can you comment from a postgraduate perspective?

Probe: Would this be applicable in the broader context of curriculum in HEI's?

Moving onto a slightly different angle.

9. What does the term sustainability mean to you? How do you think universities have responded to the global call for sustainability and educating for sustainability?

Probe: What have been the experiences at your institution?

Marketing has met with some criticism about promoting wants and needs and a need to produce more, buy more and consume more...

10. What do you think about these incompatible stances that exist about marketing as a consumption ideology in relation to a sustainability ideology?

Probe: iterate what the sustainability ideology is and the concept of marketing sustainability.

11. What is your viewpoint on curriculum transformation as it relates to sustainability?

Probe: Do you think this would be relevant to a discipline such as marketing?

Probe: Should it be part of the marketing curriculum?

Probe: Where should it feature? Undergraduate or postgraduate?

Probe: Should this be mainstreamed or just an add on to existing modules? Probe: Should it be part of the actual or official curriculum, or something hidden or implied?

Probe: Who do you think should develop the curriculum?

12. Why do you think that issues of sustainability have not been strongly integrated into the marketing curriculum?

Probe: Do you think it's a lecturer issue, lack of skills?

Probe: An institutional issue, political issue or some other reason?

Probe: What do you think would be the key challenges in developing a sustainability marketing curriculum?

Probe: How do you think students would react to something that promotes a sustainability orientation?

13. How else do you think marketing may contribute towards developing a sustainability orientation?

Thank you so much for your time!

Appendix 10: Tash's Interview

Interview schedule: Tash: 23 January 2013

Vida Cafe: Umhlanga-The Square; 11am

Hello Tash , I am very pleased to meet with you and thank you so much for agreeing to this interview. I would also like to assure you of the confidentiality of this interview process as well as of your institution. I would like to ask for you to sign the consent form before we proceed with the interview and to inform you that it will be recorded.

-
1. Firstly I would like to ask about your background and your experiences, and how you have come to pursue a career in marketing?
 2. How do you think your experiences have shaped your views about the discipline in general?
Probe: More specifically, about education
Probe: About students
Probe: About curriculum
 3. How do you think marketing as a discipline has evolved over the years?

Probe: What has been most influential in the discipline and about the discipline?
Probe: How has the discipline progressed?
 4. How would you describe the content of what you've been taught in the curricula of the marketing discipline at your institution?

Probe: What are the main topic areas that are focused on at undergraduate and postgraduate level?
Probe: Why do you think that it is important to teach such content?
Probe: How did this influence you as a practitioner?
 5. What do you think has influenced the development of marketing curricula?
Probe: individuals, structure, bureaucracy.
 6. Do you think that the marketing curricula as it stands have shown progression and transformation over the years?

Probe: Why do you think that?
 7. *Probe: What do you think was intended for students when they are exposed to the marketing curriculum*

Probe: At undergraduate level?
Probe: At post graduate level?

8. What do you think the content of your marketing curricula prepares students for?

Probe: to be practitioners?

Probe: to be change agents?

9. What do you think should be added or removed from marketing curricula?

Probe: Can you comment on this from an undergraduate perspective?

Probe: Can you comment from a postgraduate perspective?

Probe: How would this link to a business context, your practitioner context?

Moving onto a slightly different angle.

10. What does the term sustainability mean to you?

11. How do you think universities and/or business have responded to the global call for sustainability and educating for sustainability?

Probe: What have been the experiences at your work situation?

Marketing has met with some criticism about promoting wants and needs and a need to produce more, buy more and consume more...

12. What do you think about these incompatible stances that exist about marketing as a consumption ideology in relation to a sustainability ideology?

Probe: iterate what the sustainability ideology is and the concept of marketing sustainability.

Probe: how does this play out in a business context-consumption versus sustainability

13. You have focused on marketing being linked to sustainable fishing, tell me more?

Probe: where did this emerge from?

Probe: How does marketing contribute this?

Probe: Why was this important to you?

14. What is your viewpoint on curriculum transformation as it relates to sustainability?

Probe: Do you think this would be relevant to a discipline such as marketing?

Probe: Should it be part of the marketing curriculum?

Probe: Where should it feature? Undergraduate or postgraduate?

Probe: Should this be mainstreamed or just an add on to existing modules?

Probe: Should it be part of the actual or official curriculum, or something hidden or implied?

Probe: Who do you think should develop the curriculum?

15. Why do you think that issues of sustainability have not been strongly integrated into the marketing curriculum?

Probe: Do you think it's a lecturer issue, lack of skills?

Probe: An institutional issue, political issue or some other reason?

Probe: What do you think would be the key challenges in developing a sustainability marketing curriculum?

Probe: How do you think students would react to something that promotes a sustainability orientation?

16. How else do you think marketing may contribute towards developing a sustainability orientation?

Appendix 11: Seline's Interview

Interview schedule Seline: 04 September 2012

La Lucia Ridge Durban

Hello, my name is Dawn Pillay and I am very pleased to meet with you and thank you so much for agreeing to this interview. Firstly, if I may ask you to please sign this consent form and also advise you of the confidentiality of this interview process. You can choose to withdraw at any time during the process.

1. Firstly, can we ask about your background and how you've come to find yourself in this area of marketing?

2. What is your role in the firm and the sustainability project?

Probe: How has this impacted on you personally?

Probe: How has your thinking and even behaviour influenced by this?

Probe: Did you grapple with the concept?

3. How do you think marketing has evolved over the years?

Probe: What have been the most significant changes or trends, contributions?

4. What is your opinion about marketing curricula at universities?

Probe: What do you think is important about the marketing curriculum as it stands?

Probe: Do you think it is current and relevant?

Probe: What is the focus of the content?

Probe: Is the perspective still management focused? Is it based on neo-liberal concepts?

5. What or who do you think influences the development of marketing curriculum content?

Probe: Individual lecturers themselves (people)

Probe: Industry

Probe: How do changes in the curriculum happen? Does this involve very specific processes?

6. What do you think is not covered in the curriculum that should be there?

7. Have you heard of sustainability marketing? What meaning does the term invoke for you?

8. What is your viewpoint about transforming marketing curriculum to include sustainability ideology and practice?

Probe: is this something that should be taught or can be taught?

Probe: Should this be considered as a mainstream aspect of the marketing curriculum?

Probe: How do you implement a sustainability ethos for employees here?

9. How do you handle sustainability as a concept and ideology that seems incompatible with typical marketing goals and objectives?

Probe: Can you speak more about how sustainability fits in with overall marketing strategy and firm goals?

Probe: Is this something that is trendy?

10. How do you think business and universities have responded to the global call for sustainability and educating for sustainability?

Probe: why has your firm taken this on as such a major initiative?

Probe: Who was responsible for this happening? Was it mandated from overseas office, spearheaded by an individual?

Probe: How is this incorporated as part of the marketing function?

Probe: Why has it been so slow in being incorporated?

11. When university graduates enter the organisation what is your view about their marketing knowledge.

Probe: how are they introduced to this idea of sustainability marketing?

Probe: is there a genuine interest or is just something that is mandated that they have to deal with?

12. What do you think would be the key issues to consider in developing a sustainability curriculum?

Probe: undergraduate or post-graduate?

Probe: core or add on?

Probe: administrative issues/school issue/university mandate

Probe: structural issues

Probe: political climate

Probe: relevance or buy-in

Thank you so much for you time!

Appendix 12: Latisha's

Interview schedule: Latisha: 09 July 2012

Grahamstown

Hello, my name is Dawn Pillay and I am very pleased to meet with you and thank you so much for agreeing to this interview. Firstly, if I may ask you to please sign this consent form and also advise you of the confidentiality of this interview process. You can choose to withdraw at any time during the process.

1. Firstly, can we ask about your background and how you've come to find yourself in this area of sustainability and environmental education?

2. How do you define sustainability, what meaning does the term invoke for you.

3. How has your experiences, be it as a teacher or academic, shaped your views about these issues.

Probe: education

Probe: curriculum

Probe: students

4. What is your viewpoint on curriculum transformation as it relates to sustainability?

Probe: do you think such a view would be relevant to a discipline like marketing and how so?

5. How do you think incompatible stances about sustainability as a concept and ideology should be debated or contested?

Probe: What do you think these incompatible stances are or could be?

Probe: Where do you think there would be common ground regarding these incompatible stances?

Probe: Would this be relevant in a cross disciplinary context in relation to marketing for instance?

6. How do you think universities have responded to this global call for sustainability and educating for sustainability?

7. Taking these perspectives into account, how has this influenced the actual development of sustainability curricula?
Probe: is this an actual or official curriculum
Probe: Is this a university-wide intervention or just within a specific departments or disciplines?

8. What would be the key issues to consider in developing a sustainability curriculum?

Probe: undergraduate or postgraduate?
Probe: core or add on?
Probe: administrative issues
Probe: structural issues
Probe: political climate
Probe: relevance or buy-in

9. Is there a particular framework that has influence the development of the curriculum?
Probe: a model used
Probe: the South African context and how this featured in the design

10. What have been the challenges for you in developing your curriculum around sustainability?

11. What is intended for the students from doing such a course or subject, be it at post graduate or undergraduate level?

12. Have any students been tracked in terms of taking these courses and the influence it may have had on their ideologies or perspectives of sustainability or even their practice?

Thank you so much for you time!

Appendix 13: Mishca's Interview

Interview schedule: Mischa: 8 October 2012

University of Kwazulu-Natal: Durban Westville Campus

Hello Mischa, I am very pleased to meet with you and thank you so much for agreeing to this interview. I would also like to assure you of the confidentiality of this interview process as well as of your institution. I would like to ask for you to sign the consent form before we proceed with the interview and to inform you that it will be recorded.

1. Firstly I would like to ask about your background and your experiences, and how you have come to find yourself as an academic in the area of marketing?

2. How do you think your experiences have shaped your views about the discipline in general?

Probe: More specifically, about education

Probe: About students

Probe: About curriculum

3. How do you think marketing as a discipline has evolved over the years?

Probe: What has been most influential in the discipline and about the discipline?

Probe: How has the discipline progressed?

4. How would you describe the content of what is being taught in the curricula of the marketing discipline at your institution?

Probe: What are the main topic areas that are focused on at undergraduate and postgraduate level?

Probe: Why do you think that it is important to teach such content?

5. What do you think has influenced the development of marketing curricula at your institution or elsewhere?

Probe: individuals, structure, bureaucracy.

6. Do you think that the marketing curricula as it stands have shown progression and transformation over the years?

Probe: Why do you think that?

Probe: What is intended for students when they are exposed to the marketing curriculum at undergraduate level? At post graduate level?

7. What do you think the content of your marketing curricula prepares students for?

Probe: to be practitioners?

Probe: to be change agents?

8. What do you think should be added or removed from marketing curricula?

Probe: Can you comment on this from an undergraduate perspective?

Probe: Can you comment from a postgraduate perspective?

Probe: Would this be applicable in the broader context of curriculum in HEI's?

Moving onto a slightly different angle.

9. What does the term sustainability mean to you?

10. How do you think universities have responded to the global call for sustainability and educating for sustainability?

Probe: What have been the experiences at your institution?

Marketing has met with some criticism about promoting wants and needs and a need to produce more, buy more and consume more...

11. What do you think about these incompatible stances that exist about marketing as a consumption ideology in relation to a sustainability ideology?

Probe: iterate what the sustainability ideology is and the concept of marketing sustainability.

12. You have focused on marketing being linked to obesity, tell me more?

Probe: where did this emerge from?

Probe: How does marketing contribute this?

Probe: Why was this important to you?

13. What is your viewpoint on curriculum transformation as it relates to sustainability?

Probe: Do you think this would be relevant to a discipline such as marketing?

Probe: Should it be part of the marketing curriculum?

Probe: Where should it feature? Undergraduate or postgraduate?

Probe: Should this be mainstreamed or just an add on to existing modules? Probe: Should it be part of the actual or official curriculum, or something hidden or implied?

Probe: Who do you think should develop the curriculum?

14. Why do you think that issues of sustainability have not been strongly integrated into the marketing curriculum?

Probe: Do you think it's a lecturer issue, lack of skills?

Probe: An institutional issue, political issue or some other reason?

Probe: What do you think would be the key challenges in developing a sustainability marketing curriculum?

Probe: How do you think students would react to something that promotes a sustainability orientation?

15. How else do you think marketing may contribute towards developing a sustainability orientation?

Thank you so much for your time!!!!

Appendix 14: Informed consent for research phase 1



**UNIVERSITY OF KWAZULU-NATAL
SCHOOL OF MANAGEMENT**

Proposed Qualification PhD-Education
Researcher: Devika Pillay (031-2602602/0835943931)

CONSENT

I.....(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

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Appendix 15: Informed consent for research phase 2



**UNIVERSITY OF KWAZULU-NATAL
SCHOOL OF MANAGEMENT**

Proposed Qualification PhD-Education
Researcher: Devika Pillay (031-2602602/0835943931)

CONSENT

I.....(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

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